Students who are ‘difficult’ to assess: What can we do? How will that help?
GEORGIA:
characteristics of and options for the lowest performing students on the general assessment;

HAWAII:
development of learning progressions for classroom instruction and assessment;

KENTUCKY:
performance impact and comparability of an online assessment;

DISCUSSION:
lessons learned;
unresolved issues; and possible solutions
Each of the states will learn from the others the potential utility of a range of formative and summative methods of determining what students know and are able to do, in response to identified student needs.
Capturing Lessons Learned:

Review panel with 4 state practitioners, 2 national advocates for students with disabilities, 2 university researchers, and an inclusive assessment expert.

Effectiveness external evaluation.

White paper on student characteristics.

AND YOU!
Tristate EAG DISCUSSION

Just what can we make of this?

How will these options “help”? 
The BIG Picture

- Standards-based reform
- What does an educational system look like in standards-based reform?
- How does it affect special education practices?
- Large-scale assessment issues
- Universal design of instruction and assessment
- Staff development and support
- Expectations!
"Well, if they asked me to come up with a substitute for a teacher, another teacher would be the last thing on my list."

Phi Delta Kappan June 98
• Identified student needs – characteristics drive what works
• What the decision-making process is, how well it works – how that interacts with identified student needs
• Access to the challenging content with appropriate scaffolding for students AND teachers
• Capacity issues – teachers, infrastructure – how make this feasible?
• No easy fixes –