

National Profile on Alternate Assessments Based on Alternate Achievement Standards

A Report From the National Study on Alternate Assessments

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August 2009

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Contents

Introduction	1
Legislative Background	2
NSAA National Profile.....	3
Special Notes	4
A. Overview	5
B. Alternate Achievement Standards	21
C. Technical Quality	30
D. Eligibility and Administration	75
E. Scoring and Reporting	87
References	R-1
Appendix A: Methodology	A-1
Appendix B: Data Tables	B-1

Introduction

The National Study on Alternate Assessments (NSAA) was mandated by Section 664(c) of the Individuals With Disabilities Education Improvement Act of 2004 (IDEA). Specifically, the law called for a “Study on Ensuring Accountability for Students Who Are Held to Alternative Achievement Standards” to examine the following:

- “(1) the criteria that States use to determine—
 - (A) eligibility for alternate assessments; and
 - (B) the number and type of children who take those assessments and are held accountable to alternative achievement standards;
- (2) the validity and reliability of alternate assessment instruments and procedures;
- (3) the alignment of alternate assessments and alternative achievement standards to State academic content standards in reading, mathematics, and science; and
- (4) the use and effectiveness of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need.” (P.L. 108–446, 118 Stat. 2784, 2004)

SRI International and its partners Policy Studies Associates (PSA) and the National Center on Educational Outcomes (NCEO) were selected by the Institute of Education Sciences (IES) National Center for Special Education Research (NCSE) to conduct the NSAA.

The alternate assessment arena is rapidly evolving across the 50 states and the District of Columbia, reflecting the states’ responses to legislative, regulatory, technical, and methodological developments in the assessment of students with significant cognitive disabilities for federal, state, and local accountability purposes. NSAA is examining alternate assessment systems during this period of rapid evolution using two primary data collection methods: document analysis and data verification activities in 50 states and the District of Columbia, and teacher surveys in selected states.

Two reports have been produced to document NSAA findings for the 2006–07 school year. The two reports present findings of the document analysis and data verification activities. *National Profile on Alternate Assessments Based on Alternate Achievement Standards. A Report From the National Study on Alternate Assessments (NSAA National Profile)* summarizes national-level findings from the document analysis and data verification activities for the 2006–07 school year across the 50 states and the District of Columbia. The *NSAA National Profile* also contains data tables with individual state responses for each item of the data collection instrument. A companion report, *State Profiles on Alternate Assessments Based on Alternate Achievement Standards. A Report From the National Study on Alternate Assessments (NSAA State Profiles)*, presents individual state profiles for the 2006–07 school year for each of the 50 states and the District of Columbia. The *NSAA State Profiles* describe individual state approaches to designing and administering alternate assessments based on alternate achievement standards, key features of individual state alternate assessments, and student participation and performance data for each state.

Legislative Background

As introduced in the IDEA Amendments of 1997 (IDEA 1997), an alternate assessment is an assessment designed for children with disabilities who are unable to participate in the regular state assessment, even with appropriate accommodations (20 U.S.C. 1412(a)(16)). IDEA 1997 required states to develop and conduct alternate assessments no later than July 1, 2000. The statute did not place specific limits on the number of students who could participate in alternate assessments nor did it specify the content of alternate assessments. However, the discussion accompanying the final regulations to implement Part B of that law stated that “it should be necessary to use alternate assessments for a relatively small percentage of children with disabilities” and “alternate assessments need to be aligned with the general curriculum standards set for all students and should not be assumed appropriate only for those students with significant cognitive impairments” (64 Fed. Reg. 12564-12565 (Mar. 12, 1999); 34 C.F.R. § 200). States responded to IDEA 1997 by implementing a variety of alternate assessment approaches, including portfolios, checklists, and individualized education program (IEP) analysis, which varied in the degree of emphasis on general education curriculum content versus a separate curriculum to develop functional skills (Thompson and Thurlow 2000).

Federal policies since IDEA 1997 have required increased integration of alternate assessments into general school systems for academic accountability. The No Child Left Behind Act of 2001 (NCLB) required states to adopt challenging academic standards that were “the same academic standards that the State applies to all schools and children in the State.” Two types of standards were required: academic content standards and academic achievement standards. The statute called for academic content standards that “(I) specify what children are expected to know and be able to do; (II) contain coherent and rigorous content; and (III) encourage the teaching of advanced skills” and academic achievement standards that “(I) are aligned with the State’s academic content standards; (II) describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the State academic content standards; and (III) describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.” (20 U.S.C. 6311 § 1111(b)(1)(D)).

In 2002, regulations implementing the assessment provisions of NCLB stated that “the State’s academic assessment system must provide for one or more alternate assessments for a student with disabilities [who] cannot participate in all or part of the State assessments ... even with appropriate accommodations.” These regulations further required that “alternate assessments must yield results in at least reading/language arts, mathematics, and, beginning in the 2007–08 school year, science” (67 Fed. Reg. 45041-45042 (Jul. 5, 2002); 34 C.F.R. § 200).

On December 9, 2003, the U.S. Department of Education issued final regulations under NCLB permitting states to develop “through a documented and validated standards-setting process” alternate achievement standards for students with the most significant cognitive disabilities, “provided that those standards (1) Are aligned with the State’s academic content standards; (2) Promote access to the general curriculum; and (3) Reflect professional judgment of the highest achievement standards possible” (34 C.F.R. § 200.1 (2003)). An alternate achievement standard is “an expectation of performance that differs in complexity from a grade-level achievement standard” (68 Fed. Reg. 68699 (Dec. 9, 2003)). States may include proficient

and advanced scores of students with the most significant cognitive disabilities based on the alternate achievement standards in determining “adequate yearly progress,” provided that the number of those proficient or advanced scores at the state and local levels does not exceed 1 percent of all students in the grades assessed in reading/language arts and in mathematics, unless the state has received an exception permitting it to exceed this cap (34 C.F.R. § 200.13(c) (2003)).

NSAA National Profile

The *NSAA National Profile* reports on the development and implementation of alternate assessments based on alternate achievement standards across the 50 states and the District of Columbia for the 2006–07 school year. The report presents summaries of individual state data tables and graphically highlights percentages on the status of alternate assessments based on alternate achievement standards.

Data were collected in 2006 and 2007 through a process involving detailed analysis of state documents. In particular, submissions to the U.S. Department of Education’s Standards and Assessments Peer Review process served as the primary data source. Structured telephone interviews with knowledgeable informants in each of the 50 states and the District of Columbia were also conducted to gather information that could not be gleaned from the analysis of state documents. For simplicity, the District of Columbia is considered one of the 51 “states.” The Standards and Assessments Peer Review process and data collection, verification, and analysis procedures are described in appendix A. The data collected were of four types: yes/no items, multiple-choice items, closed-ended text (such as the name of the assessment and number of content standards addressed), and open-ended responses. Open-ended responses were coded into categories. This report does not reflect any updates that may have occurred since data collection activities ended in September 2007. A number of states had begun reworking their alternate assessments at that time, often in response to feedback from the Standards and Assessments Peer Review process, so their current and future alternate assessments may differ from the information presented in these reports.

The *NSAA National Profile* report contains the following five sections:

- A. **Overview:** This section presents key features of alternate assessments in 2006–07, including the purposes states reported for the alternate assessment, the general approaches and procedures used, and the coverage of academic content standards.
- B. **Alternate Achievement Standards:** This section describes the states’ alternate achievement standards and includes information regarding methodologies used to develop them.
- C. **Technical Quality:** This section presents information regarding the validity, reliability, fairness/accessibility, implementation procedures, and alignment of the assessments.

- D. **Eligibility and Administration:** This section includes information on states' guidelines and procedures for determining who is assessed based on alternate achievement standards, determining how assessment content is selected, and administering assessments.
- E. **Scoring and Reporting:** This section includes information on scoring criteria used, training provided to assessment administrators and scorers, and reporting results.

The primary source of data for the NSAA profiles was an in depth review of documents submitted to the U.S. Department of Education in response to the Standards and Assessment Peer Review process and information pertaining to the alternate assessments on state websites. The study team also conducted structured telephone interviews with knowledgeable informants in each of the 50 states and the District of Columbia. These interviews were not systematic surveys. Rather, they were conducted to verify the results of document review and to collect data that could not be collected from administrative records. The study methodology is presented in appendix A and collected data are presented in appendix B.

Special Notes

There are a few special notes to be aware of for the *NSAA National Profile*:

- Forty-nine states reported using a single alternate assessment based on alternate achievement standards in 2006–07. Michigan reported having two alternate assessments based on alternate achievement standards in use in 2006–07. The *NSAA National Profile* reports the two alternate assessments in combination to reflect the overall nature of alternate assessments in Michigan.
- Florida did not have an alternate assessment based on alternate achievement standards in 2006–07 and was revising its alternate assessment system at that time. This report includes data for Florida with the caveat to use caution in interpreting data for that state.
- There are currently several allowable variants of alternate assessments, including alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, and alternate assessments based on grade-level standards. Only alternate assessments based on alternate achievement standards are included in the report. Throughout the report, alternate assessments based on alternate achievement standards may be referred to simply as “alternate assessments” for brevity. In such cases it should be understood that only alternate assessments based on alternate achievement standards are being considered.

A. Overview

The Overview section presents selected key features of alternate assessments in 2006–07, including the purposes the state reported for the alternate assessment, the general approaches and procedures used, and the coverage of academic content standards. NCLB required states, beginning in 2005–06, to administer assessments in reading/language arts and in mathematics in each of grades 3 through 8 and at least once in grades 10 through 12. Although states were required to develop achievement standards in science by 2005–06, assessments in science were not required to be administered until 2007–08.

Alternate assessment¹ title (A1)

This item asked for the name of the alternate assessment being used during the 2006–07 school year. One state (Michigan) used two alternate assessments to assess students with significant cognitive disabilities.

The titles of the alternate assessments are not reported here but are reported by state in the *NSAA State Profiles* and in table A1 in appendix B, NSAA Data Tables.

Purposes of alternate assessment (A2)

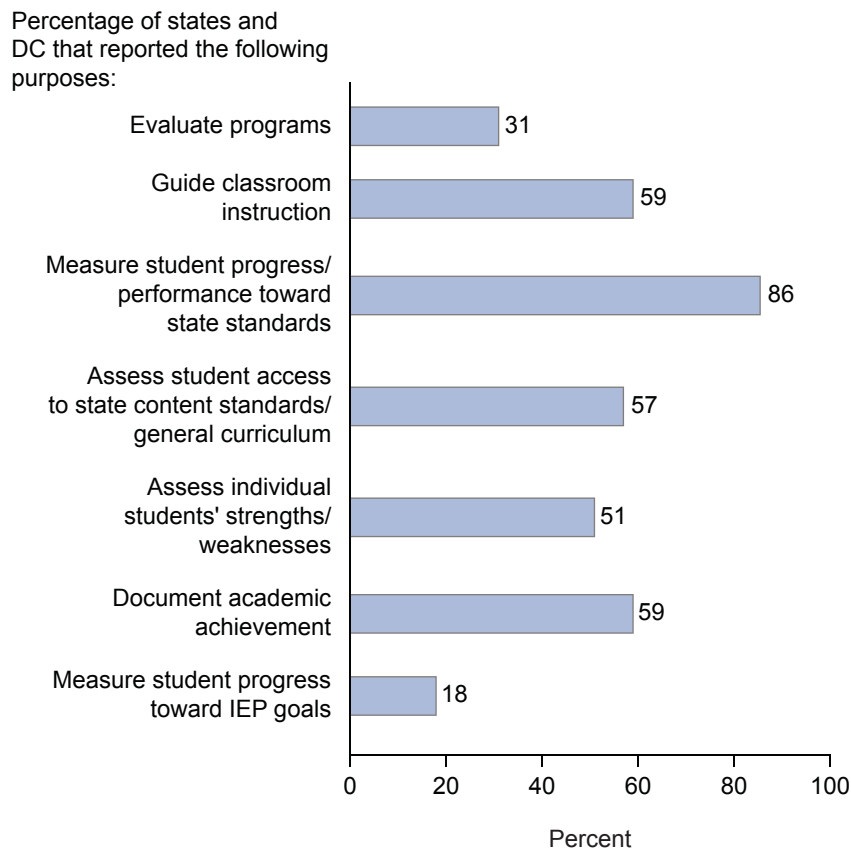
This item asked for the stated purposes and goals for the alternate assessment, in addition to meeting accountability requirements set by federal law. This was an open-ended item, and the following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure A2 below and for individual states in table A2 in appendix B, NSAA Data Tables.

- *Evaluate programs* – This category was coded when the state specifically mentioned program evaluation as a purpose of the alternate assessment. Thirty-one percent of states (16 states) reported this purpose.
- *Guide classroom instruction* – This category was coded when the state reported that results of the assessment were intended to inform and refine classroom instruction for students with significant cognitive disabilities. Fifty-nine percent of states (30 states) reported this purpose, reflecting a majority of the states.
- *Measure student progress/performance toward state standards* – This category was coded when the state reported that measurement of individual student learning outcomes within the context of state accountability and state standards was a purpose of the alternate assessment. Eighty-six percent of states (44 states) reported this purpose, reflecting a majority of the states and the highest frequency.
- *Assess student access to content standards/general curriculum* – This category was coded when the state reported that evaluating access to the general education academic content standards for students with significant cognitive disabilities was a purpose of the alternate assessment. Fifty-seven percent of states (29 states) reported this purpose, reflecting a majority of the states

¹ Throughout the text, alternate assessment based on alternate academic achievement standards is referred to as “alternate assessment.”

- *Assess individual students' strengths/weaknesses* – This category was coded when the state reported that the gathering of information to measure the performance of individual students was a purpose of the alternate assessment. Fifty-one percent of states (26 states) reported this purpose, reflecting a majority of the states.
- *Document academic achievement* – This category was coded when the state reported that documenting academic achievement and/or providing reports of student academic achievement to parents was a purpose of the alternate assessment. Fifty-nine percent of states (30 states) reported this purpose, reflecting a majority of the states.
- *Measure student progress toward IEP goals* – This category was coded when the state reported that a purpose of the alternate assessment was to inform IEP development or document whether IEP goals were or were not met. Eighteen percent of states (9 states) reported this purpose.

Figure A2. Purposes of alternate assessment



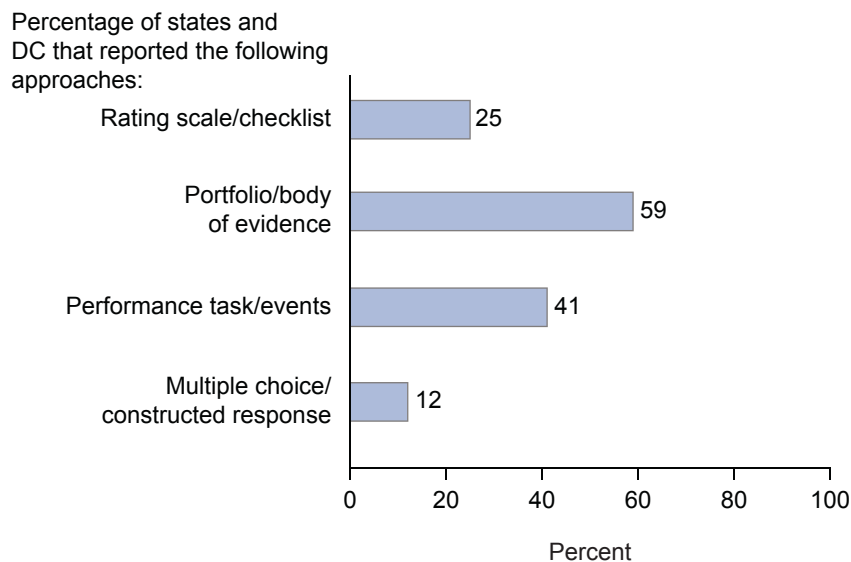
NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Alternate assessment approaches (structures/types of items used) (A3)

This item characterized the approaches states reported using for their 2006–07 alternate assessments. This was a multiple-choice item, and multiple responses were possible for states that used a combined approach (e.g., a series of performance tasks/events in combination with submitted portfolios) and are presented graphically in figure A3 below and for individual states in table A3 in appendix B, NSAA Data Tables.

- *Rating scale/checklist* – Twenty-five percent of states (13 states) reported using this approach.
- *Portfolio/body of evidence* – Fifty-nine percent of states (30 states) reported using this approach, reflecting a majority of the states and the highest frequency reported among the general types of assessment approaches.
- *Performance task/events* – Forty-one percent of states (21 states) reported using this approach.
- *Multiple choice/constructed response* – Twelve percent of states (6 states) reported using this approach.

Figure A3. Alternate assessment approaches



NOTE: Percentages do not sum to 100 because multiple responses were possible.

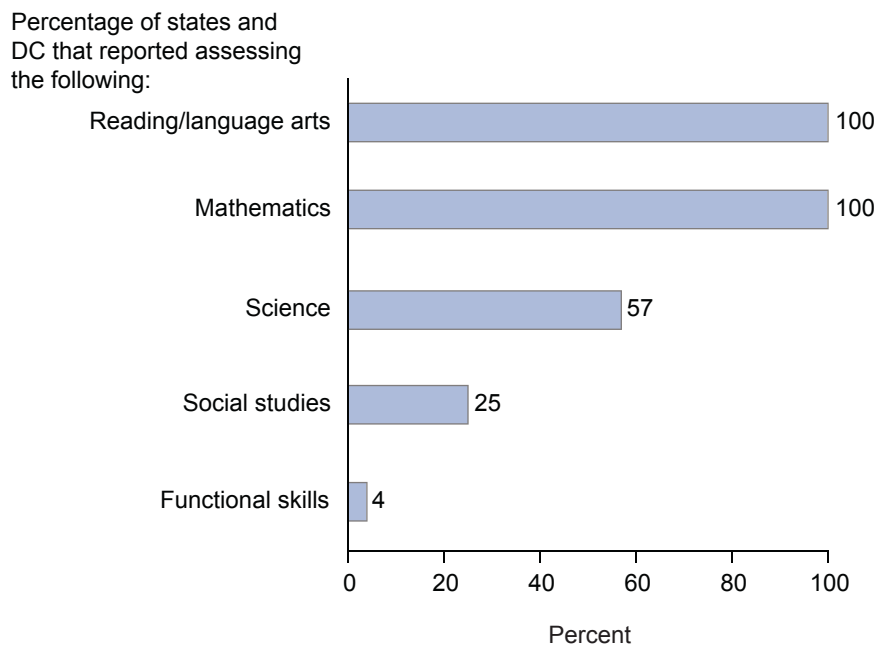
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What content areas were included in the alternate assessment? (A4)

This multiple-choice item asked for the specific content areas that were addressed by the state's alternate assessments. Multiple responses were possible and are presented graphically in figure A4 below and for individual states in table A4 in appendix B, NSAA Data Tables.

- *Reading/language arts* – One hundred percent of states (51 states) reported that they assessed students in reading/language arts, reflecting the highest frequency reported, along with the assessment of students in mathematics.
- *Mathematics* – One hundred percent of states (51 states) reported that they assessed students in mathematics, reflecting the highest frequency reported, along with the assessment of students in reading/language arts.
- *Science* – Fifty-seven percent of states (29 states) reported that they assessed students in science, reflecting a majority of the states.
- *Social studies* – Twenty-five percent of states (13 states) assessed students in social studies.
- *Functional skills* – Four percent of states (2 states) assessed students on functional skills.

Figure A4. Content areas included in the alternate assessment



NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

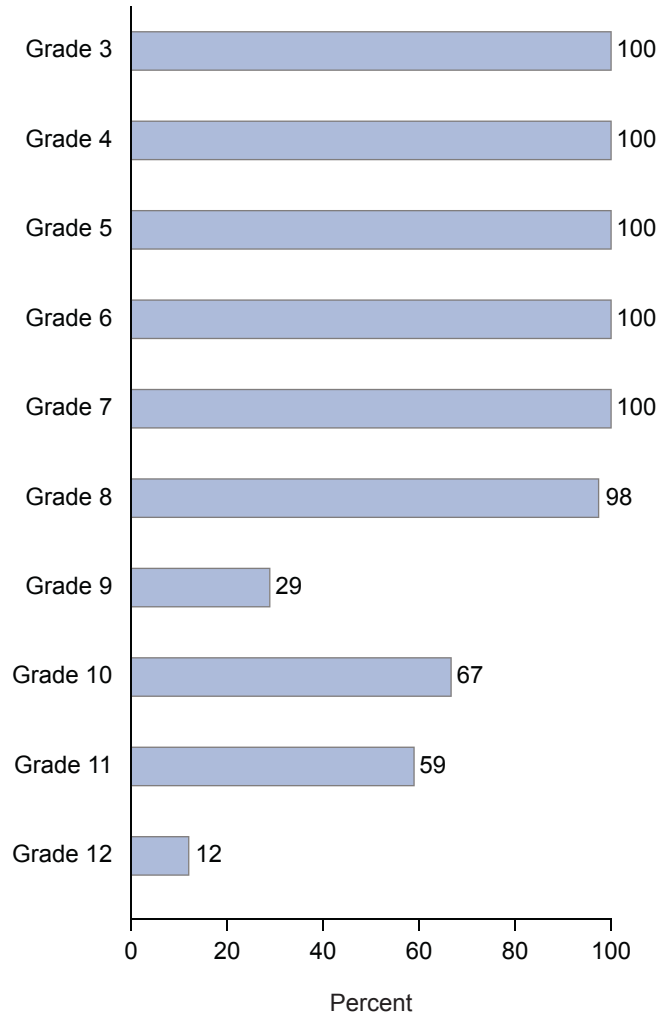
Grades assessed (A5)

This multiple-choice item asked for the specific grades (3 to 12) in which the state assessed students using the alternate assessment for measuring adequate yearly progress (AYP). Multiple responses were possible and are presented graphically in figure A5 below and for individual states in table A5 in appendix B, NSAA Data Tables.

- *Grades 3 to 7* – One hundred percent of states (51 states) reported that they assessed students in the third, fourth, fifth, sixth, and seventh grades using the alternate assessment, reflecting the highest frequencies reported.
- *Grade 8* – Ninety-eight percent of states (50 states) reported that they assessed students in the eighth grade using the alternate assessment, reflecting a majority of the states.
- *Grade 9 to 12* – One hundred percent of states (51 states) reported that they assessed students at least once in ninth through twelfth grade.
 - *Grade 9* – Twenty-nine percent of states (15 states) reported that they assessed students in the ninth grade using the alternate assessment.
 - *Grade 10* – Sixty-seven percent of states (34 states) reported that they assessed students in the 10th grade using the alternate assessment, reflecting a majority of the states.
 - *Grade 11* – Fifty-nine percent of states (30 states) reported that they assessed students in the 11th grade using the alternate assessment, reflecting a majority of the states.
 - *Grade 12* – Twelve percent of states (6 states) reported that they assessed students in the 12th grade using the alternate assessment.

Figure A5. Grades assessed

Percentage of states and DC that reported assessing the following:



NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

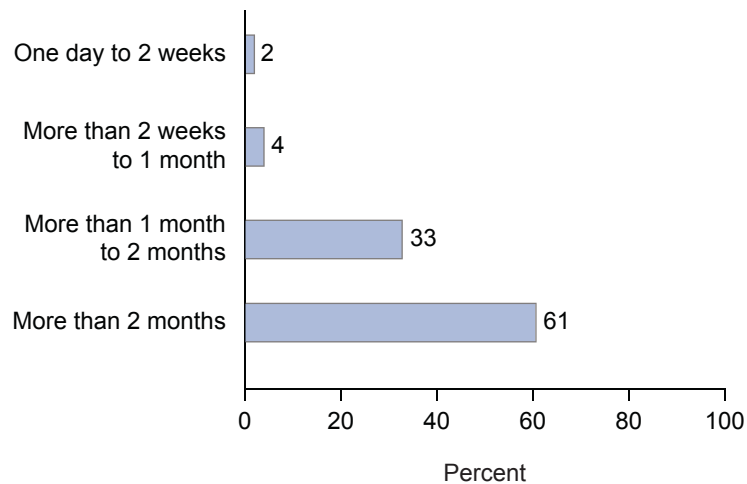
What was the time frame within which the alternate assessment occurred? (A6)

This multiple-choice item asked about the time frame of the administration of the alternate assessment by providing four mutually exclusive response options. The responses are presented graphically in figure A6 below and for individual states in table A6 in appendix B, NSAA Data Tables.

- *One day to 2 weeks* – Two percent of states (1 state) reported that the alternate assessment occurred within 1 day to 2 weeks during the school year.
- *More than 2 weeks to 1 month* – Four percent of states (2 states) reported that the alternate assessment occurred within more than 2 weeks to 1 month during the school year.
- *More than 1 month to 2 months* – Thirty-three percent of states (17 states) reported that the alternate assessment occurred within more than 1 month to 2 months during the school year.
- *More than 2 months* – Sixty-one percent of states (31 states) reported that the alternate assessment occurred within more than 2 months to the full school year, reflecting a majority of states and the highest frequency reported.

Figure A6. Time frame within which the alternate assessment occurred

Percentage of states and DC
that reported the following:



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

How many state content standards were there for reading/language arts? On how many content standards in reading/language arts were students with significant cognitive disabilities assessed using the alternate assessment? (A7)

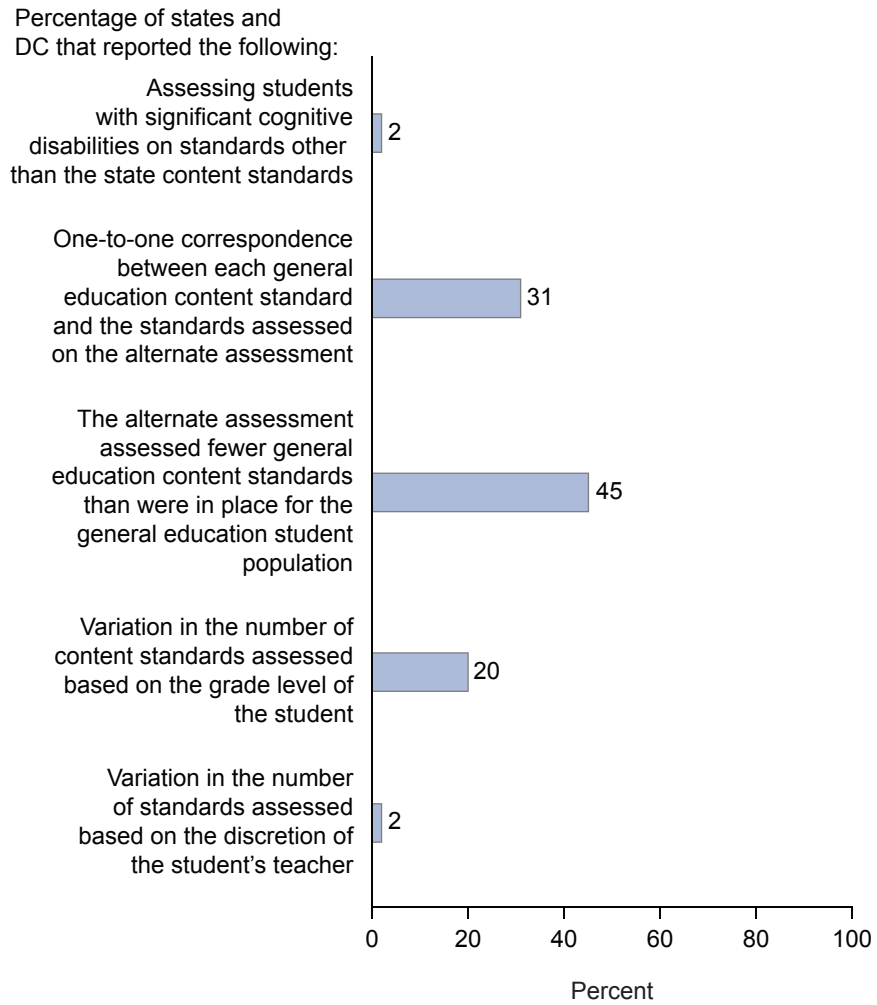
Two related items were investigated together: the number of general education content standards the state had in place for reading/language arts and on how many of those standards students with significant cognitive disabilities were assessed using the alternate assessment.

States used different terms to refer to various levels of their system of general education content standards. For this item, the term “content standard” was used to refer to the highest level in a hierarchy of skills and knowledge, of which there were only a limited number (typically 10 or fewer) for each content area. Although states often articulated additional subdomains of skills and knowledge, often down to deeper levels of specificity that described actual student performance, tasks, and/or activities, those levels are not reported here.

The second part of this item asked for the number of general education content standards on which students with significant cognitive disabilities were assessed by the state using an alternate assessment. In some states, each general education content standard was addressed in the alternate assessment in a way thought to be appropriate for students with significant cognitive disabilities. In other states, only a portion of the general education content standards were addressed in the alternate assessment. This information is presented graphically in figure A7 below and for individual states in table A7 in appendix B, NSAA Data Tables.

- The number of general education content standards in place in a state in reading/language arts ranged from 1 to 13 or varied by grade level.
- The number of content standards on which students with significant cognitive disabilities were assessed on the alternate assessment ranged from 1 to 8 or varied by grade level or teacher discretion.
- Two percent of states (1 state) reported assessing students with significant cognitive disabilities on standards other than the state content standards.
- Thirty-one percent of states (16 states) reported that there was a one-to-one correspondence between each general education content standard and the standards assessed on the alternate assessment.
- Forty-five percent of states (23 states) reported that the alternate assessment assessed fewer general education content standards than were in place for the general education student population, reflecting the highest frequency reported.
- Twenty percent of states (10 states) reported that there was variation in the number of content standards assessed based on the grade level of the student.
- Two percent of states (1 state) reported that there was variation in the number of content standards assessed based on the discretion of the student’s teacher.

Figure A7. Relationship of the standards assessed by the alternate assessment to the total number of reading/language arts content standards



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

How many state content standards were there for mathematics? On how many content standards in mathematics were students with significant cognitive disabilities assessed using the alternate assessment? (A8)

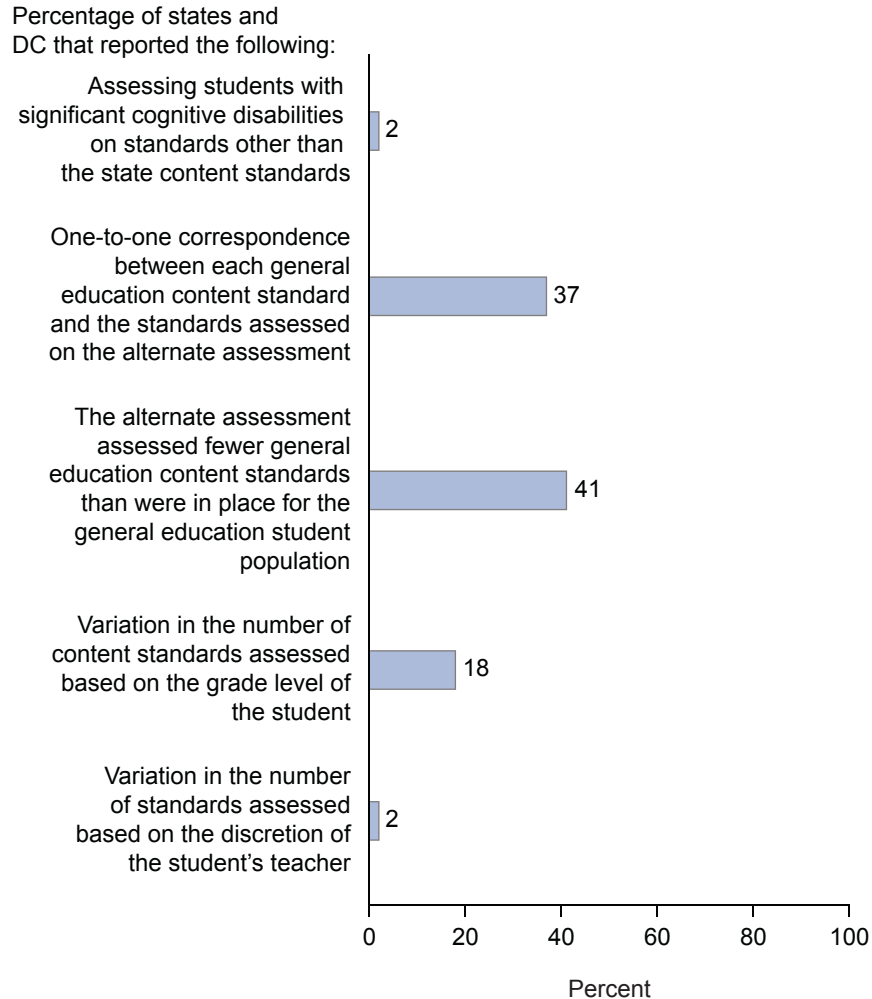
Two related items were investigated together: the number of general education content standards the state had in place for mathematics and on how many of those standards students with significant cognitive disabilities were assessed using the alternate assessment.

States used different terms to refer to various levels of their system of general education content standards. For this item, the term “content standard” was used to refer to the highest level in a hierarchy of skills and knowledge, of which there were only a limited number (typically 10 or fewer) for each content area. Although states often articulated additional subdomains of skills and knowledge, often down to deeper levels of specificity that described actual student performance, tasks, and/or activities, those levels are not reported here.

The second part of this item asked for the number of general education content standards on which students with significant cognitive disabilities were assessed by the state using an alternate assessment. In some states, each general education content standard was addressed in the alternate assessment in a way thought to be appropriate for students with significant cognitive disabilities. In other states, only a portion of the general education content standards were addressed in the alternate assessment. This information is presented graphically in figure A8 below and for individual states in table A8 in appendix B, NSAA Data Tables.

- The number of general education content standards in place in a state in mathematics ranged from 3 to 11 or varied by grade level.
- The number of content standards on which students with significant cognitive disabilities were assessed on the alternate assessment ranged from 1 to 7 or varied by grade level or teacher discretion.
- Two percent of states (1 state) reported assessing students with significant cognitive disabilities on standards other than the state content standards.
- Thirty-seven percent of states (19 states) reported that there was a one-to-one correspondence between each general education content standard and the standards assessed on the alternate assessment.
- Forty-one percent of states (21 states) reported that the alternate assessment assessed fewer general education content standards than were in place for the general education student population, reflecting the highest frequency reported.
- Eighteen percent of states (9 states) reported that there was variation in the number of content standards assessed based on the grade level of the student.
- Two percent of states (1 state) reported that there was variation in the number of content standards assessed based on the discretion of the student’s teacher.

Figure A8. Relationship of the standards assessed by the alternate assessment to the total number of mathematics content standards



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

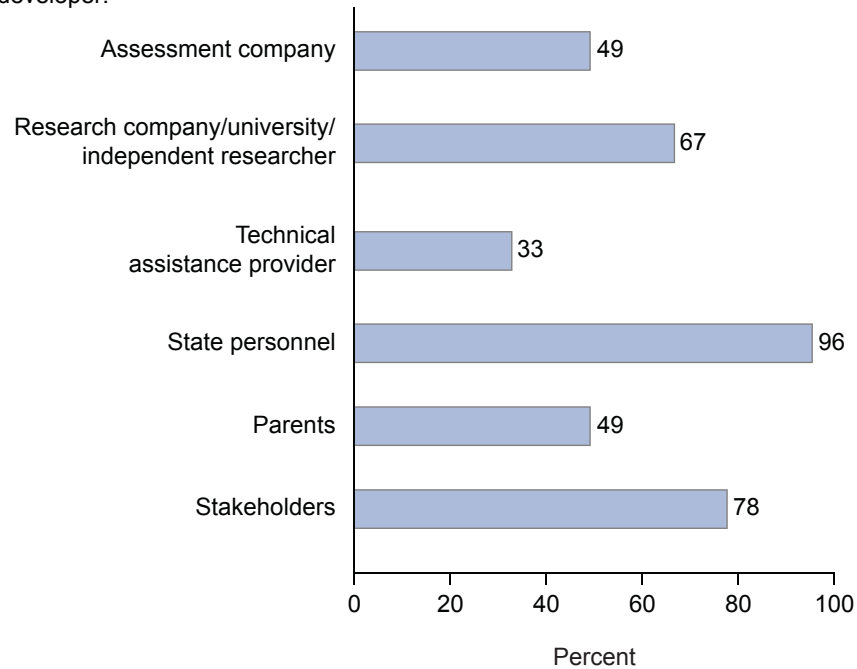
Alternate assessment developer (A9)

This item asked who was involved in the development of the alternate assessment. This was an open-ended item, and the following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure A9 below and for individual states in table A9 in appendix B, NSAA Data Tables.

- *Assessment company* – Forty-nine percent of states (25 states) reported that an assessment company was involved in the development of the alternate assessment.
- *Research company/university/independent researcher* – Sixty-seven percent of states (34 states) reported that a research company, a university, or an independent researcher was involved in the development of the alternate assessment, reflecting a majority of the states.
- *Technical assistance provider (e.g., regional resource centers)* – Thirty-three percent of states (17 states) reported that a technical assistance provider was involved in the development of the alternate assessment.
- *State personnel* – Ninety-six percent of states (49 states) reported that state personnel were involved in the development of the alternate assessment, reflecting a majority of the states and the highest frequency reported.
- *Parents* – Forty-nine percent of states (25 states) reported that parents of students with significant cognitive disabilities were involved in the development of the alternate assessment.
- *Stakeholders* – Seventy-eight percent of states (40 states) reported that a group of stakeholders were involved in the development of the alternate assessment, reflecting a majority of the states.

Figure A9. Alternate assessment developer

Percentage of states and DC that reported the following developer:



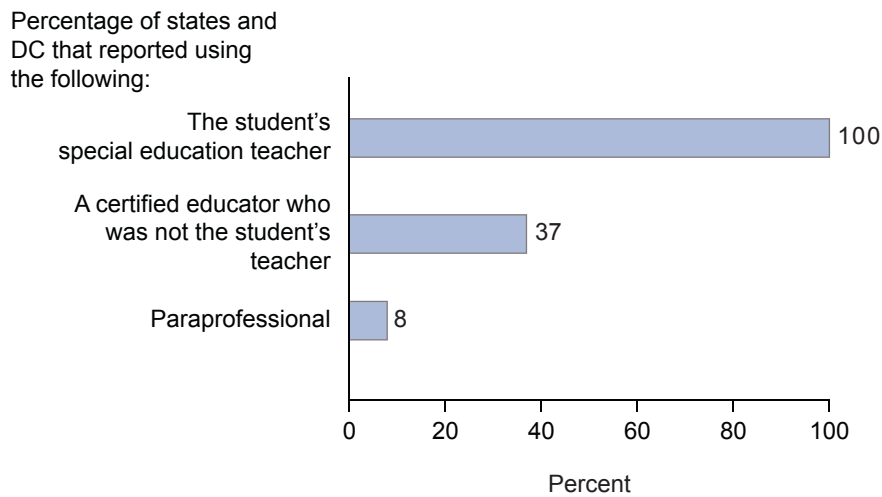
NOTE: Percentages do not sum to 100 because multiple responses were possible.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Who administered/assembled the alternate assessment? (A10)

This item asked who was involved in administering/assembling the alternate assessment. Multiple responses were possible and are presented graphically in figure A10 below and for individual states in table A10 in appendix B, NSAA Data Tables.

- *The student's special education teacher* – One hundred percent of states (51 states) reported that the student's special education teacher administered or assembled the alternate assessment, reflecting a majority of the states and the highest frequency reported.
- *A certified educator who was not the student's teacher* – This response category was coded when members of an assessment team, other classroom teachers, the student's IEP team, or other support staff at the school or district level were allowed to administer or assemble the assessment but the student's teacher was not involved in the assessment administration. Thirty-seven percent of states (19 states) reported that a certified educator who was not the student's teacher administered or assembled the alternate assessment.
- *Paraprofessional* – This response category was coded when aides or nonlicensed assistants were allowed to administer or assemble the alternate assessment. Eight percent of states (4 states) reported that a paraprofessional administered or assembled the alternate assessment.

Figure A10. Administration/assembly of the alternate assessment



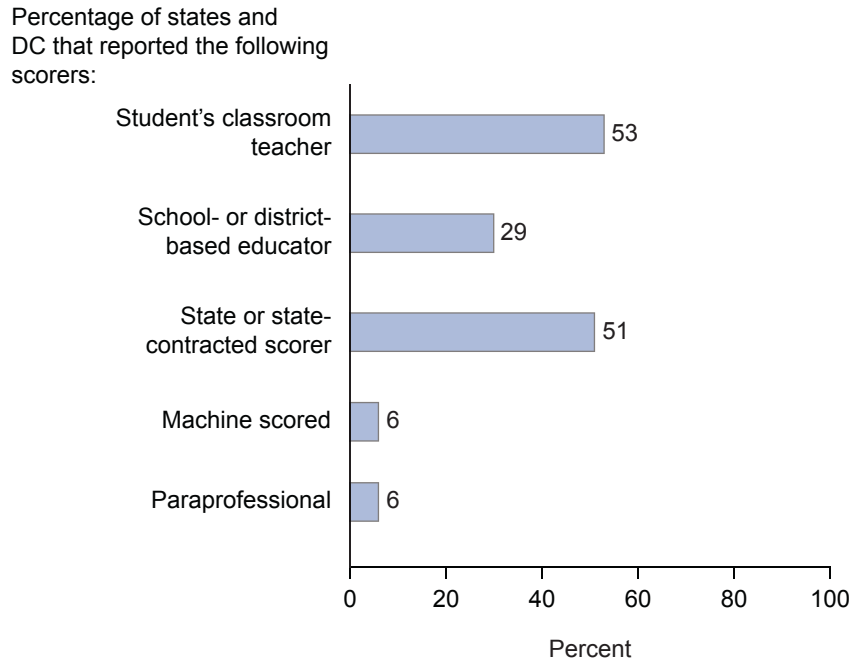
NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Who scored the alternate assessment? (A11)

This item asked who was allowed to score the alternate assessment. Multiple responses were possible and are presented graphically in figure A11 below and for individual states in table A11 in appendix B, NSAA Data Tables.

- *Student's classroom teacher* – Fifty-three percent of states (27 states) reported that the student's classroom teacher was allowed to score the alternate assessment, reflecting a majority of the states and the highest frequency reported.
- *School- or district-based educator* – This response category was coded when the scorer was not the student's teacher but someone designated by the school or district administration, such as another teacher, IEP team member, counselor, or related-services personnel. Twenty-nine percent of states (15 states) reported that a school- or district-based educator who was not the student's regular teacher was allowed to score the alternate assessment.
- *State or state-contracted scorer* – This response category was coded when the scorer was someone who did not work at the student's school and served as a state agent in scoring the assessment, such as a test vendor staff member or an individual who served at a scoring "camp." Fifty-one percent of states (26 states) reported that a state or state-contracted scorer who did not work at the school was allowed to score the alternate assessment, reflecting a majority of the states.
- *Machine scored* – This response category was coded when student performance was evaluated electronically and not by the teacher or any other individual. This differed from instances in which a machine did the final tabulation of results or applied formulas to the results of individual scoring interpretations. Six percent of states (3 states) reported that the alternate assessment was machine scored.
- *Paraprofessional* – This response category was coded when aides or nonlicensed assistants were allowed to administer the alternate assessment. Six percent of states (3 states) reported that a paraprofessional or aide was allowed to score the alternate assessment.

Figure A11. Individuals who scored the alternate assessment



NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

B. Alternate Achievement Standards

The NCLB statute and regulations set forth certain requirements for academic achievement standards, and these requirements apply to alternate achievement standards, in addition to the requirements in the December 9, 2003, regulation on alternate achievement standards. For example, alternate achievement standards must have the three achievement levels required by NCLB, and “proficient” and “advanced” must represent high achievement while “basic” must represent achievement that is not yet proficient. These labels may vary from state to state, such as “mastering” or “exceeds standards” for the advanced labels, “independent” or “meets standards” for proficient, and “exploring” or “below the standard” for basic. A state may use more than three levels but must clearly indicate which level represents the proficiency expected of all students. The state’s academic achievement standards and alternate achievement standards must include descriptors of the competencies associated with each level. The state must also determine which specific scores on its assessments distinguish one level from another (34 C.F.R. § 200.1(c)).

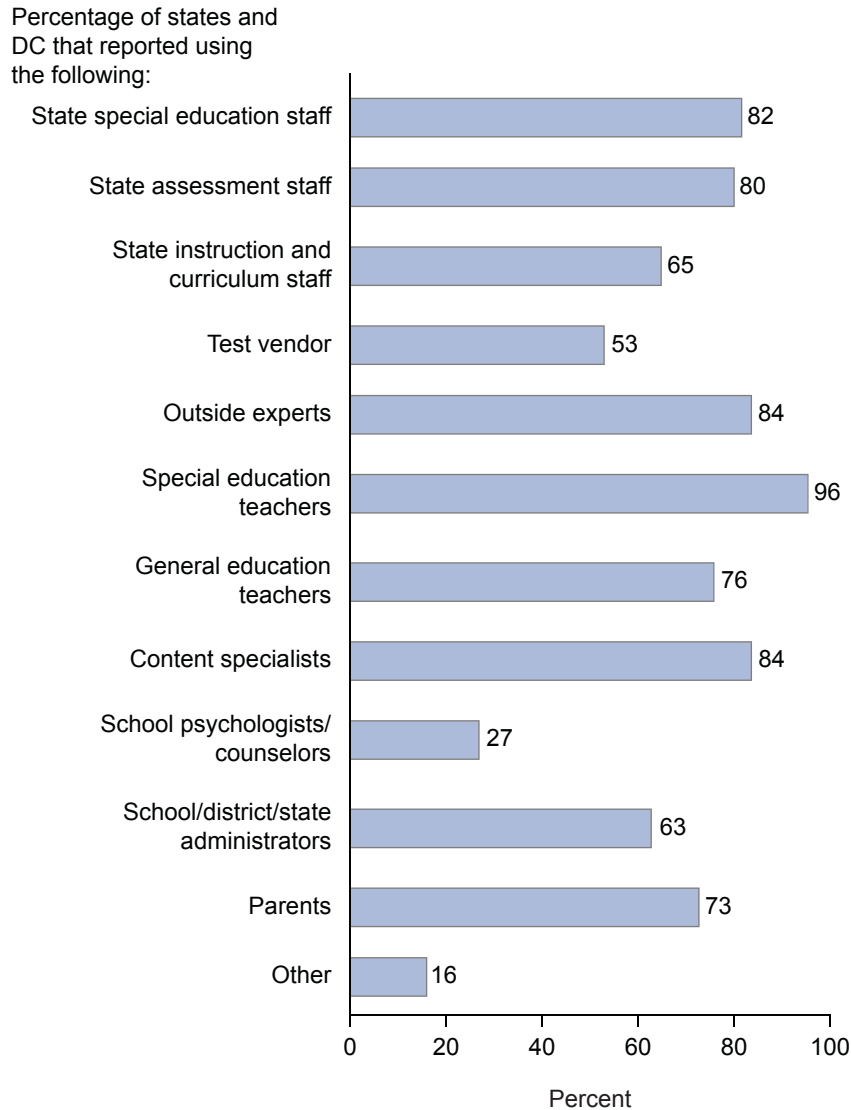
Who was involved in creating the alternate achievement standards for students with significant cognitive disabilities for reading/language arts and mathematics? (B1)

This multiple-choice item asked who was involved in creating the alternate achievement standards for students with significant cognitive disabilities in reading/language arts and mathematics. The original data collection included separate items for reading/language arts and mathematics in different grade spans (3–8 and 10–12), but there was sufficient overlap in responses to allow for reporting in aggregate. If a type of participant was involved in developing standards for any of the academic areas or grades, it was counted as a positive response for the state. Multiple responses were possible and are presented graphically in figure B1 below and for individual states in table B1 in appendix B, NSAA Data Tables.

- *State special education staff* – Eighty-two percent of states (42 states) reported that state special education staff were involved in the development of the alternate achievement standards, reflecting a majority of the states.
- *State assessment staff* – Eighty percent of states (41 states) reported that state assessment staff were involved in the development of the alternate achievement standards, reflecting a majority of the states.
- *State instruction and curriculum staff* – Sixty-five percent of states (33 states) reported that state instruction and curriculum staff were involved in the development of the alternate achievement standards, reflecting a majority of the states.
- *Test vendor* – Fifty-three percent of states (27 states) reported that test vendors were involved in the development of the alternate achievement standards, reflecting a majority of the states.
- *Outside experts* – Eighty-four percent of states (43 states) reported that outside experts were involved in the development of the alternate achievement standards, reflecting a majority of the states
- *Special education teachers* – Ninety-six percent of states (49 states) reported that special education teachers were involved in the development of the alternate achievement standards, reflecting a majority of the states and the highest frequency reported.

- *General education teachers* – Seventy-six percent of states (39 states) reported that general education teachers were involved in the development of the alternate achievement standards, reflecting a majority of the states.
- *Content specialists* – Eighty-four percent of states (43 states) reported that content specialists were involved in the development of the alternate achievement standards, reflecting a majority of the states.
- *School psychologists/counselors* – Twenty-seven percent of states (14 states) reported that school psychologists or counselors were involved in the development of the alternate achievement standards.
- *School/district/state administrators* – Sixty-three percent of states (32 states) reported that school, district, or state administrators were involved in the development of the alternate achievement standards, reflecting a majority of the states.
- *Parents* – Seventy-three percent of states (37 states) reported that parents were involved in the development of the alternate achievement standards, reflecting a majority of the states.
- *Other* – Sixteen percent of states (8 states) reported that other individuals were involved in the development of the alternate achievement standards.

Figure B1. Individuals involved in creating alternate achievement standards



NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Standard-setting methodologies used to develop alternate achievement standards (B2)

This open-ended item asked about the process used to develop the alternate achievement standards (the descriptors and cut scores) in reading/language arts and mathematics across all the grades assessed. Responses were coded according to a list of possible approaches described in the literature (see table 1). Multiple response codes were possible and are presented graphically in figure B2 below and for individual states in table B2 in appendix B, NSAA Data Tables.

Table 1. Summary of standard-setting methodologies

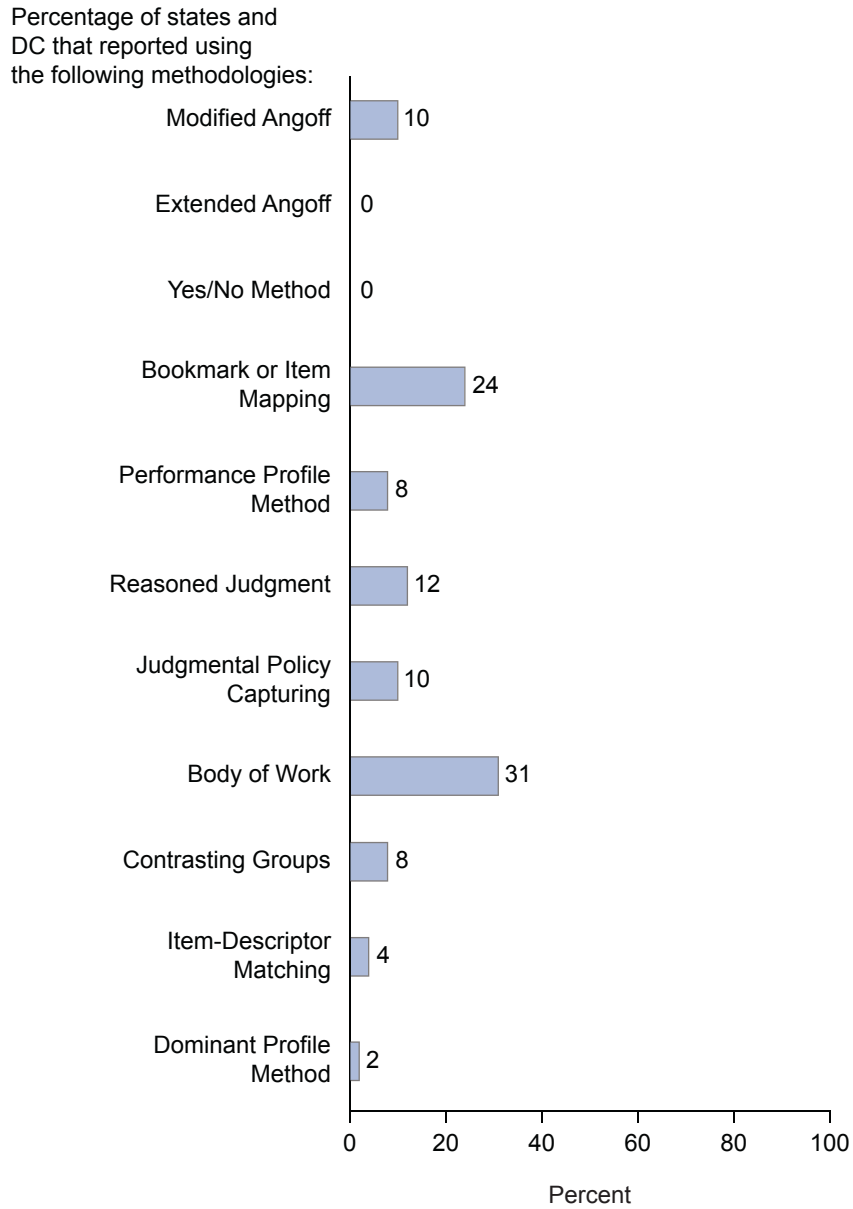
Methodology	Summary description	Test formats that work with this methodology
1. Modified Angoff	Panelists estimate the percentage of minimally proficient students at each performance level who are expected to answer correctly/be able to do each test item; these individual estimates are summed to produce an overall percentage of items correct that correspond to the cut score for that level.	Assessments with multiple items that are scored right/wrong.
2. Extended Angoff	Intended for open-ended items scored with a multiple-point rubric. Panelists determine the mean score that 100 minimally proficient students at each performance level would receive on this item. Summing the estimate across items produces the cut score.	Assessments with open-ended items.
3. Yes/No Method	Rather than estimate a percentage, panelists simply determine whether or not a borderline student would be likely to answer correctly/be able to do each test item. Summing the number of “yesses” across items produces the cut score.	Assessments that include items that are scored right/wrong or checklists.
4. Bookmark or Item Mapping	Panelists mark the spot in a specially constructed test booklet (arranged in order of item difficulty) where minimally proficient (or advanced) students would be able to answer correctly the items occurring before that spot with a certain probability.	Assessments with multiple items that are scored right/wrong or with short rubrics.
5. Performance Profile Method	Panelists mark the spot in a specially constructed booklet of score profiles (arranged from lowest to highest total points) that designates sufficient performance to be classified as proficient. Each score profile uses a pictorial bar graph to display the student’s performance on each task of the assessment, and two to five profiles are shown for each raw score point.	Assessments containing open-ended items, usually performance tasks, where it is difficult to provide samples of student work to show.
6. Reasoned Judgment	Panelists divide a score scale (e.g., 32 points) into a desired number of categories (e.g., four) in some way (equally, larger in the middle, etc.) based on expert judgment.	Assessments that result in one overall score.
7. Judgmental Policy Capturing	Panelists determine which of the various components of an overall assessment are more important than others, so that components or types of evidence are weighted.	Assessments that contain multiple components.
8. Body of Work	Panelists examine all of the data for a student and use this information to place the student in one of the overall performance levels. Standard setters are given a set of papers that demonstrate the complete range of possible scores from low to high.	Assessments that consist primarily of performance tasks or one general body of evidence, such as a portfolio.

Methodology	Summary description	Test formats that work with this methodology
9. Contrasting Groups	Teachers separate students into groups based on their observations of the students in the classroom; the scores of the students are then calculated to determine where scores will be categorized in the future.	Because this method is not tied to the test, it works with almost any test that results in an overall score.
10. Item-Descriptor Matching	Panelists determine what a student must know and be able to do to answer an item correctly. The panelists match these item-response requirements to a performance level descriptor. As panelists match items to the descriptors, sequences of items emerge in which some items match more closely, and cut scores are determined depending on patterns.	Assessments that include dichotomously scored and polytomously scored items.
11. Dominant Profile Method	This method creates a set of decision rules to be used when tests are scored on several dimensions, such as performance, progress, generalization, and complexity, to determine rules for the cut score, describing whether there needs to be a minimum score on each dimension, on the total test, or some combination. It requires panelists to state exactly whether a high score on one dimension can compensate for a low score on another. The panelist's task is to become familiar with the meaning of each dimension and to specify rules for determining which combinations of scores on these dimensions represent acceptable performance and which do not.	Tests that are scored on several dimensions, such as performance, progress, generalization, and complexity.

SOURCE: Cizek (2001); Ferrara, Perie, and Johnson, E. (2002); Livingston and Zieky (1982); Perie (2007) Roebber (2002).

- *Modified Angoff* – Ten percent of states (5 states) used the Modified Angoff method to develop alternate achievement standards.
- *Extended Angoff* – No states used the Extended Angoff method.
- *Yes/No Method* – No states used the Yes/No Method.
- *Bookmark or Item Mapping* – Twenty-four percent of states (12 states) used the Bookmark or Item Mapping method.
- *Performance Profile Method* – Eight percent of states (4 states) used the Performance Profile Method.
- *Reasoned Judgment* – Twelve percent of states (6 states) used the Reasoned Judgment method.
- *Judgmental Policy Capturing* – Ten percent of states (5 states) used the Judgmental Policy Capturing method.
- *Body of Work* – Thirty-one percent of states (16 states) used the Body of Work method, reflecting the highest frequency reported.
- *Contrasting Groups* – Eight percent of states (4 states) used the Contrasting Groups method.
- *Item-Descriptor Matching* – Four percent of states (2 states) used the Item Descriptor Matching method.
- *Dominant Profile Method* – Two percent of states (1 state) used the Dominant Profile method.

Figure B2. Standard-setting methodologies



NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What were the names for the advanced, proficient and basic achievement levels for students being assessed based on alternate achievement standards for reading/language arts and mathematics? (B3)

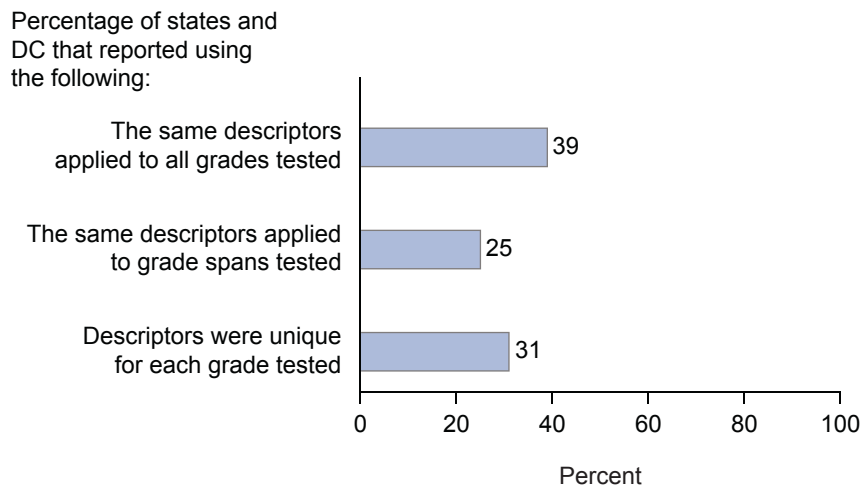
NCLB requires achievement standards to describe three levels of achievement—advanced, proficient, and basic. States often develop more than the required three levels and often apply different terminology to those levels. This open-ended item yielded specific information on the names of the various achievement levels for reading/language arts and for mathematics in each state. The names of the achievement levels that states adopted are reported by each state in the *NSAA State Profiles* and in table B3 in appendix B, NSAA Data Tables.

What descriptors applied to each achievement level for students being assessed based on alternate achievement standards for reading/language arts and mathematics? (B4)

This open-ended item asked for the descriptor for each achievement level in reading/language arts and mathematics. The uniqueness of the descriptors does not allow for comparison across states. However, it was possible to code the states into mutually exclusive categories based on the degree to which descriptors were specific to grade levels or grade spans. The information is presented graphically in figure B4 below and for individual states in table B4 in appendix B, NSAA Data Tables. An example of a proficient-level descriptor is included for illustrative purposes in each profile in the *NSAA State Profiles*.

- *The same descriptors applied to all grades tested* – Thirty-nine percent of states (20 states) had a single set of descriptors that applied to all grades included in the accountability assessment system for reading/language arts and mathematics, reflecting the highest frequency reported.
- *The same descriptors applied to grade spans tested* – Twenty-five percent of states (13 states) had descriptors that applied to grade spans assessed for reading/language arts and mathematics.
- *Descriptors were unique for each grade tested* – Thirty-one percent of states (16 states) had descriptors that were unique for each grade assessed for reading/language arts and mathematics.

Figure B4. Descriptors for achievement levels



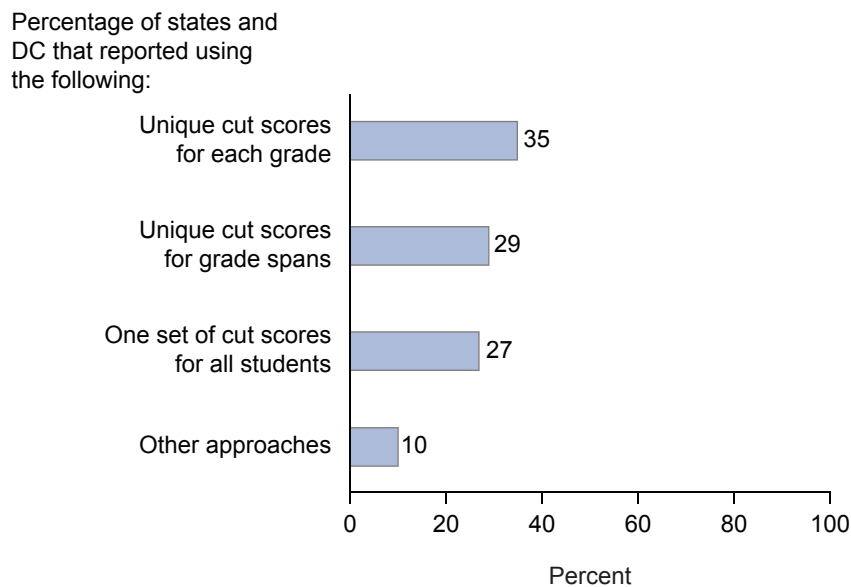
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What cut scores were developed for reading/language arts and mathematics? (B5)

This open-ended item asked what cut scores were developed across grade levels in reading/language arts and mathematics. The following mutually exclusive response categories emerged during coding and are presented graphically in figure B5 below and for individual states in table B5 in appendix B, NSAA Data Tables.

- *Unique cut scores for each grade* – Thirty-five percent of states (18 states) had developed unique cut scores for each grade level, reflecting the highest frequency reported.
- *Unique cut scores for grade spans* – Twenty-nine percent of states (15 states) had developed unique cut scores that applied to grade spans.
- *One set of cut scores for all students* – Twenty-seven percent of states (14 states) had one set of cut scores that applied to all students.
- *Other approaches* – Ten percent of states (5 states) used other approaches (e.g., applying a rubric to determine proficiency level).

Figure B5. Cut scores for alternate achievement levels



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

C. Technical Quality¹

NCLB requires that state assessments “be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards” (20 U.S.C. 6311 § 1111 (b)(3)(C)(iii)). The U.S. Department of Education’s (2004) *Standards and Assessments Peer Review Guidance* references the *Standards for Educational and Psychological Testing* (AERA/APA/NCME1999) to delineate the elements of validity and reliability required for technical quality. The elements of validity and reliability of assessment items (e.g., scoring and reporting structures, test and item scores, purposes of the assessment, grade-level equating) were based on the elements included in the *Standards and Assessments Peer Review Guidance*.

Other dimensions of technical quality reported here include fairness/accessibility, consistent procedures for test implementation, and alignment. Also reported here is the use of “extended” content standards. Alternate assessments based on alternate achievement standards must be aligned with the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect prerequisite skills. States can adapt or “extend” these grade-level content standards to reflect instructional activities appropriate for students with the most significant cognitive disabilities (U.S. Department of Education 2005).

Who was involved in reviewing the technical characteristics of validity, reliability, alignment, and fairness of the alternate assessment? (C1, C2, C3, C4)

Four multiple-choice items asked about who was involved in reviewing the validity, reliability, alignment, and fairness of the alternate assessment. Multiple responses were possible for each (validity, reliability, alignment, and fairness) and figure C1/C2/C3/C4 displays a summary of responses across states. Responses for individual states are displayed in tables C1 – C4 in appendix B, NSAA Data Tables.

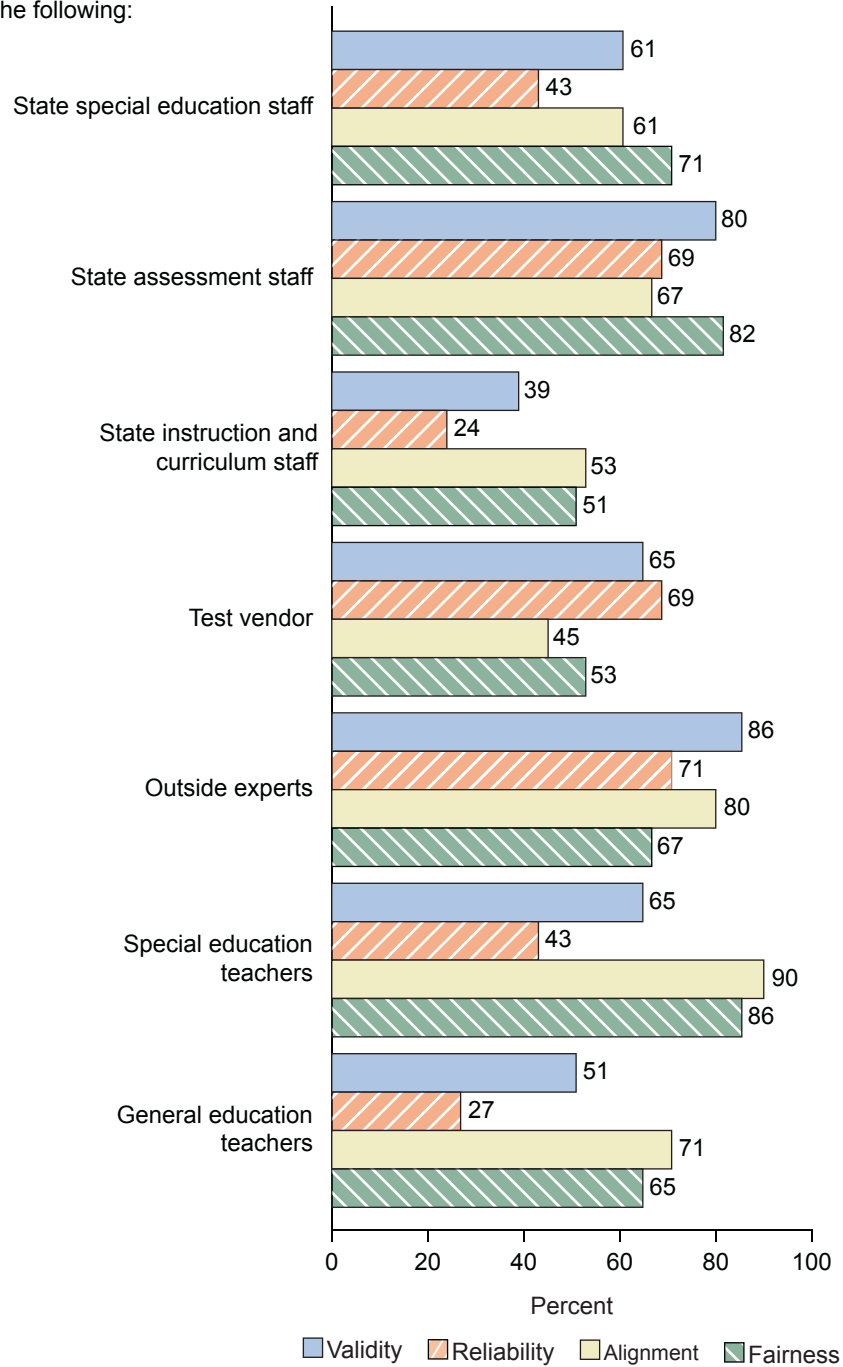
- *State special education staff* – The involvement of state special education staff ranged from 43 percent of states (22 states) for reliability to 71 percent of states (36 states) for fairness.
- *State assessment staff* – The involvement of state assessment staff ranged from 67 percent of states (34 states) for alignment to 82 percent of states (42 states) for fairness.
- *State instruction and curriculum staff* – The involvement of state instruction and curriculum staff ranged from 24 percent of states (12 states) for reliability to 53 percent of states (27 states) for alignment.
- *Test vendor* – The involvement of test vendors ranged from 45 percent of states (23 states) for alignment to 69 percent of states (35 states) for reliability.
- *Outside experts* – The involvement of outside experts ranged from 67 percent of states (34 states) for fairness to 86 percent of states (44 states) for validity.

¹ For the technical quality variables reported here, when evidence was provided to the research team, the evidence was examined to describe and classify it. It was beyond the scope of this study to summarize the findings of the evidence or to evaluate its quality or rigor.

- *Special education teachers* – The involvement of special education teachers ranged from 43 percent of states (22 states) for reliability to 90 percent of states (46 states) for alignment.
- *General education teachers* – The involvement of general education teachers ranged from 27 percent of states (14 states) for reliability to 71 percent of states (36 states) for alignment.
- *Content specialists* – The involvement of content specialist ranged from 24 percent of states (12 states) for reliability to 73 percent of states (37 states) for alignment.
- *School psychologists/counselors* – The involvement of school psychologists and counselors ranged from 6 percent of states (3 states) for reliability to 14 percent of states (7 states) for alignment.
- *School/district/state administrators* – The involvement of school/district/state administrators ranged from 22 percent of states (11 states) for reliability to 49 percent of states (25 states) for alignment.
- *Parents* – The involvement of parents ranged from 18 percent of states (9 states) for reliability to 65 percent of states (33 states) for fairness.
- *Other* – The involvement of other individuals ranged from 8 percent of states (4 states) for reliability to 14 percent of states (7 states) for validity.
- *State did not address fairness* – Six percent of states (3 states) did not address fairness.

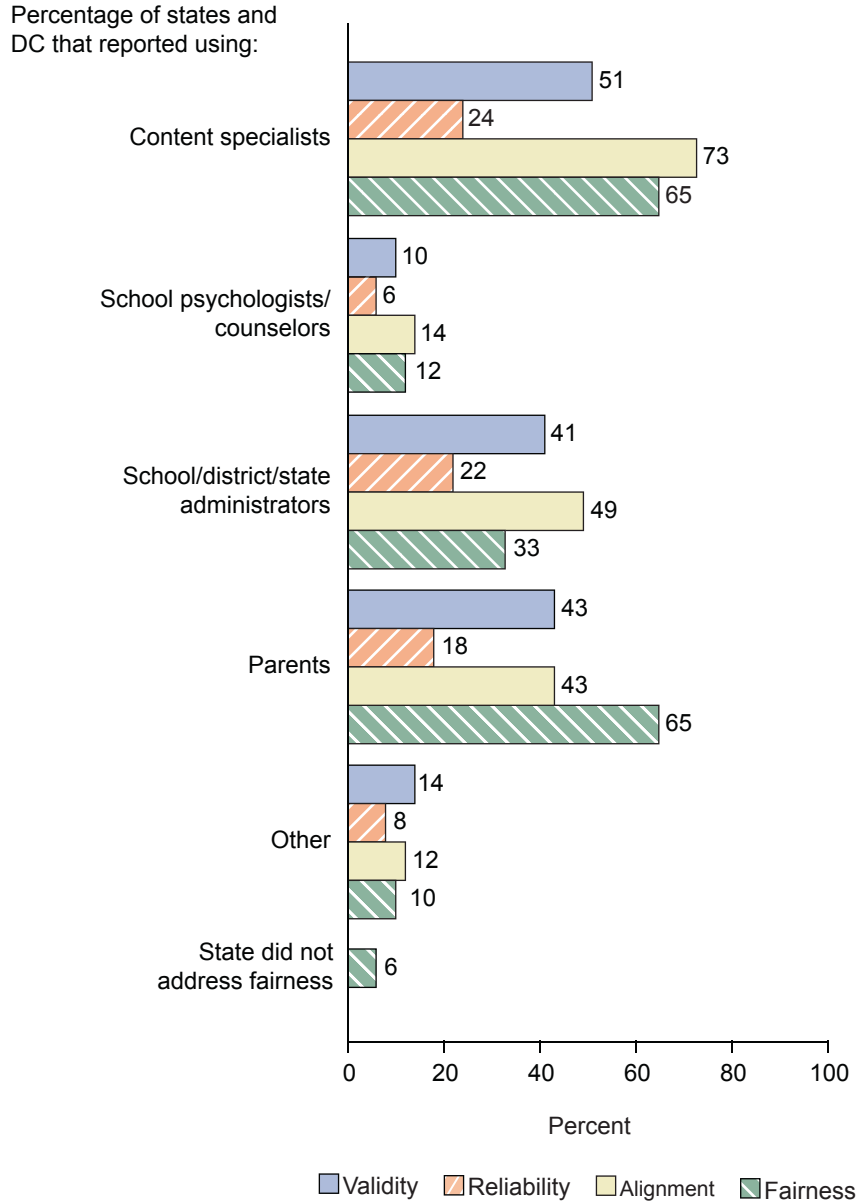
Figure C1/C2/C3/C4. Individuals involved in reviewing validity, reliability, alignment, and fairness

Percentage of states and DC that reported the following:



See notes at end of figure.

Figure C1/C2/C3/C4. Individuals involved in reviewing validity, reliability, alignment, and fairness (continued)



NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

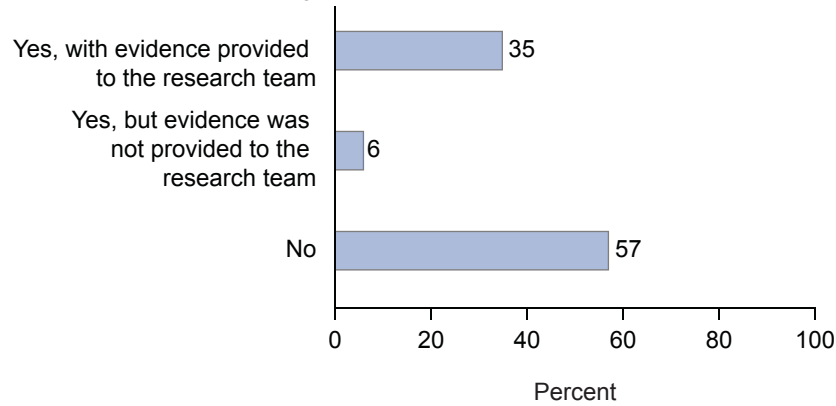
Did the state document the validity of the alternate assessment in terms of scoring and reporting structures consistent with the subdomain structures of its content standards? (C5)

This open-ended item asked whether the state had documented that the scoring and reporting structures reflected the knowledge and skills that students were expected to master and identified the nature of the evidence provided. If the reading standards were divided into certain subdomains/areas/categories, then evidence of the scoring and reporting structures should be divided into the same subdomains/areas/categories. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C5 below and for individual states in table C5 in appendix B, NSAA Data Tables.

- *Yes, with evidence provided to the research team* – This response category was coded when the state provided evidence that the depth and breadth of the standards were reflected or built into the scoring and reporting structures. Documents provided evidence that student performance was reported at the subdomain level, not just by content area. In other words, the state produced the scores for subdomain categories (i.e., standards/benchmarks/indicators), which were the same subdomain categories as those in the content standards. In cases where states provided evidence to the research team, it was in the form of scoring and reporting documents. An alignment study on its own would not be sufficient evidence to code this response category; rather, there must be evidence that the scoring and reporting was consistent with the subdomains of the content standards. Thirty-five percent of states (18 states) reported that they had documented this type of validity and provided specific information regarding the evidence.
- *Yes, but evidence was not provided to the research team* – This response category was coded when the state claimed validity based on scoring and reporting structures, but the evidence was part of an internal, nonpublic report and was not available for examination by the research team. Six percent of states (3 states) reported that they had documented this type of validity but did not provide specific evidence.
- *No* – The state did not claim or document the validity of the alternate assessment in terms of scoring and reporting structures consistent with the subdomain structures of its content standards. Fifty-seven percent of states (29 states) reported that they had not documented this type of validity, reflecting a majority of the states and the highest frequency reported.

Figure C5. Documentation of scoring and reporting structures consistent with the subdomain structures of state content standards

Percentage of states and DC that reported the following:



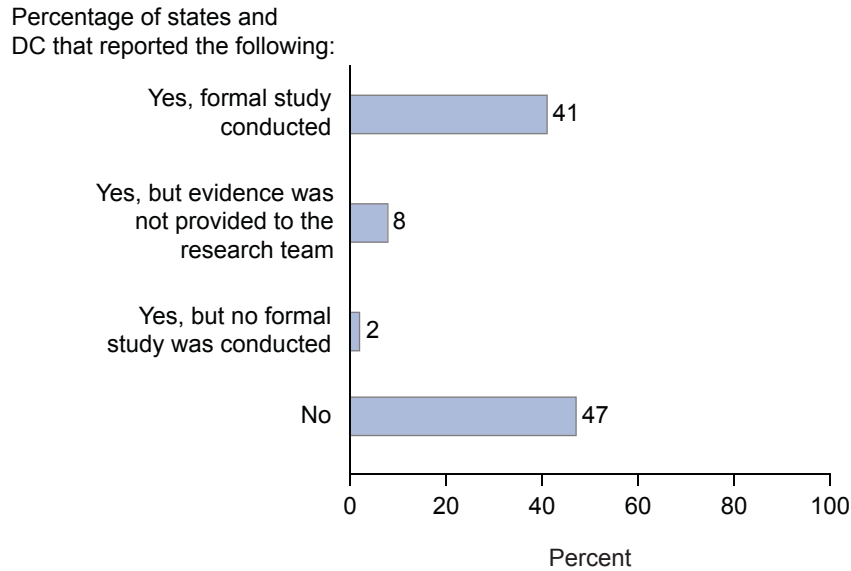
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Did the state document the validity of the alternate assessment in terms of test and item scores related to internal or external variables as intended? (C6)

This open-ended item asked whether the state had documented the validity of test and item scores based on analysis of the relationship of test and item scores to one another (internal validity) or to other measures (external validity) and the nature of the evidence provided. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C6 below and for individual states in table C6 in appendix B, NSAA Data Tables.

- *Yes, formal study conducted* – This category was coded when the state reported that a formal study or expert panel review was conducted, and evidence of the study was provided to the research team. The evidence may have been part of an internal or external study and was reported publicly or provided to the research team. Forty-one percent of states (21 states) reported that they had documented this type of validity and provided specific evidence.
- *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that an internal study had been conducted or a formal study was in progress. The evidence may have been part of a plan or a study that was under way, and/or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team. Eight percent of states (4 states) reported that they had documented this type of validity but did not provide evidence.
- *Yes, but no formal study was conducted* – This response category was coded when the state reported in an explanation or through anecdotes that validation occurred through a committee process or an internal review, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as a “committee process or internal review.” Two percent of states (1 state) reported having documented this type of validity, but no formal study was reported.
- *No* – The state did not document the validity of the alternate assessment in terms of test and item scores related to internal or external variables as intended. Forty-seven percent of states (24 states) reported that they had not documented this type of validity, reflecting the highest frequency reported.

Figure C6. Documentation of test and item scores related to internal or external variables as intended



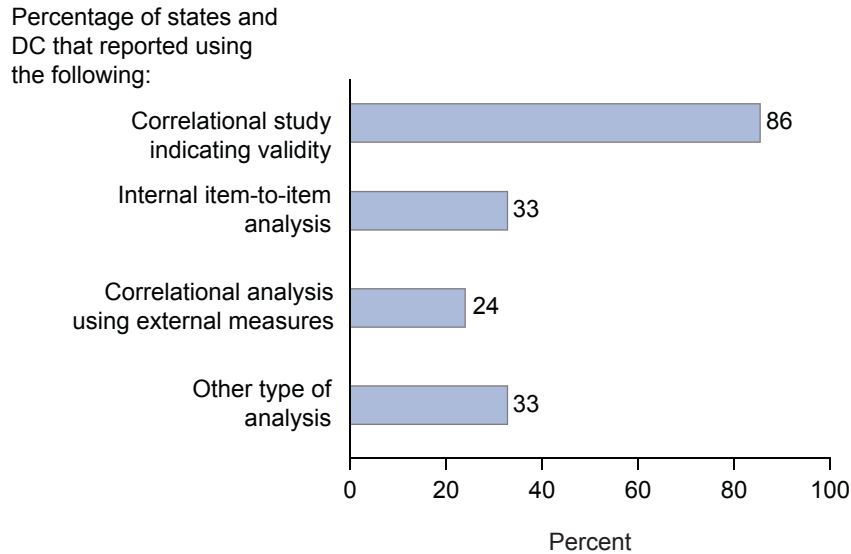
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What evidence supported the validity argument in terms of test and item scores related to internal or external variables as intended? (C7)

This open-ended item asked about the types of formal analyses reported when the state had conducted a formal validity study of the test and item scores related to internal or external variables (see C6, response category “yes, formal study conducted”). Evidence may have included an indication that there were other assessments reported, such as standardized measures appropriate for students with significant cognitive disabilities that confirmed the results for similar students (external validity). Alternatively, the state may have provided statistical evidence that indicated the test items correlated with a total score in the same way (internal validity). The following types of evidence emerged during coding. Multiple responses were possible and are presented graphically in figure C7 below and for individual states in table C7 in appendix B, NSAA Data Tables.

- *Correlational study indicating validity* – Among the 21 states that provided evidence of a formal validity study to test item scores related to internal or external variables as intended, 86 percent of states (18 states) reported that they used a correlational study, reflecting a majority of the states and the highest frequency reported.
- *Internal item-to-item analysis* – Thirty-three percent of states (7 states) that provided formal validity study information used item-to-item analysis to support this type of validity.
- *Correlational analysis using external measures* – Twenty-four percent of states (5 states) that provided formal validity study information reported using correlational analysis (e.g., teacher grades, Academic Competence Evaluation Scales [ACES], different test) that used external measures.
- *Other type of analysis* – Thirty-three percent of states (7 states) reported using another type of analysis or specific analytic strategy/approach not detailed.

Figure C7. Types of evidence provided to document test and item scores related to internal or external variables as intended



NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (21) that were asked to respond to this item.

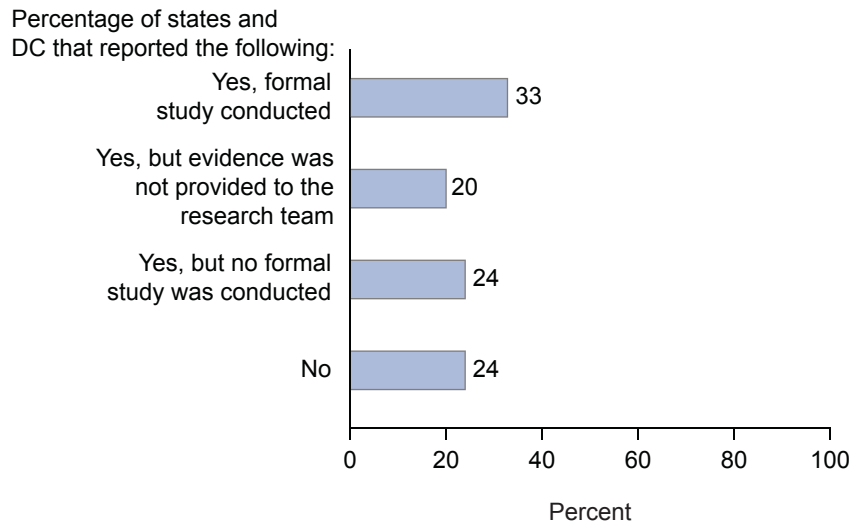
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Did the state document the validity of the alternate assessment in terms of purposes of the assessment, delineating the types of uses and decisions most appropriate and the assessment results consistent with the purposes? (C8)

This open-ended item asked whether the state had documented the consistency of purposes of the assessment with the decisions made based on assessment results and the nature of the evidence provided. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C8 below and for individual states in table C8 in appendix B, NSAA Data Tables.

- *Yes, formal study conducted* – This response category was coded when the state reported that a formal study or expert panel review was conducted. The evidence may have been part of either an internal or an external study, and the results were reported publicly or were provided to the research team. Thirty-three percent of states (17 states) reported that they had documented this type of validity and provided specific evidence, reflecting the highest frequency reported.
- *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that an internal study had been conducted or formal study was in progress, and/or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team. Twenty percent of states (10 states) reported that they had documented this type of validity but did not provide specific evidence.
- *Yes, but no formal study was conducted* – This response category was coded when the state reported that a validation was planned or under way and offered explanation or anecdotes that this type of validation had been done as part of a committee process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.” Twenty-four percent of states (12 states) provided explanations or anecdotes related to this type of validity, but they had not conducted a formal study.
- *No* – The state did not document the validity of the alternate assessment in terms of the purposes of the assessment. Twenty-four percent of states (12 states) reported that they had not documented this type of validity.

Figure C8. Documentation of purposes of the assessment



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

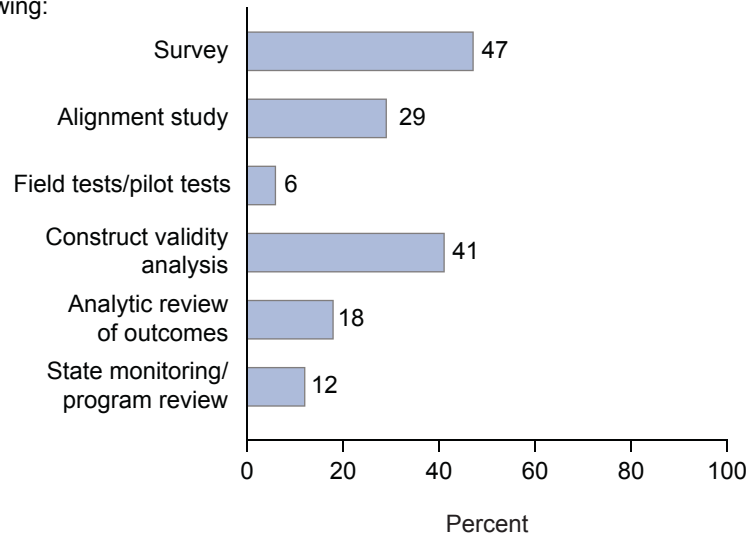
What evidence supported the validity argument in terms of purposes of the assessment, delineating the types of uses and decisions most appropriate and the assessment results consistent with the purposes? (C9)

This open-ended item asked about the types of formal analyses reported by the state when it had conducted a formal validity study on the consistency of the purposes and uses of the results of the assessment (see C8, response category “yes, formal study conducted”). The following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure C9 below and for individual states in table C9 in appendix B, NSAA Data Tables.

- *Survey* – Of the 17 states that provided evidence of a formal validity study to examine the purposes of the assessments, types of uses, and decisions made, 47 percent (8 states) reported that they had used a survey about the relationship between the purposes of the assessments and decisions made. This percentage reflected the highest frequency reported.
- *Alignment study* – Twenty-nine percent of states (5 states) reported that they had assessed this type of validity through alignment studies.
- *Field tests/pilot tests* – Six percent of states (1 state) reported that they had conducted field tests.
- *Construct validity analysis* – Forty-one percent of states (7 states) reported that they had performed construct validity analysis.
- *Analytic review of outcomes* – Eighteen percent of states (3 states) reported that they had performed an analytic review of outcomes.
- *State monitoring/program review* – Twelve percent of states (2 states) reported that they had assessed this type of validity through state monitoring or program review.

Figure C9. Types of evidence provided to document purposes and uses of the assessment

Percentage of states and DC that reported using the following:



NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (17) that were asked to respond to this item.

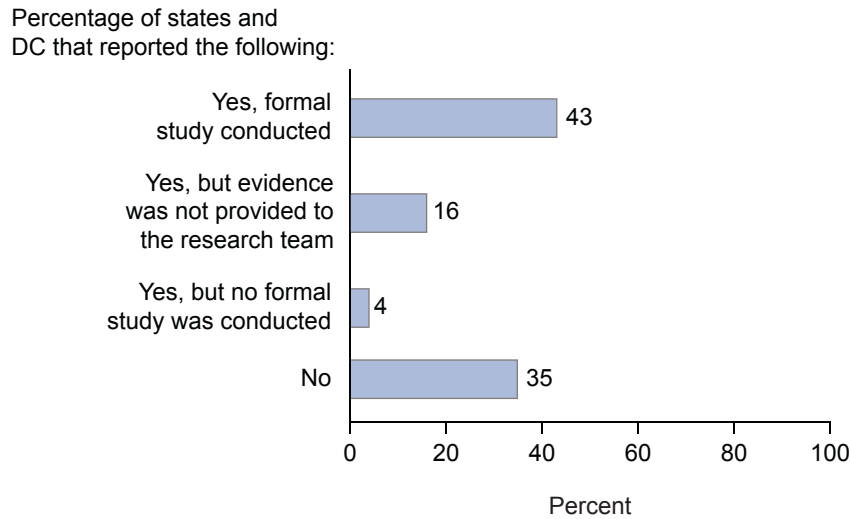
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Did the state document the validity of the alternate assessment in terms of the assessment system's producing intended and unintended consequences? (C10)

This open-ended item asked whether the state documented the intended and/or unintended consequences of the assessment and the degree to which the determination of validity had been documented. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C10 below and for individual states in table C10 in appendix B, NSAA Data Tables.

- *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team. Forty-three percent of states (22 states) reported that they had documented this type of validity, reflecting the highest frequency reported
- *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team. Sixteen percent of states (8 states) reported that they had documented this type of validity but did not provide specific evidence.
- *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.” Four percent of states (2 states) reported that they had documented this type of validity but did not provide evidence from a formal study or evaluation.
- *No* – This response category was coded when the state had not documented the validity of the alternate assessment in terms of the assessment system's producing intended and/or unintended consequences. Thirty-five percent of states (18 states) reported that they had not documented this type of validity.

Figure C10. Documentation of assessment system's producing intended and unintended consequences



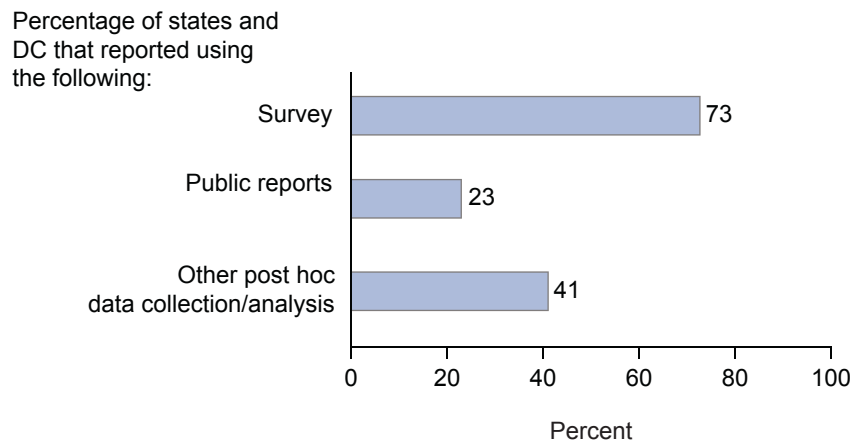
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What evidence supported the validity argument in terms of the assessment system's producing intended and unintended consequences? (C11)

This open-ended item described the types of evidence provided to document validity in terms of intended and/or unintended consequences (see C10, response category “yes, formal study conducted”). Evidence could include arguments or empirical evidence that demonstrated the direct or indirect consequences of taking the alternate assessment for students with significant cognitive disabilities, including those that were intended or unintended, positive or negative. Some items that were commonly addressed with this type of validity study were: Did the student learn more or less as a result of taking the assessment? Was an appropriate amount of preparation spent on the assessment? Did the assessment affect the student emotionally or functionally in some way? Did the assessment affect teacher understanding of the student's educational needs? Did the assessment change how teachers teach? The following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure C11 below and for individual states in table C11 in appendix B, NSAA Data Tables.

- *Survey* – This response category was coded when the state provided studies using surveys of teachers, parents, or other school staff as evidence. Of the 22 states with a formal validity study on intended and unintended consequences, 73 percent (16 states) provided evidence of a survey of teachers, parents, or other school staff, reflecting a majority of the states and the highest frequency reported.
- *Public reports* – This response category was coded when the state provided published reports or other accounts of the consequences of the assessment. Twenty-three percent of states (5 states) provided public reports, newspaper articles, or other published evidence of investigating the consequences of the assessment.
- *Other post hoc data collection/analysis* – This response category was coded when the state provided evidence of other types of data collection and analysis. Forty-one percent of states (9 states) reported post hoc data collection and analysis as evidence of investigating the consequences of the assessment.

Figure C11. Types of evidence provided to document the assessment system's producing intended and unintended consequences



NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (22) that were asked to respond to this item.

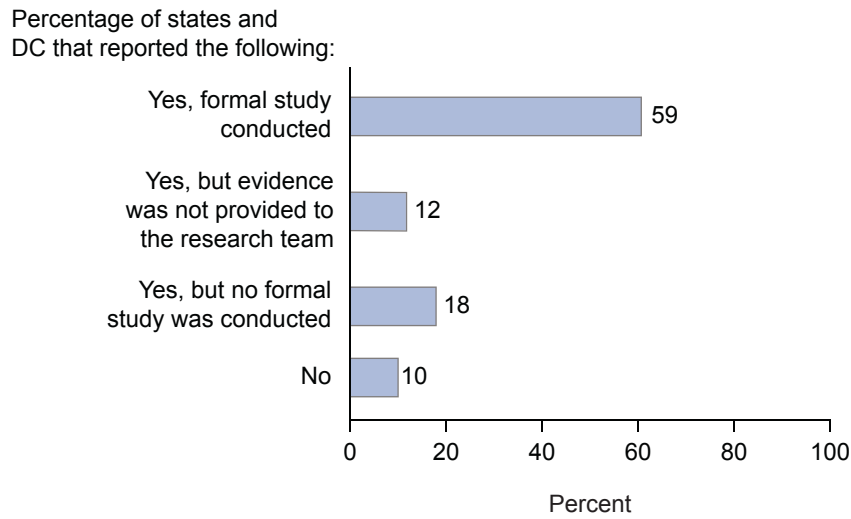
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Did the state document the validity of the alternate assessment in terms of measurement of construct relevance? (C12)

This open-ended item asked whether the state had documented the construct relevance of the assessment (i.e., whether it measured the behavior or knowledge of interest, whether it measured only the standards and content appropriate to the age or grade of the assessed student and not information extraneous to the construct). Additionally, the item asked about the degree to which the determination of validity had been documented. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C12 below and for individual states in table C12 in appendix B, NSAA Data Tables.

- *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team. Fifty-nine percent of states (30 states) reported that they documented this type of validity, reflecting a majority of states and the highest frequency reported.
- *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team. Twelve percent of states (6 states) reported that they documented this type of validity, but the evidence was part of a plan or a study that was under way at the time of the interview and not available.
- *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.” Eighteen percent of states (9 states) reported an explanation or anecdotal evidence regarding this type of validity, but no formal study was conducted.
- *No* – This response category was coded when the state had not documented the validity of the alternate assessment in terms of construct relevance. Ten percent of states (5 states) reported that they had not documented this type of validity.

Figure C12. Documentation of measurement of construct relevance



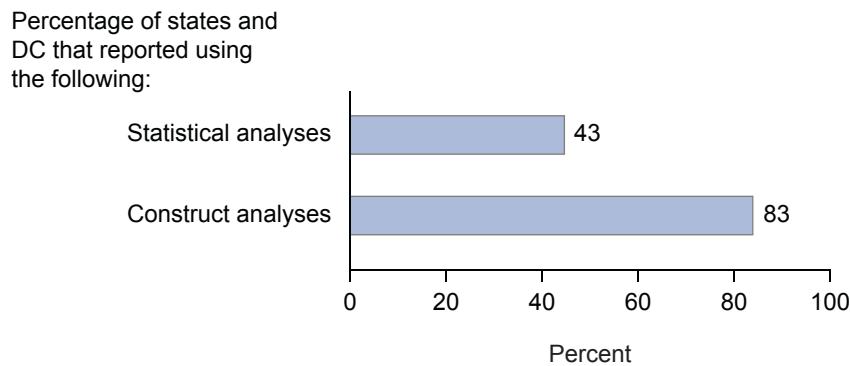
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What evidence supported the validity argument in terms of measurement of construct relevance? (C13)

This open-ended item described the types of evidence provided to document the measurement of construct relevance (see C12, response category “yes, formal study conducted”). Evidence could include arguments or empirical evidence that demonstrated that the behavior or knowledge of interest was measured as intended. The following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure C13 below and for individual states in table C13 in appendix B, NSAA Data Tables.

- *Statistical analyses* – This response category was coded when the state provided evidence of conducting factor analysis, item-to-item analysis, and/or correlational studies across tests of similar constructs. Of the 30 states with a formal validity study of construct relevance, 43 percent (13 states) reported that statistical analyses including factor analysis, item-to-item analysis, or correlational studies across tests of similar constructs supported their validity argument.
- *Construct analyses* – This response category was coded when the state provided evidence of alignment studies or other reviews by trained judges regarding the construct of the assessment. Eighty-three percent of states (25 states) reported that construct analyses including alignment studies and other reviews had been conducted, reflecting a majority of the states and the highest frequency reported.

Figure C13. Types of evidence provided to document measurement of construct relevance



NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (30) that were asked to respond to this item.

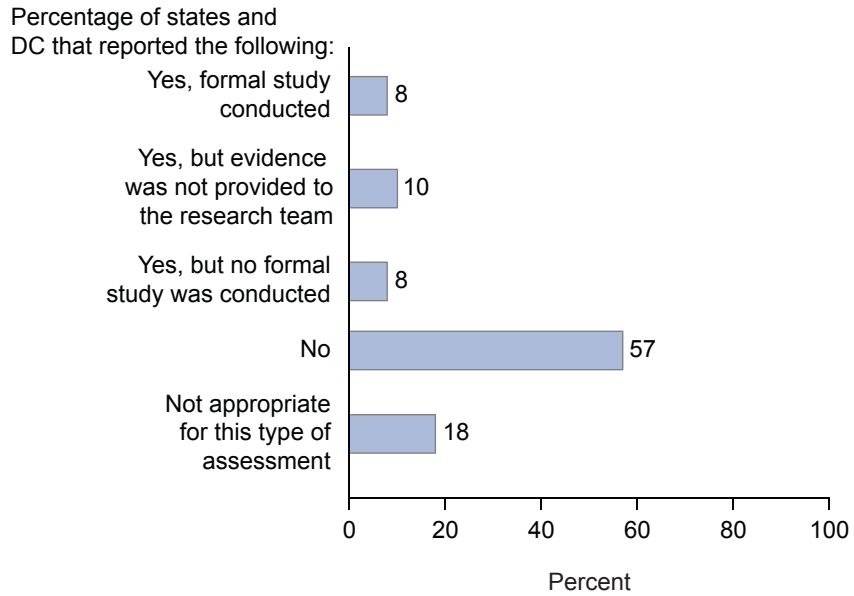
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Did the state document the validity of the alternate assessment in terms of grade-level equating? (C14)

This open-ended item asked whether the state had documented the validity of the alternate assessment in terms of grade-level equating (i.e., the extent to which assessment items and tasks were calibrated within and across grade levels). Additionally, the item asked about the degree to which the determination of validity had been documented. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C14 below and for individual states in table C14 in appendix B, NSAA Data Tables.

- *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team. In these cases, the type of evidence was reported in the state profile as a “formal study or expert panel review.” Eight percent of states (4 states) reported that they had documented this type of validity, and the evidence was part of the documentation reported publicly.
- *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team. Ten percent of states (5 states) reported that they had documented this type of validity, but evidence was not provided to the research team.
- *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.” Eight percent of states (4 states) reported that they had evaluated this type of validity, but no formal studies were conducted.
- *No* – This response category was coded when the state had not documented the validity of the alternate assessment in terms of grade-level equating. Fifty-seven percent of states (29 states) reported that they had not documented this type of validity, reflecting a majority of the states and the highest frequency reported.
- *Not appropriate for this type of assessment* – This response category was coded when the state reported that grade-level equating was not appropriate for the type of assessment used and the assessment approach did not meet the assumptions needed to conduct this type of analysis. Eighteen percent of states (9 states) reported that this item was not applicable.

Figure C14. Documentation of grade-level equating



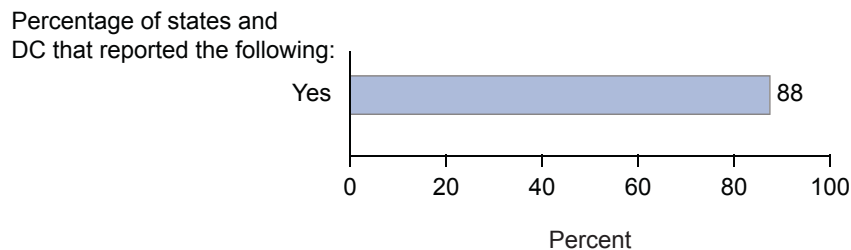
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Had the state content standards been extended or adapted to provide access for students with significant cognitive disabilities? (C15)

This item asked, at a summary level, whether the state had developed an augmented or supplementary list of “extended” standards that presented the appropriate level of challenge for students with significant cognitive disabilities to clarify the relationship between the academic content standards and the alternate assessment, and that allowed such students access to state curricular content. The information is presented graphically in figure C15 below and for individual states in table C15 in appendix B, NSAA Data Tables.

- Eighty-eight percent of states (45 states) reported that they extended or clarified content standards for students with significant cognitive disabilities, reflecting a majority of the states.

Figure C15. Extension or clarification of state content standards



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

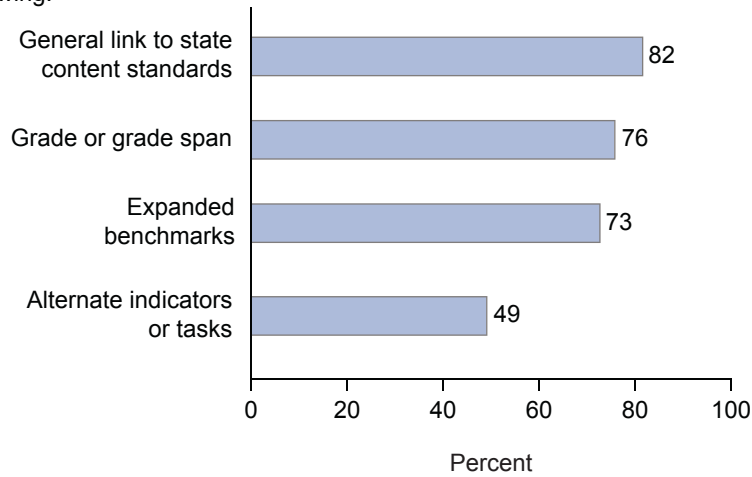
How did the extended content standards map to the state content standards? (C16)

This item asked about the extent of the linkage between the state’s “extended” content standards and the state’s general education grade-level content standards. This was an open-ended item, and the following response categories emerged during coding. Multiple response codes were possible and are presented graphically in figure C16 below and for individual states in table C16 in appendix B, NSAA Data Tables.

1. *General link to state content standards* – This response category was coded when the state reported that the extended content standards were linked at a general level with the state’s content standards. This refers to the broad concept or first level in the hierarchy of the state’s standards. For example, one state required that the content domains of language arts, mathematics, and science be addressed but did not link to content area strands or grade-level competencies within those content areas. Eighty-two percent of states (37 states) reported that the extended content standards linked to the state content standards at the broad concept level, reflecting a majority of states and the highest frequency reported.
2. *Grade or grade span* – This response category was coded when the state reported that the state’s standards had been expanded, defined, or redefined in terms of grade levels or grade spans to create the extended standards. For example, one state specified, within each content domain, the content strands that should be addressed in grades 3–8 and then in high school. Seventy-six percent of states (34 states) reported that the extended content standards linked to the state content standards by specific grades or by grade spans, reflecting a majority of states.
3. *Expanded benchmarks* – This response category was coded when the state reported that its expanded standards provided greater specificity regarding the expectations for students with significant cognitive disabilities. These were downward extensions of the standards, which may have been referred to as expanded benchmarks, extended standards, essences, or dimensions. Expanded benchmarks might include information about the levels of complexity or depth of knowledge and describe the “essence” of standards or an “extension” to access points. For example, in one state the general ‘indicator’ “Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read fluently” was expanded to “Understand how print is organized.” Seventy-three percent of states (33 states) reported that the extended standards linked to the state standards through extended benchmarks, reflecting a majority of states.
4. *Alternate indicators or tasks* – This response category was coded when the state reported that it had developed levels of specification that described activities, tasks, or how student performances might be structured, often referred to as performance indicators, indicator tasks, indicator activities, or alternate performance indicators (APIs). For example, in one state the learning standard “Identify and represent common fractions ($1/2$, $1/3$, $1/4$) as parts of wholes, parts of groups, and numbers on the number line was linked to the following activities at different entry points: (1) Understand whole and half; (2) Manipulate objects to make two objects from one; (3) Manipulate whole objects to make two, three, or four parts of a whole; (4) Manipulate up to four parts of an object to assemble a whole; and (5) Identify and compare parts of a whole (quarters, thirds, halves) and determine relative size of each ($1/2$, $1/3$, $1/4$) using manipulatives.” Forty-nine percent of states (22 states) reported that the extended content standards linked to the state content standards through alternate performance tasks or alternate performance indicators.

Figure C16. Mapping of extended content standards to the state content standards

Percentage of states and DC that reported using the following:



NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (45) that were asked to respond to this item.

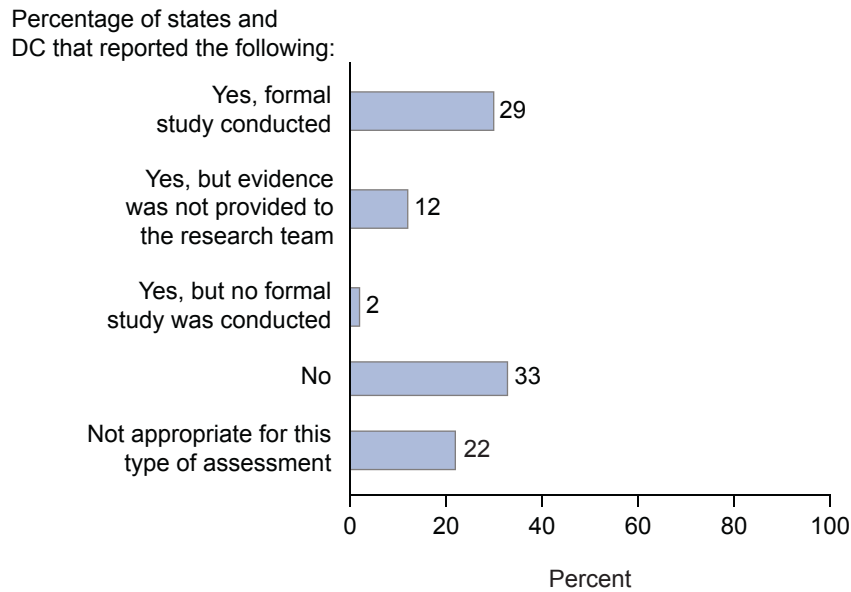
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Did the state document the reliability of the alternate assessment in terms of variability across groups? (C17)

This open-ended item asked whether the state had documented the reliability of the alternate assessment in terms of differences in the performances of students in the various NCLB-defined groups (e.g., race/ethnicity, economically disadvantaged, limited English proficient). Additionally, the item asked about the degree to which the determination of reliability had been documented and reported. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C17 below and for individual states in table C17 in appendix B, NSAA Data Tables.

- *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team. Twenty-nine percent of states (15 states) reported that they had documented this type of reliability, and the report was available publicly.
- *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team. Twelve percent of states (6 states) reported that they had documented this type of reliability, but evidence was not provided to the research team.
- *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.” Two percent of states (1 state) reported having documented this type of reliability, but no formal study was reported.
- *No* – This response category was coded when the state had not documented the reliability of the alternate assessment in terms across variability across groups. Thirty-three percent of states (17 states) reported that they had not documented this type of reliability, reflecting the highest frequency reported.
- *Not appropriate for this type of assessment* – This response category was coded when the state reported that analyzing the reliability in terms of the variability across groups was not appropriate for this type of assessment and the assessment approach did not meet the assumptions needed to conduct this type of analysis. Twenty-two percent of states (11 states) reported that this item was not applicable.

Figure C17. Documentation of variability across groups



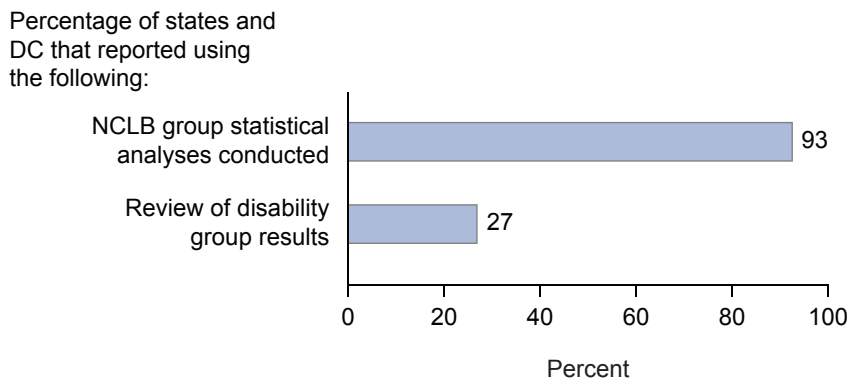
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What evidence supported the reliability argument in terms of variability across groups? (C18)

This open-ended item described the types of evidence provided to support the reliability of the alternate assessment in terms of variability across groups (see C17, response category “yes, formal study conducted”). The following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure C18 below and for individual states in table C18 in appendix B, NSAA Data Tables.

- *NCLB group statistical analyses conducted* – This response category was coded when the state provided evidence of differential item functioning (DIF) analyses, consistency reliability, and/or test-retest reliability. Among the 15 states that provided evidence of a formal reliability study to test variability across groups, 93 percent (14 states) reported that they had used NCLB group statistical analyses, reflecting a majority of the states and the highest frequency reported.
- *Review of disability group results* – This response category was coded when the state provided evidence of a published review by an expert panel or review group. Twenty-seven percent (4 states) reported that they had used a review of disability group results.

Figure C18. Types of evidence provided to document variability across groups



NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (15) that were asked to respond to this item.

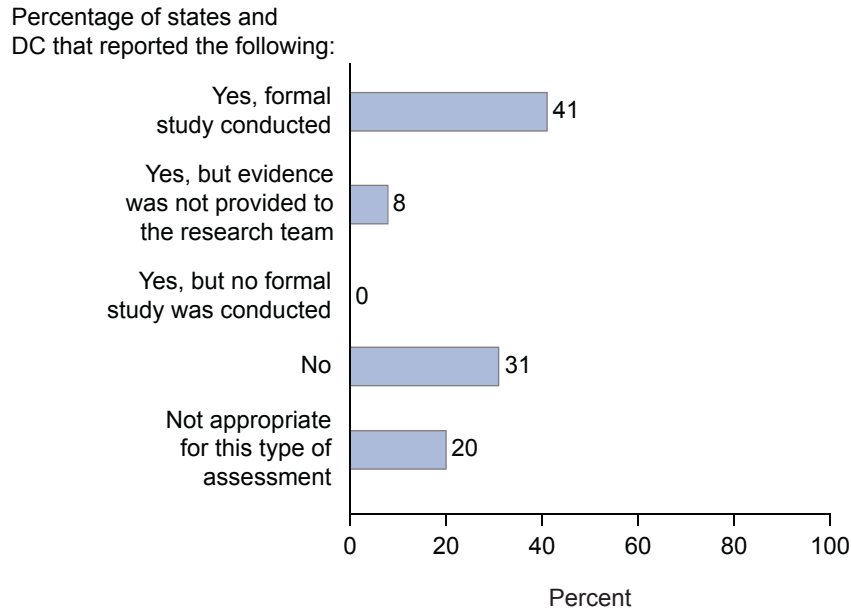
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Did the state document the reliability of the alternate assessment in terms of internal consistency of item responses? (C19)

This open-ended item asked whether the state had documented that there was consistency between scores on particular groups of items and the total test score and that scores on one item were consistent with scores on other items that were measuring the same construct. These reliability test results should provide statistical evidence of item consistency; if the state reported having conducted a study, it should be of a statistical nature and statistical results should be evident. Additionally, the item asked about the degree to which the determination of reliability had been documented and reported. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C19 below and for individual states in table C19 in appendix B, NSAA Data Tables.

- *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team. In these cases, the type of evidence was reported in the state profile as “formal study or expert panel review.” Forty-one percent of states (21 states) reported that they had documented this type of reliability, reflecting the highest frequency reported.
- *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team. Eight percent of states (4 states) reported that they had documented this type of reliability, but the evidence was part of a plan or a study that was under way and was not available for review at the time of the interview, or the evidence was part of an internal, nonpublic report.
- *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.” No states reported that they had documented this type of reliability and had not conducted a formal study.
- *No* – This response category was coded when the state had not documented the reliability of the alternate assessment in terms of internal consistency of item responses. Thirty-one percent of states (16 states) did not document this type of reliability.
- *Not appropriate for this type of assessment* – This response category was coded when the state reported that analyzing the reliability in terms of internal consistency of item responses would not be appropriate for this type of assessment and the assessment approach did not meet the assumptions needed to conduct this type of analysis. Twenty percent of states (10 states) reported that this item was not appropriate for this type of assessment.

Figure C19. Documentation of internal consistency of item responses



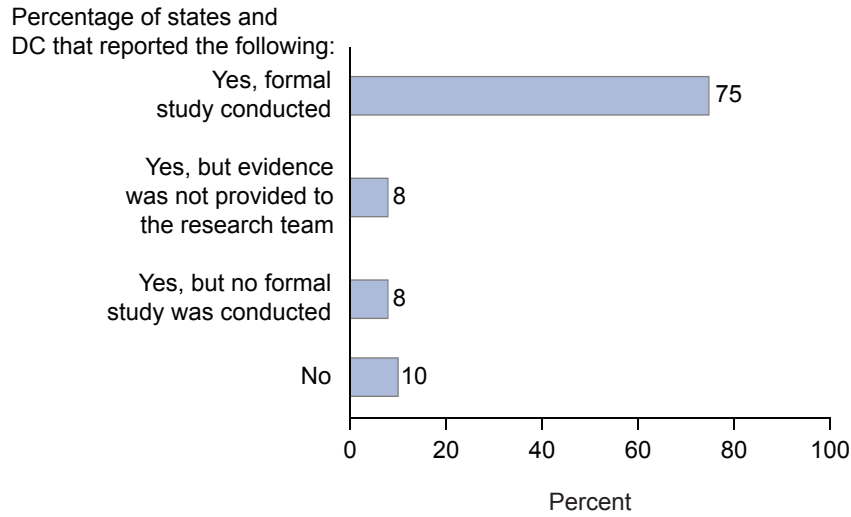
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Did the state document the reliability of the alternate assessment in terms of interrater consistency in scoring? (C20)

This open-ended item asked whether the state had conducted statistical procedures to examine the consistency and reliability of scoring between and among scorers. Additionally, the item asked about the degree to which the determination of reliability had been documented and reported. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C20 below and for individual states in table C20 in appendix B, NSAA Data Tables.

- *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team. Seventy-five percent of states (38 states) reported that they had documented this type of reliability, and the evidence was part of documentation reported publicly, reflecting a majority of the states and the highest frequency reported.
- *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team. Eight percent of states (4 states) reported that they had documented this type of reliability, but evidence was not provided to the research team.
- *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “training documents or anecdotal.” Eight percent of states (4 states) reported that they had documented this type of reliability, but no formal studies were reported.
- *No* – This response category was coded when the state had not documented the reliability of the alternate assessment in terms of interrater consistency of scoring. Ten percent of states (5 states) reported that they had not documented this type of reliability.

Figure C20. Documentation of interrater consistency in scoring



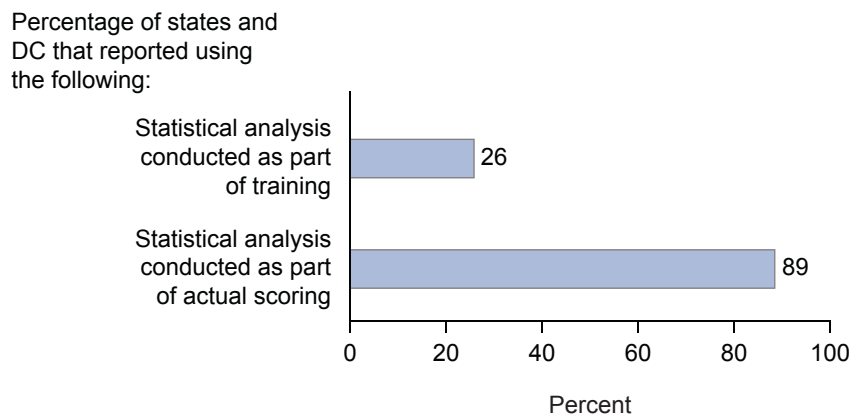
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What evidence supported the reliability argument in terms of interrater consistency in scoring? (C21)

This open-ended item described the types of evidence provided to support the reliability of the alternate assessment in terms of interrater consistency in scoring and to document that statistical procedures were used to examine the consistency of scoring between and among scorers (see C20, response category “yes, formal study conducted”). Evidence should demonstrate that the state analyzed the frequency with which scorers scored tests similarly, using interrater reliability analyses. The following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure C21 below and for individual states in table C21 in appendix B, NSAA Data Tables.

- *Statistical analysis conducted as part of training* – This response category was coded when states reported calculating correlation coefficients, agreement percentages, or other analysis of scoring done as part of scorer training. States may also have established interrater consistency cut points that scorers must meet to obtain scorer certification during training. Among the 38 states that provided evidence of a formal reliability study to test interrater consistency, 26 percent (10 states) reported that they used statistical analysis of scores during training.
- *Statistical analysis conducted as part of actual scoring* – This response category was coded when states reported calculating correlation coefficients, agreement percentages, or other analysis of assessment or field test scores. Eighty-nine percent (34 states) reported that they used statistical analysis as part of the scoring of the alternate assessment or field tests, reflecting a majority of the states and the highest frequency reported.

Figure C21. Types of evidence provided to document interrater consistency in scoring



NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (38) that were asked to respond to this item.

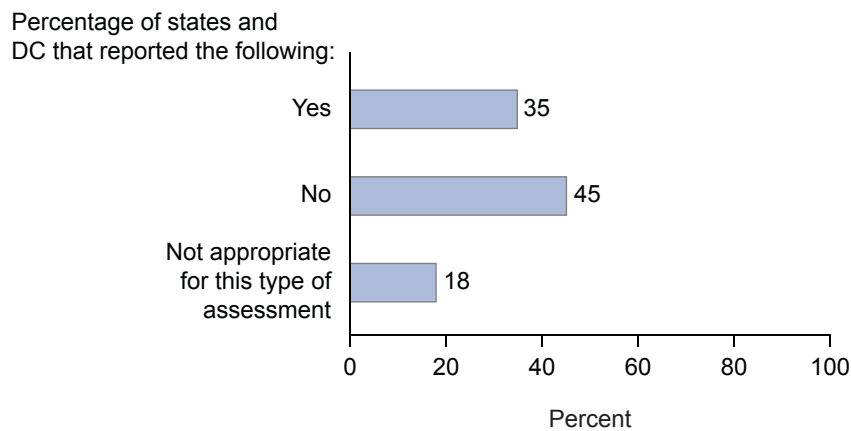
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Had conditional standard errors of measurement (CSEMs) been reported for the alternate assessment? (C22)

This item asked whether the state had analyzed the standard errors of measurement (SEMs) or conditional standard errors of measurement (CSEMs). The following mutually exclusive response categories emerged during coding and are presented graphically in figure C22 below and for individual states in table C22 in appendix B, NSAA Data Tables.

- **Yes** – Thirty-five percent of states (18 states) reported that SEM/CSEM calculation procedures had been conducted and reported.
- **No** – Forty-five percent of states (23 states) reported that SEMs/CSEMs had not been calculated or reported, reflecting the highest frequency reported.
- **Not appropriate for this type of assessment** – Eighteen percent of states (9 states) reported that calculations of SEM were not appropriate for this type of assessment.

Figure C22. Documentation of conditional standard errors of measurement



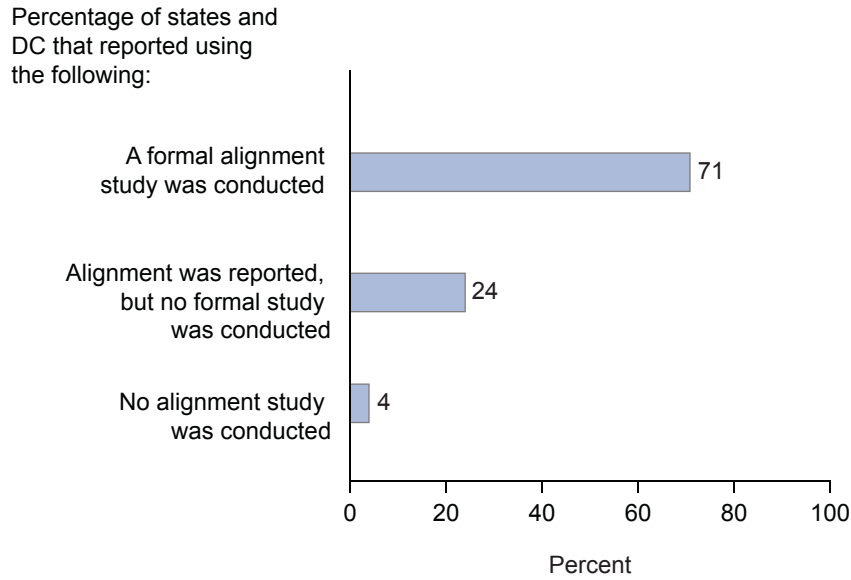
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What was the initial process of aligning alternate achievement standards with the state content standards, and how was it validated? (C23)

This open-ended item asked about the processes and methodologies the state used to align its alternate achievement standards with state content standards, as well as how this alignment was validated. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C23 below and for individual states in table C23 in appendix B, NSAA Data Tables.

- *A formal alignment study was conducted* – This response category was coded when the state reported that an internal or external alignment study had been conducted, and it was reported publicly or to the research team. Evidence may include one or more formal expert panel reviews or studies using methodologies such as Webb or LINKS. In these cases, the type of evidence was reported in the state profile as “formal study.” Seventy-one percent of states (36 states) reported that the alternate achievement standards were aligned with the state content standards and that they had conducted a formal alignment study for validation, reflecting a majority of the states and the highest frequency reported.
- *Alignment was reported, but no formal study was conducted* – This response category was coded when states provided an explanation or anecdotes about a committee process to establish alignment, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.” Twenty-four percent of states (12 states) reported that the alternate achievement standards were aligned with the state content standards but that they did not conduct a formal alignment study.
- *No alignment study was conducted* – This response category was coded when the alternate achievement standards were not validated by an alignment study. Four percent of states (2 states) reported that they had not validated the alignment between the alternate achievement standards and the state content standards.

Figure C23. Initial process of aligning alternate achievement standards with the state content standards



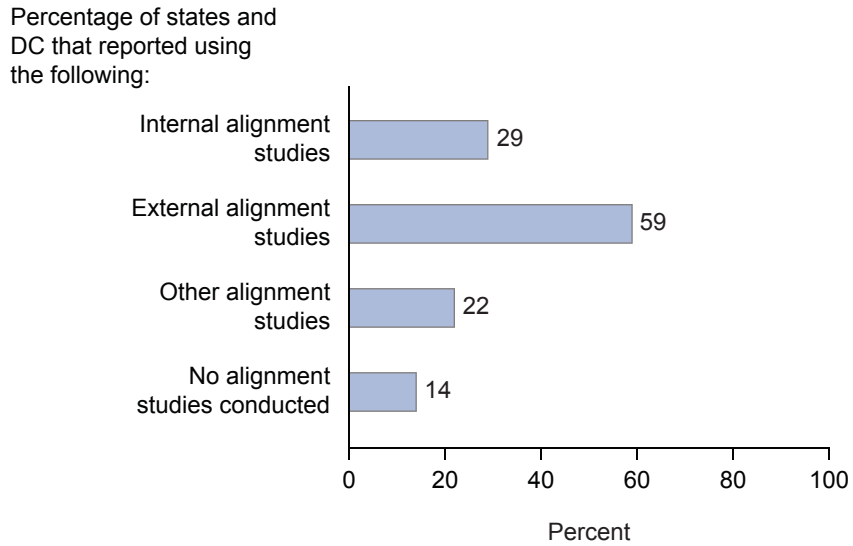
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What ongoing procedures were used to maintain and improve alignment between the alternate assessment based on alternate achievement standards and state content standards over time? (C24)

This item asked for the types of procedures the state used to monitor the alignment of the alternate assessment with state content standards and ensure that future alignment studies would be conducted. This was a multiple-choice item, and multiple responses were possible and are presented graphically in figure C24 below and for individual states in table C24 in appendix B, NSAA Data Tables.

- *Internal alignment studies* – This response category was coded when alignment studies were conducted by state assessment staff. Twenty-nine percent of states (15 states) reported that they used internal alignment studies to maintain and improve alignment between the alternate assessment and state content standards over time.
- *External alignment studies* – This response category was coded when outside experts conducted alignment studies. Fifty-nine percent of states (30 states) reported that they used external alignment studies conducted by an independent evaluator outside of the state department of education to maintain and improve alignment between the alternate assessment and state content standards over time, reflecting a majority of the states and the highest frequency reported.
- *Other alignment studies* – This response category was coded when an internal review was held or the details of the type of alignment study were not specified by the state. Twenty-two percent of states (11 states) reported that they used other kinds of alignment studies to maintain and improve alignment between the alternate assessment and state content standards over time.
- *No alignment studies conducted* – This response category was coded when the alternate achievement standards were not validated on an ongoing basis. Fourteen percent of states (7 states) reported that no alignment procedures were used to maintain and improve alignment between the alternate assessment and state content standards over time.

Figure C24. Ongoing procedures used to maintain and improve alignment



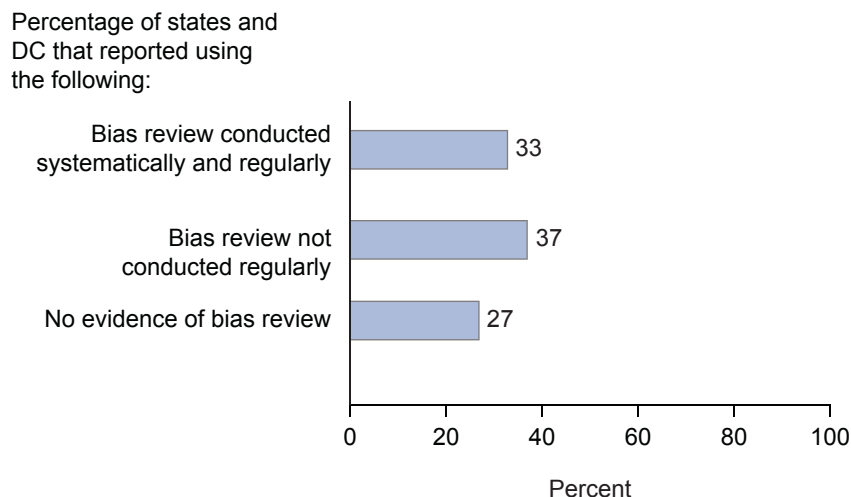
NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Was there a process to ensure fairness in the development of the alternate assessment? (C25)

This open-ended item asked whether the state used a formal process (a statistical validation process, a committee review, etc.) to ensure that students' performance on the alternate assessment was not biased or influenced, for example, by native language, prior experience, gender, ethnicity, or disability. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C25 below and for individual states in table C25 in appendix B, NSAA Data Tables.

- *Yes, bias review conducted systematically and regularly* – This response category was coded when the state reported that either qualitative or statistical analyses were conducted (bias review) to ensure fairness in the assessment. Assessments may have been reviewed by technical committees and/or expert panels, and the results were reported either internally or externally on a regular basis. Thirty-three percent of states (17 states) reported that bias reviews were conducted systematically and regularly.
- *Yes, bias review not conducted regularly* – This response category was coded when the state reported that bias review was conducted formally or informally, typically in conjunction with assessment development or revision, but not on a regular basis. Statistical evidence was sporadic and not necessarily available publicly. Thirty-seven percent of states (19 states) reported that formal or informal bias reviews were conducted periodically, typically in conjunction with test development or revision, reflecting the highest frequency reported.
- *No evidence of bias review* – Twenty-seven percent of states (14 states) did not provide evidence of a process to ensure fairness in the development of the alternate assessment.

Figure C25. Process used to ensure fairness



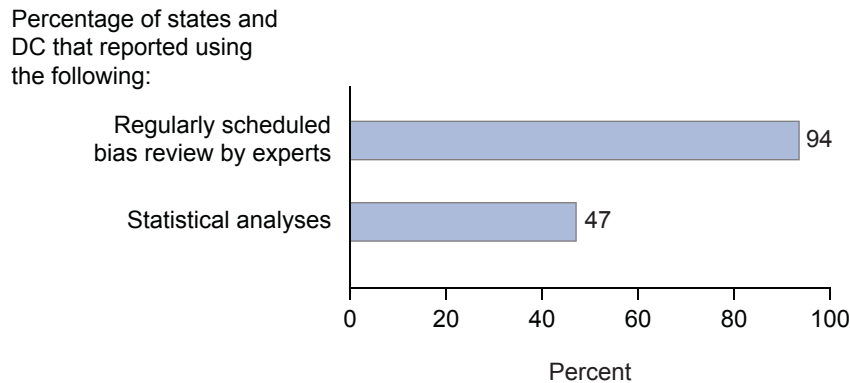
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What evidence supported the process to ensure fairness in the development of the alternate assessment? (C26)

This open-ended item asked what types of evidence supported the process to ensure fairness in the development of the alternate assessment (see C25, response category “Yes, bias review conducted systematically and regularly”). The following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure C26 below and for individual states in table C26 in appendix B, NSAA Data Tables.

- *Regularly scheduled bias review by experts* – Of the 17 states that conducted bias reviews, 94 percent (16 states) reported that experts were used to conduct the bias reviews, reflecting a majority of the states and the highest frequency reported.
- *Statistical analyses* – Forty-seven percent (8 states) reported using statistical analyses (e.g., differential item functioning [DIF] analysis).

Figure C26. Types of evidence provided to document ensuring fairness



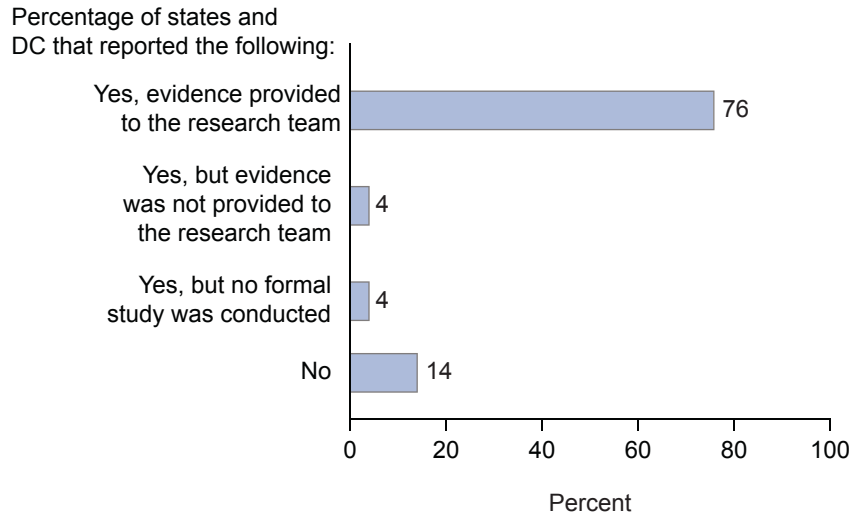
NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (17) that were asked to respond to this item.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Did the state document the validity of the alternate assessment in terms of implementation processes? (C27)

This open-ended item asked whether the state had documented the validity of the alternate assessment in terms of implementation processes. Implementation processes included how the state informed districts and schools about the assessment and assessment procedures and how test administrators were trained. Validation of these processes might have occurred through a variety of means, including training, guidelines, manuals, monitoring, and follow-up analyses. The following mutually exclusive response categories emerged during coding and are presented graphically in figure C27 below and for individual states in table C27 in appendix B, NSAA Data Tables.

- *Yes, with evidence provided to the research team* – This response category was coded when the state reported that formal studies or expert panel reviews were conducted on implementation processes, and evidence was part of documentation reported publicly or was provided to the research team. Seventy-six percent of states (39 states) reported that they had documented this type of validity and also provided evidence to support this assertion, reflecting a majority of the states and the highest frequency reported.
- *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that this type of validation was planned or under way, or the evidence was part of an internal, nonpublic report of implementation processes. These reports were not available for examination by the research team. Four percent of states (2 states) reported that they had documented this type of validity, but did not provide evidence.
- *Yes, but no formal study was conducted* – This response category was coded when the state reported in an explanation or through anecdotes that validation of implementation processes occurred as part of a committee process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.” Four percent of states (2 states) provided an explanation related to this type of validity but did not conduct a formal study.
- *No* – The state did not claim or document the validity of the alternate assessment in terms of the implementation processes. Fourteen percent of states (7 states) reported that they had not documented this type of validity.

Figure C27. Documentation of implementation processes



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

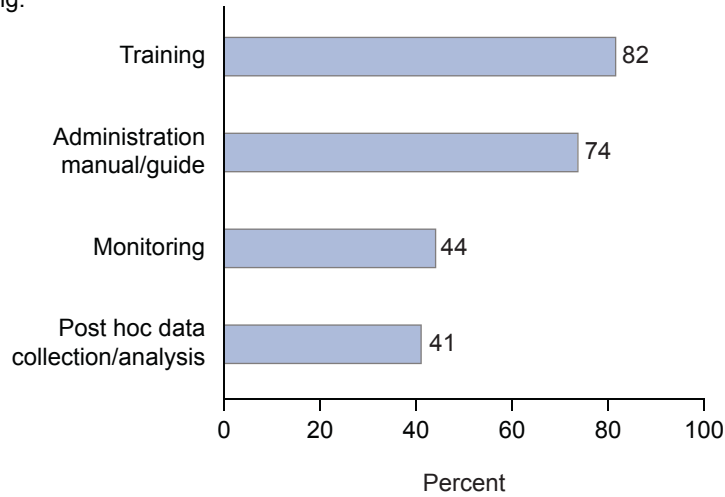
What evidence supported the validity argument in terms of implementation processes? (C28)

This open-ended item asked about the types of evidence the state provided to support the validity of the alternate assessment in terms of implementation processes (see C27, response category “yes, evidence provided to the research team”). The following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure C28 below and for individual states in table C28 in appendix B, NSAA Data Tables.

- *Training* – This response category was coded when the state reported that it had developed teaching tools that included in-person, video, or online training for administration, scoring, and reliability. Of the 39 states that provided evidence to support the validity argument in terms of the implementation processes, 82 percent (32 states) reported that they had developed training, reflecting a majority of the states and the highest frequency reported.
- *Administration manual/guide* – This response category was coded when the state reported that it had developed manuals that provided directions, sample entries, protocols, and scoring rubrics. These manuals may have been available in hard copies or on websites. Seventy-four percent of states (29 states) reported that they had validated the implementation processes through publication of administrative manuals and guides, reflecting a majority of the states.
- *Monitoring* – This response category was coded when the state reported that monitoring was conducted by the state agency, outside experts, citizen groups, or school-level administrators. These processes may have included sign-in verification by principals, test coordinators, or teachers. Forty-four percent of states (17 states) reported having validated the implementation of the alternate assessment through monitoring.
- *Post hoc data collection/analysis* – This response category was coded when the state reported that reliability rescoring and examining of assessment results to determine fidelity were conducted. Forty-one percent of states (16 states) reported that they had conducted post hoc data collection/analysis on implementation processes.

Figure C28. Types of evidence provided to document implementation processes

Percentage of states and DC that reported using the following:



NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (39) that were asked to respond to this item.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

D. Eligibility and Administration

The regulations for alternate achievement standards require states to establish guidelines for individualized education program (IEP) teams to use in identifying children with the “most significant cognitive disabilities” who will be assessed based on alternate achievement standards. The regulations do not prescribe a federal definition of “the most significant cognitive disabilities,” nor do they set federal guidelines. The regulations require that the state ensure that parents be informed that their child’s achievement will be based on alternate achievement standards (34 C.F.R. § 200.1(f)).

States have considerable flexibility in designing their alternate assessments, provided the statutory and regulatory requirements are met. The general alternate assessment approaches the states used in 2006–07 were reported in the Overview section, but states sometimes used these approaches in combination, and each approach could be implemented in varying ways.

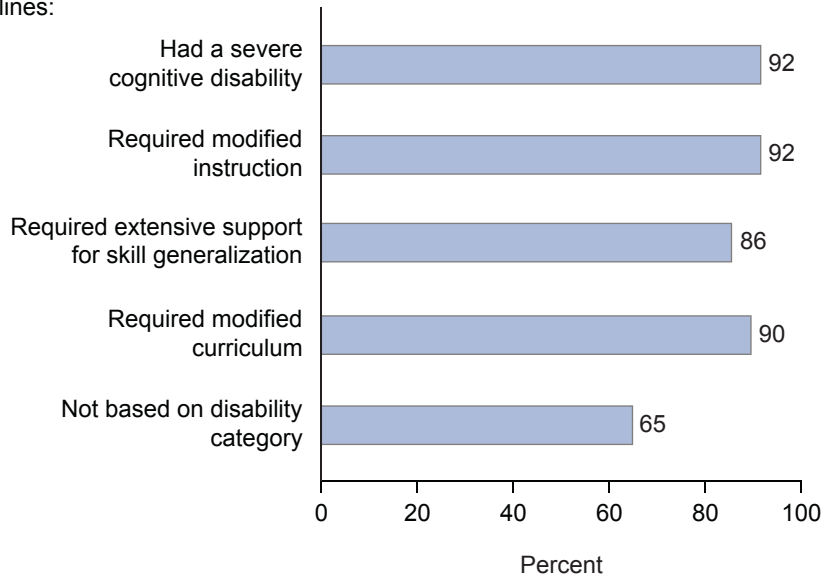
What were the guidelines for IEP teams to apply in determining when a child’s significant cognitive disability justified alternate assessment? (D1)

This item asked about the eligibility criteria the state established to determine when the alternate assessment was appropriate for a student. This was an open-ended item, and the following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure D1 below and for individual states in table D1 in appendix B, NSAA Data Tables.

- *Had a severe cognitive disability* (e.g., significant impairment of cognitive abilities, operates at a lower cognitive level) – Ninety-two percent of states (47 states) included this criterion to determine when an alternate assessment was appropriate, reflecting a majority of the states and the highest frequency reported, along with “required modified instruction.”
- *Required modified instruction* (e.g., student required differentiated, intensive, and individualized instruction) – Ninety-two percent of states (47 states) included this criterion to determine when an alternate assessment was the appropriate assessment, reflecting a majority of the states and the highest frequency reported along with “had a severe cognitive disability.”
- *Required extensive support for skill generalization* (e.g., needed support to transfer skills to other settings, support to generalize learning to home/work/school/multiple settings) – Eighty-six percent of states (44 states) included this criterion to determine when an alternate assessment was appropriate, reflecting a majority of the states.
- *Required modified curriculum* (e.g., student was unable to access general curriculum, general curriculum must be modified or presented at a lower cognitive level) – Ninety percent of states (46 states) included this criterion to determine when an alternate assessment was appropriate, reflecting a majority of the states.
- *Not based on disability category* (decisions should not be based solely on disability category or other similar qualities) – Sixty-five percent of states (33 states) included this criterion to determine when an alternate assessment was appropriate, reflecting a majority of the states.

Figure D1. Guidelines provided to IEP teams to apply in determining when a child’s significant cognitive disability justified an alternate assessment

Percentage of states and DC that reported the following guidelines:



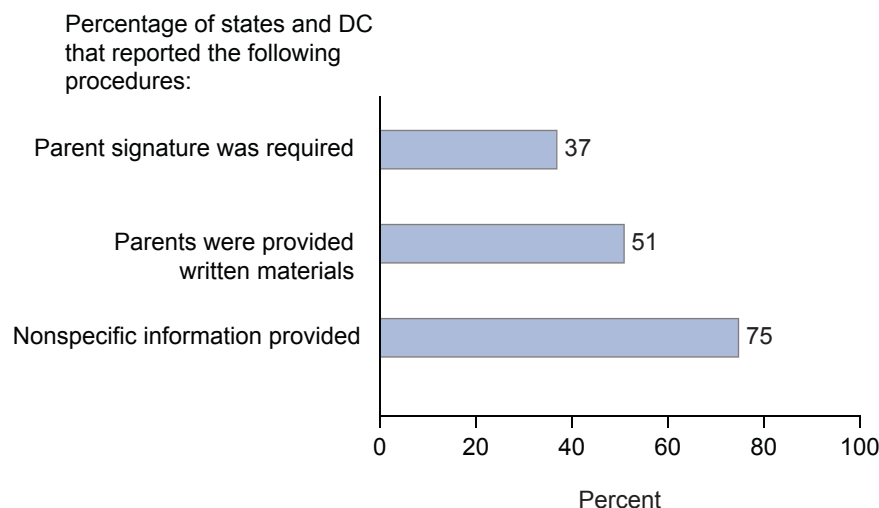
NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What procedures were in place for informing parents when their child would be assessed using an alternate assessment? (D2)

This item asked about the steps taken to inform parents (or guardians) that the student would be assessed using an alternate assessment, including the consequences of participation in this type of assessment—for example, the implications for graduation and the type of diploma a student would earn. This was an open-ended item, and the following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure D2 below and for individual states in table D2 in appendix B, NSAA Data Tables.

- *Parent signature was required* – This response category was coded when the state reported that the signature of a parent or guardian was required specifically for permission for an alternate assessment to be conducted or that a signature on an IEP (that contained reference to an alternate assessment to be conducted) was required. Thirty-seven percent of states (19 states) reported that parent signatures were required for students to participate in the alternate assessment.
- *Parents were provided written materials about the alternate assessment* – This response category was coded when the state reported that parents received written materials about the alternate assessment. Fifty-one percent of states (26 states) reported that parents were provided written materials about the alternate assessment, reflecting a majority of the states.
- *Nonspecific information provided* – Seventy-five percent of states (38 states) reported that parents were informed about the alternate assessment, but details about the procedure were not specified, reflecting a majority of the states and the highest frequency reported.

Figure D2. Procedures used for informing parents of use of alternate assessment



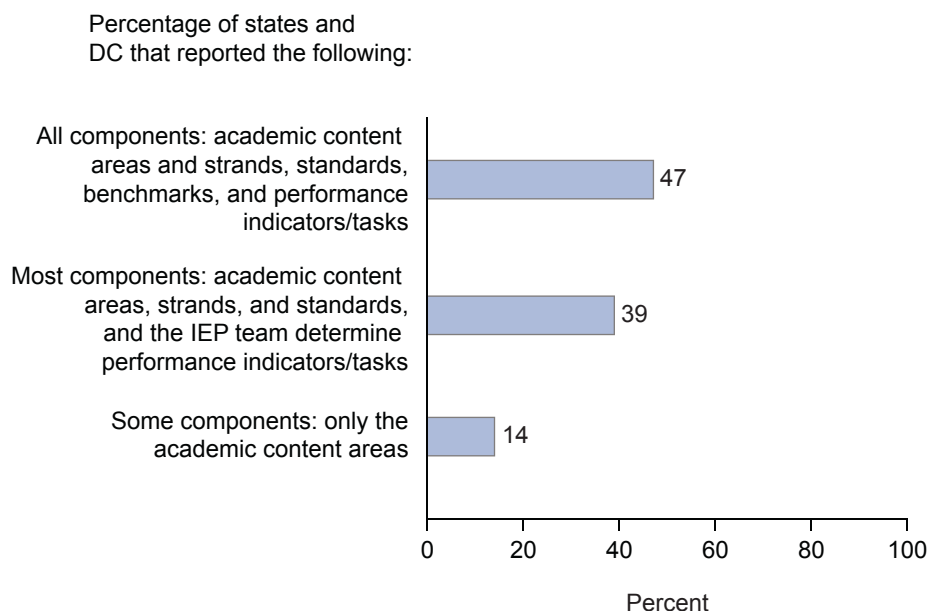
NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

How was assessment content selected? (D3)

This item asked about the amount of input the state had in determining assessment content. The following mutually exclusive response categories emerged during coding and are presented graphically in figure D3 below and for individual states in table D3 in appendix B, NSAA Data Tables.

- *All components – State determined academic content areas and strands, standards, benchmarks, and performance indicators/tasks* – This response category was coded when the state determined the content areas, standards, benchmarks, or indicators assessed and no local input was allowed. Forty-seven percent of states (24 states) reported that the state determined the academic content areas and strands, benchmarks, and performance indicators or tasks for the alternate assessment, reflecting the highest frequency reported.
- *Most components – State determined academic content areas, strands, and standards, and the IEP team determined performance indicators/tasks* – This response category was coded when the IEP team or teacher decided which tasks or academic indicators comprised a student’s assessment or when teachers could choose from a task bank or develop their own. Thirty-nine percent of states (20 states) reported that the state determined academic content areas, strands and standards and the IEP team or teacher selected the indicators or tasks on which a student was assessed.
- *Some components – State determined only the academic content areas* – This response category was coded when the IEP team or teacher decided which strands, standards, benchmarks, and tasks or indicators were assessed within academic content areas determined by the state. Fourteen percent of states (7 states) reported that the state determined only the academic content areas and that IEP teams or teachers decided which strands, standards, benchmarks, and tasks or indicators were assessed.

Figure D3. Extent to which state determined content of alternate assessment



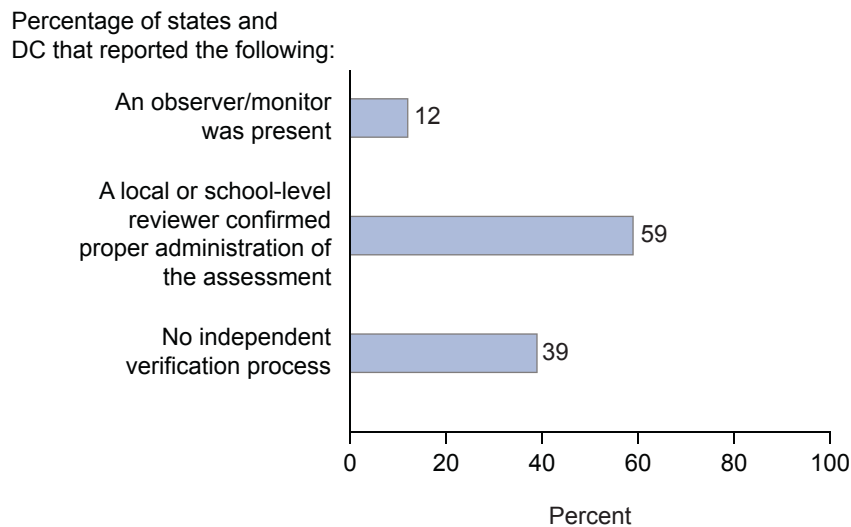
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

How was the administration process monitored and verified? (D4)

This item asked about how the administration process for the alternate assessment was monitored and verified and who was primarily responsible for the verification process. The following response choices emerged during coding, and multiple responses were possible. Response choices are presented graphically in figure D4 below and for individual states in table D4 in appendix B, NSAA Data Tables.

- *An observer/monitor was present* – This response category was coded when a monitor was present for all administrations. Twelve percent of states (6 states) verified the administration process with another individual who observed or monitored the alternate assessment.
- *A local or school-level reviewer confirmed proper administration of the assessment* – This response category was coded when the assessment was reviewed by school-level staff who did not administer the actual assessment or assemble the portfolio. No monitor was present for the administration, but someone local confirmed that the assessment was administered properly. Fifty-nine percent of states (30 states) reviewed and confirmed the administration process using local or school-level staff who confirmed proper administration of the assessment, reflecting a majority of the states and the highest frequency reported.
- *No independent verification process* – Thirty-nine percent of states (20 states) reported that there was no independent verification process for the administration of the alternate assessment.

Figure D4. Monitoring and verification of the administration process



NOTE: Percentages do not sum to 100 because multiple responses were possible.

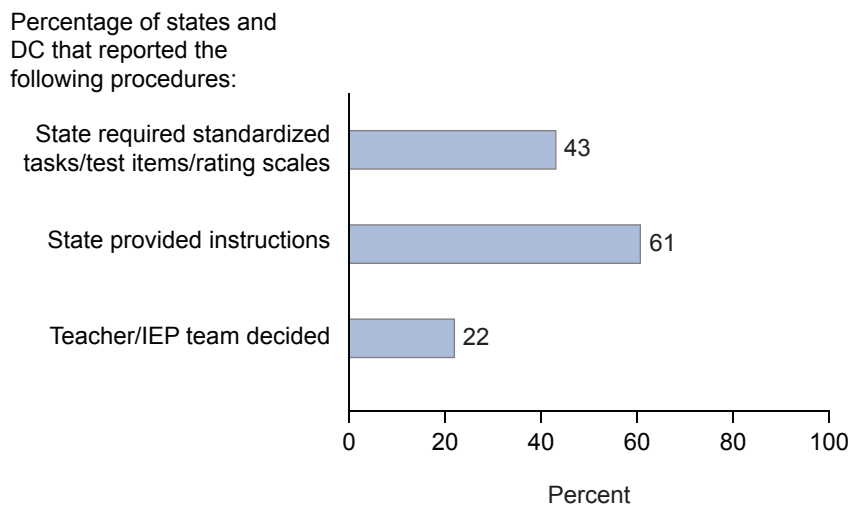
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What procedures were followed in gathering performance evidence? (D5)

This item asked about the flexibility that existed in the gathering of performance evidence — whether the state specified the required types of performance evidence, such as standardized tasks/test items/rating scales, the state provided guidance and instructions, or the teacher/IEP team made these decisions. The following response choices emerged during coding and multiple responses were possible. Response choices are presented graphically in figure D5 below and for individual states in table D5 in appendix B, NSAA Data Tables.

- *State required standardized tasks/test items/rating scales* – This response category was coded when the state required evidence in the form of student responses on standardized tasks or test items or teachers were required to provide ratings of student performance. Work samples were not collected or submitted as evidence for scoring, and the scoring was based on performance tasks or teacher ratings of student skills. Forty-three percent of states (22 states) reported that the state required evidence in the form of student responses on standardized tasks or assessment items. Additionally, teachers may have been required to provide ratings.
- *State provided instructions* – This response category was coded when the state provided instructions on the types and amounts of evidence or data required from each student, (certain types or formats of performance, such as video, documented student work, data sheets, or captioned photographs). Sixty-one percent of states (31 states) reported that the state provided instructions on the types and amounts of evidence or data required from students, reflecting a majority of the states and the highest frequency reported.
- *Teacher/IEP team decided* – This response category was coded when the teacher or IEP team determined the nature of evidence required for scoring, without state guidance, including instances where a local educator decided what could be scored for each indicator. This response category also was coded when the state used checklists with IEP-aligned tasks. Twenty-two percent of states (11 states) reported that the teacher or IEP team decided the nature of evidence required for scoring, without state guidance.

Figure D5. Procedures used in gathering performance evidence



NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

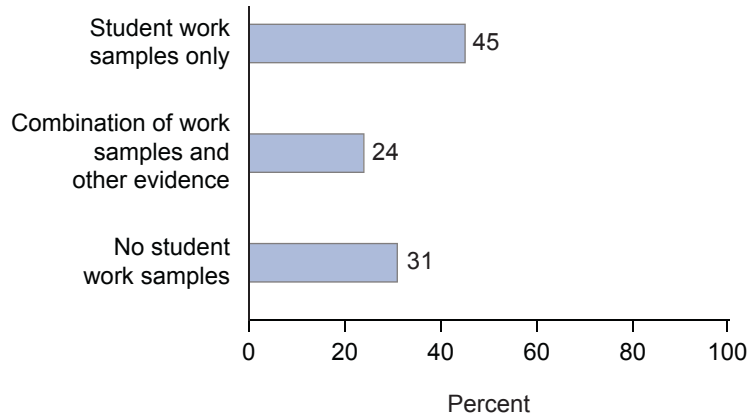
Describe the role of student work (videos, photographs, worksheets/products) in the alternate assessment. (D6)

This item asked about the extent to which the state alternate assessment involved collecting samples of student work (or other evidence of class work performed by students). Specifically, it examined what evidence of student work was considered for scoring the alternate assessment. This was an open-ended item, and the following mutually exclusive response categories emerged during coding and are presented graphically in figure D6 below and for individual states in table D6 in appendix B, NSAA Data Tables.

- *Student work samples only* – This category was coded when the state reported that portfolios and other collections of student work or bodies of evidence were included in the alternate assessment and submitted for scoring. The alternate assessment consisted entirely of collections of work samples or evidence of work produced by students (e.g., videos, photographs, worksheets, work products). Forty-five percent of states (23 states) reported that the alternate assessment required the collection and submission of full samples of student work, including pieces of student work, videos, captioned photographs, data sheets, and student self-evaluation sheets, reflecting the highest frequency reported.
- *Combination of work samples and other evidence* – This category was coded when the state reported that the alternate assessment included a combination of student work samples and other assessment evidence, such as scores on on-demand tasks, checklists, or rating scales. Twenty-four percent of states (12 states) reported that the alternate assessment required the submission of a combination of student work, performance tasks, and/or a checklist or rating scale.
- *No student work samples* – This category was coded when the state reported that the alternate assessment used checklists and rating scales or other scoring mechanisms, such as scores on performance tasks, but did not require that evidence of student work be submitted to the state along with scores. Thirty-one percent of states (16 states) reported that the alternate assessment did not require the collection or submission of student work, but instead required students to respond to performance tasks or multiple-choice items, or teachers to submit checklists or rating scales.

Figure D6. Role of student work in alternate assessment

Percentage of states and DC that reported the following:



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

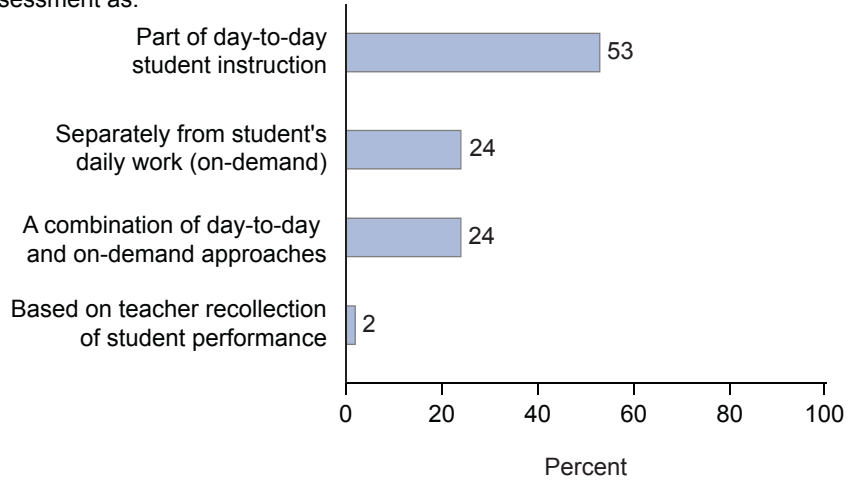
Did the assessment of student work (tasks or products) take place as part of the day-to-day instructional activities or were students asked to perform tasks “on demand”? (D7)

This item asked whether the alternate assessment was embedded in daily classroom instruction or was an “on-demand” assessment. An on-demand assessment was one that was administered at an explicitly defined place and time and was separate from instruction, meaning that student performance and products were not derived from the teacher’s instructional plan and the classroom routine. On-demand assessments were typically standardized, given in the same format to all test takers, and scheduled in advance such that they supplanted instructional time. The mutually exclusive response categories that follow emerged during coding and are presented graphically in figure D7 below and for individual states in table D7 in appendix B, NSAA Data Tables.

- *Part of day-to-day student instruction* – This category was coded when the state reported that the alternate assessment involved a variety of activities that took place as part of daily instructional activities, including checklists that assess student work in progress, assessments that gather student work for portfolios, performance tasks embedded in instruction, and other assessments that are designed specifically to be part of the student’s daily instructional or learning routine. Fifty-three percent of states (27 states) reported that the alternate assessment took place as part of day-to-day instructional activities, reflecting a majority of the states and the highest frequency reported.
- *Separately from student’s daily work* – This category was coded when the state reported that the assessment supplanted instructional time and included multiple-choice assessments and standardized performance tasks/events. Twenty-four percent of states (12 states) reported that the alternate assessment did not take place as part of day-to-day instructional activities.
- *A combination of day-to-day and on-demand approaches* – This category was coded when the state reported that the alternate assessment combined both approaches: activities during instructional time and on-demand activities. Twenty-four percent of states (12 states) reported that the assessment combined student work collected during day-to-day instructional activities and on-demand student performance of a task or tasks.
- *Based on teacher recollection of student performance* – This category was coded when the state reported that the alternate assessment was a checklist or rubric and was completed without requiring supportive evidence of student work that teachers completed based on their expectations or recollections of student performance. Two percent of states (1 state) reported that the alternate assessment consisted of a checklist, which the classroom teacher completed based on his or her recollections of student performance over the school year.

Figure D7. Extent to which assessment of student work (tasks or products) was conducted as part of the day-to-day instructional activities or “on demand”

Percentage of states and DC that reported the following assessment as:



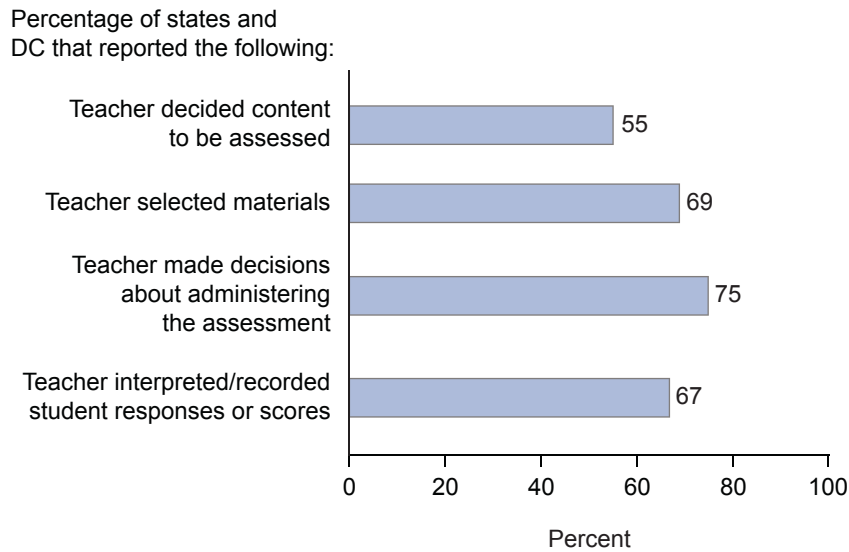
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

Describe the role of teacher judgment in the alternate assessment. (D8)

This item asked about how the student's classroom teacher and/or IEP team members were involved in determining (1) what content was assessed, (2) what student work products would be scored, (3) when and how the student would be assessed, and (4) who evaluated the student's performance or scored the state's alternate assessment. This was an open-ended item, and the following response categories emerged during coding. Multiple responses were possible and are presented graphically in figure D8 below and for individual states in table D8 in appendix B, NSAA Data Tables.

- *Teacher decided content to be assessed* – This response category was coded when the state reported that the teacher determined some or all of the assessment content, including selecting the standards to be assessed or the indicators to be used, determining the level of complexity of assessed tasks, and/or defining specific tasks. Fifty-five percent of states (28 states) reported that the classroom teacher determined some or all of the content assessed on the alternate assessment, reflecting a majority of the states.
- *Teacher selected materials* – This response category was coded when the state reported that the teacher was responsible for portfolio construction or assembly; selection of specific evidence, captioned pictures, anecdotal records, or videotape; or writing a student learning profile for the scorers. Sixty-nine percent of states (35 states) reported that the classroom teacher selected materials to be submitted for scoring and/or constructed individual student portfolios for the alternate assessment, reflecting a majority of the states.
- *Teacher made decisions about administering the assessment* – This response category was coded when the state reported that the teacher made decisions about some (but not necessarily all) of the following factors in the administration of the alternate assessment: timing and duration of the assessment, level of support or scaffolding to be provided, and/or when to administer the test within a testing window. Seventy-five percent of states (38 states) reported that the classroom teacher made decisions concerning the administration of the alternate assessment, reflecting a majority of the states and the highest frequency reported.
- *Teacher interpreted/recorded student responses or scores* – This response category was coded when the state reported that the teacher used a scoring rubric or checklist to determine the student scores and recorded student responses or scores on a report, including when the teacher was the final determiner of the student's assessment score. Sixty-seven percent of states (34 states) reported that the classroom teacher rated, interpreted, and/or recorded student responses during the alternate assessment, reflecting a majority of the states.

Figure D8. Role of teacher judgment in administration of the alternate assessment



NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

E. Scoring and Reporting

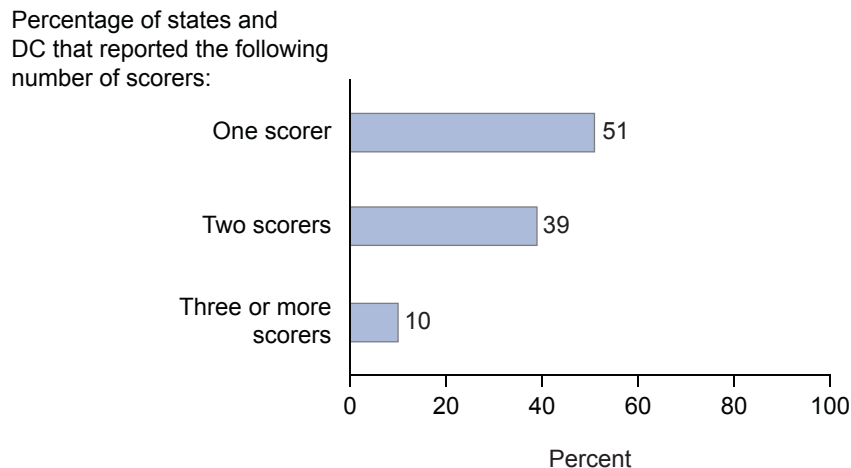
NCLB requires states to produce “interpretive, descriptive, and diagnostic reports” on individual students’ achievement measured against academic achievement standards to help parents, teachers, and principals to address the academic needs of students (20 U.S.C. 6311 § 1111(b)(3)(C)(xii); 34 C.F.R. § 200.8). Scoring criteria for students with the most significant cognitive disability may include elements typically found in general assessments, such as accuracy, and elements selected specifically for this population, such as independence, progress, and generalization across multiple settings.

How many scorers scored the alternate assessment? (E1)

This item asked about the number of scorers used to determine an individual’s score on the alternate assessment. Response categories were mutually exclusive and are presented graphically in figure E1 below and for individual states in table E1 in appendix B, NSAA Data Tables.

- *One scorer* – Fifty-one percent of states (26 states) reported that one scorer scored the alternate assessment, reflecting a majority of the states and the highest frequency reported.
- *Two scorers* – Thirty-nine percent of states (20 states) reported that two scorers scored the alternate assessment.
- *Three or more scorers* – Ten percent of states (5 states) reported that three or more scorers scored the alternate assessment.

Figure E1. Number of scorers of the alternate assessment



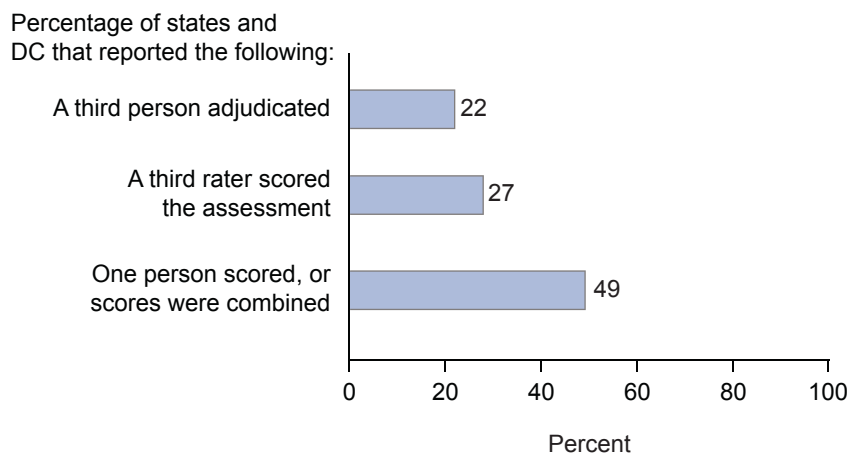
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

How were scoring conflicts resolved? (E2)

This item asked about how the state resolved conflicts in scoring if they arose. The following mutually exclusive response categories emerged during coding and are presented graphically in figure E2 below and for individual states in table E2 in appendix B, NSAA Data Tables.

- *A third person adjudicated* – This response category was coded when a third person helped scorers come to agreement or ruled in favor of one or the other in disputes between two scorers. Twenty-two percent of states (11 states) reported that scoring conflicts were resolved by a third person who adjudicated disputes or negotiated an agreement.
- *A third rater scored the alternate assessment* – This response category was coded when a third score replaced the original scores or was combined with the first two scores for a new score. Twenty-seven percent of states (14 states) reported that scoring conflicts were resolved by a third rater who scored the alternate assessment.
- *One person scored, or scores were combined* – This response category was coded when the state used only one scorer or different scores were simply averaged or combined. Forty-nine percent of states (25 states) reported that there was only one scorer or the scores were averaged or combined, reflecting the highest frequency reported.

Figure E2. How scoring conflicts were resolved



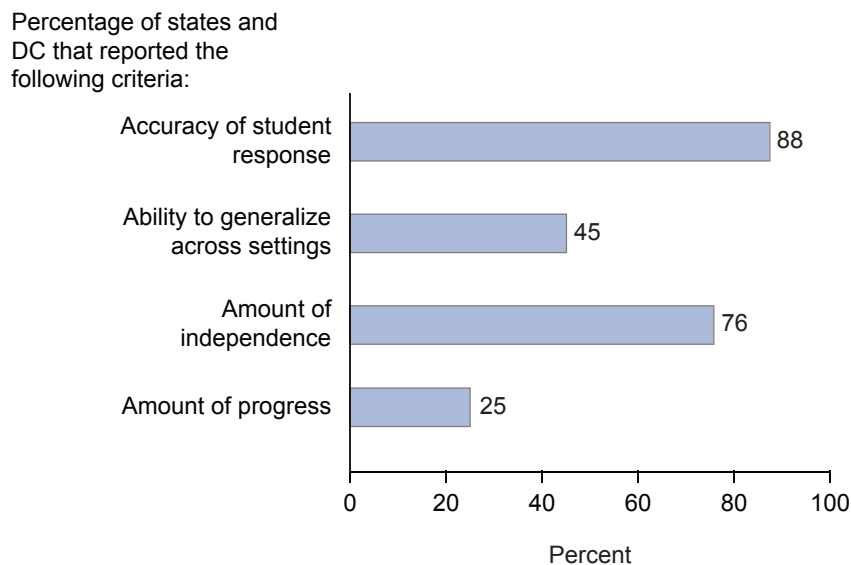
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What elements of student performance were used in scoring? (E3)

This multiple-choice item asked about the state's scoring criteria at the student level. Multiple responses were possible and are presented graphically in figure E3 below and for individual states in table E3 in appendix B, NSAA Data Tables.

- *Accuracy of student response* – This response category was coded when the correctness of a response or the production of student work that reflected the intended response of the assessment item or activity was a component of scoring. Eighty-eight percent of states (45 states) reported that the accuracy of student response was a component of the scoring criteria for the alternate assessment, reflecting a majority of the states and the highest frequency reported.
- *Ability to generalize across settings* – This response category was coded when the student's ability to perform a task in multiple settings or under differing conditions was a component of scoring. Forty-five percent of states (23 states) reported that they included the student's ability to generalize across settings as a component of scoring for the alternate assessment.
- *Amount of independence* – This response category was coded when the degree of independence of the student's response (or lack of prompting or scaffolding of a response) was a component of scoring. Seventy-six percent of states (39 states) reported that the amount of student independence was a component of scoring, reflecting a majority of the states.
- *Amount of progress* – This response category was coded when the degree of change over time in the performance of a task was a component of scoring. Twenty-five percent of states (13 states) included the amount of progress a student made in scoring criteria.

Figure E3. Criteria used in evaluating student performance



NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

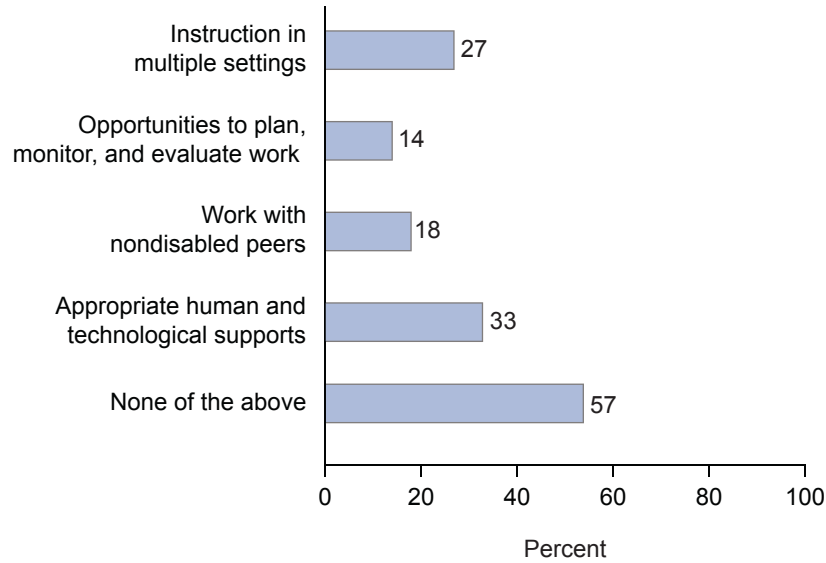
What environmental elements were used in scoring? (E4)

This multiple-choice item asked about the state's scoring criteria at the system level, that is, the environmental elements that were included in the determination of student scores on the alternate assessment. Multiple responses were possible and are presented graphically in figure E4 below and for individual states in table E4 in appendix B, NSAA Data Tables.

- *Instruction in multiple settings* – This response category was coded when the state reported that the extent of instruction conducted in multiple settings was a component of scoring. Twenty-seven percent of states (14 states) reported that instruction in multiple settings was a component of the scoring criteria for the alternate assessment.
- *Opportunities to plan, monitor, and evaluate work* – This response category was coded when the state reported students' engagement in planning, record keeping on their work or progress, and evaluating their own performance were components of scoring. Fourteen percent of states (7 states) included student opportunities to plan, monitor, and evaluate their work as a component of scoring.
- *Work with nondisabled peers* – This response category was coded when the state reported that the degree to which the student was placed in settings with nondisabled peers was a component of scoring. Eighteen percent of states (9 states) reported that the student's work with nondisabled peers was a component of scoring.
- *Appropriate human and technological supports* – This response category was coded when the state reported that the types of aides or assistive technology used during the assessment were a component of scoring. Thirty-three percent of states (17 states) reported that they included an evaluation of appropriate human and technological supports as a component of scoring.
- *None of the above* – Fifty-seven percent of states (29 states) reported that none of the above system-level criteria were used in scoring, reflecting the highest frequency reported.

Figure E4. Environmental criteria included in scoring the alternate assessment

Percentage of states and DC that reported the following criteria:



NOTE: Percentages do not sum to 100 because multiple responses were possible.

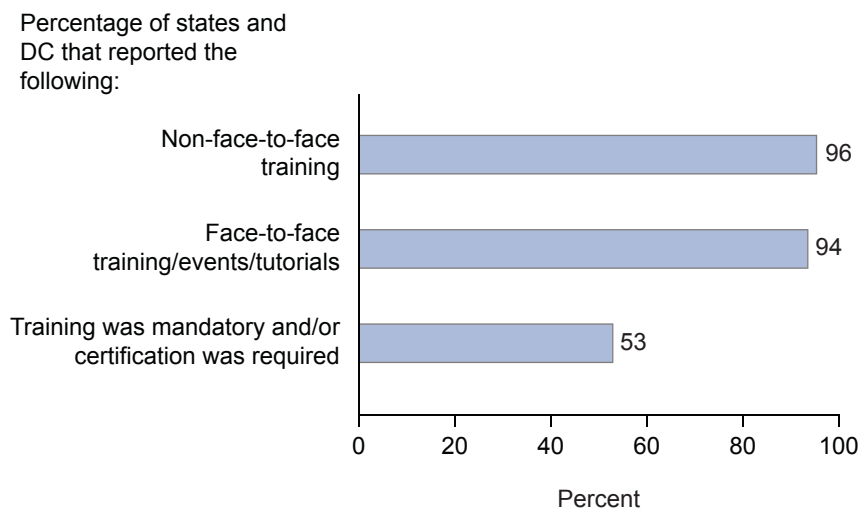
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What types of training were provided for assessment administrators? (E5)

This item asked about the types of training provided to individuals on administering the alternate assessment. Multiple responses were possible and are presented graphically in figure E5 below and for individual states in table E5 in appendix B, NSAA Data Tables.

- *Non-face-to-face training* – This response category was coded when test administrators were given an administration manual that they used for independent training and/or were given administration training support such as videos, PowerPoint presentations, or written guidance online. Ninety-six percent of states (49 states) reported that an administration manual, guidance, or web-based information was provided for individuals who administered assessments, reflecting a majority of the states and the highest frequency reported.
- *Face-to-face training/events/tutorials* – This response category was coded when in-person training was offered by the district or the state on the administration of the alternate assessment. Ninety-four percent of states (48 states) reported using face-to-face training, events, or tutorials for assessment administrators, reflecting a majority of the states.
- *Training was mandatory and/or certification was required* – This response category was coded when administrators of assessments were required to pass a test and/or participate in a tutorial in order to be certified to administer the alternate assessment. Fifty-three percent of states (27 states) reported that assessment administrator training was mandatory, reflecting a majority of the states.

Figure E5. Types of training for assessment administrators



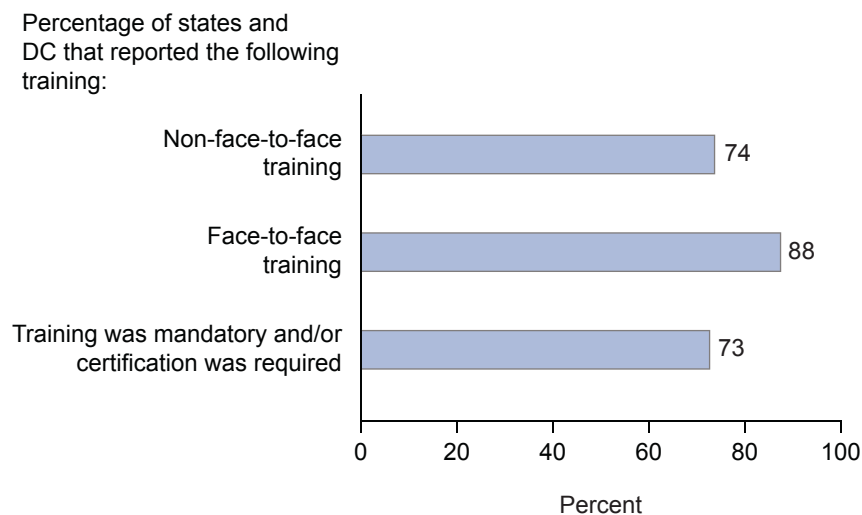
NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

What types of training were provided for assessment scorers? (E6)

This item asked about the types of training provided to individuals on scoring the alternate assessment. Multiple responses were possible and are presented graphically in figure E6 below and for individual states in table E6 in appendix B, NSAA Data Tables.

- *Non-face-to-face training* – This response category was coded when scorers were given a scoring manual that they used in independent training and/or were given scoring training support such as videos, PowerPoint presentations, or written guidance online. Seventy-four percent of states (38 states) reported that scoring manuals, written guidance, or web-based information was provided to scorers, reflecting a majority of the states.
- *Face-to-face training* – This response category was coded when in-person training was offered by the district or the state on the scoring of the alternate assessment. Eighty-eight percent of states (45 states) reported that face-to-face training for scorers was provided by the district or the state, reflecting a majority of the states and the highest frequency reported.
- *Training was mandatory, and/or certification was required* – This response category was coded when scoring training was mandatory and scorers were required to pass a scoring test or verify that they had received training or participated in a tutorial in order to be certified to score the alternate assessment. Seventy-three percent of states (37 states) reported that training on scoring was mandatory, reflecting a majority of the states.

Figure E6. Training for assessment scorers



NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

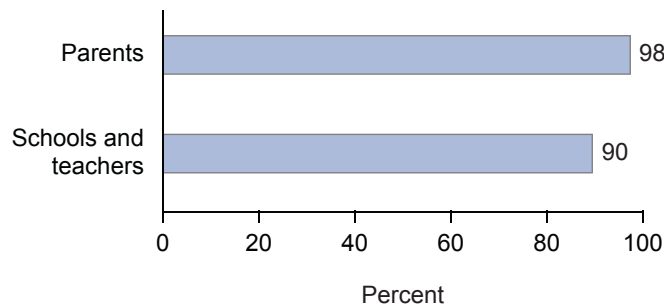
Who received individual student reports? (E7)

This multiple-choice item asked about whether individual student reports or other reports were provided to parents and/or schools and teachers. The information is presented graphically in figure E7 below and for individual states in table E7 in appendix B, NSAA Data Tables.

- *Parents* – This response category was coded when individual student reports were provided to parents. Ninety-eight percent of states (50 states) reported that they provided parents of students who took the alternate assessment with individual student reports, reflecting a majority of the states and the highest frequency reported.
- *Schools and teachers* – This response category was coded when the state provided schools and teachers any reports other than what was publicly reported. These additional reports may include greater detail in student-level performance data than that in public reporting. They also may provide data at the benchmark/indicator levels or group students in units helpful for school-level data summary. Ninety percent of states (46 states) reported that they provided schools and teachers of students who took the alternate assessment with individual student reports, reflecting a majority of the states.

Figure E7. Recipients of individual student reports on alternate assessment performance

Percentage of states and DC that reported the following recipients:



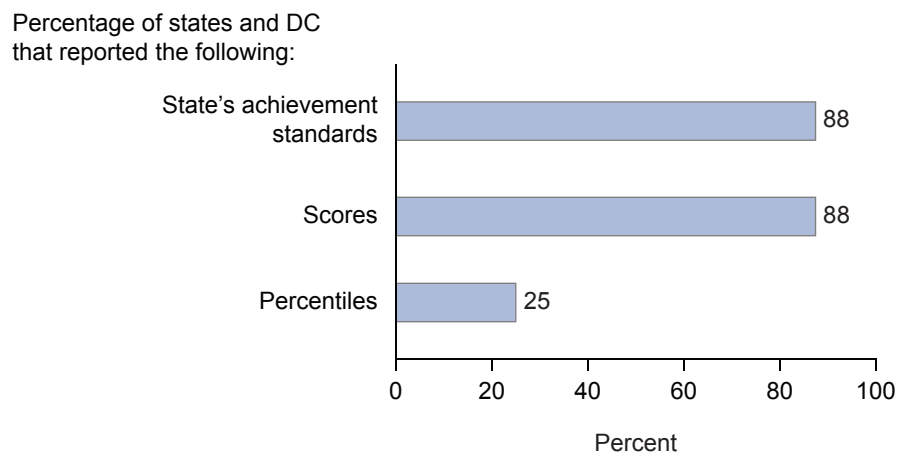
NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

How were individual student results on the alternate assessment expressed? (E8)

This item summarized, at the aggregate level, the results included in individual students' reports. This was a multiple-choice item, and multiple responses were possible. The information is presented graphically in figure E8 below and for individual states in table E8 in appendix B, NSAA Data Tables.

- *State's achievement standards* – Eighty-eight percent of states (45 states) expressed student results in terms of the state's achievement standards, reflecting a majority of the states and the highest frequency reported, along with scores.
- *Scores* – Eighty-eight percent of states (45 states) expressed results using scores (including raw scores, scale scores), reflecting a majority of the states, along with state's achievement standards.
- *Percentiles* – Twenty-five percent of states (13 states) expressed results using percentiles.

Figure E8. Expression of individual student reports on alternate assessment performance



NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

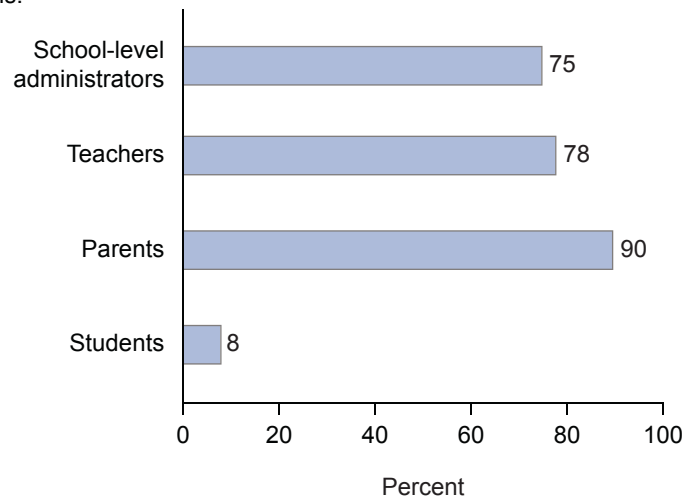
For whom was interpretive guidance on the alternate assessment developed? (E9)

This item asked about whether interpretive guidance was created for schools, teachers, parents, and/or students to provide for a clear understanding and analysis of student performance. This was a multiple-choice item, and multiple responses were possible. The information is presented graphically in figure E9 below and for individual states in table E9 in appendix B, NSAA Data Tables.

- *School-level administrators* – Seventy-five percent of states (38 states) reported that they had developed interpretive guidance for school-level staff, reflecting a majority of the states.
- *Teachers* – Seventy-eight percent of states (40 states) reported that they had developed interpretive guidance for the teachers of the students who took the alternate assessment, reflecting a majority of the states.
- *Parents* – Ninety percent of states (46 states) reported that they had developed interpretive guidance for the parents of the students who took the alternate assessment, reflecting a majority of the states and the highest frequency reported.
- *Students* – Eight percent of states (4 states) reported that it had developed interpretive guidance for the students who took the alternate assessment.

Figure E9. Provision of interpretive guidance on the alternate assessment

Percentage of states and DC that reported interpretive guidance for the following individuals:



NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

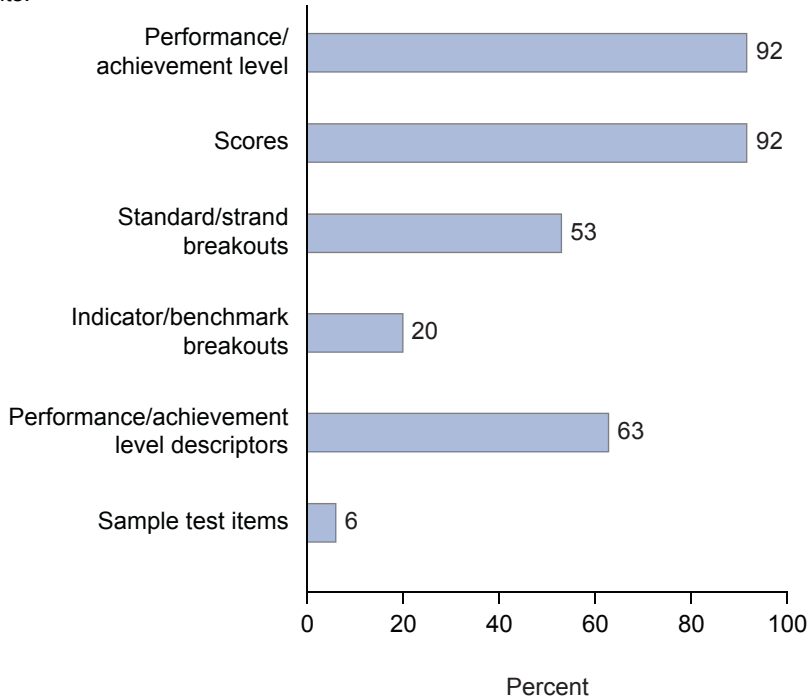
Information included in reports given to parents (E10)

This item asked about the types of information provided to parents about the alternate assessment. Information ranged from student performance level to explanations of descriptors and test items. This was an open-ended item, and multiple responses were possible. The information is presented graphically in figure E10 below and for individual states in table E10 in appendix B, NSAA Data Tables.

- *Performance/achievement level* – Ninety-two percent of states (47 states) provided evidence that they included performance/achievement level status in the individual student reports for parents of students who took the alternate assessment, reflecting a majority of the states and the highest frequency reported, along with scores.
- *Scores* – Ninety-two percent of states (47 states) provided evidence that they included scores (including raw scores, scale scores, percentiles) in the individual student reports for parents of students who took the alternate assessment, reflecting a majority of the states and the highest frequency reported, along with performance/achievement level.
- *Standard/strand breakouts* – This response category included information that was more specific than content area performance, such as the subdomain level of each content area. Fifty-three percent of states (27 states) provided evidence that they included standard/strand breakouts in the individual student reports for parents of students who took the alternate assessment, reflecting a majority of the states.
- *Indicator/benchmark breakouts* – This response category included information that was more specific than standard/strand performance, such as the level of performance indicators or individual items. Twenty percent of states (10 states) provided evidence that they included indicator/benchmark breakouts in the individual student reports for parents of students who took the alternate assessment.
- *Performance/achievement level descriptors* – This response category included descriptors that indicated what it means to perform at a particular performance/achievement level. Sixty-three percent of states (32 states) provided evidence that they included performance/achievement level descriptors in the individual student reports for parents of students who took the alternate assessment, reflecting a majority of the states.
- *Sample test items* – Six percent of states (3 states) provided evidence that they included sample test items in the individual student reports for parents of students who took the alternate assessment.

Figure E10. Information included in reports given to parents about student performance on the alternate assessment

Percentage of states and DC that reported the following information to parents:



NOTE: Percentages do not sum to 100 because multiple responses were possible.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006–07 based on document review and state verification.

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Appendix A Methodology

Document Analyses and Verification Activities

The primary source of data for the *NSAA State Profiles* and *NSAA National Profile* is the documentation that states submitted to the U.S. Department of Education's (ED) Office of Elementary and Secondary Education in response to the Standards and Assessment Peer Review (Peer Review) process. The Peer Review process is an ongoing process to evaluate whether states' assessment systems meet No Child Left Behind Act of 2001 (NCLB) requirements. The *Standards and Assessment Peer Review Guidance* provided by the Office of Elementary and Secondary Education framed the data collection activities for the *NSAA State* and *National Profiles*, as recommended by a panel of experts. States' submissions to the Peer Review included the following seven sections. Each section included elements that defined how states' various assessments met established professional standards and ED requirements:

- challenging academic content standards;
- challenging academic achievement standards;
- a single statewide system of annual high-quality assessments;
- high technical quality;
- alignment of academic content standards, academic achievement standards, and assessments;
- inclusion of all students in the assessment system; and
- assessment reporting.

The Peer Review submissions had several advantages for the purposes of the NSAA. First, they provided a common framework to which all states responded. Second, the responses included much of the evidence in a single location. Third, the responses

and evidence provided were likely to be reliable for the 2005–06 and 2006–07 school years. Fourth, the Peer Review sections and elements addressed issues related to states' alternate assessment systems in light of the states' overall assessment systems. Fifth, the submissions provided an opportunity to observe how states responded to issues raised by peer reviewers.

The SRI study team and its partners used two data collection methods to investigate the status and direction of state alternate assessments for children with significant cognitive disabilities between summer 2006 and fall 2007. First, the team reviewed in depth the state document submissions to the Peer Review process and information pertaining to the alternate assessments on state websites. Second, the study team conducted structured telephone interviews with knowledgeable informants in each of the 50 states and the District of Columbia. The purpose of these interviews was to verify findings from the document review and to obtain additional information about assessments that could not be gleaned from states' submissions.

To document its review and analysis of the state documents, SRI developed a data collection instrument and web-based database and data collection system for compiling states' responses to the elements in the *Standards and Assessment Peer Review Guidance*, additional information gathered from state websites, and states' responses to the subsequent interviews. The seven Peer Review components and corresponding elements provided in the guidance document became the basis for the data collection instrument. Instrument items were phrased in the form of a question similar to the phrasing in the Peer Review guidance. This phrasing provided a standard way for asking a state respondent to provide information that was not contained in the document review. A panel of experts reviewed the initial data

collection instrument items to ensure that the items accurately reflected the intent of the Peer Review elements. A few additional items (e.g., number of content standards assessed on the alternate assessment) were recommended by ED and the same panel of experts as important for documenting alternate assessment systems and were included in the instrument. The full instrument was administered to State Department of Education officials from four states as part of the piloting process. These individuals provided feedback on the clarity of the items and assisted NSAA in determining the feasibility of the document analysis and verification process and the procedures. State Department of Education officials did not suggest any changes to the items. They did, however, suggest approaches to facilitate data collection and reduce states' burden and time commitment. It should be noted that it was not necessary to administer all instrument items to state respondents. State respondents were administered only items that were not completed based on the document review.

During the initial data collection phase, the evolving nature of alternate assessments based on alternate achievement standards became evident. As states received feedback through the Peer Review process, the majority found it necessary to revise and, in some cases, to discontinue use of their alternate assessments administered in 2005–06. Thus, while the original plan had been to focus on the 2005–06 school year, as a result of changes taking place in states' alternate assessment systems, the study team decided, in consultation with ED and a panel of experts, to collect data for both the 2005–06 and 2006–07 school years.

In June 2006, research team members were trained to use a systematic set of procedures for analyzing state documents and websites and for entering the data into the database. Two analysts were assigned to

each state, with the intention of having two researchers reviewing each state's extensive documentation and becoming highly familiar with the state's information. Procedures for data collection and the role and responsibilities of each researcher were clearly defined, based on the following steps.

Step 1. One researcher, identified as R1, reviewed the state's submission narrative and the Peer Review Consensus notes, and conducted the initial web-based search for policy documents, state academic content standards (including "extended" academic content standards for students with significant cognitive disabilities), alternate assessment training manuals and technical manuals, and alternate assessment blueprints or test specifications that were available on state department of education websites. R1 entered the information into the database. When R1 had completed the review of electronic and online materials as fully as possible, he or she turned the findings over to the second assigned researcher (R2). During this "handover," R1 briefed R2 on missing information and where this information might be located in the Peer Review submission materials housed at ED.

Step 2. The R2 researcher then went to the ED headquarters building where the complete set of Peer Review submissions were stored to locate documents pertinent to the state's alternate assessment. Examples of documents sought and reviewed included technical reports, results of internal and/or external validity and reliability studies, Board of Education minutes, notes from state Technical Advisory Committees, the minutes from sessions for setting alternate achievement standards, results of alignment studies, and state timelines for meeting Peer Review requirements. R2 then entered the findings of this review into the study database. Throughout, both R1 and R2 team members

reconfirmed the accuracy of their respective reviews and identified areas that needed further clarification or resolution by a third supervising researcher (R3). The information collected on each state was reviewed by R3 to promote consistency in responses and to reconcile any differences between R1 and R2 findings.

Step 3. When the data collection for each state was completed, the data were downloaded into a data verification version of the NSAA State Data Summary that presented the information collected for each state's alternate assessment system and provided a mechanism for states to verify the researchers' findings. The verification instrument (see figure A-1) included check boxes that allowed states to indicate whether the information collected was

- accurate and complete for 2005–06; or
- not accurate and/or not complete for 2005–06; and whether
- information had changed for 2006–07.

The verification instrument was piloted in four states during December 2006 and January 2007. On the basis of feedback from these states, and in consultation with ED, the NSAA State Data Summary verification process was further streamlined and includes the items presented in this report.

In March 2007, the study team sent a letter to the state director of assessment and accountability and the state superintendent of public instruction in each state and the District of Columbia from the Commissioner of the National Center for Special Education Research. This letter described the purpose of the study, introduced SRI and its partners, and asked states to identify the persons most appropriate to review the NSAA State Data Summary and participate in a telephone interview.

The NSAA State Data Summary was sent to each state between March 27 and May 8, 2007, with detailed instructions to the state informant(s) on completing and returning the summary to SRI within 2 weeks.

Step 4. In March 2007, the research team was trained on the procedures to be followed in conducting the telephone interviews with state administrators. A lead researcher and a support researcher were identified for each state. These researchers were usually the same individuals who had conducted the document analysis. SRI developed a website to record the results of the state interviews; the site included a call log, data entry screen for interviewing, and mechanism for combining notes taken during the interview by the two participating researchers.

Step 5. When states returned their completed NSAA State Data Summary reviews (April to September 2007), a research team member entered states' responses into the NSAA database. The lead researcher for each state arranged a convenient interview time with the state informant(s). The lead researcher asked each state to provide information only about items informants indicated were not accurate or not complete for 2005–06 and those for which information had changed from 2005–06 to 2006–07. During the interview, two researchers recorded interview responses and comments about the data into the NSAA database. At this time, the researchers also developed a list of documents not previously available to the study team that states agreed to send to NSAA as they became available. These documents included, for example, new training manuals and technical reports about the alternate assessments' reliability, validity, or alignment with state standards for the 2006–07 school year.

Step 6. Following completion of the telephone interview, the two interviewers updated and edited the state information on

Figure A-1. Verification instrument (page 1)

[STATE NAME]
 Alternate Assessment
 Data Summary
 May 17, 2007

Overview

Completed By: _____ Phone: _____
 E-mail: _____

1. (A1a) Assessment Title

Document Analysis Response:
 [STATE DATA]

Select if, ___ Accurate and Complete for 2005-06 or ___ Not Accurate and/or Not Complete for 2005-06
 Check if applicable: ___ Information has changed for 2006-07 school year

Notes (for your convenience):

2. (A1b) Assessment Developer

Document Analysis Response:
 [STATE DATA]

Select if, ___ Accurate and Complete for 2005-06 or ___ Not Accurate and/or Not Complete for 2005-06
 Check if applicable: ___ Information has changed for 2006-07 school year

Notes (for your convenience):

3. (A1c) Content Area

Document Analysis Response:

___ Unknown	___ Language arts	___ Math
___ Science	___ Social studies	

Select if, ___ Accurate and Complete for 2005-06 or ___ Not Accurate and/or Not Complete for 2005-06
 Check if applicable: ___ Information has changed for 2006-07 school year

the NSAA database to include data collected prior to the interview that had been verified as correct by the state informant(s), data from the interview, and data from any additional documents cited during the interview and subsequently provided by the state to NSAA for review. This process was completed for all states and the District of Columbia by the end of September 2007.

Data Processing and Coding Activities

The NSAA data collected through the document review and telephone interview process resulted in four types of data formats: yes/no items, multiple-choice items, closed-ended text items (such as the name of the assessment and number of content standards addressed for a specific subject), and open-ended response items.

Coding of open-ended items. In September 2007, senior NSAA researchers met for 3 days to develop procedures for coding open-ended items. They used the following inductive analytic procedures for systematically analyzing qualitative data, as defined by Glaser and Strauss (1967) and Strauss and Corbin (1990).

Step 1. For each open-ended item, the researchers worked in pairs to read and understand the state responses and to create initial coding categories. Each researcher in the pair then independently coded approximately 10 randomly selected state responses by reading line by line and assigning coding categories. The two researchers then discussed their proposed coding categories in detail, defining the reasoning behind each code and its definition and then reconciling differences and refining existing codes or adding others as needed. The researchers then independently coded another 10 items to test the proposed coding scheme.

Step 2. Over a 2-week period, codes for all sections were revised and examined to prepare for a “Coding Institute.” State responses to most of the items could be differentiated into a relatively few easily coded categories. When necessary, redundant or overlapping items were collapsed and coded together. A small number of items elicited little or no information because the items applied to too few or no states’ alternate assessment systems. For example, no state had multiple alternate assessment forms, so coding categories were not developed for the items referring to multiple test forms.

Step 3. The Coding Institute was a week-long meeting that included training and practice for researchers on using the codes, followed by coding the open-ended items for the 50 states and the District of Columbia. A pair of researchers coded each item, first coding the item independently, then comparing their codes, and finally reconciling any disagreements for a final code (see Interrater Reliability section below). In some instances, the data provided by the state were ambiguous and could not be coded. These items were further researched and then were subjected to the same process of having two researchers independently code them, followed by a comparison of codes and a reconciliation of any disagreements for a final code. Codes were recorded on hard-copy coding sheets.

Step 4. The data from the hard-copy coding sheets were double entered (to ensure accuracy) into Excel files, from which a data file for each state was generated that included all items and their response codes for final review and verification by the lead researcher/interviewer for each state.

Step 5. Coding was verified for all 50 states and the District of Columbia. The lead researcher/interviewer reviewed all responses for consistency, based on his or her knowledge

and understanding of the state. Updates and revisions were made to a few of the items, and those changes were documented in the final dataset.

Processing of uncoded items. Data from the yes/no, multiple-choice, and closed-ended items did not require coding as described above, and were verified and recorded in spreadsheets.

State Profile Data Verification

State profiles were created from the collected data. After consultation with ED staff, a decision was made to focus the profiles only on the 2006–07 school year rather than both the 2005–06 and 2006–07 school years, for which data had been collected. The decision allowed the most up-to-date data to be reported clearly and without redundancy. Because the state profiles displayed data in a different format than states had previously reviewed, the state profile was sent to each state for a final review in May and June 2008, using the following procedure:

Step 1. Each state profile was sent to the state assessment director or previous respondent for review. A cover letter explained that changes to the profile were possible only if they could be supported by state documentation.

Step 2. Each state was contacted by phone and e-mail to discuss the profile. Information and documentation were collected for items that might be considered for update or revision.

Step 3. The research team reviewed any information and documentation submitted by each state. A profile was updated to add missing information or correct inaccuracies if sufficient documentation was provided by the state.

Interrater Reliability

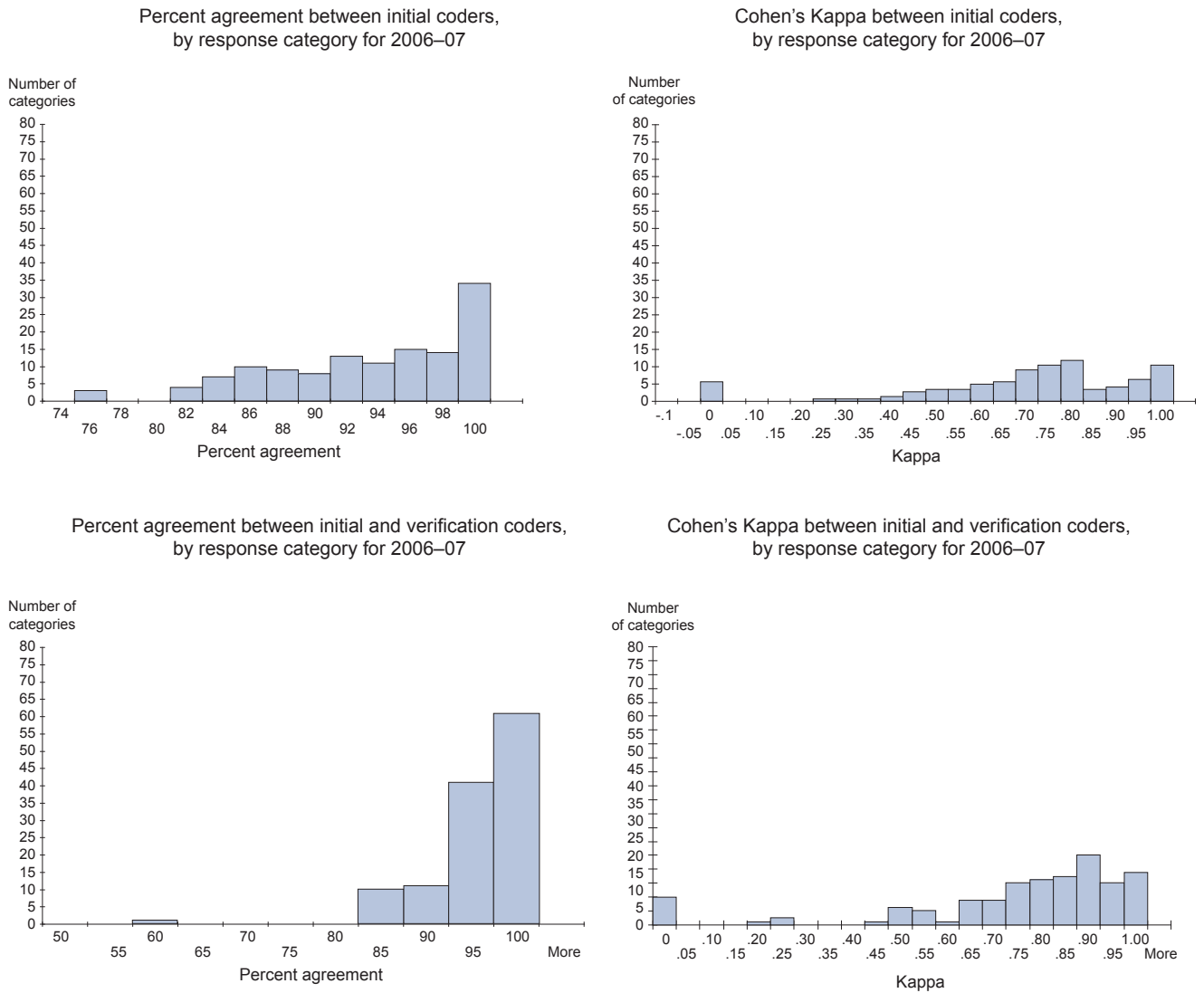
Open-Ended Data Coding Activities

Two sets of comparisons were calculated for the interrater reliability of the open-ended items. The first consisted of comparisons between the codes for R1's and R2's individual results from the Coding Institute (see step 3, p. A-7). The second set of comparisons calculated the interrater reliability of the reconciled final codes determined by R1 and R2 from the Coding Institute (step 3) and codes determined during the final verification by the lead researcher/interviewer (step 5). Each comparison was calculated by percent agreement and Cohen's Kappa analyses. The percent agreement calculation used the number of agreements¹ divided by the sum of agreements and disagreements. The Cohen's Kappa calculation used the number observed to agree minus the number expected to agree by chance divided by the number of items minus the number expected to agree.

Percent agreement analyses. The following interrater reliability findings apply only to the 2006–07 school year because only those data are reported in the profiles. In the first set of comparisons, the overall interrater agreement level between the two coders was 92.3 percent. In addition, calculations were conducted on an item-by-item basis and by response category for each item. The interrater agreement by item ranged from 84.1 percent to 99.1 percent. The interrater agreement by response category for each item ranged from 75.9 percent to 100 percent (figure A-2).

¹ Agreements and disagreements were determined by comparing the codes for each response category. Agreements were assigned the value of 100; disagreements were assigned the value of 0. Averages of all agreements and disagreements for the 50 states and the District of Columbia for all the response categories across all the items are reported as the overall percentage of agreement for each year. Averages of all items and of response categories for each item are reported at the item level.

Figure A-2. Interrater reliability percentages for percent agreement and Cohen's Kappa between coders



The second set of comparisons calculated the interrater reliability of the reconciled final codes determined by R1 and R2 from the Coding Institute (step 3) and codes determined during the final verification by the lead researcher/interviewer (step 5). The same approach in calculating the percentage of agreement between coders was used. The overall interrater agreement level was 93.7 percent. In addition, as with the first set of comparisons, the interrater reliability was calculated for each item and for each response category. The interrater agreement ranged from 78.4 percent to 97.5 percent for the item-by-item analysis. The interrater agreement by response category ranged from 55.8 percent (a single outlier) to 100 percent.

Cohen's Kappa analyses. The overall Cohen's Kappa between the two coders was .80. The interrater agreement by item ranged from .59 to .96. The interrater agreement by response category for each item ranged from -.03 to 1.0 (figure A-2).

For the second set of comparisons, the reconciled final codes determined by R1 and R2 from the Coding Institute (step 3) and codes determined during the final verification by the lead researcher/interviewer (step 5), the overall interrater agreement level was .84. In addition, as with the first set of comparisons, the interrater reliability was calculated for each item and for each response category. The interrater agreements ranged from .58 to .95 for the item-by-item analysis. The interrater reliability coefficients by response category ranged from 0 to 1.0.

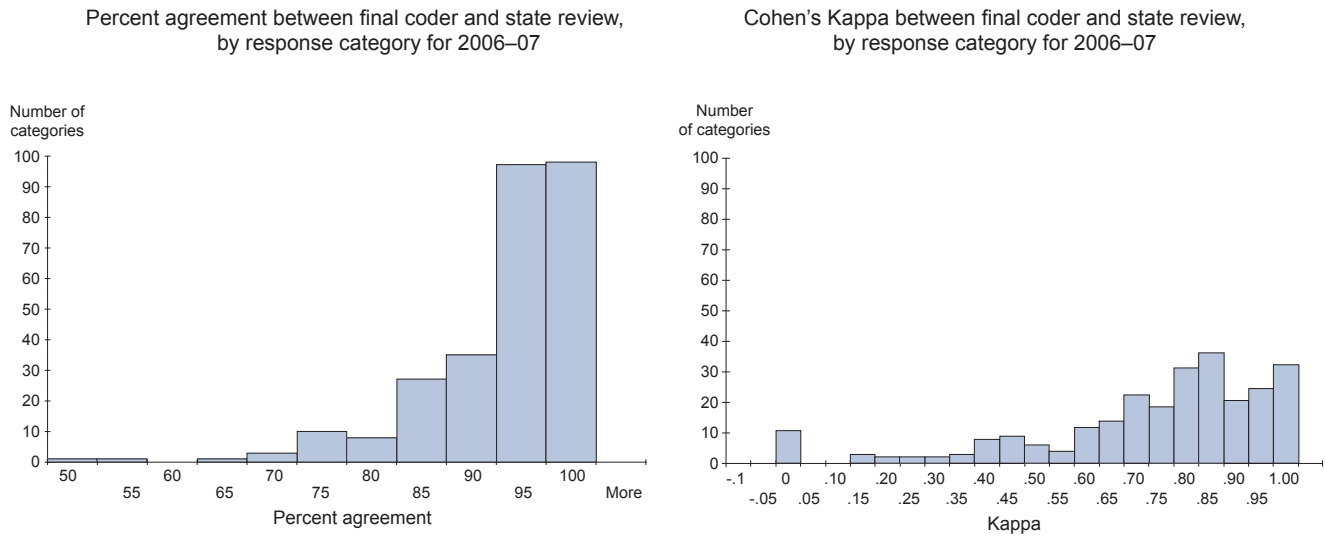
The low values for kappa tended to occur on items where the raters both agreed for almost all states but almost all of the ratings were in one of the two possible rating categories. For example, for item D5 the coders marked "student's special education teacher" for most of the states and their agreement was high, but because the vast

majority were marked as "student's special education teacher," few disagreements (relative to the total number of states) between coders 1 and 2 resulted in a low kappa value. We noted that when there was substantial imbalance in the percentage of observations in the two rating categories, kappa could give counterintuitive results. For example, suppose that each rater has a 90 percent chance of correctly rating a state but that all states belong to only one of the two rating categories. Then we would expect 81 percent agreement between the raters in the correct rating category, 1 percent agreement between the raters in the wrong rating category, and 18 percent disagreement between the raters (split between the two off-diagonal cells in a 2 x 2 rating table). This results in an expected kappa of .0 even though both raters have a 90 percent correct rating ability. If, on the other hand, half of the states are in each of the two rating categories then, the expected kappa is .64.

State Profile Verification Activities

For the state profile verification activities, all items, both open-ended and uncoded (yes/no items, multiple-choice items, and closed-ended text items) were reviewed by states. One comparison was calculated for the interrater reliability during the state profile verification activities. The comparison calculated the interrater reliability between the final verification by the lead researcher/interviewer (step 5) and the final review by the state of all items. Similar to the open-ended items, the comparison was calculated by percent agreement and Cohen's Kappa analyses. Each analysis was examined separately for the open-ended and uncoded items. The yes/no items, multiple-choice items, and closed-ended text items were originally reported by the state during the interview phase. If the items were changed during the review process, that change was due to the state review.

Figure A-3. Interrater reliability percentages for percent agreement and Cohen's Kappa between final coder and state review



Percent agreement analyses. The overall interrater agreement level between the final verification by the researcher team and final review by the state for open-ended items was 90.7 percent. In addition, calculations were conducted on an item-by-item basis and by response category for each item. The interrater agreement by item ranged from 75.0 percent to 100 percent. The interrater agreement by response category for each item ranged from 53.9 percent (a single outlier) to 100 percent (figure A-3).

For uncoded items, the overall interrater agreement level was 91.8 percent (figure A-3). The interrater agreement by item ranged from 84.8 percent to 100 percent. The interrater agreement by response category for each item ranged from 50.0 percent (a single outlier) to 100 percent.

Cohen's Kappa analyses. The overall Cohen's Kappa between the final verification by the researcher team and final review by the state was .80 (figure A-3). The interrater

agreement by item ranged from .33 to 1.0. The interrater agreement by response category for each item ranged from -.03 to 1.0.

For uncoded items, the overall interrater agreement level was .84. The interrater agreement by item ranged from .69 to 1.0. The interrater agreement by response category for each item ranged from 0 to 1.0 (figure A-3).

Two items in the state profile (the number of content standards assessed by alternate assessment and the number of general content standards) were not included in the Cohen's Kappa calculation because of the structure of the items.

Similar to the open-ended coding activities, the low values for kappa tended to occur on items where the raters both agreed for almost all states but almost all of the ratings were in one of the two possible rating categories. We noted that when there was substantial imbalance in the percentage of observations in the two rating categories, kappa could give counterintuitive results.

Appendix B Data Tables

NSAA Data Tables

The following data tables present the individual state responses for the 2006–07 school year for each item in the 50 states and the District of Columbia. For simplicity, the District of Columbia is considered one of the 51 “states”.

Forty-nine states reported using a single alternate assessment based on alternate achievement standards in 2006–07. Michigan reported using two such alternate assessments; data for both assessments are presented on a single row in the data tables, separated by a slash mark (/). Florida’s alternate assessment was based on standards other than alternate achievement standards; however, some of the state’s data are included, with the caveat to use caution in interpreting those data.

Unless noted otherwise, the calculation of percentages uses a base of 51 to describe the status of the alternate assessments. If either of the alternate assessments in Michigan met the item criteria, the state was included in the calculation of percentages of states in meeting the criteria.

The dagger symbol (†) is used in the data tables to indicate that data were not available because the item did not apply to that state assessment for a specified reason or the state was not asked to respond to the item. The reason is specified at the end of each table. When data for some states were not available in tables with mutually exclusive response options, the sum of the percentages listed deviates somewhat from 100 because those states were included in the base for the calculation of the percentages.

A1. Alternate assessment title

State	
Alabama	Alabama Alternate Assessment (AAA)
Alaska	Extended Reading, Writing, Math, and Science Alternate Assessment
Arizona	Arizona's Instrument to Measure Standards-Alternate (AIMS-A) Level I and II
Arkansas	Arkansas Alternate Portfolio Assessment System for Students with Disabilities
California	California Alternate Performance Assessment (CAPA)
Colorado	Colorado Student Assessment Program Alternate (CSAPA)
Connecticut	CMT/CAPT Skills Checklist
Delaware	Delaware Alternate Portfolio Assessment II (DAPA II)
District of Columbia	District of Columbia Comprehensive Assessment System-Alternate Assessment (DC CAS-ALT)
Florida	Florida Alternate Assessment Report (FAAR)
Georgia	Georgia Alternate Assessment (GAA)
Hawaii	Hawaii State Alternate Assessment (HSAA)
Idaho	Idaho Alternate Assessment (IAA)
Illinois	Illinois Alternate Assessment (IAA)
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)
Iowa	Iowa Alternate Assessment (IAA)
Kansas	Kansas Alternate Assessment (KAA)
Kentucky	Kentucky Alternate Assessment-Revised
Louisiana	LEAP Alternate Assessment, Level 1 (LAA 1)
Maine	Personalized Alternate Assessment Portfolio (PAAP)
Maryland	Alternate Maryland School Assessment (ALT-MSA)
Massachusetts	MCAS Alternate Assessment (MCAS-Alt)
Michigan ¹	MI-Access Functional Independence (FI) / Participation and Supported Independence (P/SI)
Minnesota	Minnesota Test of Academic Skills (MTAS)
Mississippi	Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF)
Missouri	Missouri Assessment Program-Alternate (MAP-A)
Montana	Alternate Criterion Referenced Test (CRT-Alternate)
Nebraska	School-based Teacher-led Assessment and Reporting System (STARS) Alternate Assessment
Nevada	Nevada Alternate Scales of Academic Achievement (NASAA)
New Hampshire	New Hampshire Alternate Assessment (NH-Alt)
New Jersey	Alternate Proficiency Assessment (APA)
New Mexico	New Mexico Alternate Performance Assessment (NMAPA)
New York	New York State Alternate Assessment (NYSAA)
North Carolina	North Carolina EXTEND1 (NCEXTEND1)
North Dakota	North Dakota Alternate Assessment (NDAA)

See notes at end of table.

A1. Alternate assessment title

State	
Ohio	Alternate Assessment for Students with Disabilities (AASWD)
Oklahoma	Oklahoma Alternate Assessment Program (OAAP)
Oregon	Oregon Assessment System: Extended Assessment
Pennsylvania	Pennsylvania Alternate System of Assessment (PASA)
Rhode Island	Rhode Island Alternate Assessment (RIAA)
South Carolina	South Carolina Alternate Assessment (SC-Alt)
South Dakota	Dakota State Test of Educational Progress-Alternate (DSTEP-A)
Tennessee	Tennessee Comprehensive Assessment Program-Alternate Portfolio (TCAP-Alt Portfolio)
Texas	Texas Assessment of Knowledge and Skills-Alternate (TAKS-Alt)
Utah	Utah's Alternate Assessment (UAA)
Vermont	Portfolio Assessment of Alternate Grade Expectations (PAAGE)
Virginia	Virginia Alternate Assessment Program (VAAP)
Washington	Washington Alternate Assessment System (WAAS)
West Virginia	Alternate Performance Task Assessment (APTA)
Wisconsin	Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD)
Wyoming	The Proficiency Assessments for Wyoming Students Alternate Assessment (PAWS-ALT)

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A2. Purposes of alternate assessment

State	1. Evaluate programs	2. Guide classroom instruction	3. Measure student progress/performance toward state standards	4. Assess student access to content standards/general curriculum
Total	16	30	44	29
Percent	31.37	58.82	86.27	56.86
Alabama	X	X	X	X
Alaska	X	X	X	X
Arizona	X	X	X	—
Arkansas	X	X	X	X
California	—	X	X	X
Colorado	—	—	X	X
Connecticut	—	X	—	X
Delaware	X	X	X	X
District of Columbia	—	X	X	X
Florida	—	—	X	—
Georgia	—	X	X	X
Hawaii	X	X	X	X
Idaho	—	X	X	X
Illinois	—	—	—	—
Indiana	X	X	X	X
Iowa	—	—	X	X
Kansas	—	X	X	X
Kentucky	—	X	X	—
Louisiana	—	—	—	—
Maine	—	X	X	—
Maryland	—	X	—	X
Massachusetts	—	X	X	X
Michigan ¹	— / —	— / —	X / X	— / —
Minnesota	—	X	X	X
Mississippi	—	—	X	—
Missouri	X	X	X	X
Montana	—	—	—	X
Nebraska	—	X	X	—
Nevada	—	—	X	X
New Hampshire	X	X	X	X
New Jersey	X	—	X	X
New Mexico	—	X	X	X
New York	—	—	X	—
North Carolina	—	—	X	—
North Dakota	—	X	X	X

See notes at end of table.

A2. Purposes of alternate assessment

State	1. Evaluate programs	2. Guide classroom instruction	3. Measure student progress/performance toward state standards	4. Assess student access to content standards/general curriculum
Ohio	—	—	X	—
Oklahoma	X	X	X	X
Oregon	—	—	—	X
Pennsylvania	—	—	X	—
Rhode Island	X	X	X	X
South Carolina	—	X	X	—
South Dakota	—	—	X	—
Tennessee	—	X	X	X
Texas	X	X	X	X
Utah	X	—	X	—
Vermont	X	—	X	—
Virginia	—	—	X	—
Washington	—	—	X	—
West Virginia	X	X	X	—
Wisconsin	—	—	—	—
Wyoming	—	X	X	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A2. Purposes of alternate assessment

State	5. Assess individual students' strengths/weaknesses	6. Document academic achievement	7. Measure student progress toward IEP goals
Total	26	30	9
Percent	50.98	58.82	17.65
Alabama	X	X	—
Alaska	X	X	X
Arizona	X	X	—
Arkansas	—	—	—
California	—	X	—
Colorado	X	—	—
Connecticut	X	X	—
Delaware	X	X	X
District of Columbia	—	X	—
Florida	—	X	—
Georgia	X	—	—
Hawaii	X	—	—
Idaho	X	X	—
Illinois	—	X	—
Indiana	X	X	X
Iowa	—	X	—
Kansas	X	—	—
Kentucky	—	—	—
Louisiana	X	—	—
Maine	—	X	—
Maryland	—	X	X
Massachusetts	X	X	—
Michigan ¹	X / X	X / X	— / —
Minnesota	—	—	—
Mississippi	X	X	—
Missouri	X	X	X
Montana	—	—	—
Nebraska	—	X	X
Nevada	X	—	—
New Hampshire	—	X	—
New Jersey	—	—	—
New Mexico	X	X	—
New York	—	—	—
North Carolina	X	—	—
North Dakota	X	X	—

See notes at end of table.

A2. Purposes of alternate assessment

State	5. Assess individual students' strengths/weaknesses	6. Document academic achievement	7. Measure student progress toward IEP goals
Ohio	—	X	—
Oklahoma	X	X	X
Oregon	X	X	—
Pennsylvania	—	—	—
Rhode Island	—	X	—
South Carolina	—	—	—
South Dakota	—	—	—
Tennessee	X	X	—
Texas	X	X	—
Utah	—	—	—
Vermont	—	—	X
Virginia	—	—	—
Washington	X	—	X
West Virginia	—	X	—
Wisconsin	—	—	—
Wyoming	X	X	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A3. Alternate assessment approaches (structures/types of items used)

State	1. Rating scale/checklist	2. Portfolio/body of evidence	3. Performance task/events	4. Multiple choice/constructed response
Total	13	30	21	6
Percent	25.49	58.82	41.18	11.76
Alabama	—	X	—	—
Alaska	—	—	X	—
Arizona	X	—	X	X
Arkansas	—	X	—	—
California	—	—	X	—
Colorado	—	—	X	X
Connecticut	X	—	—	—
Delaware	—	X	—	—
District of Columbia	—	X	—	—
Florida	X	—	—	—
Georgia	—	X	—	—
Hawaii	X	X	—	—
Idaho	X	X	—	—
Illinois	—	X	—	—
Indiana	X	—	—	—
Iowa	X	X	—	—
Kansas	—	X	—	—
Kentucky	X	X	X	—
Louisiana	—	—	X	—
Maine	—	X	—	X
Maryland	—	X	X	—
Massachusetts	—	X	—	—
Michigan ¹	— / —	— / —	— / X	X / X
Minnesota	—	—	X	—
Mississippi	X	X	—	—
Missouri	—	X	—	—
Montana	—	—	X	—
Nebraska	—	—	X	—
Nevada	—	—	X	—
New Hampshire	—	X	—	—
New Jersey	—	X	—	—
New Mexico	—	—	X	—
New York	—	X	—	—
North Carolina	—	—	X	—
North Dakota	X	—	X	—

See notes at end of table.

A3. Alternate assessment approaches (structures/types of items used)

State	1. Rating scale/checklist	2. Portfolio/body of evidence	3. Performance task/events	4. Multiple choice/constructed response
Ohio	—	X	—	—
Oklahoma	—	X	—	—
Oregon	—	—	X	—
Pennsylvania	—	—	X	X
Rhode Island	—	X	—	—
South Carolina	—	—	X	—
South Dakota	X	X	—	—
Tennessee	—	X	—	—
Texas	—	X	X	—
Utah	—	—	X	—
Vermont	—	X	—	—
Virginia	—	X	—	—
Washington	—	X	—	—
West Virginia	—	—	—	X
Wisconsin	X	X	—	—
Wyoming	X	X	X	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A4. What content areas were included in the alternate assessment?

State	1. Reading/language arts	2. Mathematics	3. Science	4. Social studies
Total	51	51	29	13
Percent	100.00	100.00	56.86	25.49
Alabama	X	X	—	—
Alaska	X	X	—	—
Arizona	X	X	—	—
Arkansas	X	X	X	—
California	X	X	X	—
Colorado	X	X	X	—
Connecticut	X	X	—	—
Delaware	X	X	X	X
District of Columbia	X	X	—	—
Florida	X	X	X	—
Georgia	X	X	X	X
Hawaii	X	X	—	—
Idaho	X	X	—	—
Illinois	X	X	X	—
Indiana	X	X	—	—
Iowa	X	X	X	—
Kansas	X	X	—	—
Kentucky	X	X	X	X
Louisiana	X	X	X	X
Maine	X	X	X	—
Maryland	X	X	—	—
Massachusetts	X	X	X	—
Michigan ¹	X / X	X / X	— / —	— / —
Minnesota	X	X	—	—
Mississippi	X	X	—	—
Missouri	X	X	—	—
Montana	X	X	—	—
Nebraska	X	X	X	X
Nevada	X	X	—	—
New Hampshire	X	X	—	—
New Jersey	X	X	X	—
New Mexico	X	X	X	—
New York	X	X	X	X
North Carolina	X	X	X	—
North Dakota	X	X	X	—

See notes at end of table.

A4. What content areas were included in the alternate assessment?

State	1. Reading/language arts	2. Mathematics	3. Science	4. Social studies
Ohio	X	X	X	X
Oklahoma	X	X	X	X
Oregon	X	X	X	—
Pennsylvania	X	X	—	—
Rhode Island	X	X	—	—
South Carolina	X	X	X	X
South Dakota	X	X	X	—
Tennessee	X	X	X	X
Texas	X	X	X	X
Utah	X	X	X	—
Vermont	X	X	—	—
Virginia	X	X	X	X
Washington	X	X	X	—
West Virginia	X	X	—	—
Wisconsin	X	X	X	X
Wyoming	X	X	—	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A4. What content areas were included in the alternate assessment?

State	5. Functional skills
Total	2
Percent	3.92
Alabama	—
Alaska	—
Arizona	—
Arkansas	—
California	—
Colorado	—
Connecticut	—
Delaware	—
District of Columbia	—
Florida	—
Georgia	—
Hawaii	—
Idaho	—
Illinois	—
Indiana	X
Iowa	—
Kansas	—
Kentucky	—
Louisiana	—
Maine	—
Maryland	—
Massachusetts	—
Michigan ¹	— / —
Minnesota	—
Mississippi	—
Missouri	—
Montana	—
Nebraska	—
Nevada	—
New Hampshire	—
New Jersey	—
New Mexico	—
New York	—
North Carolina	—
North Dakota	—

See notes at end of table.

A4. What content areas were included in the alternate assessment?

State	5. Functional skills
Ohio	—
Oklahoma	—
Oregon	X
Pennsylvania	—
Rhode Island	—
South Carolina	—
South Dakota	—
Tennessee	—
Texas	—
Utah	—
Vermont	—
Virginia	—
Washington	—
West Virginia	—
Wisconsin	—
Wyoming	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A5. Grades assessed

State	Grade 3	Grade 4	Grade 5	Grade 6
Total	51	51	51	51
Percent	100.00	100.00	100.00	100.00
Alabama	X	X	X	X
Alaska	X	X	X	X
Arizona	X	X	X	X
Arkansas	X	X	X	X
California	X	X	X	X
Colorado	X	X	X	X
Connecticut	X	X	X	X
Delaware	X	X	X	X
District of Columbia	X	X	X	X
Florida	X	X	X	X
Georgia	X	X	X	X
Hawaii	X	X	X	X
Idaho	X	X	X	X
Illinois	X	X	X	X
Indiana	X	X	X	X
Iowa	X	X	X	X
Kansas	X	X	X	X
Kentucky	X	X	X	X
Louisiana	X	X	X	X
Maine	X	X	X	X
Maryland	X	X	X	X
Massachusetts	X	X	X	X
Michigan ¹	X / X	X / X	X / X	X / X
Minnesota	X	X	X	X
Mississippi	X	X	X	X
Missouri	X	X	X	X
Montana	X	X	X	X
Nebraska	X	X	X	X
Nevada	X	X	X	X
New Hampshire	X	X	X	X
New Jersey	X	X	X	X
New Mexico	X	X	X	X
New York	X	X	X	X
North Carolina	X	X	X	X
North Dakota	X	X	X	X

See notes at end of table.

A5. Grades assessed

State	Grade 3	Grade 4	Grade 5	Grade 6
Ohio	X	X	X	X
Oklahoma	X	X	X	X
Oregon	X	X	X	X
Pennsylvania	X	X	X	X
Rhode Island	X	X	X	X
South Carolina	X	X	X	X
South Dakota	X	X	X	X
Tennessee	X	X	X	X
Texas	X	X	X	X
Utah	X	X	X	X
Vermont	X	X	X	X
Virginia	X	X	X	X
Washington	X	X	X	X
West Virginia	X	X	X	X
Wisconsin	X	X	X	X
Wyoming	X	X	X	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A5. Grades assessed

State	Grade 7	Grade 8	Grade 9	Grade 10
Total	51	50	15	34
Percent	100.00	98.04	29.41	66.67
Alabama	X	X	—	—
Alaska	X	X	X	X
Arizona	X	X	—	X
Arkansas	X	X	X	—
California	X	X	X	X
Colorado	X	X	X	X
Connecticut	X	X	—	X
Delaware	X	X	X	X
District of Columbia	X	X	—	X
Florida	X	X	X	X
Georgia	X	X	—	—
Hawaii	X	X	X	X
Idaho	X	X	—	X
Illinois	X	X	—	—
Indiana	X	X	X	X
Iowa	X	X	—	—
Kansas	X	X	—	X
Kentucky	X	X	—	X
Louisiana	X	X	X	X
Maine	X	X	—	X
Maryland	X	X	—	X
Massachusetts	X	X	X	X
Michigan ¹	X / X	X / X	— / —	— / —
Minnesota	X	X	—	X
Mississippi	X	X	—	—
Missouri	X	X	—	X
Montana	X	X	—	X
Nebraska	X	X	—	—
Nevada	X	X	—	—
New Hampshire	X	—	—	X
New Jersey	X	X	—	—
New Mexico	X	X	X	X
New York	X	X	—	—
North Carolina	X	X	—	X
North Dakota	X	X	—	—

See notes at end of table.

A5. Grades assessed

State	Grade 7	Grade 8	Grade 9	Grade 10
Ohio	X	X	—	X
Oklahoma	X	X	X	X
Oregon	X	X	—	X
Pennsylvania	X	X	—	—
Rhode Island	X	X	—	X
South Carolina	X	X	—	X
South Dakota	X	X	—	—
Tennessee	X	X	X	X
Texas	X	X	X	X
Utah	X	X	X	X
Vermont	X	X	—	—
Virginia	X	X	—	—
Washington	X	X	—	X
West Virginia	X	X	—	X
Wisconsin	X	X	—	X
Wyoming	X	X	—	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A5. Grades assessed

State	Grade 11	Grade 12
Total	30	6
Percent	58.82	11.76
Alabama	X	—
Alaska	—	—
Arizona	—	—
Arkansas	X	—
California	X	—
Colorado	—	—
Connecticut	—	—
Delaware	X	—
District of Columbia	—	—
Florida	X	—
Georgia	X	—
Hawaii	X	—
Idaho	—	—
Illinois	X	—
Indiana	—	—
Iowa	X	—
Kansas	—	—
Kentucky	X	X
Louisiana	X	—
Maine	X	—
Maryland	—	—
Massachusetts	—	—
Michigan ¹	X / X	— / —
Minnesota	X	—
Mississippi	—	X
Missouri	X	—
Montana	—	—
Nebraska	X	—
Nevada	X	X
New Hampshire	—	—
New Jersey	X	—
New Mexico	X	X
New York	X	—
North Carolina	—	—
North Dakota	X	—

See notes at end of table.

A5. Grades assessed

State	Grade 11	Grade 12
Ohio	—	—
Oklahoma	X	X
Oregon	—	—
Pennsylvania	X	—
Rhode Island	—	—
South Carolina	—	—
South Dakota	X	—
Tennessee	X	—
Texas	X	—
Utah	X	X
Vermont	X	—
Virginia	X	—
Washington	—	—
West Virginia	—	—
Wisconsin	—	—
Wyoming	X	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A6. What was the time frame within which the alternate assessment occurred?

State	1. One day to 2 weeks	2. More than 2 weeks to 1 month	3. More than 1 month to 2 months	4. More than 2 months
Total	1	2	17	31
Percent	1.96	3.92	33.33	60.78
Alabama	—	—	—	X
Alaska	—	—	X	—
Arizona	—	—	—	X
Arkansas	—	—	—	X
California	—	X	—	—
Colorado	—	—	X	—
Connecticut	—	X	—	—
Delaware	—	—	—	X
District of Columbia	—	—	—	X
Florida	—	—	X	—
Georgia	—	—	—	X
Hawaii	—	—	—	X
Idaho	—	—	—	X
Illinois	—	—	—	X
Indiana	—	—	—	X
Iowa	—	—	—	X
Kansas	—	—	—	X
Kentucky	—	—	—	X
Louisiana	—	—	X	—
Maine	—	—	—	X
Maryland	—	—	—	X
Massachusetts	—	—	—	X
Michigan ¹	— / —	— / —	X / X	— / —
Minnesota	—	—	X	—
Mississippi	—	—	—	X
Missouri	—	—	X	—
Montana	—	—	X	—
Nebraska	—	—	—	X
Nevada	—	—	—	X
New Hampshire	—	—	—	X
New Jersey	—	—	—	X
New Mexico	—	—	X	—
New York	—	—	—	X
North Carolina	—	—	X	—
North Dakota	—	—	X	—

See notes at end of table.

A6. What was the time frame within which the alternate assessment occurred?

State	1. One day to 2 weeks	2. More than 2 weeks to 1 month	3. More than 1 month to 2 months	4. More than 2 months
Ohio	—	—	—	X
Oklahoma	—	—	—	X
Oregon	—	—	X	—
Pennsylvania	—	—	X	—
Rhode Island	—	—	—	X
South Carolina	—	—	X	—
South Dakota	—	—	X	—
Tennessee	—	—	—	X
Texas	—	—	—	X
Utah	—	—	X	—
Vermont	—	—	—	X
Virginia	—	—	—	X
Washington	—	—	—	X
West Virginia	X	—	—	—
Wisconsin	—	—	X	—
Wyoming	—	—	—	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A7. How many state content standards were there for reading/language arts? On how many content standards in reading/language arts were students with significant cognitive disabilities using the alternate assessment assessed?

State	a. Number of general content standards	b. Number of content standards on which students were assessed
Alabama	Varied by grade level	Varied by grade level
Alaska	Varied by grade level	Varied by grade level
Arizona	3	3
Arkansas	4	3
California	Varied by grade level	Varied by grade level
Colorado	6	6
Connecticut	4	4
Delaware	4	1
District of Columbia	Varied by grade level	3
Florida	†	†
Georgia	Varied by grade level	2
Hawaii	3	3
Idaho	5	5
Illinois	5	1
Indiana	7	7
Iowa	1	1
Kansas	2	2
Kentucky	Varied by grade level	Varied by grade level
Louisiana	7	6
Maine	5	2
Maryland	3	3
Massachusetts ¹	3	Varied by grade level
Michigan ²	4 / 4	4 / 4
Minnesota	3	1
Mississippi	4	4
Missouri	7	2
Montana	5	4
Nebraska	13	4
Nevada	12	3
New Hampshire	8	2
New Jersey	5	2
New Mexico	3	3
New York	4	Varied by grade level
North Carolina	Varied by grade level	Varied by grade level
North Dakota	6	3

See notes at end of table.

A7. How many state content standards were there for reading/language arts? On how many content standards in reading/language arts were students with significant cognitive disabilities using the alternate assessment assessed?

State	a. Number of general content standards	b. Number of content standards on which students were assessed
Ohio	8	8
Oklahoma	4	Varied by teacher discretion
Oregon	Varied by grade level	Varied by grade level
Pennsylvania	8	1
Rhode Island	8	2
South Carolina	4	3
South Dakota	4	4
Tennessee	3	3
Texas	Varied by grade level	Varied by grade level
Utah	Varied by grade level	1
Vermont	4	3
Virginia	2	2
Washington	8	1
West Virginia	3	Varied by grade level
Wisconsin	6	4
Wyoming	3	2

— No.

† Not applicable. State had four functional standards—one each for reading, writing, mathematics, and science.

¹ Standards are referred to as strands in this state.

² More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A8. How many state content standards were there for mathematics? On how many content standards in mathematics were students with significant cognitive disabilities assessed using the alternate assessment?

State	a. Number of general content standards	b. Number of content standards on which students were assessed
Alabama	Varied by grade level	Varied by grade level
Alaska	Varied by grade level	Varied by grade level
Arizona	5	5
Arkansas	5	5
California	Varied by grade level	Varied by grade level
Colorado	6	6
Connecticut	4	4
Delaware	4	1
District of Columbia	Varied by grade level	3
Florida	†	†
Georgia	6	2
Hawaii	5	5
Idaho	7	7
Illinois	5	2
Indiana	7	7
Iowa	4	4
Kansas	4	4
Kentucky	Varied by grade level	Varied by grade level
Louisiana	6	4
Maine	8	3
Maryland	7	6
Massachusetts ¹	5	Varied by grade level
Michigan ²	5 / 5	Varied by grade level / Varied by grade level
Minnesota	Varied by grade level	4
Mississippi	Varied by grade level	Varied by grade level
Missouri	6	2
Montana	7	4
Nebraska	7	4
Nevada	9	3
New Hampshire	6	2
New Jersey	5	2
New Mexico	Varied by grade level	4
New York	5	1
North Carolina	5	5
North Dakota	5	5

See notes at end of table.

A8. How many state content standards were there for mathematics? On how many content standards in mathematics were students with significant cognitive disabilities assessed using the alternate assessment?

State	a. Number of general content standards	b. Number of content standards on which students were assessed
Ohio	6	6
Oklahoma	5	Varied by teacher discretion
Oregon	5	5
Pennsylvania	11	7
Rhode Island	4	2
South Carolina	5	5
South Dakota	5	5
Tennessee	5	3
Texas	Varied by grade level	Varied by grade level
Utah	Varied by grade level	1
Vermont	3	3
Virginia	5	5
Washington	5	1
West Virginia	5	Varied by grade level
Wisconsin	6	6
Wyoming	5	5

— No.

† Not applicable. State had four functional standards—one each for reading, writing, mathematics, and science.

¹ Standards are referred to as strands in this state.

² More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A9. Alternate assessment developer

State	1. Assessment company	2. Research company/university/independent researcher	3. Technical assistance provider	4. State personnel
Total	25	34	17	49
Percent	49.02	66.67	33.33	96.08
Alabama	X	X	—	X
Alaska	X	X	X	X
Arizona	—	X	—	X
Arkansas	—	—	X	X
California	X	X	X	X
Colorado	X	—	—	X
Connecticut	—	X	X	X
Delaware	—	X	X	X
District of Columbia	—	X	—	X
Florida	—	—	—	X
Georgia	X	—	X	X
Hawaii	X	X	—	X
Idaho	—	X	—	X
Illinois	X	—	—	—
Indiana	—	X	X	X
Iowa	—	—	X	X
Kansas	—	X	—	X
Kentucky	—	X	—	X
Louisiana	—	—	—	X
Maine	X	—	—	X
Maryland	X	X	X	X
Massachusetts	X	X	—	X
Michigan ¹	X / —	— / —	— / —	X / X
Minnesota	X	X	—	X
Mississippi	—	X	—	X
Missouri	X	X	—	X
Montana	X	—	—	X
Nebraska	—	X	X	X
Nevada	X	X	—	X
New Hampshire	X	X	—	X
New Jersey	X	X	—	X
New Mexico	—	X	X	X
New York	X	—	—	X
North Carolina	—	X	—	X
North Dakota	—	X	X	X

See notes at end of table.

A9. Alternate assessment developer

State	1. Assessment company	2. Research company/university/independent researcher	3. Technical assistance provider	4. State personnel
Ohio	X	X	—	X
Oklahoma	—	—	—	X
Oregon	—	X	—	X
Pennsylvania	—	X	—	—
Rhode Island	X	X	—	X
South Carolina	—	X	—	X
South Dakota	X	—	—	X
Tennessee	—	—	X	X
Texas	X	—	—	X
Utah	—	X	X	X
Vermont	—	X	—	X
Virginia	X	X	X	X
Washington	—	X	—	X
West Virginia	X	—	X	X
Wisconsin	—	X	—	X
Wyoming	X	—	X	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A9. Alternate assessment developer

State	5. Parents	6. Stakeholders
Total	25	40
Percent	49.02	78.43
Alabama	—	X
Alaska	X	X
Arizona	X	X
Arkansas	—	—
California	—	X
Colorado	X	X
Connecticut	—	X
Delaware	X	X
District of Columbia	—	X
Florida	—	X
Georgia	X	X
Hawaii	X	X
Idaho	X	X
Illinois	—	—
Indiana	X	X
Iowa	—	—
Kansas	X	X
Kentucky	X	X
Louisiana	X	X
Maine	—	—
Maryland	X	X
Massachusetts	—	X
Michigan ¹	X / X	X / X
Minnesota	—	—
Mississippi	—	X
Missouri	X	X
Montana	—	—
Nebraska	X	X
Nevada	X	X
New Hampshire	X	X
New Jersey	—	X
New Mexico	—	X
New York	—	X
North Carolina	—	X
North Dakota	X	X

See notes at end of table.

A9. Alternate assessment developer

State	5. Parents	6. Stakeholders
Ohio	—	—
Oklahoma	—	X
Oregon	—	—
Pennsylvania	—	—
Rhode Island	X	X
South Carolina	—	X
South Dakota	—	—
Tennessee	X	X
Texas	X	X
Utah	X	X
Vermont	—	—
Virginia	X	X
Washington	X	X
West Virginia	X	X
Wisconsin	—	X
Wyoming	—	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A10. Who administered/assembled the alternate assessment?

State	1. The student's special education teacher	2. A certified educator who was not the student's teacher	3. Paraprofessional
Total	51	19	4
Percent	100.00	37.25	7.84
Alabama	X	—	—
Alaska	X	—	—
Arizona	X	—	—
Arkansas	X	—	—
California	X	X	—
Colorado	X	—	—
Connecticut	X	—	—
Delaware	X	—	—
District of Columbia	X	—	—
Florida	X	—	—
Georgia	X	—	—
Hawaii	X	X	—
Idaho	X	X	—
Illinois	X	—	—
Indiana	X	X	—
Iowa	X	—	—
Kansas	X	—	—
Kentucky	X	—	—
Louisiana	X	—	—
Maine	X	—	—
Maryland	X	—	—
Massachusetts	X	—	X
Michigan ¹	X / X	X / X	— / —
Minnesota	X	X	X
Mississippi	X	—	—
Missouri	X	X	—
Montana	X	X	—
Nebraska	X	X	—
Nevada	X	X	—
New Hampshire	X	—	—
New Jersey	X	—	—
New Mexico	X	X	—
New York	X	X	—
North Carolina	X	X	—
North Dakota	X	—	—

See notes at end of table.

A10. Who administered/assembled the alternate assessment?

State	1. The student's special education teacher	2. A certified educator who was not the student's teacher	3. Paraprofessional
Ohio	X	X	—
Oklahoma	X	—	—
Oregon	X	X	—
Pennsylvania	X	X	—
Rhode Island	X	—	—
South Carolina	X	—	—
South Dakota	X	X	X
Tennessee	X	—	—
Texas	X	—	—
Utah	X	—	—
Vermont	X	—	—
Virginia	X	—	—
Washington	X	—	—
West Virginia	X	X	X
Wisconsin	X	X	—
Wyoming	X	—	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A11. Who scored the alternate assessment?

State	1. Student's classroom teacher	2. School- or district-based educator	3. State or state-contracted scorer	4. Machine scored
Total	27	15	26	3
Percent	52.94	29.41	50.98	5.88
Alabama	—	—	X	—
Alaska	X	—	—	—
Arizona	X	—	—	—
Arkansas	—	—	X	—
California	X	X	—	—
Colorado	—	—	—	X
Connecticut	X	—	—	—
Delaware	—	—	X	—
District of Columbia	—	—	X	—
Florida	X	—	—	—
Georgia	—	—	X	—
Hawaii	X	X	—	—
Idaho	X	X	—	—
Illinois	—	—	X	—
Indiana	X	—	—	—
Iowa	X	—	—	—
Kansas	X	X	—	—
Kentucky	X	—	X	—
Louisiana	X	—	—	—
Maine	—	—	X	—
Maryland	—	—	X	—
Massachusetts	—	X	X	—
Michigan ¹	— / X	— / X	— / —	X / X
Minnesota	X	X	—	—
Mississippi	X	X	—	—
Missouri	X	—	X	—
Montana	X	X	—	—
Nebraska	X	X	—	—
Nevada	X	—	X	—
New Hampshire	—	—	X	—
New Jersey	—	—	X	—
New Mexico	X	X	—	—
New York	—	—	X	—
North Carolina	X	X	—	—
North Dakota	X	—	—	—

See notes at end of table.

A11. Who scored the alternate assessment?

State	1. Student's classroom teacher	2. School- or district-based educator	3. State or state-contracted scorer	4. Machine scored
Ohio	—	—	X	—
Oklahoma	—	—	X	—
Oregon	—	—	X	—
Pennsylvania	—	—	X	—
Rhode Island	—	—	X	—
South Carolina	X	—	—	X
South Dakota	—	X	X	—
Tennessee	—	—	X	—
Texas	X	—	—	—
Utah	X	—	—	—
Vermont	—	X	—	—
Virginia	—	X	X	—
Washington	—	—	X	—
West Virginia	—	—	X	—
Wisconsin	X	—	—	—
Wyoming	X	—	X	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

A11. Who scored the alternate assessment?

State	5. Paraprofessional
Total	3
Percent	5.88
Alabama	—
Alaska	—
Arizona	—
Arkansas	—
California	—
Colorado	—
Connecticut	—
Delaware	—
District of Columbia	—
Florida	—
Georgia	—
Hawaii	X
Idaho	—
Illinois	—
Indiana	—
Iowa	—
Kansas	—
Kentucky	—
Louisiana	—
Maine	—
Maryland	—
Massachusetts	—
Michigan ¹	— / X
Minnesota	X
Mississippi	—
Missouri	—
Montana	—
Nebraska	—
Nevada	—
New Hampshire	—
New Jersey	—
New Mexico	—
New York	—
North Carolina	—
North Dakota	—

See notes at end of table.

A11. Who scored the alternate assessment?

State	5. Paraprofessional
Ohio	—
Oklahoma	—
Oregon	—
Pennsylvania	—
Rhode Island	—
South Carolina	—
South Dakota	—
Tennessee	—
Texas	—
Utah	—
Vermont	—
Virginia	—
Washington	—
West Virginia	—
Wisconsin	—
Wyoming	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

B1. Who was involved in creating the alternate achievement standards for students with significant cognitive disabilities for reading/language arts and mathematics?

State	1. State special education staff	2. State assessment staff	3. State instruction and curriculum staff	4. Test vendor
Total	42	41	33	27
Percent	82.35	80.39	64.71	52.94
Alabama	X	X	X	—
Alaska	X	X	X	X
Arizona	X	—	—	—
Arkansas	X	X	X	X
California	X	X	X	X
Colorado	X	—	—	X
Connecticut	—	X	X	—
Delaware	X	X	X	X
District of Columbia	—	X	—	X
Florida	X	—	—	—
Georgia	X	X	X	X
Hawaii	X	X	X	X
Idaho	X	X	—	—
Illinois	—	—	—	—
Indiana	X	X	X	—
Iowa	X	X	X	—
Kansas	X	X	X	X
Kentucky	—	—	—	—
Louisiana	X	X	—	X
Maine	—	—	X	X
Maryland	X	X	X	—
Massachusetts	X	X	X	X
Michigan ¹	X / X	X / X	X / X	X / —
Minnesota	—	X	—	X
Mississippi	X	—	—	X
Missouri	X	X	X	—
Montana	—	—	—	X
Nebraska	X	X	X	—
Nevada	X	X	X	—
New Hampshire	X	X	X	—
New Jersey	X	X	X	X
New Mexico	X	X	X	X
New York	X	X	X	X
North Carolina	X	X	X	—
North Dakota	X	X	X	—

See notes at end of table.

B1. Who was involved in creating the alternate achievement standards for students with significant cognitive disabilities for reading/language arts and mathematics?

State	1. State special education staff	2. State assessment staff	3. State instruction and curriculum staff	4. Test vendor
Ohio	—	—	—	X
Oklahoma	X	X	X	—
Oregon	X	X	X	—
Pennsylvania	X	—	—	X
Rhode Island	X	X	X	X
South Carolina	X	X	X	X
South Dakota	X	X	X	—
Tennessee	X	X	X	—
Texas	X	X	X	X
Utah	X	X	—	X
Vermont	X	X	—	—
Virginia	X	X	X	—
Washington	X	X	—	—
West Virginia	X	X	—	X
Wisconsin	X	X	—	—
Wyoming	—	X	X	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

B1. Who was involved in creating the alternate achievement standards for students with significant cognitive disabilities for reading/language arts and mathematics?

State	5. Outside experts	6. Special education teachers	7. General education teachers	8. Content specialists
Total	43	49	39	43
Percent	84.31	96.08	76.47	84.31
Alabama	X	X	X	X
Alaska	X	X	X	X
Arizona	—	X	X	X
Arkansas	—	X	X	X
California	X	X	X	X
Colorado	X	X	X	X
Connecticut	X	X	X	X
Delaware	X	X	X	X
District of Columbia	X	X	X	X
Florida	X	—	—	—
Georgia	X	—	X	—
Hawaii	X	X	—	—
Idaho	X	X	—	—
Illinois	X	X	—	—
Indiana	X	X	X	X
Iowa	X	X	X	X
Kansas	X	X	X	X
Kentucky	—	X	X	X
Louisiana	X	X	—	X
Maine	X	X	X	X
Maryland	X	X	—	X
Massachusetts	X	X	—	X
Michigan ¹	X / X	X / X	X / X	X / X
Minnesota	X	X	X	X
Mississippi	X	X	—	X
Missouri	X	X	X	X
Montana	—	X	X	X
Nebraska	X	X	X	X
Nevada	X	X	—	X
New Hampshire	X	X	X	X
New Jersey	X	X	X	X
New Mexico	X	X	X	X
New York	X	X	X	X
North Carolina	X	X	—	—
North Dakota	X	X	X	X

See notes at end of table.

B1. Who was involved in creating the alternate achievement standards for students with significant cognitive disabilities for reading/language arts and mathematics?

State	5. Outside experts	6. Special education teachers	7. General education teachers	8. Content specialists
Ohio	X	X	—	—
Oklahoma	X	X	X	X
Oregon	X	X	X	X
Pennsylvania	X	X	—	X
Rhode Island	—	X	X	X
South Carolina	—	X	X	X
South Dakota	X	X	X	X
Tennessee	X	X	X	X
Texas	X	X	X	X
Utah	—	X	X	—
Vermont	X	X	X	X
Virginia	X	X	X	X
Washington	X	X	X	X
West Virginia	—	X	X	X
Wisconsin	X	X	X	X
Wyoming	X	X	X	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

B1. Who was involved in creating the alternate achievement standards for students with significant cognitive disabilities for reading/language arts and mathematics?

State	9. School psychologists/counselors	district/state administrators	11. Parents	12. Other
Total	14	32	37	8
Percent	27.45	62.75	72.55	15.69
Alabama	—	X	X	—
Alaska	X	X	X	—
Arizona	X	—	X	—
Arkansas	—	—	X	X
California	—	X	—	—
Colorado	—	—	—	—
Connecticut	—	X	X	X
Delaware	—	X	X	X
District of Columbia	—	—	—	—
Florida	—	—	—	—
Georgia	—	—	X	—
Hawaii	X	X	X	—
Idaho	X	X	X	—
Illinois	—	—	—	—
Indiana	X	X	X	—
Iowa	—	X	X	—
Kansas	—	X	X	—
Kentucky	—	—	—	—
Louisiana	—	—	—	—
Maine	—	—	—	X
Maryland	—	X	—	—
Massachusetts	—	—	—	X
Michigan ¹	X / X	X / X	X / X	— / —
Minnesota	—	X	X	—
Mississippi	—	—	X	—
Missouri	X	X	X	—
Montana	—	—	—	—
Nebraska	X	X	X	—
Nevada	—	X	X	—
New Hampshire	—	X	X	X
New Jersey	X	X	X	—
New Mexico	—	—	X	—
New York	—	X	X	X
North Carolina	—	X	X	—
North Dakota	—	X	X	X

See notes at end of table.

B1. Who was involved in creating the alternate achievement standards for students with significant cognitive disabilities for reading/language arts and mathematics?

State	9. School psychologists/counselors	district/state administrators	11. Parents	12. Other
Ohio	—	X	X	—
Oklahoma	X	X	X	—
Oregon	—	—	X	—
Pennsylvania	—	X	—	—
Rhode Island	—	X	X	—
South Carolina	—	X	X	—
South Dakota	—	—	X	—
Tennessee	X	X	X	—
Texas	X	X	X	—
Utah	—	X	X	—
Vermont	—	X	X	—
Virginia	X	—	—	—
Washington	X	X	X	—
West Virginia	—	X	X	—
Wisconsin	—	—	X	—
Wyoming	—	—	—	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

B2. Standard-setting methodologies used to develop alternate achievement standards

State	1. Modified Angoff	2. Extended Angoff	3. Yes/No Method	4. Bookmark or Item Mapping
Total	5	0	0	12
Percent	9.80	0.00	0.00	23.53
Alabama	—	—	—	—
Alaska	—	—	—	—
Arizona	—	—	—	X
Arkansas	—	—	—	—
California	—	—	—	X
Colorado	—	—	—	—
Connecticut	—	—	—	—
Delaware	—	—	—	—
District of Columbia	—	—	—	—
Florida	†	†	†	†
Georgia	—	—	—	—
Hawaii	—	—	—	X
Idaho	—	—	—	X
Illinois	M	M	M	M
Indiana	—	—	—	X
Iowa	—	—	—	—
Kansas	—	—	—	—
Kentucky	—	—	—	—
Louisiana	M	M	M	M
Maine	—	—	—	—
Maryland	—	—	—	—
Massachusetts	—	—	—	—
Michigan ¹	— / —	— / —	— / —	X / X
Minnesota	X	—	—	X
Mississippi	—	—	—	X
Missouri	—	—	—	—
Montana	—	—	—	X
Nebraska	—	—	—	X
Nevada	X	—	—	—
New Hampshire	—	—	—	—
New Jersey	—	—	—	—
New Mexico	—	—	—	—
New York	—	—	—	—
North Carolina	—	—	—	—
North Dakota	X	—	—	—

See notes at end of table.

B2. Standard-setting methodologies used to develop alternate achievement standards

State	1. Modified Angoff	2. Extended Angoff	3. Yes/No Method	4. Bookmark or Item Mapping
Ohio	—	—	—	—
Oklahoma	—	—	—	—
Oregon	—	—	—	X
Pennsylvania	X	—	—	—
Rhode Island	—	—	—	—
South Carolina	—	—	—	—
South Dakota	X	—	—	—
Tennessee	M	M	M	M
Texas	—	—	—	—
Utah	M	M	M	M
Vermont	—	—	—	—
Virginia	—	—	—	—
Washington	—	—	—	X
West Virginia	—	—	—	—
Wisconsin	—	—	—	—
Wyoming	—	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

M Missing. Information not provided by the state.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

B2. Standard-setting methodologies used to develop alternate achievement standards

State	5. Performance Profile Method	6. Reasoned Judgment	7. Judgmental Policy Capturing	8. Body of Work
Total	4	6	5	16
Percent	7.84	11.76	9.80	31.37
Alabama	X	—	—	—
Alaska	—	X	—	—
Arizona	—	—	—	—
Arkansas	—	—	—	X
California	—	—	—	—
Colorado	—	—	X	—
Connecticut	—	—	X	—
Delaware	—	X	—	—
District of Columbia	—	—	—	X
Florida	†	†	†	†
Georgia	—	—	X	X
Hawaii	—	—	—	—
Idaho	—	—	—	—
Illinois	M	M	M	M
Indiana	—	—	—	—
Iowa	—	—	X	X
Kansas	—	—	—	X
Kentucky	X	—	—	X
Louisiana	M	M	M	M
Maine	—	—	—	X
Maryland	—	—	—	X
Massachusetts	—	X	—	—
Michigan ¹	— / —	— / —	— / —	— / —
Minnesota	—	—	—	—
Mississippi	—	—	—	—
Missouri	—	—	—	X
Montana	—	—	—	—
Nebraska	—	—	—	—
Nevada	—	—	—	—
New Hampshire	—	—	—	X
New Jersey	—	—	—	X
New Mexico	—	—	—	—
New York	—	—	—	X
North Carolina	—	X	—	—
North Dakota	—	—	—	—

See notes at end of table.

B2. Standard-setting methodologies used to develop alternate achievement standards

State	5. Performance Profile Method	6. Reasoned Judgment	7. Judgmental Policy Capturing	8. Body of Work
Ohio	—	—	—	X
Oklahoma	—	X	—	—
Oregon	—	—	—	—
Pennsylvania	—	—	—	—
Rhode Island	X	X	—	—
South Carolina	—	—	—	—
South Dakota	—	—	—	—
Tennessee	M	M	M	M
Texas	—	—	—	X
Utah	M	M	M	M
Vermont	—	—	—	—
Virginia	—	—	—	X
Washington	—	—	—	—
West Virginia	X	—	—	—
Wisconsin	—	—	X	—
Wyoming	—	—	—	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

M Missing. Information not provided by the state.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

B2. Standard-setting methodologies used to develop alternate achievement standards

State	9. Contrasting Groups	10. Item-Descriptor Matching	11. Dominant Profile Method
Total	4	2	1
Percent	7.84	3.92	1.96
Alabama	X	—	—
Alaska	—	—	—
Arizona	—	—	—
Arkansas	—	—	—
California	—	—	—
Colorado	—	—	—
Connecticut	—	—	—
Delaware	—	—	—
District of Columbia	—	—	—
Florida	†	†	†
Georgia	—	—	—
Hawaii	—	—	—
Idaho	—	—	—
Illinois	M	M	M
Indiana	—	—	—
Iowa	X	—	—
Kansas	—	—	—
Kentucky	—	—	—
Louisiana	M	M	M
Maine	—	—	—
Maryland	—	—	—
Massachusetts	—	—	—
Michigan ¹	— / —	— / —	— / —
Minnesota	—	—	—
Mississippi	—	—	—
Missouri	—	—	—
Montana	—	—	—
Nebraska	—	—	—
Nevada	—	—	—
New Hampshire	—	—	—
New Jersey	—	—	—
New Mexico	—	X	—
New York	—	—	—
North Carolina	X	—	—
North Dakota	—	—	—

See notes at end of table.

B2. Standard-setting methodologies used to develop alternate achievement standards

State	9. Contrasting Groups	10. Item-Descriptor Matching	11. Dominant Profile Method
Ohio	—	—	—
Oklahoma	—	—	—
Oregon	—	—	—
Pennsylvania	—	—	—
Rhode Island	—	—	—
South Carolina	—	X	—
South Dakota	—	—	—
Tennessee	M	M	M
Texas	—	—	—
Utah	M	M	M
Vermont	—	—	X
Virginia	—	—	—
Washington	—	—	—
West Virginia	X	—	—
Wisconsin	—	—	—
Wyoming	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

M Missing. Information not provided by the state.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

B3. What were the names for the advanced, proficient, and basic achievement levels for students being assessed based on alternate achievement standards for reading/language arts and mathematics?

State	Advanced level	Proficient level	Basic level
Alabama	Exceeds Standards: Level IV	Meets Standards: Level III	Partially Meets Standards: Level II Does Not Meet Standards: Level I
Alaska	Advanced	Proficient	Below Proficient Far Below Proficient
Arizona	Exceeds the Standards	Meets the Standards	Approaches the Standards Falls Far Below the Standards
Arkansas	Independent	Functional Independence	Supported Independence Emergent
California	Advanced	Proficient	Basic Below Basic Far Below Basic
Colorado	†	Novice Developing Emerging	Exploring Inconclusive
Connecticut	Independent	Proficient	Basic
Delaware	Distinguished Exceeds the Standard	Meets the Standard	Below the Standard Well Below the Standard
District of Columbia	Advanced	Proficient	Basic Below Basic
Florida	Advanced	Proficient	Basic
Georgia	Extending Progress	Established Progress	Emerging Progress
Hawaii	Exceeds Proficiency	Meets Proficiency	Approaches Proficiency Well Below Proficiency
Idaho	Advanced	Proficient	Basic Below Basic
Illinois	Attaining	Progressing	Emerging Attempting

See notes at end of table.

B3. What were the names for the advanced, proficient, and basic achievement levels for students being assessed based on alternate achievement standards for reading/language arts and mathematics?

State	Advanced level	Proficient level	Basic level
Kansas	Exemplary Exceeds Standard	Meets Standard	Approaches Standard Academic Warning
Kentucky	Distinguished	Proficient	Apprentice Novice
Louisiana	†	Proficient	Not Proficient
Maine	Exceeding	Meeting	Emerging Attempting
Maryland	Advanced	Proficient	Basic
Massachusetts	†	Progressing	Emerging Awareness
Michigan ¹	Surpassed the Performance Standard / Surpassed the Performance Standard	Attained the Performance Standard / Attained the Performance Standard	Emerging Toward the Performance Standard / Emerging Toward the Performance Standard
Minnesota	Exceeds Expectations	Meets Expectations	Partially Meets Expectations
Mississippi	Advanced	Proficient	Basic Minimal
Missouri	Advanced	Proficient	Basic Below Basic Level not Determined
Montana	Advanced	Proficient	Nearing Proficiency Novice
Nebraska	Advanced	Proficient	Progressing Beginning
Nevada	Exceeds Standards	Meets Standards	Below Standards

See notes at end of table.

B3. What were the names for the advanced, proficient, and basic achievement levels for students being assessed based on alternate achievement standards for reading/language arts and mathematics?

State	Advanced level	Proficient level	Basic level
New Hampshire	Proficient with Distinction	Proficient	Partially Proficient Substantially Below Proficient
New Jersey	Advanced Proficient	Proficient	Partially proficient
New Mexico	Advanced proficient	Proficient	Partially proficient Nearing Proficiency Beginning Steps
New York	Meeting with Distinction	Meeting	Partially Meeting Not Meeting
North Carolina	Achievement Level IV	Achievement Level III	Achievement Level II Achievement Level I
North Dakota	Advanced	Proficient	Partially Proficient Novice
Ohio	Advanced Accelerated	Proficient	Basic Limited
Oklahoma	Advanced	Satisfactory	Limited Knowledge Unsatisfactory
Oregon	Exceeds Standard	Meets Standard	Does Not Yet Meet Standard
Pennsylvania	Advanced	Proficient	Novice Emerging
Rhode Island	Proficient with Distinction	Proficient	Partially Proficient
South Carolina	Level 4	Level 3	Level 2 Level 1
South Dakota	Advancing	Applying	Developing Introducing
Tennessee	Advanced	Proficient	Below Proficient

See notes at end of table.

B3. What were the names for the advanced, proficient, and basic achievement levels for students being assessed based on alternate achievement standards for reading/language arts and mathematics?

State	Advanced level	Proficient level	Basic level
Texas	Commended	Met Standard	Did Not Meet Standard
Utah	Level 4: Substantial	Level 3: Sufficient	Level 2: Partial Level 1: Minimal
Vermont	Meets Expectations With Distinction	Meets Expectations	Partially Meets Expectations Substantially Below Expectations
Virginia	Advanced	Proficient	Needs Improvement
Washington	Exceeds Standard	Meets Standard	Approaches Standard Well Below Standard
West Virginia	Above Mastery	Mastery	Partial Mastery Novice
Wisconsin	Advanced	Prerequisite Skill Proficient	Prerequisite Skill Basic Prerequisite Skill Minimal
Wyoming	Advanced	Proficient	Basic Below Basic

† Not applicable. State did not report advanced level label.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

B4. What descriptors applies to each achievement level for students being assessed based on alternate achievement standards for reading/language arts and mathematics?

State	1. The same descriptors that applied to all grades tested	2. The same descriptors that applied to grade spans tested	3. Descriptors that were unique for each grade tested
Total	20	13	16
Percent	39.22	25.49	31.37
Alabama	—	—	X
Alaska	—	X	—
Arizona	—	—	X
Arkansas	X	—	—
California	X	—	—
Colorado	—	—	X
Connecticut	—	—	X
Delaware	†	†	†
District of Columbia	—	X	—
Florida	—	—	X
Georgia	X	—	—
Hawaii	X	—	—
Idaho	X	—	—
Illinois	X	—	—
Indiana	—	X	—
Iowa	—	—	X
Kansas	—	—	X
Kentucky	—	—	X
Louisiana	†	†	†
Maine	—	X	—
Maryland	X	—	—
Massachusetts	X	—	—
Michigan ¹	— / —	X / X	— / —
Minnesota	—	—	X
Mississippi	X	—	—
Missouri	—	X	—
Montana	X	—	—
Nebraska	—	—	X
Nevada	X	—	—
New Hampshire	X	—	—
New Jersey	X	—	—
New Mexico	—	X	—
New York	—	—	X
North Carolina	X	—	—
North Dakota	—	—	X

See notes at end of table.

B4. What descriptors applies to each achievement level for students being assessed based on alternate achievement standards for reading/language arts and mathematics?

State	1. The same descriptors that applied to all grades tested	2. The same descriptors that applied to grade spans tested	3. Descriptors that were unique for each grade tested
Ohio	—	X	—
Oklahoma	X	—	—
Oregon	—	X	—
Pennsylvania	—	X	—
Rhode Island	—	X	—
South Carolina	—	X	—
South Dakota	—	—	X
Tennessee	X	—	—
Texas	—	—	X
Utah	X	—	—
Vermont	X	—	—
Virginia	X	—	—
Washington	X	—	—
West Virginia	—	—	X
Wisconsin	—	X	—
Wyoming	—	—	X

— No.

X Yes.

† Not applicable. State did not report descriptors.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

B5. What cut scores were developed for reading/language arts and mathematics?

State	1. Unique cut scores for each grade	2. Unique cut scores for grade spans	3. One set of cut scores for all students	4. Other approaches
Total	18	15	14	5
Percent	35.29	29.41	27.45	9.80
Alabama	X	—	—	—
Alaska	—	X	—	—
Arizona	X	—	—	—
Arkansas	X	—	—	—
California	—	—	X	—
Colorado	X	—	—	—
Connecticut	X	—	—	—
Delaware	—	—	X	—
District of Columbia	—	X	—	—
Florida	—	—	—	X
Georgia	—	X	—	—
Hawaii	X	—	—	—
Idaho	X	—	—	—
Illinois	—	—	X	—
Indiana	—	X	—	—
Iowa	X	—	—	—
Kansas	—	—	X	—
Kentucky	X	—	—	—
Louisiana	—	—	X	—
Maine	—	X	—	—
Maryland	—	—	X	—
Massachusetts	—	—	X	—
Michigan ¹	X / X	— / —	— / —	— / —
Minnesota	X	—	—	—
Mississippi	X	—	—	—
Missouri	—	X	—	—
Montana	X	—	—	—
Nebraska	—	—	—	X
Nevada	—	—	—	X
New Hampshire	—	—	X	—
New Jersey	—	—	X	—
New Mexico	—	X	—	—
New York	X	—	—	—
North Carolina	—	—	X	—
North Dakota	—	—	X	—

See notes at end of table.

B5. What cut scores were developed for reading/language arts and mathematics?

State	1. Unique cut scores for each grade	2. Unique cut scores for grade spans	3. One set of cut scores for all students	4. Other approaches
Ohio ²	X	X	—	—
Oklahoma	—	—	X	—
Oregon	—	X	—	—
Pennsylvania	—	X	—	—
Rhode Island	—	X	—	—
South Carolina	—	X	—	—
South Dakota	X	—	—	—
Tennessee	—	—	X	—
Texas	—	—	X	—
Utah	—	—	—	X
Vermont	—	—	—	X
Virginia	—	X	—	—
Washington	—	X	—	—
West Virginia	X	—	—	—
Wisconsin	—	X	—	—
Wyoming	X	—	—	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

² Cut scores applied differently for reading/language arts/mathematics and science/social studies.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C1. Who was involved in reviewing the technical characteristics of validity of the alternate assessment?

State	1. State special education staff	2. State assessment staff	3. State instruction and curriculum staff	4. Test vendor
Total	31	41	20	33
Percent	60.78	80.39	39.22	64.71
Alabama	—	X	—	X
Alaska	—	X	—	X
Arizona	X	X	—	—
Arkansas	X	X	X	X
California	X	X	—	X
Colorado	X	X	—	X
Connecticut	X	X	—	—
Delaware	X	X	X	X
District of Columbia	X	X	—	X
Florida	†	†	†	†
Georgia	X	X	—	X
Hawaii	X	X	—	X
Idaho	X	—	—	—
Illinois	—	—	X	X
Indiana	X	X	X	—
Iowa	—	—	—	—
Kansas	—	X	—	X
Kentucky	X	X	X	—
Louisiana	X	X	—	—
Maine	—	—	—	X
Maryland	X	X	X	X
Massachusetts	X	X	X	X
Michigan ¹	— / —	X / X	X / X	X / X
Minnesota	X	X	—	X
Mississippi	X	X	X	X
Missouri	X	X	X	X
Montana	—	X	—	X
Nebraska	X	X	X	—
Nevada	—	X	—	—
New Hampshire	X	X	X	—
New Jersey	X	X	X	X
New Mexico	—	X	—	X
New York	X	X	—	X
North Carolina	X	X	X	—
North Dakota	—	X	—	—

See notes at end of table.

C1. Who was involved in reviewing the technical characteristics of validity of the alternate assessment?

State	1. State special education staff	2. State assessment staff	3. State instruction and curriculum staff	4. Test vendor
Ohio	—	X	—	X
Oklahoma	—	—	—	—
Oregon	X	X	X	—
Pennsylvania	—	—	—	X
Rhode Island	X	X	X	X
South Carolina	—	X	—	X
South Dakota	X	X	—	X
Tennessee	X	X	X	—
Texas	X	X	X	X
Utah	—	—	—	X
Vermont	—	—	—	—
Virginia	X	—	X	X
Washington	—	X	—	X
West Virginia	X	X	—	X
Wisconsin	X	X	—	—
Wyoming	—	X	X	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C1. Who was involved in reviewing the technical characteristics of validity of the alternate assessment?

State	5. Outside experts	6. Special education teachers	7. General education teachers	8. Content specialists
Total	44	33	26	26
Percent	86.27	64.71	50.98	50.98
Alabama	X	—	—	—
Alaska	X	—	—	—
Arizona	X	X	X	X
Arkansas	—	X	X	X
California	X	X	X	X
Colorado	X	X	—	X
Connecticut	X	X	X	X
Delaware	X	X	X	X
District of Columbia	X	X	X	—
Florida	†	†	†	†
Georgia	X	X	—	—
Hawaii	X	X	X	—
Idaho	X	X	—	—
Illinois	X	X	X	X
Indiana	X	X	X	X
Iowa	X	—	—	—
Kansas	X	—	—	—
Kentucky	—	—	—	—
Louisiana	—	X	X	—
Maine	X	—	—	X
Maryland	X	X	—	X
Massachusetts	X	X	X	X
Michigan ¹	X / X	X / X	X / X	X / X
Minnesota	X	X	X	X
Mississippi	X	X	—	—
Missouri	X	X	X	X
Montana	X	—	—	—
Nebraska	X	X	X	X
Nevada	X	—	—	—
New Hampshire	X	X	X	X
New Jersey	X	X	—	X
New Mexico	X	X	X	X
New York	X	X	X	X
North Carolina	X	X	X	—
North Dakota	X	—	—	—

See notes at end of table.

C1. Who was involved in reviewing the technical characteristics of validity of the alternate assessment?

State	5. Outside experts	6. Special education teachers	7. General education teachers	8. Content specialists
Ohio	X	—	—	—
Oklahoma	—	—	—	—
Oregon	X	X	X	X
Pennsylvania	X	X	X	X
Rhode Island	X	X	X	X
South Carolina	—	—	—	—
South Dakota	X	—	—	—
Tennessee	X	X	X	X
Texas	X	X	X	X
Utah	—	—	—	X
Vermont	X	—	—	—
Virginia	X	X	X	—
Washington	X	—	—	—
West Virginia	X	X	X	X
Wisconsin	X	X	—	—
Wyoming	X	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C1. Who was involved in reviewing the technical characteristics of validity of the alternate assessment?

State	9. School psychologists/ counselors	10. School/district/ state administrators	11. Parents	12. Other
Total	5	21	22	7
Percent	9.80	41.18	43.14	13.73
Alabama	—	—	—	—
Alaska	—	—	—	—
Arizona	X	X	—	—
Arkansas	—	—	—	X
California	—	X	—	—
Colorado	—	X	—	—
Connecticut	—	X	X	—
Delaware	—	—	X	—
District of Columbia	—	X	—	X
Florida	†	†	†	†
Georgia	—	—	—	—
Hawaii	—	—	X	—
Idaho	—	X	—	—
Illinois	—	X	X	—
Indiana	X	X	X	—
Iowa	—	—	—	—
Kansas	—	—	—	—
Kentucky	—	—	—	—
Louisiana	—	X	X	—
Maine	—	—	—	X
Maryland	—	—	—	—
Massachusetts	—	X	X	—
Michigan ¹	— / —	X / X	X / X	— / —
Minnesota	—	—	—	—
Mississippi	—	—	X	—
Missouri	—	X	X	—
Montana	—	—	—	—
Nebraska	X	X	X	—
Nevada	—	—	—	—
New Hampshire	—	—	X	—
New Jersey	X	—	X	—
New Mexico	—	X	X	—
New York	—	X	—	X
North Carolina	—	—	—	—
North Dakota	—	X	X	X

See notes at end of table.

C1. Who was involved in reviewing the technical characteristics of validity of the alternate assessment?

State	9. School psychologists/ counselors	10. School/district/ state administrators	11. Parents	12. Other
Ohio	—	—	—	—
Oklahoma	—	—	—	X
Oregon	—	—	X	—
Pennsylvania	—	X	X	—
Rhode Island	—	X	X	—
South Carolina	—	—	—	X
South Dakota	—	—	—	—
Tennessee	—	—	X	—
Texas	X	X	X	—
Utah	—	—	—	—
Vermont	—	—	—	—
Virginia	—	X	X	—
Washington	—	—	—	—
West Virginia	—	X	X	—
Wisconsin	—	—	—	—
Wyoming	—	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C2. Who was involved in reviewing the technical characteristics of reliability for the alternate assessment?

State	1. State special education staff	2. State assessment staff	3. State instruction and curriculum staff	4. Test vendor
Total	22	35	12	35
Percent	43.14	68.63	23.53	68.63
Alabama	—	X	—	X
Alaska	—	X	—	X
Arizona	X	X	—	—
Arkansas	X	X	X	X
California	—	X	—	X
Colorado	X	—	—	—
Connecticut	X	X	—	X
Delaware	—	X	—	X
District of Columbia	—	X	—	X
Florida	†	†	†	†
Georgia	X	X	—	X
Hawaii	X	X	—	X
Idaho	X	X	—	—
Illinois	—	—	—	X
Indiana	—	—	—	—
Iowa	—	—	—	—
Kansas	—	X	—	X
Kentucky	X	X	X	—
Louisiana	—	—	—	—
Maine	—	—	—	X
Maryland	—	—	—	X
Massachusetts	X	X	X	X
Michigan ¹	— / —	X / X	X / X	X / X
Minnesota	—	X	—	X
Mississippi	X	X	X	X
Missouri	—	X	—	X
Montana	X	—	—	X
Nebraska	X	X	X	—
Nevada	—	—	X	—
New Hampshire	—	X	—	X
New Jersey	X	X	X	X
New Mexico	—	X	—	X
New York	X	—	—	X
North Carolina	X	X	X	—
North Dakota	—	X	—	—

See notes at end of table.

C2. Who was involved in reviewing the technical characteristics of reliability for the alternate assessment?

State	1. State special education staff	2. State assessment staff	3. State instruction and curriculum staff	4. Test vendor
Ohio	—	X	—	X
Oklahoma	—	—	—	—
Oregon	—	—	—	X
Pennsylvania	—	—	—	X
Rhode Island	X	X	—	X
South Carolina	—	X	—	X
South Dakota	X	X	X	X
Tennessee	X	X	—	X
Texas	X	X	X	X
Utah	—	—	—	—
Vermont	X	X	—	—
Virginia	—	X	—	X
Washington	—	—	—	X
West Virginia	X	X	—	X
Wisconsin	X	X	—	—
Wyoming	—	X	X	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C2. Who was involved in reviewing the technical characteristics of reliability for the alternate assessment?

State	5. Outside experts	6. Special education teachers	7. General education teachers	8. Content specialists
Total	36	22	14	12
Percent	70.59	43.14	27.45	23.53
Alabama	—	—	—	—
Alaska	X	—	—	—
Arizona	X	X	—	—
Arkansas	X	X	X	X
California	X	X	X	—
Colorado	X	X	—	—
Connecticut	X	X	X	—
Delaware	—	—	—	—
District of Columbia	X	X	X	X
Florida	†	†	†	†
Georgia	X	—	—	—
Hawaii	X	—	—	—
Idaho	X	X	—	—
Illinois	—	—	—	—
Indiana	—	X	X	X
Iowa	—	—	—	—
Kansas	X	—	—	—
Kentucky	—	—	—	—
Louisiana	X	—	—	—
Maine	X	—	—	X
Maryland	—	—	—	—
Massachusetts	X	X	X	X
Michigan ¹	X / X	— / —	— / —	— / —
Minnesota	X	—	—	—
Mississippi	X	X	—	—
Missouri	X	—	—	—
Montana	X	—	—	—
Nebraska	X	X	X	X
Nevada	X	—	—	—
New Hampshire	—	—	—	—
New Jersey	X	X	—	X
New Mexico	X	X	X	X
New York	X	—	—	—
North Carolina	—	—	X	—
North Dakota	X	—	—	—

See notes at end of table.

C2. Who was involved in reviewing the technical characteristics of reliability for the alternate assessment?

State	5. Outside experts	6. Special education teachers	7. General education teachers	8. Content specialists
Ohio	X	—	—	—
Oklahoma	—	—	—	—
Oregon	—	—	—	—
Pennsylvania	X	X	X	X
Rhode Island	X	X	X	—
South Carolina	—	—	—	—
South Dakota	X	—	—	—
Tennessee	—	X	—	X
Texas	X	X	X	X
Utah	X	X	—	—
Vermont	X	X	X	—
Virginia	X	X	X	—
Washington	X	—	—	—
West Virginia	—	X	—	X
Wisconsin	X	X	—	—
Wyoming	X	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C2. Who was involved in reviewing the technical characteristics of reliability for the alternate assessment?

State	9. School psychologists/counselors	10. School/district/ state administrators	11. Parents	12. Other
Total	3	11	9	4
Percent	5.88	21.57	17.65	7.84
Alabama	—	—	—	—
Alaska	—	—	—	—
Arizona	—	—	—	—
Arkansas	—	—	—	—
California	—	X	—	—
Colorado	—	—	—	—
Connecticut	—	—	X	—
Delaware	—	—	—	—
District of Columbia	—	X	—	—
Florida	†	†	†	†
Georgia	—	—	—	—
Hawaii	—	—	—	—
Idaho	—	—	—	—
Illinois	—	—	—	—
Indiana	—	—	—	—
Iowa	—	X	—	—
Kansas	—	—	—	—
Kentucky	—	—	—	—
Louisiana	—	—	—	—
Maine	—	—	—	X
Maryland	—	—	—	—
Massachusetts	—	—	X	—
Michigan ¹	— / —	— / —	— / —	— / —
Minnesota	—	—	—	—
Mississippi	—	—	X	—
Missouri	—	—	—	—
Montana	—	—	—	—
Nebraska	X	X	X	—
Nevada	—	—	—	—
New Hampshire	—	—	—	—
New Jersey	—	—	X	—
New Mexico	—	X	X	—
New York	—	—	—	X
North Carolina	—	—	—	—
North Dakota	—	X	—	X

See notes at end of table.

C2. Who was involved in reviewing the technical characteristics of reliability for the alternate assessment?

State	9. School psychologists/counselors	10. School/district/state administrators	11. Parents	12. Other
Ohio	—	—	—	—
Oklahoma	—	—	—	X
Oregon	—	—	—	—
Pennsylvania	—	X	—	—
Rhode Island	—	—	—	—
South Carolina	—	—	—	—
South Dakota	—	—	—	—
Tennessee	X	X	X	—
Texas	X	X	X	—
Utah	—	—	X	—
Vermont	—	—	—	—
Virginia	—	X	—	—
Washington	—	—	—	—
West Virginia	—	X	—	—
Wisconsin	—	—	—	—
Wyoming	—	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C3. Who was involved in reviewing the alignment of the alternate assessment with the state content standards and alternate achievement standards?

State	1. State special education staff	2. State assessment staff	3. State instruction and curriculum staff	4. Test vendor
Total	31	34	27	23
Percent	60.78	66.67	52.94	45.10
Alabama	—	—	—	X
Alaska	—	—	—	X
Arizona	X	X	—	—
Arkansas	X	X	X	X
California	X	X	X	X
Colorado	—	X	—	—
Connecticut	X	X	X	—
Delaware	X	X	X	X
District of Columbia	X	X	—	X
Florida	†	†	†	†
Georgia	—	—	X	X
Hawaii	X	X	—	—
Idaho	X	—	—	—
Illinois	—	—	—	—
Indiana	X	X	X	—
Iowa	X	X	X	—
Kansas	X	—	X	—
Kentucky	X	X	X	—
Louisiana	X	X	X	—
Maine	—	X	—	—
Maryland	X	X	X	X
Massachusetts	X	X	X	X
Michigan ¹	X / —	X / X	X / X	X / X
Minnesota	—	X	—	X
Mississippi	—	—	—	X
Missouri	X	X	X	X
Montana	—	—	—	—
Nebraska	X	X	X	—
Nevada	X	—	X	—
New Hampshire	X	X	X	—
New Jersey	X	X	X	X
New Mexico	—	X	—	X
New York	X	X	X	—
North Carolina	X	X	X	—
North Dakota	—	—	—	—

See notes at end of table.

C3. Who was involved in reviewing the alignment of the alternate assessment with the state content standards and alternate achievement standards?

State	1. State special education staff	2. State assessment staff	3. State instruction and curriculum staff	4. Test vendor
Ohio	X	X	—	X
Oklahoma	X	X	X	—
Oregon	—	X	X	—
Pennsylvania	—	—	—	X
Rhode Island	—	—	—	—
South Carolina	—	—	—	X
South Dakota	X	X	X	X
Tennessee	X	X	X	—
Texas	X	X	X	X
Utah	—	—	—	—
Vermont	—	—	X	—
Virginia	—	—	—	—
Washington	—	X	—	X
West Virginia	X	X	—	X
Wisconsin	X	X	—	—
Wyoming	X	X	X	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C3. Who was involved in reviewing the alignment of the alternate assessment with the state content standards and alternate achievement standards?

State	5. Outside experts	6. Special education teachers	7. General education teachers	8. Content specialists
Total	41	46	36	37
Percent	80.39	90.20	70.59	72.55
Alabama	—	—	—	—
Alaska	X	X	X	X
Arizona	X	X	X	X
Arkansas	X	X	X	X
California	X	X	X	X
Colorado	—	X	X	X
Connecticut	X	X	X	X
Delaware	X	X	X	X
District of Columbia	X	X	X	X
Florida	†	†	†	†
Georgia	—	X	X	—
Hawaii	X	X	X	X
Idaho	X	X	—	—
Illinois	—	X	—	X
Indiana	X	X	X	X
Iowa	X	X	X	X
Kansas	X	X	X	X
Kentucky	—	—	—	—
Louisiana	X	X	X	X
Maine	X	X	X	X
Maryland	X	—	—	—
Massachusetts	X	—	X	X
Michigan ¹	X / X	X / X	X / X	X / X
Minnesota	X	X	X	X
Mississippi	—	X	—	X
Missouri	X	X	X	X
Montana	—	X	X	—
Nebraska	X	X	X	X
Nevada	—	X	—	—
New Hampshire	X	X	X	X
New Jersey	X	X	—	X
New Mexico	X	X	X	X
New York	X	X	X	X
North Carolina	X	X	—	—
North Dakota	X	X	X	X

See notes at end of table.

C3. Who was involved in reviewing the alignment of the alternate assessment with the state content standards and alternate achievement standards?

State	5. Outside experts	6. Special education teachers	7. General education teachers	8. Content specialists
Ohio	—	X	—	—
Oklahoma	X	X	X	X
Oregon	X	X	X	X
Pennsylvania	X	X	—	X
Rhode Island	X	X	X	X
South Carolina	X	X	X	X
South Dakota	X	X	X	—
Tennessee	X	X	—	X
Texas	X	X	X	X
Utah	X	X	—	—
Vermont	X	X	X	—
Virginia	X	X	X	—
Washington	X	X	X	X
West Virginia	X	X	X	X
Wisconsin	X	X	—	X
Wyoming	X	X	X	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C3. Who was involved in reviewing the alignment of the alternate assessment with the state content standards and alternate achievement standards?

State	9. School psychologists/counselors	10. School/district/state administrators	11. Parents	12. Other
Total	7	25	22	6
Percent	13.73	49.02	43.14	11.76
Alabama	—	—	—	—
Alaska	—	—	X	—
Arizona	X	X	—	—
Arkansas	—	—	X	—
California	—	X	—	—
Colorado	—	X	X	—
Connecticut	—	—	—	—
Delaware	—	—	X	—
District of Columbia	—	X	—	—
Florida	†	†	†	†
Georgia	—	—	—	—
Hawaii	—	—	X	—
Idaho	—	X	—	—
Illinois	—	X	—	—
Indiana	X	X	—	—
Iowa	—	X	X	—
Kansas	—	—	X	—
Kentucky	—	—	—	—
Louisiana	—	X	X	—
Maine	—	—	—	—
Maryland	—	—	—	X
Massachusetts	—	—	X	—
Michigan ¹	X / X	X / X	X / X	— / —
Minnesota	—	—	X	—
Mississippi	—	—	—	X
Missouri	—	—	—	—
Montana	—	—	—	—
Nebraska	X	X	X	—
Nevada	—	X	X	—
New Hampshire	—	—	X	X
New Jersey	X	—	X	—
New Mexico	—	X	X	—
New York	—	X	—	—
North Carolina	—	—	—	—
North Dakota	—	X	X	X

See notes at end of table.

C3. Who was involved in reviewing the alignment of the alternate assessment with the state content standards and alternate achievement standards?

State	9. School psychologists/counselors	10. School/district/state administrators	11. Parents	12. Other
Ohio	—	X	—	X
Oklahoma	—	—	—	—
Oregon	—	—	—	—
Pennsylvania	—	X	—	—
Rhode Island	—	X	—	—
South Carolina	—	X	—	—
South Dakota	—	—	—	—
Tennessee	—	—	X	—
Texas	X	X	X	—
Utah	—	—	—	—
Vermont	—	X	X	—
Virginia	—	X	—	X
Washington	—	X	X	—
West Virginia	—	X	—	—
Wisconsin	—	—	—	—
Wyoming	X	X	X	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C4. Who was involved in reviewing fairness in the development of the alternate assessment?

State	1. State special education staff	2. State assessment staff	3. State instruction and curriculum staff	4. Test vendor
Total	36	42	26	27
Percent	70.59	82.35	50.98	52.94
Alabama	X	X	—	X
Alaska	X	X	X	X
Arizona	X	X	—	—
Arkansas	—	X	X	—
California	X	X	—	X
Colorado	X	—	—	X
Connecticut	X	X	X	X
Delaware	—	—	—	—
District of Columbia	—	X	—	—
Florida	†	†	†	†
Georgia	X	X	X	X
Hawaii	X	X	X	X
Idaho	X	X	—	—
Illinois	—	—	X	X
Indiana	X	X	X	—
Iowa	—	X	—	—
Kansas	—	—	—	—
Kentucky	X	X	X	—
Louisiana	X	X	—	—
Maine	—	X	X	—
Maryland	—	—	—	—
Massachusetts	X	X	X	X
Michigan ¹	X / —	X / X	— / —	— / X
Minnesota	X	X	—	—
Mississippi	X	X	X	X
Missouri	X	X	—	X
Montana	—	X	—	X
Nebraska	X	X	X	—
Nevada	X	X	X	—
New Hampshire	X	X	X	—
New Jersey	X	X	X	X
New Mexico	—	X	X	X
New York	X	X	—	—
North Carolina	X	X	X	—
North Dakota	—	X	X	—

See notes at end of table.

C4. Who was involved in reviewing fairness in the development of the alternate assessment?

State	1. State special education staff	2. State assessment staff	3. State instruction and curriculum staff	4. Test vendor
Ohio	X	X	X	X
Oklahoma	X	X	X	—
Oregon	X	X	X	X
Pennsylvania	—	—	—	X
Rhode Island	X	X	—	X
South Carolina	X	X	X	X
South Dakota	X	X	X	X
Tennessee	X	X	X	—
Texas	X	X	X	X
Utah	X	X	—	X
Vermont	—	—	—	—
Virginia	X	X	—	X
Washington	X	X	—	X
West Virginia	X	X	—	X
Wisconsin	—	—	—	—
Wyoming	X	X	X	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C4. Who was involved in reviewing fairness in the development of the alternate assessment?

State	5. Outside experts	6. Special education teachers	7. General education teachers	8. Content specialists
Total	34	44	33	33
Percent	66.67	86.27	64.71	64.71
Alabama	X	—	—	—
Alaska	X	X	X	X
Arizona	X	X	—	—
Arkansas	—	X	X	X
California	X	X	X	X
Colorado	X	X	X	X
Connecticut	X	X	X	X
Delaware	—	—	—	—
District of Columbia	X	X	X	—
Florida	†	†	†	†
Georgia	X	X	X	—
Hawaii	X	X	X	X
Idaho	X	X	—	—
Illinois	X	X	X	X
Indiana	X	X	X	X
Iowa	—	X	—	X
Kansas	—	X	—	X
Kentucky	—	—	—	—
Louisiana	X	X	X	—
Maine	X	X	X	X
Maryland	—	—	—	—
Massachusetts	X	X	X	X
Michigan ¹	X / X	X / X	X / X	X / X
Minnesota	X	X	X	—
Mississippi	X	X	—	—
Missouri	—	X	X	X
Montana	—	X	—	—
Nebraska	X	X	X	X
Nevada	X	X	—	X
New Hampshire	X	X	X	X
New Jersey	X	X	—	X
New Mexico	X	X	X	X
New York	—	X	X	X
North Carolina	X	X	X	X
North Dakota	X	X	X	X

See notes at end of table.

C4. Who was involved in reviewing fairness in the development of the alternate assessment?

State	5. Outside experts	6. Special education teachers	7. General education teachers	8. Content specialists
Ohio	X	X	X	X
Oklahoma	X	X	X	X
Oregon	—	—	—	—
Pennsylvania	X	X	—	X
Rhode Island	—	X	X	—
South Carolina	—	X	X	X
South Dakota	X	X	X	X
Tennessee	X	X	X	X
Texas	X	X	X	X
Utah	—	X	—	—
Vermont	—	X	X	—
Virginia	—	X	X	X
Washington	X	X	X	X
West Virginia	X	X	—	X
Wisconsin	—	—	—	—
Wyoming	X	X	X	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C4. Who was involved in reviewing fairness in the development of the alternate assessment?

State	9. School psychologists/counselors	10. School/district/ state administrators	11. Parents	12. Other
Total	6	17	33	5
Percent	11.76	33.33	64.71	9.80
Alabama	—	—	—	—
Alaska	—	—	X	—
Arizona	X	X	—	—
Arkansas	—	—	—	X
California	—	X	—	—
Colorado	—	—	—	—
Connecticut	—	X	X	—
Delaware	—	—	—	—
District of Columbia	—	X	—	—
Florida	†	†	†	†
Georgia	—	—	X	—
Hawaii	—	—	X	—
Idaho	—	—	X	—
Illinois	—	—	X	—
Indiana	—	—	X	—
Iowa	—	—	—	—
Kansas	—	—	—	—
Kentucky	—	—	—	—
Louisiana	—	—	X	—
Maine	—	—	X	—
Maryland	—	—	—	—
Massachusetts	—	—	X	—
Michigan ¹	— / —	— / —	X / X	X / X
Minnesota	—	—	X	—
Mississippi	—	—	X	—
Missouri	—	X	X	—
Montana	—	—	X	—
Nebraska	X	X	X	—
Nevada	—	—	X	—
New Hampshire	—	—	X	—
New Jersey	X	—	X	—
New Mexico	—	X	X	—
New York	—	—	—	—
North Carolina	—	—	—	—
North Dakota	—	X	X	X

See notes at end of table.

C4. Who was involved in reviewing fairness in the development of the alternate assessment?

State	9. School psychologists/counselors	10. School/district/ state administrators	11. Parents	12. Other
Ohio	—	—	X	—
Oklahoma	X	X	X	—
Oregon	—	—	—	—
Pennsylvania	—	X	—	—
Rhode Island	—	X	X	—
South Carolina	—	X	X	—
South Dakota	—	—	X	—
Tennessee	—	—	X	—
Texas	X	X	X	—
Utah	—	—	X	—
Vermont	—	X	X	X
Virginia	—	—	—	—
Washington	—	X	X	—
West Virginia	—	X	X	X
Wisconsin	—	—	—	—
Wyoming	X	X	X	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C4. Who was involved in reviewing fairness in the development of the alternate assessment?

State	13. State did not address fairness
Total	3
Percent	5.88
Alabama	—
Alaska	—
Arizona	—
Arkansas	—
California	—
Colorado	—
Connecticut	—
Delaware	X
District of Columbia	—
Florida	†
Georgia	—
Hawaii	—
Idaho	—
Illinois	—
Indiana	—
Iowa	—
Kansas	—
Kentucky	—
Louisiana	—
Maine	—
Maryland	X
Massachusetts	—
Michigan ¹	— / —
Minnesota	—
Mississippi	—
Missouri	—
Montana	—
Nebraska	—
Nevada	—
New Hampshire	—
New Jersey	—
New Mexico	—
New York	—
North Carolina	—
North Dakota	—

See notes at end of table.

C4. Who was involved in reviewing fairness in the development of the alternate assessment?

State	13. State did not address fairness
Ohio	—
Oklahoma	—
Oregon	—
Pennsylvania	—
Rhode Island	—
South Carolina	—
South Dakota	—
Tennessee	—
Texas	—
Utah	—
Vermont	—
Virginia	—
Washington	—
West Virginia	—
Wisconsin	X
Wyoming	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C5. Did the state document the validity of the alternate assessment in terms of scoring and reporting structures consistent with the subdomain structures of its content standards?

State	1. Yes, with evidence provided to the research team (Scoring and reporting documents)	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. No
Total	18	3	29
Percent	35.29	5.88	56.86
Alabama	—	—	X
Alaska	—	—	X
Arizona	X	—	—
Arkansas	—	—	X
California	—	—	X
Colorado	X	—	—
Connecticut	X	—	—
Delaware	—	—	X
District of Columbia	—	—	X
Florida	†	†	†
Georgia	—	—	X
Hawaii	X	—	—
Idaho	—	—	X
Illinois	X	—	—
Indiana	X	—	—
Iowa	—	X	—
Kansas	X	—	—
Kentucky	—	—	X
Louisiana	X	—	—
Maine	—	—	X
Maryland	X	—	—
Massachusetts	X	—	—
Michigan ¹	X / X	— / —	— / —
Minnesota	X	—	—
Mississippi	—	—	X
Missouri	—	—	X
Montana	—	—	X
Nebraska	—	—	X
Nevada	X	—	—
New Hampshire	—	—	X
New Jersey	—	X	—
New Mexico	—	—	X
New York	—	—	X
North Carolina	—	—	X
North Dakota	—	—	X

See notes at end of table.

C5. Did the state document the validity of the alternate assessment in terms of scoring and reporting structures consistent with the subdomain structures of its content standards?

State	1. Yes, with evidence provided to the research team (Scoring and reporting documents)	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. No
Ohio	X	—	—
Oklahoma	—	—	X
Oregon	X	—	—
Pennsylvania	—	—	X
Rhode Island	—	—	X
South Carolina	X	—	—
South Dakota	—	—	X
Tennessee	X	—	—
Texas	X	—	—
Utah	—	—	X
Vermont	—	—	X
Virginia	—	—	X
Washington	—	X	—
West Virginia	—	—	X
Wisconsin	—	—	X
Wyoming	—	—	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C6. Did the state document the validity of the alternate assessment in terms of test and item scores related to internal or external variables as intended?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Committee process or internal review)	4. No
Total	21	4	1	24
Percent	41.18	7.84	1.96	47.06
Alabama	—	—	—	X
Alaska	—	X	—	—
Arizona	X	—	—	—
Arkansas	—	—	—	X
California	X	—	—	—
Colorado	X	—	—	—
Connecticut	—	—	—	X
Delaware	—	—	—	X
District of Columbia	X	—	—	—
Florida	†	†	†	†
Georgia	—	—	—	X
Hawaii	X	—	—	—
Idaho	X	—	—	—
Illinois	—	—	—	X
Indiana	—	—	—	X
Iowa	—	—	—	X
Kansas	—	—	—	X
Kentucky	—	—	—	X
Louisiana	X	—	—	—
Maine	—	X	—	—
Maryland	—	—	—	X
Massachusetts	X	—	—	—
Michigan ¹	X / X	— / —	— / —	— / —
Minnesota	X	—	—	—
Mississippi	X	—	—	—
Missouri	—	—	—	X
Montana	X	—	—	—
Nebraska	—	—	—	X
Nevada	—	—	—	X
New Hampshire	—	—	—	X
New Jersey	X	—	—	—
New Mexico	X	—	—	—
New York	—	—	—	X
North Carolina	—	X	—	—
North Dakota	—	—	X	—

See notes at end of table.

C6. Did the state document the validity of the alternate assessment in terms of test and item scores related to internal or external variables as intended?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Committee process or internal review)	4. No
Ohio	X	—	—	—
Oklahoma	—	—	—	X
Oregon	—	—	—	X
Pennsylvania	—	—	—	X
Rhode Island	—	—	—	X
South Carolina	X	—	—	—
South Dakota	—	X	—	—
Tennessee	—	—	—	X
Texas	—	—	—	X
Utah	—	—	—	X
Vermont	X	—	—	—
Virginia	—	—	—	X
Washington	X	—	—	—
West Virginia	X	—	—	—
Wisconsin	X	—	—	—
Wyoming	X	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C7. What evidence supported the validity argument in terms of test and item scores related to internal or external variables as intended?

State	1. Correlational study	a. Internal item-to-item analysis	b. Correlational analysis using external measures	2. Other type of analysis
Total	18	7	5	7
Percent	85.71	33.33	23.81	33.33
Alabama	†	†	†	†
Alaska	†	†	†	†
Arizona	X	—	X	—
Arkansas	†	†	†	†
California	X	—	—	—
Colorado	X	X	—	—
Connecticut	†	†	†	†
Delaware	†	†	†	†
District of Columbia	X	X	—	—
Florida	†	†	†	†
Georgia	†	†	†	†
Hawaii	X	—	X	—
Idaho	X	—	X	X
Illinois	†	†	†	†
Indiana	†	†	†	†
Iowa	†	†	†	†
Kansas	†	†	†	†
Kentucky	†	†	†	†
Louisiana	—	—	—	X
Maine	†	†	†	†
Maryland	†	†	†	†
Massachusetts	—	—	—	X
Michigan ¹	X / X	X / X	— / —	— / —
Minnesota	X	—	—	—
Mississippi	X	—	X	—
Missouri	†	†	†	†
Montana	X	X	—	—
Nebraska	†	†	†	†
Nevada	†	†	†	†
New Hampshire	†	†	†	†
New Jersey	X	X	—	—
New Mexico	X	X	—	—
New York	†	†	†	†
North Carolina	†	†	†	†
North Dakota	†	†	†	†

See notes at end of table.

C7. What evidence supported the validity argument in terms of test and item scores related to internal or external variables as intended?

State	1. Correlational study	a. Internal item-to-item analysis	b. Correlational analysis using external measures	2. Other type of analysis
Ohio	X	—	—	—
Oklahoma	†	†	†	†
Oregon	†	†	†	†
Pennsylvania	†	†	†	†
Rhode Island	†	†	†	†
South Carolina	X	X	—	—
South Dakota	†	†	†	†
Tennessee	†	†	†	†
Texas	†	†	†	†
Utah	†	†	†	†
Vermont	—	—	—	X
Virginia	†	†	†	†
Washington	X	—	—	X
West Virginia	X	—	—	X
Wisconsin	X	—	X	X
Wyoming	X	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment or was not asked to respond to this item.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (21) that were asked to respond to this item.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C8. Did the state document the validity of the alternate assessment in terms of purposes of the assessment, delineating the types of uses and decisions most appropriate and the assessment results consistent with the purposes?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Total	17	10	12	12
Percent	33.33	19.61	23.53	23.53
Alabama	—	X	—	—
Alaska	—	X	—	—
Arizona	X	—	—	—
Arkansas	—	X	—	—
California	—	—	—	X
Colorado	X	—	—	—
Connecticut	—	—	X	—
Delaware	—	—	—	X
District of Columbia	—	X	—	—
Florida	†	†	†	†
Georgia	—	X	—	—
Hawaii	X	—	—	—
Idaho	X	—	—	—
Illinois	—	—	—	X
Indiana	—	—	X	—
Iowa	—	—	—	X
Kansas	X	—	—	—
Kentucky	—	—	—	X
Louisiana	X	—	—	—
Maine	—	—	X	—
Maryland	X	—	—	—
Massachusetts	X	—	—	—
Michigan ¹	— / —	— / X	X / —	— / —
Minnesota	—	—	—	X
Mississippi	X	—	—	—
Missouri	X	—	—	—
Montana	X	—	—	—
Nebraska	—	—	X	—
Nevada	X	—	—	—
New Hampshire	—	—	X	—
New Jersey	—	—	X	—
New Mexico	X	—	—	—
New York	X	—	—	—
North Carolina	—	X	—	—
North Dakota	—	—	X	—

See notes at end of table.

C8. Did the state document the validity of the alternate assessment in terms of purposes of the assessment, delineating the types of uses and decisions most appropriate and the assessment results consistent with the purposes?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Ohio	—	—	X	—
Oklahoma	—	—	—	X
Oregon	—	—	—	X
Pennsylvania	—	—	X	—
Rhode Island	—	—	—	X
South Carolina	X	—	—	—
South Dakota	X	—	—	—
Tennessee	—	—	—	X
Texas	—	—	—	X
Utah	—	X	—	—
Vermont	X	—	—	—
Virginia	—	—	—	X
Washington	—	X	—	—
West Virginia	—	X	—	—
Wisconsin	—	—	X	—
Wyoming	—	—	X	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C9. What evidence supported the validity of the alternate assessment in terms of purposes of the assessment, delineating the types of uses and decisions most appropriate and the assessment results consistent with the purposes?

State	1. Survey	2. Alignment study	3. Field tests/pilot tests	4. Construct validity analysis
Total	8	5	1	7
Percent	47.06	29.41	5.88	41.18
Alabama	†	†	†	†
Alaska	†	†	†	†
Arizona	—	X	—	—
Arkansas	†	†	†	†
California	†	†	†	†
Colorado	X	—	—	—
Connecticut	†	†	†	†
Delaware	†	†	†	†
District of Columbia	†	†	†	†
Florida	†	†	†	†
Georgia	†	†	†	†
Hawaii	X	—	—	—
Idaho	X	X	—	—
Illinois	†	†	†	†
Indiana	†	†	†	†
Iowa	†	†	†	†
Kansas	—	—	—	X
Kentucky	†	†	†	†
Louisiana	—	—	—	X
Maine	†	†	†	†
Maryland	X	—	—	—
Massachusetts	X	—	X	X
Michigan ¹	† / †	† / †	† / †	† / †
Minnesota	†	†	†	†
Mississippi	—	X	—	X
Missouri	—	—	—	X
Montana	—	—	—	X
Nebraska	†	†	†	†
Nevada	X	—	—	—
New Hampshire	†	†	†	†
New Jersey	†	†	†	†
New Mexico	—	—	—	—
New York	X	—	—	—
North Carolina	†	†	†	†
North Dakota	†	†	†	†

See notes at end of table.

C9. What evidence supported the validity of the alternate assessment in terms of purposes of the assessment, delineating the types of uses and decisions most appropriate and the assessment results consistent with the purposes?

State	1. Survey	2. Alignment study	3. Field tests/pilot tests	4. Construct validity analysis
Ohio	†	†	†	†
Oklahoma	†	†	†	†
Oregon	†	†	†	†
Pennsylvania	†	†	†	†
Rhode Island	†	†	†	†
South Carolina	—	X	—	X
South Dakota	—	X	—	—
Tennessee	†	†	†	†
Texas	†	†	†	†
Utah	†	†	†	†
Vermont	X	—	—	—
Virginia	†	†	†	†
Washington	†	†	†	†
West Virginia	†	†	†	†
Wisconsin	†	†	†	†
Wyoming	†	†	†	†

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment or was not asked to respond to this item.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (17) that were asked to respond to this item.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C9. What evidence supported the validity of the alternate assessment in terms of purposes of the assessment delineating the types of uses and decisions most appropriate and the assessment results consistent with the purposes?

State	5. Analytic review of outcomes	6. State monitoring/ program review
Total	3	2
Percent	17.65	11.76
Alabama	†	†
Alaska	†	†
Arizona	—	—
Arkansas	†	†
California	†	†
Colorado	—	—
Connecticut	†	†
Delaware	†	†
District of Columbia	†	†
Florida	†	†
Georgia	†	†
Hawaii	—	—
Idaho	X	—
Illinois	†	†
Indiana	†	†
Iowa	†	†
Kansas	—	—
Kentucky	†	
Louisiana	X	—
Maine	†	†
Maryland	—	—
Massachusetts	X	X
Michigan ¹	† / †	† / †
Minnesota	†	†
Mississippi	—	—
Missouri	—	—
Montana	—	—
Nebraska	†	†
Nevada	—	—
New Hampshire	†	†
New Jersey	†	†
New Mexico	—	X
New York	—	—
North Carolina	†	†
North Dakota	†	†

See notes at end of table.

C9. What evidence supported the validity of the alternate assessment in terms of purposes of the assessment delineating the types of uses and decisions most appropriate and the assessment results consistent with the purposes?

State	5. Analytic review of outcomes	6. State monitoring/ program review
Ohio	†	†
Oklahoma	†	†
Oregon	†	†
Pennsylvania	†	†
Rhode Island	†	†
South Carolina	—	—
South Dakota	—	—
Tennessee	†	†
Texas	†	†
Utah	†	†
Vermont	—	—
Virginia	†	†
Washington	†	†
West Virginia	†	†
Wisconsin	†	†
Wyoming	†	†

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment or was not asked to respond to this item.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (17) that were asked to respond to this item.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C10. Did the state document the validity of the alternate assessment in terms of the assessment system's producing intended and/or unintended consequences?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Total	22	8	2	18
Percent	43.14	15.69	3.92	35.29
Alabama	—	X	—	—
Alaska	X	—	—	—
Arizona	X	—	—	—
Arkansas	—	—	—	X
California	—	—	—	X
Colorado	X	—	—	—
Connecticut	—	X	—	—
Delaware	X	—	—	—
District of Columbia	—	—	—	X
Florida	†	†	†	†
Georgia	X	—	—	—
Hawaii	X	—	—	—
Idaho	X	—	—	—
Illinois	—	—	—	X
Indiana	X	—	—	—
Iowa	X	—	—	—
Kansas	—	—	—	X
Kentucky	—	—	—	X
Louisiana	—	—	—	X
Maine	—	—	—	X
Maryland	—	—	—	X
Massachusetts	X	—	—	—
Michigan ¹	— / —	— / —	— / —	X / X
Minnesota	—	—	—	X
Mississippi	X	—	—	—
Missouri	—	X	—	—
Montana	—	—	—	X
Nebraska	—	—	—	X
Nevada	X	—	—	—
New Hampshire	X	—	—	—
New Jersey	—	X	—	—
New Mexico	X	—	—	—
New York	X	—	—	—
North Carolina	—	X	—	—
North Dakota	—	—	X	—

See notes at end of table.

C10. Did the state document the validity of the alternate assessment in terms of the assessment system's producing intended and/or unintended consequences?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Ohio	—	X	—	—
Oklahoma	—	—	—	X
Oregon	X	—	—	—
Pennsylvania	X	—	—	—
Rhode Island	X	—	—	—
South Carolina	—	—	—	X
South Dakota	X	—	—	—
Tennessee	—	—	—	X
Texas	—	X	—	—
Utah	—	—	X	—
Vermont	X	—	—	—
Virginia	—	—	—	X
Washington	—	—	—	X
West Virginia	—	X	—	—
Wisconsin	X	—	—	—
Wyoming	X	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C11. What evidence supported the validity argument in terms of the assessment system's producing intended and/or unintended consequences?

State	1. Survey	2. Public reports	3. Other post hoc data collection/analysis
Total	16	5	9
Percent	72.73	22.73	40.91
Alabama	†	†	†
Alaska	X	—	—
Arizona	X	—	—
Arkansas	†	†	†
California	†	†	†
Colorado	X	—	—
Connecticut	†	†	†
Delaware	X	—	—
District of Columbia	†	†	†
Florida	†	†	†
Georgia	—	—	X
Hawaii	X	—	—
Idaho	X	—	X
Illinois	†	†	†
Indiana	X	—	—
Iowa	X	—	—
Kansas	†	†	†
Kentucky	†	†	†
Louisiana	†	†	†
Maine	†	†	†
Maryland	†	†	†
Massachusetts	—	X	X
Michigan ¹	† / †	† / †	† / †
Minnesota	†	†	†
Mississippi	X	—	—
Missouri	†	†	†
Montana	†	†	†
Nebraska	†	†	†
Nevada	X	X	—
New Hampshire	X	—	—
New Jersey	†	†	†
New Mexico	—	—	X
New York	X	—	X
North Carolina	†	†	†
North Dakota	†	†	†

See notes at end of table.

C11. What evidence supported the validity argument in terms of the assessment system's producing intended and/or unintended consequences?

State	1. Survey	2. Public reports	3. Other post hoc data collection/analysis
Ohio	†	†	†
Oklahoma	†	†	†
Oregon	—	X	X
Pennsylvania	X	—	—
Rhode Island	X	X	X
South Carolina	†	†	†
South Dakota	—	—	X
Tennessee	†	†	†
Texas	†	†	†
Utah	†	†	†
Vermont	—	X	—
Virginia	†	†	†
Washington	†	†	†
West Virginia	†	†	†
Wisconsin	X	—	X
Wyoming	X	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment or was not asked to respond to this item.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTES: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (22) that were asked to respond to this item.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C12. Did the state document the validity of the alternate assessment in terms of measurement of construct relevance?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Total	30	6	9	5
Percent	58.82	11.76	17.65	9.80
Alabama	—	X	—	—
Alaska	—	X	—	—
Arizona	X	—	—	—
Arkansas	X	—	—	—
California	X	—	—	—
Colorado	X	—	—	—
Connecticut	X	—	—	—
Delaware	—	—	X	—
District of Columbia	X	—	—	—
Florida	†	†	†	†
Georgia	X	—	—	—
Hawaii	X	—	—	—
Idaho	X	—	—	—
Illinois	—	—	—	X
Indiana	—	—	X	—
Iowa	—	—	X	—
Kansas	X	—	—	—
Kentucky	X	—	—	—
Louisiana	X	—	—	—
Maine	X	—	—	—
Maryland	X	—	—	—
Massachusetts	X	—	—	—
Michigan ¹	X / X	— / —	— / —	— / —
Minnesota	X	—	—	—
Mississippi	X	—	—	—
Missouri	X	—	—	—
Montana	—	—	—	X
Nebraska	—	—	X	—
Nevada	X	—	—	—
New Hampshire	X	—	—	—
New Jersey	—	—	X	—
New Mexico	X	—	—	—
New York	—	X	—	—
North Carolina	—	X	—	—
North Dakota	—	—	X	—

See notes at end of table.

C12. Did the state document the validity of the alternate assessment in terms of measurement of construct relevance?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Ohio	X	—	—	—
Oklahoma	—	—	—	X
Oregon	—	—	—	X
Pennsylvania	—	—	X	—
Rhode Island	X	—	—	—
South Carolina	X	—	—	—
South Dakota	—	X	—	—
Tennessee	—	X	—	—
Texas	—	—	—	X
Utah	—	—	X	—
Vermont	X	—	—	—
Virginia	—	—	X	—
Washington	X	—	—	—
West Virginia	X	—	—	—
Wisconsin	X	—	—	—
Wyoming	X	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C13. What evidence supported the validity argument in terms of measurement of construct relevance?

State	1. Statistical analyses	2. Construct analyses
Total	13	25
Percent	43.33	83.33
Alabama	†	†
Alaska	†	†
Arizona	X	—
Arkansas	—	X
California	—	X
Colorado	—	X
Connecticut	—	X
Delaware	†	†
District of Columbia	—	X
Florida	†	†
Georgia	—	X
Hawaii	X	X
Idaho	X	X
Illinois	†	†
Indiana	†	†
Iowa	†	†
Kansas	—	X
Kentucky	X	X
Louisiana	—	X
Maine	—	X
Maryland	—	X
Massachusetts	—	X
Michigan ¹	— / X	X / —
Minnesota	—	X
Mississippi	X	—
Missouri	X	—
Montana	†	†
Nebraska	†	†
Nevada	—	X
New Hampshire	—	X
New Jersey	†	†
New Mexico	—	X
New York	†	†
North Carolina	†	†
North Dakota	†	†

See notes at end of table.

C13. What evidence supported the validity argument in terms of measurement of construct relevance?

State	1. Statistical analyses	2. Construct analyses
Ohio	X	—
Oklahoma	†	†
Oregon	†	†
Pennsylvania	†	†
Rhode Island	X	X
South Carolina	X	X
South Dakota	†	†
Tennessee	†	†
Texas	†	†
Utah	†	†
Vermont	—	X
Virginia	†	†
Washington	—	X
West Virginia	X	X
Wisconsin	X	—
Wyoming	X	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment or was not asked to respond to this item.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTES: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (30) that were asked to respond to this item.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C14. Did the state document the validity of the alternate assessment in terms of grade-level equating?

State	1. Yes, formal study conducted (Formal study or expert panel review)	2. Yes, but evidence was not provided (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Total	4	5	4	29
Percent	7.84	9.80	7.84	56.86
Alabama	—	—	—	X
Alaska	—	X	—	—
Arizona	—	—	—	X
Arkansas	—	—	—	—
California	—	—	X	—
Colorado	—	—	X	—
Connecticut	—	—	—	X
Delaware	—	—	—	—
District of Columbia	X	—	—	—
Florida	†	†	†	†
Georgia	—	—	—	X
Hawaii	—	—	—	—
Idaho	—	—	—	X
Illinois	—	—	—	X
Indiana	—	X	—	—
Iowa	—	X	—	—
Kansas	—	—	—	X
Kentucky	—	—	—	X
Louisiana	—	—	—	X
Maine	—	—	—	X
Maryland	—	—	—	X
Massachusetts	—	—	X	—
Michigan ¹	— / —	— / —	— / —	X / —
Minnesota	—	—	—	X
Mississippi	—	—	—	—
Missouri	—	—	—	X
Montana	—	—	—	X
Nebraska	—	—	—	X
Nevada	—	—	X	—
New Hampshire	—	—	—	X
New Jersey	—	—	—	—
New Mexico	X	—	—	—
New York	—	—	—	—
North Carolina	—	X	—	—
North Dakota	—	—	—	X

See notes at end of table.

C14. Did the state document the validity of the alternate assessment in terms of grade-level equating?

State	1. Yes, formal study conducted (Formal study or expert panel review)	2. Yes, but evidence was not provided (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Ohio	—	—	—	X
Oklahoma	—	—	—	X
Oregon	—	—	—	X
Pennsylvania	X	—	—	—
Rhode Island	—	—	—	—
South Carolina	—	—	—	X
South Dakota	X	—	—	—
Tennessee	—	X	—	—
Texas	—	—	—	X
Utah	—	—	—	X
Vermont	—	—	—	—
Virginia	—	—	—	X
Washington	—	—	—	X
West Virginia	—	—	—	X
Wisconsin	—	—	—	X
Wyoming	—	—	—	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C14. Did the state document the validity of the alternate assessment in terms of grade-level equating?

State	5. Not appropriate for this type of assessment
Total	9
Percent	17.65
Alabama	—
Alaska	—
Arizona	—
Arkansas	X
California	—
Colorado	—
Connecticut	—
Delaware	X
District of Columbia	—
Florida	†
Georgia	—
Hawaii	X
Idaho	—
Illinois	—
Indiana	—
Iowa	—
Kansas	—
Kentucky	—
Louisiana	—
Maine	—
Maryland	—
Massachusetts	—
Michigan ¹	— / X
Minnesota	—
Mississippi	X
Missouri	—
Montana	—
Nebraska	—
Nevada	—
New Hampshire	—
New Jersey	X
New Mexico	—
New York	X
North Carolina	—
North Dakota	—

See notes at end of table.

C14. Did the state document the validity of the alternate assessment in terms of grade-level equating?

State	5. Not appropriate for this type of assessment
Ohio	—
Oklahoma	—
Oregon	—
Pennsylvania	—
Rhode Island	X
South Carolina	—
South Dakota	—
Tennessee	—
Texas	—
Utah	—
Vermont	X
Virginia	—
Washington	—
West Virginia	—
Wisconsin	—
Wyoming	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C15. Had the state content standards been extended or adapted to provide access for students with significant cognitive disabilities?

State	1. Yes
Total	45
Percent	88.24
Alabama	X
Alaska	X
Arizona	X
Arkansas	X
California	X
Colorado	X
Connecticut	X
Delaware	X
District of Columbia	X
Florida	—
Georgia	—
Hawaii	X
Idaho	X
Illinois	X
Indiana	X
Iowa	—
Kansas	X
Kentucky	X
Louisiana	X
Maine	X
Maryland	—
Massachusetts	X
Michigan ¹	X / X
Minnesota	X
Mississippi	X
Missouri	X
Montana	X
Nebraska	X
Nevada	X
New Hampshire	X
New Jersey	—
New Mexico	X
New York	X
North Carolina	X
North Dakota	—

See notes at end of table.

C15. Had the state content standards been extended or adapted to provide access for students with significant cognitive disabilities?

State	1. Yes
Ohio	X
Oklahoma	X
Oregon	X
Pennsylvania	X
Rhode Island	X
South Carolina	X
South Dakota	X
Tennessee	X
Texas	X
Utah	X
Vermont	X
Virginia	X
Washington	X
West Virginia	X
Wisconsin	X
Wyoming	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C16. How did the extended content standards map to the state content standards?

State	1. General link to state content standards	2. Grade or grade span	3. Expanded benchmarks	4. Alternate indicators or tasks
Total	37	34	33	22
Percent	82.22	75.56	73.33	48.89
Alabama	X	X	X	—
Alaska	X	X	X	—
Arizona	X	X	X	—
Arkansas	X	X	X	X
California	X	—	—	—
Colorado	X	—	X	X
Connecticut	—	—	X	—
Delaware	X	X	—	X
District of Columbia	X	X	X	X
Florida	†	†	†	†
Georgia	†	†	†	†
Hawaii	X	X	X	X
Idaho	—	X	X	—
Illinois	—	—	—	X
Indiana	X	X	X	X
Iowa	†	†	†	†
Kansas	X	X	X	X
Kentucky	—	X	X	—
Louisiana	X	—	—	—
Maine	X	X	—	X
Maryland	†	†	†	†
Massachusetts	X	X	X	X
Michigan ¹	X / X	X / X	X / X	X / X
Minnesota	X	X	X	—
Mississippi	X	—	—	—
Missouri	—	—	X	X
Montana	—	X	X	—
Nebraska	X	—	—	—
Nevada	X	X	X	X
New Hampshire	X	—	—	—
New Jersey	†	†	†	†
New Mexico	X	X	X	—
New York	X	X	X	X
North Carolina	X	X	—	—
North Dakota	†	†	†	†

See notes at end of table.

C16. How did the extended content standards map to the state content standards?

State	1. General link to state content standards	2. Grade or grade span	3. Expanded benchmarks	4. Alternate indicators or tasks
Ohio	—	X	X	X
Oklahoma	X	X	X	—
Oregon	X	X	X	X
Pennsylvania	X	X	X	X
Rhode Island	X	X	X	X
South Carolina	X	X	X	—
South Dakota	X	X	X	X
Tennessee	X	X	X	X
Texas	X	X	X	—
Utah	X	—	—	—
Vermont	—	X	X	—
Virginia	X	—	—	—
Washington	X	X	—	—
West Virginia	X	X	X	X
Wisconsin	X	X	X	—
Wyoming	X	X	X	X

— No.

X Yes.

† Not applicable. State did not have extended content standards.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (45) that were asked to respond to this item.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C17. Did the state document the reliability of the alternate assessment in terms of variability across groups?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Total	15	6	1	17
Percent	29.41	11.76	1.96	33.33
Alabama	—	X	—	—
Alaska	X	—	—	—
Arizona	X	—	—	—
Arkansas	—	—	—	X
California	X	—	—	—
Colorado	—	—	—	X
Connecticut	X	—	—	—
Delaware	—	—	—	X
District of Columbia	—	—	—	X
Florida	†	†	†	†
Georgia	—	X	—	—
Hawaii	—	—	—	X
Idaho	X	—	—	—
Illinois	—	—	—	X
Indiana	—	—	—	—
Iowa	—	X	—	—
Kansas	—	—	—	X
Kentucky	—	—	—	X
Louisiana	X	—	—	—
Maine	—	—	X	—
Maryland	—	—	—	—
Massachusetts	—	—	—	—
Michigan ¹	X / X	— / —	— / —	— / —
Minnesota	—	—	—	—
Mississippi	X	—	—	—
Missouri	—	—	—	—
Montana	—	—	—	X
Nebraska	—	—	—	X
Nevada	—	—	—	X
New Hampshire	X	—	—	—
New Jersey	—	X	—	—
New Mexico	X	—	—	—
New York	—	—	—	X
North Carolina	—	X	—	—
North Dakota	X	—	—	—

See notes at end of table.

C17. Did the state document the reliability of the alternate assessment in terms of variability across groups?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Ohio	X	—	—	—
Oklahoma	—	—	—	X
Oregon	—	—	—	—
Pennsylvania	—	—	—	X
Rhode Island	—	—	—	—
South Carolina	X	—	—	—
South Dakota	—	—	—	—
Tennessee	—	—	—	X
Texas	—	—	—	X
Utah	X	—	—	—
Vermont	—	—	—	—
Virginia	—	—	—	X
Washington	—	X	—	—
West Virginia	X	—	—	—
Wisconsin	—	—	—	—
Wyoming	—	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C17. Did the state document the reliability of the alternate assessment in terms of variability across groups?

State	5. Not appropriate for this type of assessment
Total	11
Percent	21.57
Alabama	—
Alaska	—
Arizona	—
Arkansas	—
California	—
Colorado	—
Connecticut	—
Delaware	—
District of Columbia	—
Florida	†
Georgia	—
Hawaii	—
Idaho	—
Illinois	—
Indiana	X
Iowa	—
Kansas	—
Kentucky	—
Louisiana	—
Maine	—
Maryland	X
Massachusetts	X
Michigan ¹	— / —
Minnesota	X
Mississippi	—
Missouri	X
Montana	—
Nebraska	—
Nevada	—
New Hampshire	—
New Jersey	—
New Mexico	—
New York	—
North Carolina	—
North Dakota	—

See notes at end of table.

C17. Did the state document the reliability of the alternate assessment in terms of variability across groups?

State	5. Not appropriate for this type of assessment
Ohio	—
Oklahoma	—
Oregon	X
Pennsylvania	—
Rhode Island	X
South Carolina	—
South Dakota	X
Tennessee	—
Texas	—
Utah	—
Vermont	X
Virginia	—
Washington	—
West Virginia	—
Wisconsin	X
Wyoming	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C18. What evidence supported the reliability argument in terms of variability across groups?

State	1. NCLB group statistical analyses conducted	2. Review of disability group results
Total	14	4
Percent	93.33	26.67
Alabama	†	†
Alaska	X	—
Arizona	X	—
Arkansas	†	†
California	X	X
Colorado	†	†
Connecticut	X	—
Delaware	†	†
District of Columbia	†	†
Florida	†	†
Georgia	†	†
Hawaii	†	†
Idaho	X	X
Illinois	†	†
Indiana	†	†
Iowa	†	†
Kansas	†	†
Kentucky	†	†
Louisiana	—	X
Maine	†	†
Maryland	†	†
Massachusetts	†	†
Michigan ¹	X / X	— / —
Minnesota	†	†
Mississippi	X	—
Missouri	†	†
Montana	†	†
Nebraska	†	†
Nevada	†	†
New Hampshire	X	—
New Jersey	†	†
New Mexico	X	—
New York	†	†
North Carolina	†	†
North Dakota	X	—

See notes at end of table.

C18. What evidence supported the reliability argument in terms of variability across groups?

State	1. NCLB group statistical analyses conducted	2. Review of disability group results
Ohio	X	—
Oklahoma	†	†
Oregon	†	†
Pennsylvania	†	†
Rhode Island	†	†
South Carolina	X	X
South Dakota	†	†
Tennessee	†	†
Texas	†	†
Utah	X	—
Vermont	†	†
Virginia	†	†
Washington	†	†
West Virginia	X	—
Wisconsin	†	†
Wyoming	†	†

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment or was not asked to respond to this item.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (15) that were asked to respond to this item.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C19. Did the state document the reliability of the alternate assessment in terms of internal consistency of item responses?

State	1. Yes, formal study conducted (Formal study or expert panel review)	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Total	21	4	0	16
Percent	41.18	7.84	0.00	31.37
Alabama	—	X	—	—
Alaska	—	X	—	—
Arizona	X	—	—	—
Arkansas	—	—	—	—
California	X	—	—	—
Colorado	X	—	—	—
Connecticut	X	—	—	—
Delaware	—	—	—	—
District of Columbia	—	—	—	X
Florida	†	†	†	†
Georgia	X	—	—	—
Hawaii	X	—	—	—
Idaho	X	—	—	—
Illinois	X	—	—	—
Indiana	—	—	—	X
Iowa	X	—	—	—
Kansas	—	—	—	—
Kentucky	—	—	—	X
Louisiana	X	—	—	—
Maine	—	—	—	X
Maryland	—	—	—	—
Massachusetts	—	—	—	—
Michigan ¹	X / —	— / —	— / —	— / X
Minnesota	X	—	—	—
Mississippi	X	—	—	—
Missouri	—	—	—	X
Montana	X	—	—	—
Nebraska	—	—	—	X
Nevada	—	—	—	X
New Hampshire	—	—	—	X
New Jersey	—	—	—	—
New Mexico	X	—	—	—
New York	X	—	—	—
North Carolina	—	X	—	—
North Dakota	—	—	—	X

See notes at end of table.

C19. Did the state document the reliability of the alternate assessment in terms of internal consistency of item responses?

State	1. Yes, formal study conducted (Formal study or expert panel review)	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Ohio	X	—	—	—
Oklahoma	—	—	—	X
Oregon	—	—	—	X
Pennsylvania	X	—	—	—
Rhode Island	—	—	—	—
South Carolina	X	—	—	—
South Dakota	—	X	—	—
Tennessee	—	—	—	X
Texas	—	—	—	—
Utah	—	—	—	X
Vermont	—	—	—	—
Virginia	—	—	—	—
Washington	—	—	—	X
West Virginia	—	—	—	X
Wisconsin	X	—	—	—
Wyoming	X	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C19. Did the state document the reliability of the alternate assessment in terms of internal consistency of item responses?

State	5. Not appropriate for this type of assessment
Total	10
Percent	19.61
Alabama	—
Alaska	—
Arizona	—
Arkansas	X
California	—
Colorado	—
Connecticut	—
Delaware	X
District of Columbia	—
Florida	†
Georgia	—
Hawaii	—
Idaho	—
Illinois	—
Indiana	—
Iowa	—
Kansas	X
Kentucky	—
Louisiana	—
Maine	—
Maryland	X
Massachusetts	X
Michigan ¹	— / —
Minnesota	—
Mississippi	—
Missouri	—
Montana	—
Nebraska	—
Nevada	—
New Hampshire	—
New Jersey	X
New Mexico	—
New York	—
North Carolina	—
North Dakota	—

See notes at end of table.

C19. Did the state document the reliability of the alternate assessment in terms of internal consistency of item responses?

State	5. Not appropriate for this type of assessment
Ohio	—
Oklahoma	—
Oregon	—
Pennsylvania	—
Rhode Island	X
South Carolina	—
South Dakota	—
Tennessee	—
Texas	X
Utah	—
Vermont	X
Virginia	X
Washington	—
West Virginia	—
Wisconsin	—
Wyoming	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C20. Did the state document the reliability of the alternate assessment in terms of interrater consistency in scoring?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Training documents or anecdotal)	4. No
Total	38	4	4	5
Percent	74.51	7.84	7.84	9.80
Alabama	—	X	—	—
Alaska	—	—	—	X
Arizona	—	—	—	X
Arkansas	—	—	X	—
California	X	—	—	—
Colorado	X	—	—	—
Connecticut	X	—	—	—
Delaware	X	—	—	—
District of Columbia	X	—	—	—
Florida	†	†	†	†
Georgia	X	—	—	—
Hawaii	X	—	—	—
Idaho	X	—	—	—
Illinois	X	—	—	—
Indiana	X	—	—	—
Iowa	X	—	—	—
Kansas	X	—	—	—
Kentucky	X	—	—	—
Louisiana	X	—	—	—
Maine	X	—	—	—
Maryland	X	—	—	—
Massachusetts	X	—	—	—
Michigan ¹	— / X	— / —	— / —	X / —
Minnesota	X	—	—	—
Mississippi	X	—	—	—
Missouri	X	—	—	—
Montana	—	X	—	—
Nebraska	X	—	—	—
Nevada	X	—	—	—
New Hampshire	X	—	—	—
New Jersey	—	X	—	—
New Mexico	X	—	—	—
New York	X	—	—	—
North Carolina	—	—	X	—
North Dakota	—	—	—	X

See notes at end of table.

C20. Did the state document the reliability of the alternate assessment in terms of interrater consistency in scoring?

State	1. Yes, formal study conducted	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Training documents or anecdotal)	4. No
Ohio	X	—	—	—
Oklahoma	—	—	X	—
Oregon	—	—	—	X
Pennsylvania	X	—	—	—
Rhode Island	X	—	—	—
South Carolina	X	—	—	—
South Dakota	—	—	X	—
Tennessee	X	—	—	—
Texas	—	X	—	—
Utah	X	—	—	—
Vermont	X	—	—	—
Virginia	X	—	—	—
Washington	X	—	—	—
West Virginia	X	—	—	—
Wisconsin	X	—	—	—
Wyoming	X	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C21. What evidence supported the reliability argument in terms of interrater consistency in scoring?

State	1. Statistical analysis conducted as part of training	2. Statistical analysis conducted as part of actual scoring
Total	10	34
Percent	25.64	89.47
Alabama	†	†
Alaska	†	†
Arizona	†	†
Arkansas	†	†
California	—	X
Colorado	—	X
Connecticut	X	—
Delaware	X	—
District of Columbia	X	—
Florida	†	†
Georgia	—	X
Hawaii	—	X
Idaho	—	X
Illinois	—	X
Indiana	—	X
Iowa	X	X
Kansas	—	X
Kentucky	—	X
Louisiana	—	X
Maine	—	X
Maryland	X	X
Massachusetts	X	X
Michigan ¹	† / —	† / X
Minnesota	—	X
Mississippi	—	X
Missouri	—	X
Montana	†	†
Nebraska	X	—
Nevada	—	X
New Hampshire	—	X
New Jersey	†	†
New Mexico	—	X
New York	X	X
North Carolina	†	†
North Dakota	†	†

See notes at end of table.

C21. What evidence supported the reliability argument in terms of interrater consistency in scoring?

State	1. Statistical analysis conducted as part of training	2. Statistical analysis conducted as part of actual scoring
Ohio	—	X
Oklahoma	†	†
Oregon	†	†
Pennsylvania	X	X
Rhode Island	—	X
South Carolina	—	X
South Dakota	†	†
Tennessee	—	X
Texas	†	†
Utah	—	X
Vermont	X	X
Virginia	—	X
Washington	—	X
West Virginia	—	X
Wisconsin	—	X
Wyoming	—	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment or was not asked to respond to this item.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (38) that were asked to respond to this item.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C22. Have conditional standard errors of measurement (CSEMs) been reported for the alternate assessment?

State	1. Yes (Statistical analysis)	2. No	3. Not appropriate for this type of assessment
Total	18	23	9
Percent	35.29	45.10	17.65
Alabama	X	—	—
Alaska	X	—	—
Arizona	X	—	—
Arkansas	—	—	X
California	X	—	—
Colorado	—	X	—
Connecticut	—	—	X
Delaware	—	X	—
District of Columbia	X	—	—
Florida	†	†	†
Georgia	—	—	X
Hawaii	—	X	—
Idaho	X	—	—
Illinois	—	X	—
Indiana	—	X	—
Iowa	—	X	—
Kansas	—	X	—
Kentucky	—	X	—
Louisiana	—	X	—
Maine	—	—	X
Maryland	—	X	—
Massachusetts	—	—	X
Michigan ¹	X / X	— / —	— / —
Minnesota	X	—	—
Mississippi	X	—	—
Missouri	X	—	—
Montana	—	X	—
Nebraska	—	—	X
Nevada	—	X	—
New Hampshire	—	—	X
New Jersey	—	X	—
New Mexico	X	—	—
New York	—	—	X
North Carolina	—	X	—
North Dakota	X	—	—

See notes at end of table.

C22. Have conditional standard errors of measurement (CSEMs) been reported for the alternate assessment?

State	1. Yes (Statistical analysis)	2. No	3. Not appropriate for this type of assessment
Ohio	X	—	—
Oklahoma	—	X	—
Oregon	—	X	—
Pennsylvania	—	X	—
Rhode Island	—	X	—
South Carolina	X	—	—
South Dakota	X	—	—
Tennessee	—	X	—
Texas	—	X	—
Utah	—	X	—
Vermont	—	—	X
Virginia	—	X	—
Washington	—	X	—
West Virginia	X	—	—
Wisconsin	X	—	—
Wyoming	X	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C23. What was the initial process of aligning alternate achievement standards with the state content standards, and how was it validated?

State	1. A formal alignment study was conducted (Formal study)	2. Alignment was reported, but no formal study was conducted (Anecdotal or committee process)	3. No alignment study was conducted
Total	36	12	2
Percent	70.59	23.53	3.92
Alabama	—	X	—
Alaska	X	—	—
Arizona	X	—	—
Arkansas	X	—	—
California	X	—	—
Colorado	X	—	—
Connecticut	X	—	—
Delaware	—	X	—
District of Columbia	X	—	—
Florida	†	†	†
Georgia	—	X	—
Hawaii	X	—	—
Idaho	X	—	—
Illinois	X	—	—
Indiana	X	—	—
Iowa	X	—	—
Kansas	—	X	—
Kentucky	—	—	X
Louisiana	X	—	—
Maine	X	—	—
Maryland	X	—	—
Massachusetts	X	—	—
Michigan ¹	X / X	— / —	— / —
Minnesota	X	—	—
Mississippi	X	—	—
Missouri	—	—	X
Montana	—	X	—
Nebraska	—	X	—
Nevada	X	—	—
New Hampshire	X	—	—
New Jersey	—	X	—
New Mexico	X	—	—
New York	X	—	—
North Carolina	X	—	—
North Dakota	—	X	—

See notes at end of table.

C23. What was the initial process of aligning alternate achievement standards with the state content standards, and how was it validated?

State	1. A formal alignment study was conducted (Formal study)	2. Alignment was reported, but no formal study was conducted (Anecdotal or committee process)	3. No alignment study was conducted
Ohio	X	—	—
Oklahoma	X	—	—
Oregon	—	X	—
Pennsylvania	X	—	—
Rhode Island	X	—	—
South Carolina	—	X	—
South Dakota	X	—	—
Tennessee	—	X	—
Texas	X	—	—
Utah	X	—	—
Vermont	X	—	—
Virginia	—	X	—
Washington	X	—	—
West Virginia	X	—	—
Wisconsin	X	—	—
Wyoming	X	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C24. What ongoing procedures were used to maintain and improve alignment between the alternate assessment based on alternate achievement standards and state content standards over time?

State	1. Internal alignment studies	2. External alignment studies	3. Other alignment studies	4. No alignment studies conducted
Total	15	30	11	7
Percent	29.41	58.82	21.57	13.73
Alabama	—	—	X	—
Alaska	—	X	—	—
Arizona	—	X	—	—
Arkansas	X	—	—	—
California	—	X	—	—
Colorado	X	X	—	—
Connecticut	—	X	—	—
Delaware	—	—	X	—
District of Columbia	—	X	—	—
Florida	†	†	†	†
Georgia	—	—	X	—
Hawaii	—	—	—	X
Idaho	X	X	—	—
Illinois	—	X	X	—
Indiana	—	X	—	—
Iowa	X	—	—	—
Kansas	—	—	—	X
Kentucky	—	—	—	X
Louisiana	—	X	—	—
Maine	X	X	—	—
Maryland	—	—	X	—
Massachusetts	X	X	—	—
Michigan ¹	— / —	X / —	— / X	— / —
Minnesota	—	—	—	X
Mississippi	—	—	X	—
Missouri	X	—	—	—
Montana	—	X	X	—
Nebraska	X	—	—	—
Nevada	X	X	—	—
New Hampshire	—	—	—	X
New Jersey	X	—	—	—
New Mexico	X	X	—	—
New York	—	X	—	—
North Carolina	X	X	X	—
North Dakota	X	—	—	—

See notes at end of table.

C24. What ongoing procedures were used to maintain and improve alignment between the alternate assessment based on alternate achievement standards and state content standards over time?

State	1. Internal alignment studies	2. External alignment studies	3. Other alignment studies	4. No alignment studies conducted
Ohio	—	X	—	—
Oklahoma	—	X	—	—
Oregon	X	X	—	—
Pennsylvania	—	X	—	—
Rhode Island	—	—	X	—
South Carolina	—	X	—	—
South Dakota	—	X	—	—
Tennessee	—	—	—	X
Texas	—	X	—	—
Utah	—	X	—	—
Vermont	—	—	—	X
Virginia	X	—	—	—
Washington	—	X	—	—
West Virginia	—	X	X	—
Wisconsin	—	X	—	—
Wyoming	—	X	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C25. Was there a process to ensure fairness in the development of the alternate assessment?

State	1. Yes, bias review conducted systematically and regularly	2. Yes, bias review not conducted regularly	3. No evidence of bias review
Total	17	19	14
Percent	33.33	37.25	27.45
Alabama	—	—	X
Alaska	—	X	—
Arizona	—	X	—
Arkansas	—	—	X
California	X	—	—
Colorado	X	—	—
Connecticut	—	X	—
Delaware	—	—	X
District of Columbia	—	—	X
Florida	†	†	†
Georgia	—	X	—
Hawaii	X	—	—
Idaho	—	X	—
Illinois	—	X	—
Indiana	—	X	—
Iowa	—	X	—
Kansas	—	X	—
Kentucky	—	—	X
Louisiana	—	—	X
Maine	—	X	—
Maryland	—	—	X
Massachusetts	—	—	X
Michigan ¹	X / X	— / —	— / —
Minnesota	X	—	—
Mississippi	X	—	—
Missouri	X	—	—
Montana	X	—	—
Nebraska	X	—	—
Nevada	—	X	—
New Hampshire	—	X	—
New Jersey	—	—	X
New Mexico	X	—	—
New York	X	—	—
North Carolina	—	X	—
North Dakota	—	X	—

See notes at end of table.

C25. Was there a process to ensure fairness in the development of the alternate assessment?

State	1. Yes, bias review conducted systematically and regularly	2. Yes, bias review not conducted regularly	3. No evidence of bias review
Ohio	—	—	X
Oklahoma	—	—	X
Oregon	X	—	—
Pennsylvania	X	—	—
Rhode Island	X	—	—
South Carolina	X	—	—
South Dakota	X	—	—
Tennessee	—	X	—
Texas	—	X	—
Utah	—	—	X
Vermont	—	—	X
Virginia	—	X	—
Washington	—	X	—
West Virginia	X	—	—
Wisconsin	—	—	X
Wyoming	—	X	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C26. What evidence supported the process to ensure fairness in the development of the alternate assessment?

State	1. Regularly scheduled bias review by experts	2. Statistical analyses
Total	16	8
Percent	94.12	47.06
Alabama	†	†
Alaska	†	†
Arizona	†	†
Arkansas	†	†
California	X	X
Colorado	X	X
Connecticut	†	†
Delaware	—	—
District of Columbia	†	†
Florida	†	†
Georgia	†	†
Hawaii	X	—
Idaho	†	†
Illinois	†	†
Indiana	†	†
Iowa	†	†
Kansas	†	†
Kentucky	†	†
Louisiana	†	†
Maine	†	†
Maryland	†	†
Massachusetts	†	†
Michigan ¹	X / X	X / —
Minnesota	X	—
Mississippi	X	—
Missouri	—	X
Montana	X	—
Nebraska	X	X
Nevada	†	†
New Hampshire	†	†
New Jersey	†	†
New Mexico	X	—
New York	X	—
North Carolina	†	†
North Dakota	†	†

See notes at end of table.

C26. What evidence supported the process to ensure fairness in the development of the alternate assessment?

State	1. Regularly scheduled bias review by experts	2. Statistical analyses
Ohio	†	†
Oklahoma	†	†
Oregon	X	X
Pennsylvania	X	—
Rhode Island	X	—
South Carolina	X	X
South Dakota	X	X
Tennessee	†	†
Texas	†	†
Utah	†	†
Vermont	†	†
Virginia	†	†
Washington	†	†
West Virginia	X	—
Wisconsin	†	†
Wyoming	†	†

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment or was not asked to respond to this item.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (17) that were asked to respond to this item.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C27. Did the state document the validity of the alternate assessment in terms of implementation processes?

State	1. Yes, evidence provided to the research team	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Total	39	2	2	7
Percent	76.47	3.92	3.92	13.73
Alabama	X	—	—	—
Alaska	—	X	—	—
Arizona	X	—	—	—
Arkansas	X	—	—	—
California	X	—	—	—
Colorado	X	—	—	—
Connecticut	X	—	—	—
Delaware	X	—	—	—
District of Columbia	X	—	—	—
Florida	†	†	†	†
Georgia	X	—	—	—
Hawaii	X	—	—	—
Idaho	X	—	—	—
Illinois	X	—	—	—
Indiana	X	—	—	—
Iowa	—	—	—	X
Kansas	X	—	—	—
Kentucky	X	—	—	—
Louisiana	—	—	—	X
Maine	X	—	—	—
Maryland	X	—	—	—
Massachusetts	X	—	—	—
Michigan ¹	X / X	— / —	— / —	— / —
Minnesota	X	—	—	—
Mississippi	X	—	—	—
Missouri	—	—	—	X
Montana	X	—	—	—
Nebraska	—	—	X	—
Nevada	X	—	—	—
New Hampshire	X	—	—	—
New Jersey	X	—	—	—
New Mexico	X	—	—	—
New York	X	—	—	—
North Carolina	—	X	—	—
North Dakota	X	—	—	—

See notes at end of table.

C27. Did the state document the validity of the alternate assessment in terms of implementation processes?

State	1. Yes, evidence provided to the research team	2. Yes, but evidence was not provided to the research team (Not available for examination)	3. Yes, but no formal study was conducted (Anecdotal or committee process)	4. No
Ohio	—	—	—	X
Oklahoma	—	—	—	X
Oregon	X	—	—	—
Pennsylvania	X	—	—	—
Rhode Island	X	—	—	—
South Carolina	X	—	—	—
South Dakota	X	—	—	—
Tennessee	X	—	—	—
Texas	—	—	—	X
Utah	X	—	—	—
Vermont	—	—	X	—
Virginia	X	—	—	—
Washington	X	—	—	—
West Virginia	X	—	—	—
Wisconsin	—	—	—	X
Wyoming	X	—	—	—

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

C28. What evidence supported the validity argument in terms of implementation processes?

State	1. Training	2. Administration manual/guide	3. Monitoring	4. Post hoc data collection/analysis
Total	32	29	17	16
Percent	82.05	74.36	43.59	41.03
Alabama	X	—	—	—
Alaska	†	†	†	†
Arizona	X	—	X	—
Arkansas	X	X	—	—
California	X	X	X	—
Colorado	X	X	—	—
Connecticut	X	—	—	—
Delaware	X	X	X	—
District of Columbia	X	—	—	—
Florida	†	†	†	†
Georgia	X	X	X	X
Hawaii	X	X	X	X
Idaho	X	—	X	—
Illinois	—	X	—	—
Indiana	X	X	—	X
Iowa	†	†	†	†
Kansas	X	X	—	X
Kentucky	—	X	—	—
Louisiana	†	†	†	†
Maine	X	X	—	—
Maryland	X	X	X	X
Massachusetts	X	X	X	X
Michigan ¹	X / X	X / X	— / —	— / —
Minnesota	—	—	X	X
Mississippi	X	X	—	—
Missouri	†	†	†	†
Montana	X	X	X	X
Nebraska	†	†	†	†
Nevada	X	X	—	X
New Hampshire	X	X	—	—
New Jersey	X	X	—	X
New Mexico	X	—	—	—
New York	X	X	X	X
North Carolina	†	†	†	†
North Dakota	X	—	—	X

See notes at end of table.

C28. What evidence supported the validity argument in terms of implementation processes?

State	1. Training	2. Administration manual/guide	3. Monitoring	4. Post hoc data collection/analysis
Ohio	†	†	†	†
Oklahoma	†	†	†	†
Oregon	X	X	X	X
Pennsylvania	X	X	—	—
Rhode Island	X	X	X	X
South Carolina	X	X	—	—
South Dakota	X	X	X	—
Tennessee	—	—	—	X
Texas	†	†	†	†
Utah	—	X	X	—
Vermont	†	†	†	†
Virginia	X	X	—	—
Washington	—	—	X	—
West Virginia	—	X	X	—
Wisconsin	†	†	†	†
Wyoming	X	X	—	X

— No.

X Yes.

† Not applicable. State did not have alternate achievement standards for this assessment or was not asked to respond to this item.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible. Percentages are based on the number of states (39) that were asked to respond to this item.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

D1. What were the guidelines for IEP teams to apply in determining when a child's significant cognitive disability justified alternate assessment?

State	1. Had a severe cognitive disability	2. Required modified instruction	3. Required extensive support for skill generalization	4. Required modified curriculum
Total	47	47	44	46
Percent	92.16	92.16	86.27	90.20
Alabama	X	X	X	X
Alaska	X	X	X	—
Arizona	X	X	—	X
Arkansas	X	X	X	X
California	X	X	X	X
Colorado	X	X	—	X
Connecticut	X	X	X	X
Delaware	X	X	X	X
District of Columbia	X	X	X	X
Florida	X	X	X	X
Georgia	X	X	X	X
Hawaii	X	X	X	X
Idaho	X	X	X	X
Illinois	X	X	X	X
Indiana	X	X	X	X
Iowa	X	—	—	X
Kansas	X	X	X	X
Kentucky	X	X	X	X
Louisiana	X	X	X	X
Maine	X	X	—	—
Maryland	X	X	X	X
Massachusetts	—	X	X	X
Michigan ¹	X / X	X / X	— / X	X / X
Minnesota	X	X	X	X
Mississippi	X	X	X	X
Missouri	X	X	X	X
Montana	—	X	X	X
Nebraska	X	X	X	X
Nevada	X	X	X	X
New Hampshire	X	X	X	X
New Jersey	X	X	X	X
New Mexico	X	X	X	—
New York	X	X	X	—
North Carolina	X	X	X	X
North Dakota	X	X	X	X

See notes at end of table.

D1. What were the guidelines for IEP teams to apply in determining when a child's significant cognitive disability justified alternate assessment?

State	1. Had a severe cognitive disability	2. Required modified instruction	3. Required extensive support for skill generalization	4. Required modified curriculum
Ohio	—	—	—	X
Oklahoma	X	X	X	X
Oregon	X	X	X	X
Pennsylvania	X	X	X	X
Rhode Island	X	X	X	X
South Carolina	X	X	X	X
South Dakota	X	X	X	X
Tennessee	X	X	X	X
Texas	X	X	X	X
Utah	X	X	X	X
Vermont	X	X	X	—
Virginia	X	X	X	X
Washington	X	—	X	X
West Virginia	X	—	—	X
Wisconsin	—	X	X	X
Wyoming	X	X	—	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

D1. What were the guidelines for IEP teams to apply in determining when a child's significant cognitive disability justified alternate assessment?

State	5. Not based on disability category
Total	33
Percent	64.71
Alabama	X
Alaska	X
Arizona	—
Arkansas	—
California	X
Colorado	—
Connecticut	—
Delaware	X
District of Columbia	X
Florida	X
Georgia	—
Hawaii	—
Idaho	X
Illinois	X
Indiana	X
Iowa	X
Kansas	X
Kentucky	—
Louisiana	—
Maine	X
Maryland	X
Massachusetts	X
Michigan ¹	X / X
Minnesota	X
Mississippi	X
Missouri	X
Montana	X
Nebraska	X
Nevada	—
New Hampshire	X
New Jersey	X
New Mexico	X
New York	—
North Carolina	X
North Dakota	X

See notes at end of table.

D1. What were the guidelines for IEP teams to apply in determining when a child's significant cognitive disability justified alternate assessment?

State	5. Not based on disability category
Ohio	—
Oklahoma	X
Oregon	X
Pennsylvania	—
Rhode Island	X
South Carolina	—
South Dakota	X
Tennessee	X
Texas	—
Utah	—
Vermont	X
Virginia	—
Washington	—
West Virginia	—
Wisconsin	X
Wyoming	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

D2. What procedures were in place for informing parents when their child would be assessed using an alternate assessment?

State	1. Parent signature was required	2. Parents were provided written materials	3. Nonspecific information provided
Total	19	26	38
Percent	37.25	50.98	74.51
Alabama	—	—	X
Alaska	X	—	—
Arizona	—	—	X
Arkansas	X	—	—
California	X	X	—
Colorado	—	—	X
Connecticut	—	—	X
Delaware	X	X	X
District of Columbia	X	X	X
Florida	X	—	—
Georgia	X	X	X
Hawaii	X	X	—
Idaho	—	X	X
Illinois	—	—	X
Indiana	X	X	X
Iowa	—	X	—
Kansas	X	X	X
Kentucky	—	—	X
Louisiana	X	—	—
Maine	—	X	X
Maryland	X	X	—
Massachusetts	X	X	X
Michigan ¹	— / —	X / X	X / X
Minnesota	X	X	X
Mississippi	—	—	X
Missouri	—	X	X
Montana	—	X	X
Nebraska	—	—	X
Nevada	—	—	X
New Hampshire	X	—	X
New Jersey	—	X	X
New Mexico	—	—	X
New York	—	—	X
North Carolina	—	—	X
North Dakota	—	—	X

See notes at end of table.

D2. What procedures were in place for informing parents when their child would be assessed using an alternate assessment?

State	1. Parent signature was required	2. Parents were provided written materials	3. Nonspecific information provided
Ohio	X	—	—
Oklahoma	—	X	X
Oregon	X	X	—
Pennsylvania	—	—	X
Rhode Island	X	X	—
South Carolina	X	X	—
South Dakota	—	—	X
Tennessee	—	X	X
Texas	—	—	X
Utah	—	—	X
Vermont	—	—	X
Virginia	—	X	X
Washington	—	X	—
West Virginia	—	X	X
Wisconsin	—	X	X
Wyoming	—	—	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

D3. How was assessment content selected?

State	1. All components - State determined academic content areas and strands, standards, benchmarks, and performance indicators/tasks	2. Most components - State determined academic content areas, strands, and standards, and the IEP team determined performance indicators/tasks	3. Some components - State determined only the academic content areas
Total	24	20	7
Percent	47.06	39.22	13.73
Alabama	—	X	—
Alaska	X	—	—
Arizona	X	—	—
Arkansas	—	X	—
California	X	—	—
Colorado	X	—	—
Connecticut	X	—	—
Delaware	—	—	X
District of Columbia	—	X	—
Florida	—	—	X
Georgia	—	X	—
Hawaii	X	—	—
Idaho	X	—	—
Illinois	—	—	X
Indiana	X	—	—
Iowa	—	—	X
Kansas	—	X	—
Kentucky	X	—	—
Louisiana	X	—	—
Maine	—	X	—
Maryland	—	X	—
Massachusetts	—	X	—
Michigan ¹	X / X	— / —	— / —
Minnesota	X	—	—
Mississippi	X	—	—
Missouri	X	—	—
Montana	X	—	—
Nebraska	—	X	—
Nevada	—	X	—
New Hampshire	—	X	—
New Jersey	—	—	X
New Mexico	X	—	—
New York	—	X	—
North Carolina	X	—	—
North Dakota	—	X	—

See notes at end of table.

D3. How was assessment content selected?

State	1. All components - State determined academic content areas and strands, standards, benchmarks, and performance indicators/tasks	2. Most components - State determined academic content areas, strands, and standards, and the IEP team determined performance indicators/tasks	3. Some components - State determined only the academic content areas
Ohio	—	X	—
Oklahoma	—	—	X
Oregon	X	—	—
Pennsylvania	X	—	—
Rhode Island	—	X	—
South Carolina	X	—	—
South Dakota	X	—	—
Tennessee	—	X	—
Texas	—	X	—
Utah	—	X	—
Vermont	—	—	X
Virginia	—	X	—
Washington	—	X	—
West Virginia	X	—	—
Wisconsin	X	—	—
Wyoming	X	—	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

D4. How was the administration process monitored and verified?

State	1. Observer/monitor was present	2. A local or school-level reviewer confirmed proper administration of the assessment	3. No independent verification process
Total	6	30	20
Percent	11.76	58.82	39.22
Alabama	—	X	—
Alaska	—	X	—
Arizona	—	—	X
Arkansas	—	X	—
California	—	X	—
Colorado	—	—	X
Connecticut	—	—	X
Delaware	—	X	—
District of Columbia	—	X	—
Florida	—	X	—
Georgia	—	X	—
Hawaii	—	X	—
Idaho	—	—	X
Illinois	—	—	X
Indiana	—	X	—
Iowa	—	X	—
Kansas	—	—	X
Kentucky	—	X	—
Louisiana	—	X	—
Maine	—	—	X
Maryland	—	X	—
Massachusetts	—	X	—
Michigan ¹	— / X	— / —	X / —
Minnesota	—	X	—
Mississippi	—	—	X
Missouri	—	—	X
Montana	—	—	X
Nebraska	—	—	X
Nevada	X	—	—
New Hampshire	—	X	—
New Jersey	—	X	—
New Mexico	—	X	—
New York	—	X	—
North Carolina	X	X	—
North Dakota	—	—	X

See notes at end of table.

D4. How was the administration process monitored and verified?

State	1. Observer/monitor was present	2. A local or school-level reviewer confirmed proper administration of the assessment	3. No independent verification process
Ohio	—	X	—
Oklahoma	—	—	X
Oregon	—	—	X
Pennsylvania	X	X	—
Rhode Island	—	X	—
South Carolina	X	X	—
South Dakota	—	X	—
Tennessee	—	X	—
Texas	—	—	X
Utah	—	—	X
Vermont	—	X	—
Virginia	—	—	X
Washington	—	—	X
West Virginia	—	X	—
Wisconsin	—	—	X
Wyoming	X	X	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

D5. What procedures were followed in gathering performance evidence?

State	1. State required standardized tasks/test items/ rating scales	2. State provided instructions	3. Teacher/IEP team decided
Total	22	31	11
Percent	43.14	60.78	21.57
Alabama	—	X	—
Alaska	X	—	—
Arizona	X	—	—
Arkansas	—	X	—
California	X	—	—
Colorado	X	—	—
Connecticut	X	—	—
Delaware	—	X	—
District of Columbia	—	X	—
Florida	X	—	—
Georgia	—	X	—
Hawaii	—	—	X
Idaho	X	X	X
Illinois	—	X	—
Indiana	—	—	X
Iowa	—	X	—
Kansas	—	—	X
Kentucky	X	X	—
Louisiana	X	—	—
Maine	X	X	X
Maryland	—	X	—
Massachusetts	—	X	—
Michigan ¹	X / X	— / —	— / —
Minnesota	X	—	—
Mississippi	—	X	—
Missouri	—	X	X
Montana	—	X	—
Nebraska	—	—	X
Nevada	—	X	—
New Hampshire	—	X	—
New Jersey	—	X	—
New Mexico	X	—	—
New York	—	X	X
North Carolina	X	—	—
North Dakota	X	X	—

See notes at end of table.

D5. What procedures were followed in gathering performance evidence?

State	1. State required standardized tasks/test items/rating scales	2. State provided instructions	3. Teacher/IEP team decided
Ohio	—	X	—
Oklahoma	—	X	—
Oregon	X	—	—
Pennsylvania	X	X	—
Rhode Island	—	X	—
South Carolina	X	—	—
South Dakota	X	X	—
Tennessee	—	X	—
Texas	—	X	X
Utah	X	—	—
Vermont	—	—	X
Virginia	—	X	—
Washington	—	X	—
West Virginia	X	—	—
Wisconsin	—	X	X
Wyoming	X	X	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

D6. Describe the role of student work (videos, photographs, worksheets/products) in the alternate assessment.

State	1. Student work samples only	2. Combination of work samples and other evidence	3. No student work samples
Total	23	12	16
Percent	45.10	23.53	31.37
Alabama	X	—	—
Alaska	—	—	X
Arizona	—	—	X
Arkansas	X	—	—
California	—	—	X
Colorado	—	—	X
Connecticut	—	—	X
Delaware	X	—	—
District of Columbia	X	—	—
Florida	—	X	—
Georgia	X	—	—
Hawaii	—	X	—
Idaho	—	X	—
Illinois	X	—	—
Indiana	—	X	—
Iowa	—	X	—
Kansas	X	—	—
Kentucky	X	—	—
Louisiana	—	—	X
Maine	X	—	—
Maryland	X	—	—
Massachusetts	X	—	—
Michigan ¹	— / —	— / —	X / X
Minnesota	—	—	X
Mississippi	—	X	—
Missouri	X	—	—
Montana	—	X	—
Nebraska	X	—	—
Nevada	—	X	—
New Hampshire	X	—	—
New Jersey	X	—	—
New Mexico	—	—	X
New York	X	—	—
North Carolina	—	—	X
North Dakota	—	—	X

See notes at end of table.

D6. Describe the role of student work (videos, photographs, worksheets/products) in the alternate assessment.

State	1. Student work samples only	2. Combination of work samples and other evidence	3. No student work samples
Ohio	X	—	—
Oklahoma	X	—	—
Oregon	—	—	X
Pennsylvania	—	—	X
Rhode Island	X	—	—
South Carolina	—	—	X
South Dakota	—	X	—
Tennessee	X	—	—
Texas	—	X	—
Utah	—	—	X
Vermont	X	—	—
Virginia	X	—	—
Washington	X	—	—
West Virginia	—	—	X
Wisconsin	—	X	—
Wyoming	—	X	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

D7. Did the assessment of student work (tasks or products) take place as part of the day-to-day instructional activities, or were students asked to perform tasks “on demand”?

State	1. Part of day-to-day student instruction	2. Separately from student's daily work (on demand)	3. Combination	4. Based on teacher recollection of student performance
Total	27	12	12	1
Percent	52.94	23.53	23.53	1.96
Alabama	X	—	—	—
Alaska	—	X	—	—
Arizona	—	—	X	—
Arkansas	X	—	—	—
California	—	X	—	—
Colorado	—	X	—	—
Connecticut	X	—	—	—
Delaware	X	—	—	—
District of Columbia	X	—	—	—
Florida	—	—	X	—
Georgia	X	—	—	—
Hawaii	X	—	—	—
Idaho	X	—	—	—
Illinois	X	—	—	—
Indiana	—	—	—	X
Iowa	X	—	—	—
Kansas	X	—	—	—
Kentucky	—	—	X	—
Louisiana	—	—	X	—
Maine	X	—	—	—
Maryland	—	—	X	—
Massachusetts	X	—	—	—
Michigan ¹	— / —	X / —	— / X	— / —
Minnesota	—	X	—	—
Mississippi	X	—	—	—
Missouri	—	—	X	—
Montana	—	X	—	—
Nebraska	X	—	—	—
Nevada	—	—	X	—
New Hampshire	X	—	—	—
New Jersey	X	—	—	—
New Mexico	—	X	—	—
New York	X	—	—	—
North Carolina	—	X	—	—
North Dakota	—	X	—	—

See notes at end of table.

D7. Did the assessment of student work (tasks or products) take place as part of the day-to-day instructional activities, or were students asked to perform tasks “on demand”?

State	1. Part of day-to-day student instruction	2. Separately from student's daily work (on demand)	3. Combination	4. Based on teacher recollection of student performance
Ohio	X	—	—	—
Oklahoma	X	—	—	—
Oregon	—	—	X	—
Pennsylvania	—	X	—	—
Rhode Island	X	—	—	—
South Carolina	—	X	—	—
South Dakota	X	—	—	—
Tennessee	X	—	—	—
Texas	—	—	X	—
Utah	X	—	—	—
Vermont	X	—	—	—
Virginia	X	—	—	—
Washington	X	—	—	—
West Virginia	—	X	—	—
Wisconsin	—	—	X	—
Wyoming	—	—	X	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

D8. Describe the role of teacher judgment in the alternate assessment.

State	1. Teacher decided content to be assessed	2. Teacher selected materials	3. Teacher made decisions about administering the assessment	4. Teacher interpreted/recorded student responses or scores
Total	28	35	38	34
Percent	54.90	68.63	74.51	66.67
Alabama	X	X	—	—
Alaska	—	—	X	X
Arizona	—	—	X	X
Arkansas	X	X	—	—
California	—	—	X	X
Colorado	—	—	X	—
Connecticut	—	—	X	X
Delaware	X	X	X	X
District of Columbia	X	X	—	—
Florida	X	—	X	X
Georgia	X	X	—	—
Hawaii	—	X	X	X
Idaho	—	X	X	X
Illinois	X	X	—	—
Indiana	X	X	X	X
Iowa	—	X	X	X
Kansas	X	X	X	X
Kentucky	—	X	X	X
Louisiana	—	—	X	X
Maine	X	X	—	—
Maryland	X	X	X	—
Massachusetts	X	X	X	X
Michigan ¹	— / —	— / —	X / X	— / X
Minnesota	—	—	X	X
Mississippi	—	X	X	X
Missouri	X	X	X	X
Montana	—	X	X	X
Nebraska	X	X	X	X
Nevada	X	X	X	X
New Hampshire	X	X	X	X
New Jersey	X	X	—	—
New Mexico	—	—	—	X
New York	X	X	—	X
North Carolina	—	—	X	X
North Dakota	X	X	X	X

See notes at end of table.

D8. Describe the role of teacher judgment in the alternate assessment.

State	1. Teacher decided content to be assessed	2. Teacher selected materials	3. Teacher made decisions about administering the assessment	4. Teacher interpreted/recorded student responses or scores
Ohio	—	X	X	—
Oklahoma	X	X	—	—
Oregon	—	—	X	X
Pennsylvania	X	—	X	—
Rhode Island	X	X	X	X
South Carolina	—	—	X	X
South Dakota	—	X	X	X
Tennessee	X	X	X	—
Texas	X	X	X	X
Utah	X	—	X	X
Vermont	X	X	—	—
Virginia	X	X	—	—
Washington	X	X	—	—
West Virginia	—	—	X	—
Wisconsin	—	X	X	X
Wyoming	—	X	X	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E1. How many scorers scored the alternate assessment?

State	1. One scorer	2. Two scorers	3. Three or more scorers
Total	26	20	5
Percent	50.98	39.22	9.80
Alabama	X	—	—
Alaska	X	—	—
Arizona	X	—	—
Arkansas	—	X	—
California	X	—	—
Colorado	†	†	†
Connecticut	X	—	—
Delaware	X	—	—
District of Columbia	—	X	—
Florida	X	—	—
Georgia	X	—	—
Hawaii	—	—	X
Idaho	X	—	—
Illinois	—	X	—
Indiana	X	—	—
Iowa	—	X	—
Kansas	—	—	X
Kentucky	—	—	X
Louisiana	X	—	—
Maine	—	X	—
Maryland	—	X	—
Massachusetts	X	—	—
Michigan ¹	X / —	— / X	— / —
Minnesota	X	—	—
Mississippi	—	X	—
Missouri	X	—	—
Montana	X	—	—
Nebraska	X	—	—
Nevada	—	X	—
New Hampshire	—	X	—
New Jersey	—	X	—
New Mexico	—	X	—
New York	X	—	—
North Carolina	—	X	—
North Dakota	X	—	—

See notes at end of table.

E1. How many scorers scored the alternate assessment?

State	1. One scorer	2. Two scorers	3. Three or more scorers
Ohio	—	X	—
Oklahoma	—	—	X
Oregon	X	—	—
Pennsylvania	—	X	—
Rhode Island	—	X	—
South Carolina	X	—	—
South Dakota	—	—	X
Tennessee	—	X	—
Texas	X	—	—
Utah	X	—	—
Vermont	—	X	—
Virginia	X	—	—
Washington	X	—	—
West Virginia	—	X	—
Wisconsin	—	X	—
Wyoming	X	—	—

— No.

X Yes.

† Not applicable. Assessment was machine scored.

¹ More than one assessment used. See explanation in introductory text of this appendix.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E2. How were scoring conflicts resolved?

State	1. A third person adjudicated	2. A third rater scored the assessment	3. One person scored, or scores were combined
Total	11	14	25
Percent	21.57	27.45	49.02
Alabama	—	X	—
Alaska	—	—	X
Arizona	—	—	X
Arkansas	X	—	—
California	—	—	X
Colorado	—	—	X
Connecticut	—	—	X
Delaware	—	X	—
District of Columbia	—	X	—
Florida	—	—	X
Georgia	—	—	X
Hawaii	—	X	—
Idaho	—	—	X
Illinois	X	—	—
Indiana	—	—	X
Iowa	—	—	X
Kansas	—	—	X
Kentucky	—	—	X
Louisiana	—	—	X
Maine	—	X	—
Maryland	X	—	—
Massachusetts	X	—	—
Michigan ¹	— / —	— / —	X / X
Minnesota	—	—	X
Mississippi	—	X	—
Missouri	—	—	X
Montana	—	—	X
Nebraska	—	—	X
Nevada	—	X	—
New Hampshire	—	X	—
New Jersey	—	X	—
New Mexico ²	—	—	—
New York	X	—	—
North Carolina	—	—	X
North Dakota	—	—	X

See notes at end of table.

E2. How were scoring conflicts resolved?

State	1. A third person adjudicated	2. A third rater scored the assessment	3. One person scored, or scores were combined
Ohio	X	—	—
Oklahoma	—	X	—
Oregon	—	—	X
Pennsylvania	X	—	—
Rhode Island	—	X	—
South Carolina	—	—	X
South Dakota	—	X	—
Tennessee	—	X	—
Texas	—	—	X
Utah	—	—	X
Vermont	X	—	—
Virginia	X	—	—
Washington	X	—	—
West Virginia	—	X	—
Wisconsin	X	—	—
Wyoming	—	—	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

² The score posted by the original scorer prevailed if there was a scoring conflict.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E3. What elements of student performance were used in scoring?

State	1. Accuracy of student response	2. Ability to generalize across settings	3. Amount of independence	4. Amount of progress
Total	45	23	39	13
Percent	88.24	45.10	76.47	25.49
Alabama	X	—	X	—
Alaska	X	—	X	—
Arizona	X	X	X	X
Arkansas	X	X	X	—
California	X	—	X	—
Colorado	X	—	X	—
Connecticut	X	X	X	—
Delaware	—	X	X	—
District of Columbia	X	—	X	X
Florida	X	—	X	—
Georgia	X	X	X	X
Hawaii	X	—	—	—
Idaho	X	X	X	X
Illinois	—	—	—	X
Indiana	X	X	X	—
Iowa	X	—	—	—
Kansas	X	—	—	—
Kentucky	X	—	X	X
Louisiana	X	X	X	—
Maine	X	—	X	—
Maryland	X	—	—	—
Massachusetts	X	X	X	X
Michigan ¹	X / X	— / —	— / X	— / —
Minnesota	X	—	X	—
Mississippi	X	X	X	—
Missouri	X	—	X	—
Montana	X	—	X	—
Nebraska	X	X	X	—
Nevada	X	—	X	—
New Hampshire	—	X	X	X
New Jersey	X	—	X	X
New Mexico	X	—	—	—
New York	X	—	X	—
North Carolina	X	—	—	—
North Dakota	X	X	X	—

See notes at end of table.

E3. What elements of student performance were used in scoring?

State	1. Accuracy of student response	2. Ability to generalize across settings	3. Amount of independence	4. Amount of progress
Ohio	X	X	X	—
Oklahoma	—	—	X	—
Oregon	X	—	—	—
Pennsylvania	X	—	X	—
Rhode Island	X	X	X	X
South Carolina	X	—	—	—
South Dakota	X	X	X	—
Tennessee	X	X	—	X
Texas	—	X	X	—
Utah	X	X	X	—
Vermont	X	X	X	X
Virginia	X	—	—	—
Washington	—	X	—	X
West Virginia	X	—	X	—
Wisconsin	X	X	X	—
Wyoming	X	X	X	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E4. What environmental elements were used in scoring?

State	1. Instruction in multiple settings	2. Opportunities to plan, monitor, and evaluate work	3. Work with nondisabled peers	4. Appropriate human and technological supports
Total	14	7	9	17
Percent	27.45	13.73	17.65	33.33
Alabama	—	—	—	—
Alaska	—	—	—	—
Arizona	—	—	—	—
Arkansas	X	—	—	—
California	—	—	—	—
Colorado	—	—	—	—
Connecticut	—	—	—	X
Delaware	X	X	X	X
District of Columbia	—	—	—	X
Florida	—	—	—	—
Georgia	X	—	X	—
Hawaii	—	—	—	—
Idaho	X	—	—	X
Illinois	—	—	—	—
Indiana	—	—	—	—
Iowa	—	—	—	—
Kansas	—	—	—	—
Kentucky	—	—	—	X
Louisiana	X	—	—	—
Maine	—	—	—	—
Maryland	—	—	—	—
Massachusetts	—	X	—	—
Michigan ¹	— / —	— / —	— / —	X / —
Minnesota	—	—	—	—
Mississippi	—	—	—	—
Missouri	—	—	—	—
Montana	—	—	—	—
Nebraska	—	—	—	—
Nevada	—	—	—	X
New Hampshire	X	X	X	X
New Jersey	—	—	—	X
New Mexico	—	—	—	—
New York	—	—	—	—
North Carolina	—	—	—	—
North Dakota	X	X	X	X

See notes at end of table.

E4. What environmental elements were used in scoring?

State	1. Instruction in multiple settings	2. Opportunities to plan, monitor, and evaluate work	3. Work with nondisabled peers	4. Appropriate human and technological supports
Ohio	X	—	X	—
Oklahoma	X	X	X	X
Oregon	—	—	—	—
Pennsylvania	—	—	—	X
Rhode Island	—	—	—	—
South Carolina	—	—	—	—
South Dakota	X	—	X	—
Tennessee	X	X	X	X
Texas	—	—	—	X
Utah	X	—	X	X
Vermont	X	—	—	X
Virginia	—	—	—	—
Washington	—	—	—	—
West Virginia	—	—	—	—
Wisconsin	X	X	—	X
Wyoming	—	—	—	—

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E4. What environmental elements were used in scoring?

State	5. None of the above
Total	29
Percent	56.86
Alabama	X
Alaska	X
Arizona	X
Arkansas	—
California	X
Colorado	X
Connecticut	—
Delaware	—
District of Columbia	—
Florida	X
Georgia	—
Hawaii	X
Idaho	—
Illinois	X
Indiana	X
Iowa	X
Kansas	X
Kentucky	—
Louisiana	—
Maine	X
Maryland	X
Massachusetts	—
Michigan ¹	— / X
Minnesota	X
Mississippi	X
Missouri	X
Montana	X
Nebraska	X
Nevada	—
New Hampshire	—
New Jersey	—
New Mexico	X
New York	X
North Carolina	X
North Dakota	—

See notes at end of table.

E4. What environmental elements were used in scoring?

State	5. None of the above
Ohio	—
Oklahoma	—
Oregon	X
Pennsylvania	—
Rhode Island	X
South Carolina	X
South Dakota	—
Tennessee	—
Texas	—
Utah	—
Vermont	—
Virginia	X
Washington	X
West Virginia	X
Wisconsin	—
Wyoming	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E5. What types of training were provided for assessment administrators?

State	1. Non-face-to-face training	2. Face-to-face training	3. Training was mandatory and/or certification was required
Total	49	48	27
Percent	96.08	94.12	52.94
Alabama	—	X	X
Alaska	X	X	X
Arizona	X	X	—
Arkansas	X	X	—
California	X	X	X
Colorado	X	X	X
Connecticut	X	X	X
Delaware	X	X	X
District of Columbia	X	X	X
Florida	—	X	X
Georgia	X	X	X
Hawaii	X	X	X
Idaho	X	X	—
Illinois	X	X	—
Indiana	X	X	—
Iowa	X	—	—
Kansas	X	X	X
Kentucky	X	X	X
Louisiana	X	X	X
Maine	X	X	—
Maryland	X	X	X
Massachusetts	X	X	—
Michigan ¹	X / X	X / X	X / X
Minnesota	X	X	X
Mississippi	X	X	X
Missouri	X	X	—
Montana	X	X	X
Nebraska	X	X	—
Nevada	X	X	—
New Hampshire	X	X	—
New Jersey	X	X	—
New Mexico	X	X	X
New York	X	X	—
North Carolina	X	X	X
North Dakota	X	—	—

See notes at end of table.

E5. What types of training were provided for assessment administrators?

State	1. Non-face-to-face training	2. Face-to-face training	3. Training was mandatory and/or certification was required
Ohio	X	X	—
Oklahoma	X	X	—
Oregon	X	X	X
Pennsylvania	X	X	—
Rhode Island	X	X	—
South Carolina	X	X	X
South Dakota	X	X	X
Tennessee	X	X	—
Texas	X	X	—
Utah	X	—	X
Vermont	X	X	X
Virginia	X	X	—
Washington	X	X	—
West Virginia	X	X	X
Wisconsin	X	X	—
Wyoming	X	X	X

— No.

X Yes.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E6. What types of training were provided for assessment scorers?

State	1. Non-face-to-face training	2. Face-to-face training	3. Training was mandatory and/or certification was required
Total	38	45	37
Percent	74.45	88.24	72.55
Alabama	—	X	X
Alaska	X	X	X
Arizona	X	X	—
Arkansas	—	X	X
California	—	X	X
Colorado	†	†	†
Connecticut	X	X	X
Delaware	X	X	X
District of Columbia	X	X	X
Florida	—	X	X
Georgia	—	X	X
Hawaii	X	X	X
Idaho	X	X	—
Illinois	X	X	X
Indiana	X	X	—
Iowa	X	X	X
Kansas	X	X	X
Kentucky	X	X	X
Louisiana	X	—	—
Maine	X	X	X
Maryland	X	X	X
Massachusetts	—	X	X
Michigan ¹	† / X	† / —	† / —
Minnesota	X	—	—
Mississippi	X	X	X
Missouri	X	X	X
Montana	X	X	X
Nebraska	X	X	—
Nevada	X	X	—
New Hampshire	X	X	X
New Jersey	—	X	X
New Mexico	X	X	X
New York	—	X	X
North Carolina	X	X	X
North Dakota	X	—	—

See notes at end of table.

E6. What types of training were provided for assessment scorers?

State	1. Non-face-to-face training	2. Face-to-face training	3. Training was mandatory and/or certification was required
Ohio	—	X	X
Oklahoma	X	X	X
Oregon	X	X	X
Pennsylvania	—	X	—
Rhode Island	X	X	X
South Carolina	X	X	X
South Dakota	X	X	X
Tennessee	X	X	X
Texas	X	X	—
Utah	X	—	X
Vermont	X	X	X
Virginia	X	X	—
Washington	—	X	X
West Virginia	—	X	X
Wisconsin	X	X	—
Wyoming	X	X	X

— No.

X Yes.

† Not applicable. Assessment was machine scored.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E7. Who received individual student reports?

State	1. Parents	2. Schools and teachers
Total	50	46
Percent	98.04	90.20
Alabama	X	X
Alaska	X	—
Arizona	X	X
Arkansas	X	X
California	X	X
Colorado	X	X
Connecticut	X	X
Delaware	X	X
District of Columbia	X	X
Florida	X	X
Georgia	X	X
Hawaii	X	X
Idaho	X	X
Illinois	X	—
Indiana	X	X
Iowa	X	—
Kansas	X	X
Kentucky	X	X
Louisiana	X	X
Maine	X	X
Maryland	X	X
Massachusetts	X	X
Michigan ¹	X / X	X / X
Minnesota	X	X
Mississippi	X	X
Missouri	X	X
Montana	X	X
Nebraska	†	†
Nevada	X	X
New Hampshire	X	X
New Jersey	X	X
New Mexico	X	X
New York	X	X
North Carolina	X	X
North Dakota	X	X

See notes at end of table.

E7. Who received individual student reports?

State	1. Parents	2. Schools and teachers
Ohio	X	X
Oklahoma	X	X
Oregon	X	X
Pennsylvania	X	X
Rhode Island	X	X
South Carolina	X	X
South Dakota	X	X
Tennessee	X	X
Texas	X	X
Utah	X	X
Vermont	X	X
Virginia	X	X
Washington	X	X
West Virginia	X	X
Wisconsin	X	—
Wyoming	X	X

— No.

X Yes.

† Not applicable. Student reports and interpretive guidance were provided by local agencies.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E8. How were individual student results on the alternate assessment expressed?

State	1. State's achievement standards	2. Scores	3. Percentiles
Total	45	45	13
Percent	88.24	88.24	25.49
Alabama	X	X	—
Alaska	X	—	X
Arizona	X	—	X
Arkansas	X	X	—
California	—	X	X
Colorado	X	X	—
Connecticut	X	X	—
Delaware	X	X	—
District of Columbia	X	X	—
Florida	X	X	—
Georgia	X	X	—
Hawaii	X	X	—
Idaho	X	X	—
Illinois	X	X	—
Indiana	X	X	X
Iowa	X	X	—
Kansas	X	X	—
Kentucky	X	X	—
Louisiana	—	X	—
Maine	X	X	—
Maryland	X	X	X
Massachusetts	X	X	X
Michigan ¹	X / X	X / X	— / —
Minnesota	X	X	—
Mississippi	X	X	—
Missouri	X	X	—
Montana	X	X	—
Nebraska	†	†	†
Nevada	—	X	—
New Hampshire	X	X	X
New Jersey	—	X	—
New Mexico	X	X	X
New York	X	—	—
North Carolina	X	X	—
North Dakota	X	—	—

See notes at end of table.

E8. How were individual student results on the alternate assessment expressed?

State	1. State's achievement standards	2. Scores	3. Percentiles
Ohio	X	X	—
Oklahoma	X	X	X
Oregon	X	X	X
Pennsylvania	—	X	—
Rhode Island	X	X	—
South Carolina	X	X	—
South Dakota	X	X	—
Tennessee	X	X	—
Texas	X	X	—
Utah	X	X	X
Vermont	X	—	X
Virginia	X	X	—
Washington	X	X	—
West Virginia	X	X	—
Wisconsin	X	X	X
Wyoming	X	X	—

— No.

X Yes.

† Not applicable. Interpretive guidance was provided by local agencies.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E9. For whom was interpretive guidance on the alternate assessment developed?

State	1. School-level administrators	2. Teachers	3. Parents	4. Students
Total	38	40	46	4
Percent	74.51	78.43	90.20	7.84
Alabama	†	†	†	†
Alaska	X	X	X	—
Arizona	—	X	X	X
Arkansas	X	X	X	X
California	X	X	X	—
Colorado	X	X	X	—
Connecticut	X	X	X	—
Delaware	X	X	X	—
District of Columbia	X	X	X	—
Florida	—	X	X	—
Georgia	X	X	X	—
Hawaii	X	X	X	—
Idaho	X	X	X	—
Illinois	—	—	X	—
Indiana	X	X	X	—
Iowa	X	—	X	—
Kansas	—	X	X	—
Kentucky	X	X	X	—
Louisiana	X	X	X	—
Maine	X	X	X	X
Maryland	X	—	X	—
Massachusetts	X	X	X	—
Michigan ¹	X / X	X / X	X / X	— / —
Minnesota	X	X	—	—
Mississippi	—	—	X	—
Missouri	—	X	X	—
Montana	X	X	X	—
Nebraska	†	†	†	†
Nevada	†	†	†	†
New Hampshire	X	X	X	—
New Jersey	X	X	X	—
New Mexico	X	X	X	—
New York	X	—	X	—
North Carolina	†	†	†	†
North Dakota	—	—	X	—

See notes at end of table.

E9. For whom was interpretive guidance on the alternate assessment developed?

State	1. School-level administrators	2. Teachers	3. Parents	4. Students
Ohio	X	X	X	—
Oklahoma	X	X	X	—
Oregon	X	X	X	—
Pennsylvania	X	—	X	—
Rhode Island	X	X	X	—
South Carolina	X	X	X	—
South Dakota	X	X	X	—
Tennessee	X	X	X	—
Texas	X	X	X	—
Utah	X	X	X	—
Vermont	—	X	X	—
Virginia	—	X	X	—
Washington	X	X	X	X
West Virginia	X	X	X	—
Wisconsin	X	X	X	—
Wyoming	X	X	X	—

— No.

X Yes.

† Not applicable. Interpretive guidance was provided by local agencies or state did not provide interpretive guidance.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E10. Information included in reports given to parents

State	1. Performance/ achievement level	2. Scores	3. Standard/strand breakouts	4. Indicator/ benchmark breakouts
Total	47	47	27	10
Percent	92.16	92.16	52.94	19.61
Alabama	X	X	X	—
Alaska	X	X	X	—
Arizona	X	X	X	—
Arkansas	X	X	X	X
California	X	X	—	—
Colorado	X	X	X	—
Connecticut	X	X	X	—
Delaware	X	X	—	—
District of Columbia	X	X	X	—
Florida	X	X	—	—
Georgia	X	X	X	—
Hawaii	X	X	X	—
Idaho	X	X	—	X
Illinois	X	X	X	—
Indiana	X	X	X	X
Iowa	X	X	—	—
Kansas	X	X	—	—
Kentucky	X	X	—	—
Louisiana	—	X	—	X
Maine	X	X	X	—
Maryland	X	X	X	X
Massachusetts	X	X	X	—
Michigan ¹	X / X	X / X	X / X	X / X
Minnesota	X	X	—	X
Mississippi	X	X	X	—
Missouri	X	X	X	—
Montana	—	X	X	X
Nebraska	†	†	†	†
Nevada	—	X	—	—
New Hampshire	X	X	—	—
New Jersey	X	X	X	—
New Mexico	X	X	—	—
New York	X	—	X	—
North Carolina	X	X	—	—
North Dakota	X	—	—	X

See notes at end of table.

E10. Information included in reports given to parents

State	1. Performance/ achievement level	2. Scores	3. Standard/strand breakouts	4. Indicator/ benchmark breakouts
Ohio	X	X	X	—
Oklahoma	X	X	—	—
Oregon	X	X	—	—
Pennsylvania	X	X	—	X
Rhode Island	X	X	X	—
South Carolina	X	X	—	—
South Dakota	X	X	—	—
Tennessee	X	X	—	—
Texas	X	X	—	—
Utah	X	X	X	—
Vermont	X	—	X	—
Virginia	X	X	X	—
Washington	X	X	—	—
West Virginia	X	X	X	—
Wisconsin	X	X	—	—
Wyoming	X	X	X	—

— No.

X Yes.

† Not applicable. Student reports and interpretive guidance were provided by local agencies.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.

E10. Information included in reports given to parents

State	5. Performance/ achievement level descriptors	6. Sample test items
Total	32	3
Percent	62.75	5.88
Alabama	—	—
Alaska	X	X
Arizona	X	—
Arkansas	X	—
California	X	—
Colorado	X	—
Connecticut	X	—
Delaware	—	—
District of Columbia	X	—
Florida	—	—
Georgia	X	—
Hawaii	X	—
Idaho	—	—
Illinois	—	—
Indiana	X	—
Iowa	—	—
Kansas	—	—
Kentucky	—	—
Louisiana	—	—
Maine	—	—
Maryland	X	—
Massachusetts	X	—
Michigan ¹	— / —	— / X
Minnesota	X	—
Mississippi	X	—
Missouri	X	—
Montana	—	—
Nebraska	†	†
Nevada	—	—
New Hampshire	X	X
New Jersey	X	—
New Mexico	X	—
New York	X	—
North Carolina	X	—
North Dakota	X	—

See notes at end of table.

E10. Information included in reports given to parents

State	5. Performance/ achievement level descriptors	6. Sample test items
Ohio	X	—
Oklahoma	X	—
Oregon	—	—
Pennsylvania	X	—
Rhode Island	—	—
South Carolina	X	—
South Dakota	X	—
Tennessee	X	—
Texas	—	—
Utah	X	—
Vermont	—	—
Virginia	X	—
Washington	X	—
West Virginia	X	—
Wisconsin	—	—
Wyoming	X	—

— No.

X Yes.

† Not applicable. Student reports and interpretive guidance were provided by local agencies.

¹ More than one assessment used. See explanation in introductory text of this appendix.

NOTE: Percentages do not sum to 100 because multiple responses were possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments (NSAA), state data summaries for school year 2006-07.