

Award Type	1% General Supervision Enhancement Grant (1% GSEG)	start date: 10/01/07 end date: 09/30/10
Agency/State	Idaho Department of Education Department of Special Education	
Project Title	Electronic Center for Alternate Assessment Scoring (ECAAS Project)	
Contact Information	Idaho Department of Education Department of Special Education P.O. Box 83720 650 W. State St Boise, ID 83720-0027 Telephone 208-332-6910 Fax 208-334-4664 E-mail jshyatt@sde.idaho.gov	
Project Staff	Jacque Hyatt Elizabeth Compton Jean Taylor	
Purpose	This project is designed to advance the technical quality of the Idaho Alternate Assessment (IAA) for students with significant cognitive disabilities. The current IAA is an evidence-based, teacher-completed comprehensive rating scale of student competencies in language arts, mathematics, and science. While the current system utilizes the expertise of teachers' experiences with their students, it is challenged by the variability in the manner and complexity with which these students may perform the same academic content. This project will augment the IAA by adding an electronic center for the systematic collection of student performance data.	
Method	The project will develop an electronic collection, processing, and storage system for student classroom evidence. Procedures will also be developed for establishing the reliability of the field-based teachers' ratings of proficiency with independent second raters for each competency in language arts, mathematics, and science. The electronic center will design training materials on data collection practices and their relationship to instructional opportunities; will provide feedback and professional support to teachers in order to enhance instruction-generated evidence; and will evaluate teachers' use of the electronic scoring documents. The new center will be coordinated by a Research and Technology Support Team and Professional Development Support from institutions of higher education. These support teams will collaborate with assessment experts from Vanderbilt University, Georgia State University, and Idaho's special education teachers to enhance the technical quality of the IAA for students with significant cognitive disabilities.	
Outcomes/Products	The project is expected to result in: (1) more efficient means of ensuring that the IAA is properly administered and that directions are followed; (2) more rigorous and independent reviews of teacher collected evidence to support comparability in results; (3) more focused professional development designed to enhance both assessment and instruction; and (4) more comprehensive investigations of the reliability and validity of student scores.	

Award Type	1% General Supervision Enhancement Grant (1% GSEG)	start date: 10/01/07	end date: 9/30/10
Agency/State	Minnesota Department of Education		
Project Title	IDEA General Supervision Enhancement Grant on Priority B: Alternate Academic Achievement Standards		
Contact Information	Minnesota Department of Education 1500 Highway 36 West TTY Roseville, MN 55113-4266 Telephone 651-582-8590 Fax 651-582-8729 E-mail barbara.troolin@state.mn.us		
Project Staff	Barbara Troolin Cheryl Alcaya Eric Kloos		
Purpose	This project will focus on the continued improvement and implementation of the Minnesota Test of Academic Skills (MTAS), an alternate assessment based on alternate achievement of standards for students with the most significant cognitive disabilities.		
Method	The project will: (a) convene a workgroup to review performance data on the MTAS and identify specific performance issues and subgroups that could benefit from additional resources, as well as implementation supports and areas for further staff development; (b) develop specific materials and supports to assist in the implementation of the alternate assessments based on alternate achievement standards in reading, math, and science; (c) evaluate the quality, effectiveness, and usefulness of the supports and materials developed; (d) consult with national experts on the design of materials and supports for the MTAS; (e) document all processes and findings; (f) review the impact on performance over time; (g) update the Minnesota Department of Education Web site to reflect the most recent information, guidance, and alternate assessment forms; and (h) conduct extensive in-service training and technical assistance for district testing coordinators, special education directors, special education teachers, parents, and other interested parties to understand the alternate assessment based on alternate achievement standards.		
Outcomes/Products			

Award Type	1% General Supervision Enhancement Grant	start date: 10/01/07	end date: 09/30/10
Agency/State	Mississippi State University (Mississippi)		
Project Title	Mississippi CAARES Project: Enhancing Assessment and Instructional Practices for Students with Significant Disabilities		
Contact Information	Mississippi State University 449 Hardy Rd. 133 Etheredge Hall Mississippi State, MS 39762 Telephone 662-325-2490 Fax 662-325-3803 E-mail pfrench@spa.msstate.edu		
Project Staff	Cindy Morgan Kris Kaase		
Purpose	To enhance the overall technical quality of the Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF), the Mississippi Department of Education (MDE) will develop a comprehensive system of alternate assessment for students with significant cognitive disabilities. A key element in that system will be the center established by this project for evaluating the quality of evidence submitted by teachers to (a) document student knowledge and skills for content included in the Mississippi Extended Curriculum Frameworks (MECF) in language arts, mathematics, and science; and (b) establish the reliability of teachers' proficiency ratings of students on the MAAECF.		
Method	The Center for Alternate Assessment Review of Evidence and Scoring (CAARES) will be located at Mississippi State University (MSU) and will work directly with MDE's Office of Student Assessment to enhance the technical quality of the MAAECF for students with significant cognitive disabilities and the educators who work with them daily to provide access to the general curriculum. CAARES will coordinate its work through a Research and Validity Studies Team and a Professional Development Support Team from the State's vendor developing the MAAECF. Reliability and validity studies of the MAAECF scores and outcomes will be conducted, and the degree to which targeted students access the general curriculum will be evaluated. The project will also address the continuing professional development of educators who teach students with significant cognitive disabilities by updating its professional development materials and the online teacher qualification test; by designing support and remediation training materials for teachers whose evidence does not meet an acceptable standard; and by training a new team of leaders to ensure high-quality training and support for teachers.		
Outcomes/Products	This project will result in more integrated and comprehensive reviews of the classroom evidence used to anchor teachers' proficiency scores, will ensure an independent two-rater scoring process, will provide all teachers with feedback and professional support to enhance instruction-generated evidence, and will integrate this information into the ongoing efforts to maintain and document the technical soundness of the MAAECF.		

Award Type	1% General Supervision Enhancement Grant (1% GSEG)	start date: 10/01/07	end date: 9/30/10
Agency/State	North Central Regional Resource Center (Michigan, Pennsylvania, Wisconsin)		
Project Title	North Central Regional Resource Center: A State Consortium Longitudinal Study to Examine Consequential Validity Issues Related to Alternate Assessments Based on Alternate Achievement (AA-AAS)		
Contact Information	Regents of the University 200 Oak Street SE McNamara Alumni Center, Suite 450 Minneapolis, MN 55455-2070 Telephone 612-626-8155 Fax 612-624-9344 E-mail : Michael Sharpe: sharp004@umn.edu , Erin Faasumalie: jannx004@umn.edu , Brian Abery: abery001@umn.edu		
Project Staff	Michael Sharpe, P.I. Brian Abery, Director Erin Faasumalie, Coordinator Diane Halpin, Research Fellow		
Purpose	The goal of this project is to collect and analyze data to investigate, ascertain, and inform States of the consequential evidence characteristics of their alternative assessment based on alternate achievement standards (AA-AAS). As a result, States will have information that will lead to: (a) the continuous improvement of the validity of AA-AAS with regard to its intended purpose; (b) the identification and the development of professional development strategies with regard to the effective application of the AA-AAS; and (c) the development of strategies that will assist States in the dissemination of practices that promote effective decision making and improved instructional interventions based on AA-AA data.		
Method	The project will operate with eight measurable objectives that will guide all of the key actionable activities: (a) convening stakeholder feedback groups; (b) developing instrumentation based on validity arguments; (c) conducting field tests of instrumentation, using three local education agencies (LEAs) in each State; (d) developing a Web-based survey and a database to house the results, child count, and student performance data; (e) conducting sample selection procedures with measurement experts; (f) conducting surveys with administrators and teachers; (g) using established data analysis procedures to review, organize, and clean the data; and (h) disseminating project findings at conferences, in journals and via State and NCRRC Web sites.		
Outcomes/Products	Presentation 2009 CCSSO's National Conference on Student Assessment		

Award Type	1% General Supervision Enhancement Grant (1% GSEG)	start date: 01/01/08 end date: 12/31/10
Agency/State	University of Guam (Pacific Consortium)	
Project Title	The PACIFIC Project: Pacific Assessment Consortium (PAC6) Implementing Fully Innovative Change	
Contact Information	University of Guam UOG Station TTY Mangilao, GQ 96923 Telephone 671-735-2481 Fax 671-734-5709 E-mail heidisan@ite.net	
Project Staff	Heidi San Nicholas June De Leon June Quitugua Celine Cabullido Joans Macapinlac	
Purpose	This Consortium has a collaborative commitment to build regional and local capacity for the development and full implementation of high-quality alternate assessments based on alternate academic achievement standards that yield accurate reporting and analysis of participation and performance data of students with significant cognitive disabilities in each entity's inclusive assessment system. The Consortium consists of six Pacific Basin entities of the U.S. Territory of American Samoa, the Commonwealth of the Northern Mariana Islands (CNMI), the U.S. Territory of Guam, and the three Freely Associated States (FAS): the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.	
Method	The project builds upon the local regional, and national partnership established in 2005, which includes the University of Guam, the National Center on Educational Outcomes (NCEO) at the University of Minnesota, and the Western Regional Resource Center (WRRRC) at the University of Oregon. The consortium will: (a) establish a system of regional and local technical supports; (b) fully implement high-quality alternate assessments based on alternate academic achievement standards using universal design principles; (c) increase the knowledge and skills of local individualized education program (IEP) teams for determining which students should be assessed; (d) establish local mechanisms for monitoring and supporting the reporting and use of participation and performance data for students with disabilities; and (e) enhance the mechanism for ongoing communication and information dissemination within and among the Project Partners, Leadership Teams, and Jurisdiction Implementation Teams to ensure sustainable and effective strategies beyond the project period.	
Outcomes/Products	The overall expected outcomes include improved local capacity for reporting and analyzing participation and performance data of students with significant cognitive disabilities on alternate assessments based on alternate academic achievement standards to inform critical changes in assessment, curriculum, and instruction.	

Award Type	1% General Supervision Enhancement Grant (1% GSEG)	start date: 11/01/07	end date: 10/31/10
Agency/State	University of New Hampshire (New Hampshire)		
Project Title	Gaining Access to What Students with Disabilities Know		
Contact Information	University of New Hampshire Office of Sponsored Research Service Building 51 College Road Durham, NH 03824 Telephone 603-862-4678 Fax 603-862-0555 E-mail cherylj@unh.edu		
Project Staff	Cheryl Jorgensen Michael McSheehan Laurie Lambert Peter Antal Vidya Sundar		
Purpose	This project will address changes in assumptions and expectations over student assessment. Specifically, it will: (a) describe more fully the population of students participating in New Hampshire's Annual Assessment (AA) with respect to their sensory and cognitive access challenges as well as their achievement; (b) reframe and extend existing NH Grade Level Expectations (GLEs), describing them from multisensory and cognitive access perspectives, incorporating the principles of universal design (UD); (c) develop alternate academic achievement standards (AAS) aligned with the State's general academic achievement standards; and (d) enhance the capacity of the NH Department of Education (DOE) to support LEAs in assessing students based on AAS, through changes in its program monitoring and approval process and its professional development systems.		
Method	The project will develop AAS that build from GLEs and are enhanced to address multiple sensory representation forms (e.g., vision, communication, hearing, tactile). Using UD principles, current and emerging assistive technology, and findings from data on the sensory and learning characteristics of students who participate in the NH AA, the project will engage experts in large-scale assessment and special education, together with review panels of NH educators and parents, to design AAS that are fully aligned with the general learning expectations.		
Outcomes/Products	Products Outcomes include: (a) tools that document student learning progressions and progress toward acquiring academic content that are embedded in the DOE's Program Monitoring and Approval standards and process; (b) a comprehensive professional development and technical assistance process for LEAs; and (c) recommendations to the DOE for a new AA based on aligned academic achievement standards.		

Award Type	1% General Supervision Enhancement Grant (1% GSEG)	start date: 10/01/07	end date: 09/30/10
Agency/State	University of Kentucky (Kentucky, Connecticut, Georgia, District of Columbia, Puerto Rico)		
Project Title	GSEG Consortia: Priority B; AA-AAS Validity Evaluation		
Contact Information	University of Kentucky Research Foundation TTY 109 Kinkead Hall Lexington, KY 40506-0057 Telephone 859-257-7672 Fax 859-257-9412 E-mail jkearns@email.uky.edu		
Project Staff	Jacqui Kearns Jonathan Compton Elizabeth Towles-Reeves Darrell Mattingly		
Purpose	This consortium will work with five states (KY, CT, GA, DC, PR) to begin the task of building validity arguments for their No Child Left Behind alternative assessments based on alternate achievement standards. Specifically, the project aims to: (a) demonstrate through partnerships with States high-quality validity evaluation models; (b) provide models of validity-based technical documentation for alternative assessment based on alternate achievement standards (AA-AAS) and general assessments; (c) add to the growing research base on high-quality, technically sound AA-AAS to provide technical assistance to States as they conduct their validity evaluation studies; and (d) provide a range of research-to-practice products that explicate the process and results.		
Method	The project will convene a panel of measurement and special education experts, with a purposeful overrepresentation of validity theorists, in order to guide States in developing a validity evaluation plan, designing specific studies (at least four studies for each State during the three-year award period), and constructing a validity argument. Each State's validity plan will be based on the maturity of their system, the assessment format, and unique factors related to assessing a diverse population of students. In addition, the project will use an external evaluator to provide ongoing feedback on the project's process approach and the results. This research-to-practice approach will result in high-quality validity evaluation models that may be used in technical assistance efforts to improve the quality of alternate assessments based on alternate achievement standards nationally. Finally, the Consortium will use nationally recognized organizations such as the National Center on Educational Outcomes (NCEO), the National Alternate Assessment Center (NAAC), and the Regional Resource Centers (RRCs) to disseminate project findings broadly to a variety of stakeholder audiences.		
Outcomes/Products			

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 10/01/07	end date: 9/30/10
Agency/State	Georgia Department of Education		
Project Title	The Georgia Alternate Instrument Modified for Student Success (AIMSS)		
Contact Information	Georgia Department of Education Div of Assessment Research and Development 205 Jesse Hill Jr Dr., SE 1554 Twin Towers East Atlanta, GA 30334-9033 Telephone 404-651-9405 Fax 404-656-5976 E-mail mfincher@doe.k12.ga.us		
Project Staff	Melissa Fincher (Director) Chris Domaleski Nancy O'Hara Toni Bowen Stephen Pruitt		
Purpose	In the context of high expectations for all students and a fully inclusive assessment and accountability system, the Georgia Department of Education will develop modified academic achievement standards including the investigation and documentation of the technical quality of an alternate assessment based on modified achievement standards (AA-MAS). The AA-MAS will be designed to meet the needs of students whose disabilities preclude them from attaining grade-level achievement within the same time period as their peers, by ensuring that students will be able to demonstrate what they have learned.		
Method	The AIMSS project will conduct a comprehensive review and evaluation of the test forms and items that comprise Georgia's assessment system for universal design features and make recommendations for increasing accessibility for the targeted students. Performance-level descriptors and modified academic achievement standards will be developed for the targeted population and will be aligned to the State's academic content standards. A multidisciplinary committee will be convened to review the State standards, current assessments, and previous research on the targeted population conducted by Georgia; this committee will then develop prioritized solutions for further investigation. Pilot studies will also be conducted to evaluate the effectiveness of the proposed solutions, including the psychometric characteristics and properties of the items and tests (e.g., reliability and validity) and the relationship to the general assessment. Information gathered through AIMSS and other State initiatives will be used to develop participation guidelines for IEP teams.		
Outcomes/Products			

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 10/01/07	end date: 9/30/10
Agency/State	Iowa Department of Education		
Project Title	The SAAFE-Learning Project: Standards and Assessment Alignment for Equal Learning (Phase 2)		
Contact Information	Iowa Department of Education 400 E. 14th Grimes State Office Building Des Moines, IA 50319 Telephone 515-281-3954 Fax 515-242-6019 E-mail marty.ikeda@iowa.gov		
Project Staff	Martin Ikeda Steve Maurer Kiersten Hensley		
Purpose	This project will support Phase 2 of the development of the SAAFE-Learning Project. In Phase 1, an alternate assessment measuring against alternate achievement standards was enhanced, and an evaluation and validity model was developed. That model will be replicated in this project, which will focus on developing an alternate assessment based on modified academic achievement standards.		
Method	The project will use a multilevel participatory process that involves a diverse State-coordinated leadership team, a National Advisory Committee, a State work team, and a State implementation cadre. Modified academic achievement standards and grade-level performance descriptors will be developed for the population of students with disabilities whose skills are not at the level of the general assessment but beyond the skills captured in the alternate assessment that is based on alternate achievement standards. Assessments will then be developed that align with the modified standards, and validity studies will be conducted to determine assessment quality. The project will also develop criteria for student participation in the range of assessment options (e.g., the general assessment, alternate assessment based on alternate academic achievement standards developed in Phase 1, alternate assessment based on modified academic achievement standards developed in Phase 2). Additional project activities will include providing IEP teams with training and technical assistance on developing standards-based IEPs and on using progress monitoring of standards-based IEP goals.		
Outcomes/Products	The primary outcomes of this project will be an alternate assessment based on modified academic achievement standards; guidelines for student participation; and training on how to develop standards-based IEPs and use progress monitoring to measure student progress toward standards-based IEP goals.		

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date:	end date:
Agency/State	Maryland Department of Education		
Project Title	Development of Maryland's Alternate Assessments Based on Modified Academic Achievement Standards for High School		
Contact Information	Maryland State Department of Education 200 West Baltimore St. Baltimore, MD 21201 Telephone 410-767-0100 Email tbowman@msde.state.md.us		
Project Staff	Trinell Bowman (Director) Carol Baglin Leslie Wilson Kim Lewis		
Purpose	This project will develop: (a) modified academic achievement standards (MAAS) based on Maryland's academic content standards for the grade in which a student is enrolled; (b) a Modified High School Assessment (Mod-HSA), based on MAAS; and (c) clear and appropriate guidelines for IEP teams to use in determining which students should be assessed based on MAAS, including the development and implementation of training on those guidelines for IEP teams		
Method	The project will convene groups of special and regular educators with expertise in each of the relevant content areas of assessment to define MAAS for students with disabilities. These MAAS will be used during a subsequent standard-setting process. The development of the Mod-HSA will be based on MASS and will be grounded in modifying existing test forms and items. Teams of content experts and special educators will be convened to examine existing pools of test items and will modify those items using principles of universal design, as well as implement appropriate modifications identified in an initial literature review. The project will also conduct reviews for bias/sensitivity related to subgroup populations. Test items will be modified as necessary, and test forms will be built (primarily for online administration). Field testing of the test will occur in May-June 2008, coinciding with the administration of the regular HSA. Following data analysis, items that successfully meet technical criteria will be identified and assembled into score forms; standard setting will be conducted using the Bookmark procedure to identify cut scores for proficiency and advanced performance levels. Professional development modules will also be designed to support the implementation of the Mod-HSA based on MAAS.		
Outcomes/Products			

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 11/01/07	end date: 10/31/10
Agency/State	Michigan Department of Education		
Project Title	MI-Access Modified Full Independence (MFL) Assessment		
Contact Information	Michigan Department of Education P.O. Box 3008 Lansing, MI 48909 Telephone 517-241-4416 Fax 517-335-1186 E-mail RobertsM@michigan.gov		
Project Staff	Marilyn Roberts (Director) Ann Omans Vincent Dean Angela Dalhoe Joseph Martineau Steven Vigor		
Purpose	This project has dual purposes: (a) to design a replicable process for modifying the existing Michigan Educational Assessment Program (MEAP) English Language Arts and Mathematics Assessment in Grade 3-8 by reducing length and difficulty level while maintaining appropriately challenging content that reflects the State's general education Grade-Level Content Expectations; and (b) the creation of a Michigan Online Professional Learning System (MOPLS) that can be adopted and adapted by States, school districts, and individual educators.		
Method	The project will conduct the following work: (a) investigate the characteristics of students who may qualify to participate on an AA-MAS and describe them in the State's Draft Guidelines for Participation in State Assessment; (b) develop modified academic achievement standards aligned with the State's general education academic content standards; (c) develop a Technical Advisory Committee (TAC) review process for modifying the existing general assessment; (d) conduct an assessment pilot study to determine which of two assessment formats is most valid for the target population; (e) design a comprehensive development program that guides IEP teams in determining AA-MAS participation and in using assessment results to make valid instructional decisions to enhance and support learning of the target population; and (f) disseminate replicable processes, documented findings, and suggestions for other States.		
Outcomes/Products			

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 10/01/07	end date: 09/30/10
Agency/State	Montana Office of Public Instruction		
Project Title	Identifying Students in Need of Modified Achievement Standards and Developing Valid Assessments		
Contact Information	Montana Office of Public Instruction/ Department of Assessment and Special Education 1227 11th Ave Helena, MT 59601 Telephone 406-444-3656 Fax 406-444-1371 E-mail jsnow@mt.gov		
Project Staff	Judy Snow Sue Bechard		
Purpose	This project will enhance Montana's current general and alternate assessment system by developing modified academic achievement standards (MAS) that are based on the State's grade-level academic content standards. The project will then develop computer-based assessments incorporating scaffolding strategies and interactive features based on those modified standards. A beta test and pilot test are planned, with results informing an operational plan. Additionally, clear and appropriate guidelines will be developed for IEP teams to use in determining which students with disabilities should be assessed based on modified academic achievement standards. There are four goals for the MT GSEG: Goal 1: Identify students in need of MAS; Goal 2: Determine test adaptations needed to measures MAS; Goal 3: Specify inferences about target students' KSAs based on AA-MAS; Goal 4: Determine operational plan for collecting validity evidence		
Method	The project represents a collaborative effort of multiple partners and contractors with the Montana Office of Public Instruction, including the Mountain Plains Regional Resource Center (MPRRRC), WestEd, Measured Progress, Montana's Technical Advisory Committee, and its Special Education Advisory Committee. The project will focus its work on grades 7 and 8 in the areas of reading and mathematics and will develop a description of modified achievement standards for those grades and content areas. In order to develop valid and appropriate tests, the project will identify those students with IEPs who are not eligible for the CRT-Alternate but who are performing at low levels on the general assessment. The level of expertise these students demonstrate relative to the grade-level content in the classroom will be investigated and a literature review conducted, as part of developing appropriately tailored assessments that provide enhanced opportunities for students to demonstrate their knowledge, skills, and abilities (KSAs). An online delivery system of test items will be developed that employs a system of distractor analysis and content deconstruction. The project will develop test format adaptations; determine how new items measure intended KSAs and how results will be evaluated; and develop an operational plan for grades 7 and 8 reading and mathematics and for determining the technical soundness of the AA-MAS.		
Outcomes/Products	Deliverables include: Literature review, draft modified achievement level descriptors, eligibility guidelines, guidelines for standards-based IEPs, item writing specifications, and recommendations for an operational test		

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 10/01/07 end date: 9/30/10
Agency/State	Nebraska Department of Education	
Project Title	Nebraska's Modified Standards and Assessment General Supervision Enhancement Grant (MSA-GSEG)	
Contact Information	Nebraska Department of Education Special Populations Office 301 Centennial Mall South P.O. Box 94987 Lincoln, NE 68509-4987 Telephone 402-471-2471 Fax 402-471-5022 E-mail carla.osberg@nde.ne.gov ; carol.mcclain@nde.ne.gov	
Project Staff	Carla Osberg Carol McClain Jill Weatherly Kim Larson	
Purpose	Nebraska currently lacks the capacity to collect sufficient data to determine the progress of a small group of students with disabilities who are not likely to achieve grade-level proficiency within the year covered by their IEPs. This project responds to the increased flexibility regarding State, local, and school accountability for the achievement of this group of students with disabilities and will focus on developing modified academic achievement standards and assessments appropriate for these students.	
Method	The MSA-GSEG builds upon previous work on standards, assessment, and accountability developed through the School-based Teacher-Led Assessment and Reporting System (STARS). Five major activities are planned: (a) current academic content standards in reading and math will be reviewed and new content standards developed; (b) modified achievement standards and examples of appropriate matching assessments will be developed, based on the revised State academic content standards; (c) clear and appropriate guidelines for IEP teams will be developed to assist teams in determining which students should be assessed with modified academic achievement standards; (d) a standards-based IEP technical assistance document will be provided, as will training; and (e) in-depth, multi-phased training will be provided for Nebraska's K-12 general and special education teachers regarding the instruction and assessment of students with disabilities in general education settings. Nationally recognized consultants will guide and review each phase of work to ensure the results will accurately measure student performance data that can then be used in evaluating the performance of schools, districts, and the State.	
Outcomes/Products		

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 10/01/07 end date: 9/30/10
Agency/State	Ohio Department of Education (Minnesota, Ohio, Oregon)	
Project Title	The Ohio Multi-State Consortium to Develop Assessments of Modified Academic Achievement Standards	
Contact Information	Ohio Department of Education 25 South Front Street Mail Stop 507 Columbus, OH 43215-4183 Telephone 614-466-0223 Email wendy.stoica@ode.state.oh.us	
Project Staff	Wendy Stoica (Director)	
Purpose	The Ohio Multi-State Consortium will be a collaborative effort of the State Departments of Education of Ohio, Oregon, and Minnesota and the American Institutes for Research (AIR). The goal of the consortium will be to share resources and expertise, and develop assessments of modified academic achievement standards for the three State assessment programs.	
Method	Creating assessments of modified academic achievement standards is a test design and development process. Nine sets of activities are planned and will result in operational test forms for administration in the 2010-2011 school year. Those activities are: (a) conduct initial and subsequent meetings; (b) define the target student population; (c) create initial definitions of modified academic achievement standards; (d) develop eligibility guidelines for IEP teams; (e) create professional development plans; (f) select modification strategies and test them in small-scale tryouts; (g) develop, pilot test, and field test the assessments; (h) produce item maps for operational test forms; and (i) produce standard-setting plans for each State's assessment of modified academic achievement standards. This work will be guided by a Steering Committee, a Consortium Working Group, and the project's Technical Advisory Committee. Products The Consortium will prepare two operational test forms in reading and mathematics for each State: grades 6, 7, and 8 for Ohio; grades 3, 4, and 5 for Oregon; and grades 7 and 8 for Minnesota.	
Outcomes/Products		

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 11/01/07	end date: 10/31/10
Agency/State	Pennsylvania (Lancaster Lebanon IU 13)		
Project Title	The Pennsylvania State System of Assessment-Modified (PSSA-M)		
Contact Information	Lancaster Lebanon IU 13/ PaTTAN 6340 Flank Drive Suite 600 Harrisburg, PA 17109 Telephone: 717-541-4960 Email: vrodriguez@pattan.net , dramandakloo@gmail.com		
Project Staff	Victor Rodriguez-Diaz (Director) Amanda Kloo (Principal Investigator)		
Purpose	The goal of this project is to develop: (a) modified academic achievement standards based on Pennsylvania's academic content standards; (b) clear and appropriate guidelines for individualized education program (IEP) teams to use in determining which students should be assessed based on modified academic achievement standards; and (c) implementation of training on those guidelines for IEP teams. Also, provide integrated and coordinated professional development for implementation of standards-based IEPs for all LEAs.		
Method	In order to accomplish these goals, the project will: (a) define the population for whom an assessment based on modified academic achievement standards would be appropriate, while also developing modified academic achievement standards and the blueprint for the development of the alternate assessment based on those modified achievement standards;(b) develop guidelines for use by IEP teams in making the recommendation for how each student with an IEP will participate in annual State accountability assessments (i.e., who will take the regular assessment, the regular assessment with accommodations, an alternate assessment based on modified achievement standards, or an alternate assessment based on alternate achievement standards); (c) conduct Statewide training for IEP teams based on the guidelines; (d) ensure that universal design principles, when appropriate, are part of the RFP for the development of the PA Modified Assessment; and (e) ensure that all students with disabilities have standards-based IEPs.		
Outcomes/Products			

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 10/01/07	end date: 9/30/10
Agency/State	South Carolina Department of Education		
Project Title	Targeting Research to Investigate Alternate Assessment Development (TRIAAD)		
Contact Information	South Carolina Department of Education Office of Exceptional Children and the Office of Assessment 1429 Senate St., Room 1005 Columbia, SC 29201 Telephone 803-734-8224 Fax 803-734-4824 E-mail sdurant@ed.sc.gov		
Project Staff	John Payne (Director) Susan DuRant Elizabeth Jones Michelle Bishop Melissa Metts		
Purpose	The TRIAAD project will investigate the key components involved in developing an alternate assessment based on modified academic achievement standards (AA-MAS).		
Method	The project will focus on: (a) developing modified academic achievement standards and defining performance-level descriptors based on South Carolina's academic content standards; (b) developing assessment prototypes based on the modified academic achievement standards through statistical performance profiles, learner characteristics, and stakeholder recommendations; (c) developing guidelines for IEP teams to use in determining which students should be assessed based on modified academic achievement standards; and (d) creating and implementing meaningful and sustained professional development activities to train IEP team members to identify students who will take the AA-MAS and to write standards-based IEPs. Project results will be disseminated via Web-based professional development tools, conference presentations, and refereed journal articles.		
Outcomes/Products			

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 10/01/07	end date: 10/01/10
Agency/State	Virginia Department of Education		
Project Title	Virginia Modified Achievement Standards Test (VMAST) Project		
Contact Information	Virginia Department of Education 101 N. 14th Street Richmond, VA 23219 Telephone (804) 225-2107 Fax 804-371-8978 E-mail sharon.siler@doe.virginia.gov		
Project Staff	Sharon Siler Shelley Loving-Ryder Sarah Susbury Robert Phenicie		
Purpose	This project will develop modified achievement standards and an AA-MAS by adding supports and simplifications traditionally used in classroom instruction to existing online grade 8 reading and mathematics items. Additionally the project will focus on the identification of appropriate students through the development of participation criteria, learner characteristics and other IEP guidance materials.		
Method	The project will use its considerable experience with online testing to investigate the options available through this test-delivery method to provide a more appropriate means of assessing this population of students. While developing the AA-MAS test, the project will enhance existing Standards of Learning (SOL) grade eight reading and mathematics online assessments by adding research-based supports and modifications that will benefit students identified for alternate assessments based on modified achievement standards. Committees of Virginia educators with expertise in the content area and experience with the population of students will review the modifications to ensure that they do not inappropriately modify the construct being assessed and that they are appropriate for the students. Modifications will be piloted using a cognitive lab approach and successful modifications will become part of a large-scale field test.		
Outcomes/Products			

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 10/01/07	end date: 09/30/10
Agency/State	West Virginia Department of Education		
Project Title	West Virginia Technical Assistance for IEP Teams on Alternate Assessment: Modified Academic Achievement Standards		
Contact Information	West Virginia Department of Education Office of Special Programs, Extended and Early Learning 1900 Kanawha Blvd., East Building 6, Room 304 Charleston, WV 25305-0304 Telephone 304-558-2696 Fax 304-558-3741 E-mail smcquain@access.k12.wv.us		
Project Staff	Sandra McQuain Erin Hider Lynn Boyer (Director) Jan Barth		
Purpose	Students in West Virginia participate at a rate of 98% in one of its two Statewide assessments: the West Virginia Educational Standards Test (WESTEST) or the Alternate Performance Task Assessment (APTA). This high participation rate camouflages the inappropriateness of either test for a small group of students with disabilities who are not eligible for assessment with the APTA and whose disability has precluded them from achieving grade-level proficiency in the same time frame as other students, making assessment with the WESTEST unreliable for guiding instruction. This project will build upon West Virginia's intent to develop an alternate assessment of modified academic achievement standards (AA: MAAS) and will focus primarily on: (a) the development of clear and appropriate guidelines for IEP teams to use in determining which students should be assessed based on modified academic achievement standards; and (b) the development and implementation of training on those guidelines for IEP teams.		
Method	The project will develop criteria for participation in the State's alternate assessment on modified academic achievement standards that appropriately and reliably identify students needing this assessment option. A recursive method will be used to initially identify and then compare the characteristics of those students in the lowest 10% of mastery on WESTEST and the highest 10% of mastery on APTA. Assessment decision-making guidelines will be developed through the use of focus and stakeholder groups, then will be provided to IEP teams, along with revised standards-based IEP professional development resources that address State criteria and federal requirements for the IEPs of students participating in the AA:MAAS. The project will provide IEP teams with professional development regarding how to develop standards-based IEPs, including assessment decisions based on a decision-making model, that meet the		

requirements for students taking the AA:MAAS.

Outcomes/Products	
Award Type	2% General Supervision Enhancement Grant (2% GSEG) start date: 10/01/07 end date: 09/30/10
Agency/State	NCEO (Alabama, Hawaii, South Dakota, Tennessee, Wisconsin)
Project Title	Multi-state GSEG (Multi-State General Supervision Enhancement Grant (GSEG) Consortium)
Contact Information	National Center on Educational Outcomes University of Minnesota 207 Pattee Hall 150 Pillsbury Dr. SE Minneapolis, MN 55455 612/626-1530 Fax: 612/624-0879 nceo@umn.edu
Project Staff	Martha Thurlow Sheryl Lazarus Rachel Quenemoen Ross Moen Christopher Johnstone
Purpose	This project aims to develop high-quality assessment and instructional systems that improve not only the accountability system, but also the learning of those students whose disability has precluded them from achieving grade-level proficiency and whose progress is such that they are not likely to reach grade-level proficiency in the same time frame as other students.
Method	The project will: (a) develop clear and appropriate guidelines for individualized education program (IEP) teams to use in determining which students should be assessed; and (b) develop State assessments using universal design principles based on modified academic achievement standards. The Consortium consists of Hawaii, South Dakota, Tennessee, and Wisconsin, who have agreed on common objectives. The States will partner in separate but related investigations. Consortium members will work closely with a panel of special education and large-scale assessment experts to ensure that the project is moving toward the appropriate identification of students who may qualify to participate in the Alternate Assessment-Modified Achievement Standards (AA-MAS) and their meaningful participation in the assessment system.
Outcomes/Products	

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 10/01/07	end date: 9/30/10
Agency/State	SRI International (Oklahoma)		
Project Title	Technical Assistance for Improving the Oklahoma Modified Alternate Assessment Program (OMAAP)		
Contact Information	SRI International 333 Ravenswood Ave Menlo Park, CA 94025 Telephone 650-859-6451 Fax 650-859-6461 Email: renee.cameto@sri.com		
Project Staff	Renee Cameto		
Purpose	<p>This project is designed to improve Oklahoma's Modified Alternate Assessment Program (OMAAP). The project will focus on three aspects of concern identified in the initial field test of the OMAAP:</p> <p>(a) refining OMAAP reading passages to increase accessibility to grade-level reading content; through a three phase process that focuses on: (i) identifying barriers to reading accessibility via cognitive interviews, teacher surveys, and a literature review; (ii) conducting an experimental study of alternative presentation and response formats for improving reading accessibility, and (iii) refining the reading assessment test design to increase accessibility; (b) strengthening technical quality elements of the OMAAP as specified in the U.S. Department of Education's peer review process by convening a panel with expertise in psychometrics, measurement, and accommodations on an annual basis to identify needed modifications to existing technical documentation describing the assessments; provide feedback on the appropriateness of the design, analysis, and interpretation of supporting tests; and suggest additional tests needed to strengthen the evidence base; and (c) evaluating OMAAP participation and refining guidelines and training, including (i) identifying the characteristics of students who participate in the OMAAP; (ii) evaluating and modifying the eligibility and participation criteria for OMAAP; (iii) developing clear and appropriate guidelines for IEP teams to use in determining which students should be assessed based on modified academic achievement standards; (iv) developing and providing training on those guidelines for IEP teams; (v) developing a monitoring system to ensure implementation of IEP guidelines; and (vi) evaluating the use of allowable testing accommodations.</p>		
Method			
Outcomes/Products			

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 10/01/07	end date: 09/30/10
Agency/State	Vanderbilt University (Arizona, Indiana)		
Project Title	Consortium for Modified Alternate Assessment Development and Implementation (CMAADI)		
Contact Information	Stephen N. Elliott Peabody #328 230 Appleton Place Nashville, TN 37203 Telephone: 615-322-2538 Fax: 615-322-4488 Email: steve.elliott@vanderbilt.edu ; mcrdz@umn.edu ; aroach@gsu.edu ; r.j.kettler@vanderbilt.edu		
Project Staff	Stephen N. Elliott (Project Director/ Co-Principal Investigators) Michael C. Rodriguez (Co-Principal Investigator) Andrew T. Roach Ryan J. Kettler		
Purpose	The CMAADI project is organized around seven functional and measurable goals to: (1) Develop and implement criteria for participation in an AA-MAS; (2) Develop reading and mathematics test items that are highly accessible, aligned with grade-level content standards, and less complex than those on existing general achievement tests; (3) Implement a field test of the AA-MASs at multiple grade levels; (4) Evaluate effectiveness of professional development and the technical aspects of the field-test items; (5) Implement AA-MASs statewide; (6) Set achievement standards for the AA-MASs; and (7) Document and disseminate the uses and technical qualities of the new assessments.		
Method	As part of the CMAADI project, researchers in the area of item and test development and modification provide assistance to state departments developing AA-MASs. Much of the information shared by the CMAADI team was learned from the Consortium for Alternate Assessment Validity and Experimental Studies (CAAVES) project. Assistance has taken the form of item modification trainings for teachers, development of a cognitive lab study and a field test with focus groups in Arizona, and a comprehensive item review in Indiana. Future plans include collaboration on a field test in Indiana, as well as assistance in making AA-MASs operational in both states.		
Outcomes/Products	Completed: <ul style="list-style-type: none"> • Arizona Cognitive Lab Study Summary Report • Indiana Item Accessibility Review • IEP Goal Analysis tool • Presentation at the 2009 National Conference on Student Assessment In preparation:		

- Arizona Field Test Summary Report
- Presentation at the 2010 annual meeting of the Council for Exceptional Children

Award Type	2% General Supervision Enhancement Grant (2% GSEG)	start date: 11/01/07	end date: 10/31/10
Agency/State	WESTED (Kansas/ Louisiana)		
Project Title	The Validity of Assessments Based on Modified Academic Achievement Standards: A Collaborative Project of the Kansas Department of Education, the Louisiana Department of Education, and WestEd		
Contact Information	WestEd 730 Harrison Street San Francisco, CA 94107-1242 Telephone: (415) 615-3226 Fax: (415) 615-3200 E-mail esato@wested.org		
Project Staff	Edynn Sato Stanley Rabinowitz Carole Gallagher Cristyan Mitchell		
Purpose	This project will build on a previously created outline of a validity framework for modified academic achievement standards (i.e., "2% assessments") for educators and policymakers measuring the achievement of learners under No Child Left Behind. The study involves the collaboration of the Kansas State Department of Education, the Louisiana Department of Education, and WestEd, and will make the validity framework more explicit and provide additional evidence to validate the assessments against this framework. The overall goals include determining who should participate in modified assessment, ensuring the appropriate content is measured, providing appropriate and sufficient access for students, defining proficient performance on the assessment, and ensuring technical adequacy of the assessment.		
Method	The project will conduct a study that will: (a) create an empirically supported validity framework appropriate for the intended student population; (b) provide information that will help States ensure that they are gathering appropriate evidence for the validity of the assessments, on which decisions impacting policy and practice are being based; (c) identify specific data-based strategies and procedures appropriate for the intended student population; and (d) provide evidence supporting effective practices for developing and implementing 2% assessments (e.g., IEP guidelines, eligibility criteria, item and test design).		
Outcomes/Products			

Award Type	2008 Enhanced Assessment Grant (EAG)
Agency/State	Idaho State Department of Education (Idaho, Kansas, Utah)/SRI Internationals
Project Title	Alternate Assessment Design—Reading (AAD-R)
Contact Information	
Project Staff	
Purpose	<p>A consortium of states including Idaho, Kansas, and Utah are applying for EAG funding for the proposed Alternate Assessment Design—Reading project. With technical support from SRI International and an impressive group of nationally known experts already committed to supporting this project, states will collaborate to (a) extend the conceptual framework of evidence-centered design (ECD) to alternate assessment based on alternate achievement standards (AA-AAS) in reading using the Principled Assessment Designs for Inquiry (PADI) model and (b) develop AA-AAS testing designs and performance tasks that will address the states’ priority academic standards in reading.</p> <p>Each of the collaborating states have completed one NCLB peer review cycle with their current AA-AAS systems. They are revising or improving their assessment systems to improve technical quality and reliability. Until now, few states have documented AA-AAS test development or the rationale used to set priorities for determining test content. The proposed project will employ ECD and the PADI model, a systematic process to guide the selection of content and the design of assessment tasks. The collaborating states have experience with ECD and PADI that they will extend to a new content area not previously addressed with this approach. AAD-R will build on the foundation of earlier work in other content areas and benefit from the lessons learned from their previous experience.</p> <p>The project objectives include (a) developing design patterns—frameworks or schema used to design assessments, (b) describing the conditions required to effectively present tasks and evaluate student performance, and (c) producing examples of assessment tasks and scoring systems. Design patterns and tasks will be housed in an online bank available to all the states. Each of the states will pilot test a set of tasks and employ common instruments to collect data. The project will produce Procedural Guidelines for designing assessments and assessment tasks, conduct an informational webinar, and make presentations at national conferences. The proposed project will expand and strengthen the representation of grade-level reading content in AA-AAS. This project offers an opportunity both to extend a contemporary approach to AA-AAS test design through a novel application and to evaluate this extension across multiple state contexts.</p>
Method	
Outcomes/Products	

Award Type	2008 Enhanced Assessment Grant (EAG)
Agency/State	Minnesota Department of Education (Minnesota, Florida, Maryland, Montana, New Hampshire, South Carolina, Utah, Vermont)
Project Title	The Accessible Portable Item Project
Contact Information	
Project Staff	
Purpose	<p>Computer-based test delivery holds promise to increase the efficiency with which tests are administered and the speed with which results are returned to schools. Two challenges to computer-based delivery, however, are the provision of test accommodations and the ability to easily deliver test items across different delivery systems. The Accessible Portable Item Protocol (APIP) Project brings together a consortium of states (MN, FL, MD, MT, NH, SC, UT, & VT) to develop the capacity of all states to use a standard item mark-up language for accessible computer-based test items. As a result of this project, the APIP will allow all states to ensure that our test items are accessible for students with a variety of needs and that our items are portable across computer-based delivery systems that apply the APIP standards.</p> <p>The APIP will build on recently released Question and Test Interoperability standards to define standard methods for tagging test content so that it is presented in a consistent manner within any computer-based test delivery system that is developed to interpret the APIP standards. The APIP standards will significantly decrease costs associated with transferring items between the systems used by different vendors when a state testing program changes test vendors. The standards will also allow states to more easily use released items originally developed for an NCLB summative test for other purposes, such as formative or benchmark assessments.</p>
Method	
Outcomes/Products	<p>The APIP project will result in the following products:</p> <ul style="list-style-type: none"> A primer designed to help all states develop an understanding of Question and Test Interoperability (QTI) standards and an associated Accessibility meta-tag system. A reference table that maps the universe of accommodations currently allowed by state testing programs to the Accessibility meta-tags. Sample RFP language that specifies the use of the QTI and Accessibility tags by test vendors. A sample of "best practice items" that apply the QTI and Accessibility Meta-Tags and which are delivered by a computer-based test delivery prototype to demonstrate the feasibility of employing the standards to deliver accessibility of test items in a computer-based environment.

Award Type	2008 Enhanced Assessment Grant (EAG)
Agency/State	Pennsylvania Department of Education (Arizona, Pennsylvania, South Carolina)/Vanderbilt University/University of Pittsburgh/EduWomen & Discovery Education Assessment
Project Title	Modified Alternate Assessment Participation Screening (MAAPS) Consortium
Contact Information	
Project Staff	
Purpose	<p>The Modified Alternate Assessment Participation Screening (MAAPS) Consortium includes the departments of education from Arizona, Pennsylvania, and South Carolina, along with researchers from Vanderbilt University and the University of Pittsburgh, and test developers from EduWomen and Discovery Education Assessment, with the shared purpose of creating a multi-part screening system for identifying students who would be eligible for an alternate assessment based on modified academic achievement standards (AA-MAS). The MAAPS System will include electronic screening tests to predict proficiency in reading and mathematics, as well as a measure of opportunity to learn (OTL) essential academic objectives. The primary goals/objectives of the MAAPS Consortium are to (1) develop tools to facilitate educators' accurate assessment participation decisions for students with disabilities, (2) evaluate the validity and consequences of the participation decision-making tools, (3) apply the MAAPS system for students with disabilities to determine its utility and likely consequences, and (4) disseminate knowledge learned from the development and implementation of the MAAPS System. Activities to accomplish these objectives include meetings to develop and refine measurement tools, several validity evidence studies, and ultimately a training conference for professional development. The primary outcome of this project is that IEP teams will be able to make reliable AA-MAS participation decisions. The MAAPS System will be designed for implementation at the 8th grade level in reading and mathematics, providing screening data in the form of repeated measures, to help educators make decisions with confidence. Secondary outcomes include examining the relationship between OTL and disability status, sharing information about methods for developing altered items for AA-MAS, and learning about a development process that can be extended to other grade levels. The MAAPS Consortium will draw from the successful work completed in the Consortium for Alternate Assessment Validity and Experimental Studies project (Elliott & Compton, 2006-2009), as well as on investigators' experience in development and validation of alternate assessments and other educational assessment tools.</p>
Method	
Outcomes/Products	

Award Type	2008 Enhanced Assessment Grant (EAG)
Agency/State	Utah State Office of Education
Project Title	Description-Enhanced Assessments for Students with Visual & Print Disabilities
Contact Information	
Project Staff	
Purpose	<p>Overview: Audio description provides access to complex images and graphics for children with visual and print disabilities and plays an increasingly important role in multi-media classrooms. As an accommodation, however, description has not been approved by any state for use in state assessments, in spite of its potential to (a) control standardized test administration, (b) increase independent access to visual content, and (c) reduce costs in test construction.</p> <p>Project goal and partners: The Utah, Colorado, and Kansas state education agencies seek to examine the use of description as an accommodation for students with visual and print disabilities by investigating student comprehension under multiple conditions and documenting meaningful and effective practices for access to visual and complex images within state assessments .Partners include WGBH National Center on Accessible Media, the National Center on Severe and Sensory Disabilities, and a panel of national advisors .</p> <p>Project objectives and activities include (a) training partners in research-based descriptive practices; (b) analyzing, developing and field-testing descriptions using “retired” test items from the Utah Performance Assessment System for Students; (c) conducting two rounds of assessment with 450 students to measure comprehension and evaluate efficiency, clarity, and comprehension; and (d) producing guidelines for best practices in description of test items for national dissemination.</p>
Method	
Outcomes/Products	Project outcomes: (1) Student comprehension data that contributes to the research base on accessibility of test items to meet the diverse needs of students with visual and print disabilities; (2) capacity-building within partner states to provide consistent, efficient, meaningful, and cost-effective methods of providing access to complex images in test items through descriptions; and (3) guidelines for widespread dissemination to assist other states in developing description accommodation for their statewide assessments.

Award Type	2008 Enhanced Assessment Grant (EAG)
Agency/State	Virginia Department of Education (New Jersey, North Dakota)/University of Wisconsin, Center for Applied Linguistics & Pacific Metrics Corporation
Project Title	Assessing REAL Science on a Large-Scale Assessment: The Promise of Computer-Interactive Items for High School Students with Language Challenges
Contact Information	
Project Staff	
Purpose	<p>Linguistics, and Pacific Metrics Corporation, requests \$1,961,563 to complete the proposed project. Our goal is to improve the assessment of complex science knowledge and skills in two end-of-semester benchmark tests for all high school students, and especially those with language challenges (i.e. less English-proficient English language learners, students with learning disabilities in reading, and students with hearing impairments). We will do this by developing and studying computer-based interactive item prototypes, and by considering when these kinds of items are comparable to traditional item approaches.</p> <p>The dynamic items will use the computer’s capabilities to replace large amounts of language by using animation and interactive techniques to present items, and allowing students to demonstrate their skills by interacting with stimuli, assembling, modeling, and drawing. Some of the cognitively complex interactive items will also use programmed algorithms to present sequenced items where students’ responses to a first set of questions condition how they will move through the item to a common final screen. Comparability of the interactive items with language-intensive traditional items will be investigated by studying how the students with language challenges and native English speakers with no IEPs will perform on pairs of traditional and interactive items which measure the same target content at the same grain size.</p> <p>Because of the complex comparability issues that arise when different kinds of items, forms and tests are used in a state’s academic testing system, the project will convene a cognitive panel to develop a defensible codification system that will define comparability arguments. This codification system will delineate the benefits and limits of different types of observations and explicate the kinds of evidence needed to defend common score inferences when the skills of different students are measured with different instruments, or when item types in the assessment system change over time. A comprehensive dissemination plan is also proposed.</p>
Method	
Outcomes/Products	

Award Type	2008 Enhanced Assessment Grant (EAG)
Agency/State	Washington Office of Superintendent of Public Instruction (Idaho, Montana, Oregon, South Dakota)/edCount,/LLC/ NCIEA/Department of Education at University of California Los Angeles/Synergy Enterprises/Pacific Institute for Research and Evaluation
Project Title	Evaluating the Validity of English Language Proficiency Assessments (EVEA)
Contact Information	
Project Staff	
Purpose	Under Titles I and III of the No Child Left Behind Act of 2001, all states must establish English language development standards and English language proficiency (ELP) assessments that are aligned with these standards and yield scores for Title III accountability purposes. To date, all states have implemented these standards and assessments; some have done so as part of consortia and other have adopted existing assessments or developed independent assessments of their own. This project will create a consortium of several states that have developed their own ELP assessments to build a joint validity argument and design a series of studies that could address specific components of that argument. Each state will identify its own validity evaluation priorities and the consortium will determine a set of group priorities for instrument development and pilot studies to be conducted as part of this project. In addition to specific benefits for participating states, this project will yield an approach to validity evaluation of these ELP assessments as well as two or more instruments that would be available to all states after the project's completion. This project has been designed to alleviate as much as possible the burden on state staff by holding only two in-person meetings during the 18-month project, developing an on-line project workspace to support networking and interactions among states and researchers on their own schedules, and providing each state with a dedicated research partner. Washington will serve as the lead state for the five-state consortium, which also includes Idaho, Montana, Oregon, and South Dakota. Other partners in this work include edCount, LLC, the National Center for the Improvement of Educational Assessment (NCIEA), the Department of Education at the University of California at Los Angeles, Synergy Enterprises, Incorporated, and the Pacific Institute for Research and Evaluation (PIRE).
Method	
Outcomes/Products	

Award Type	2007 Enhanced Assessment Grant (EAG)
Agency/State	District of Columbia (Washington, DC Office of the State Superintendent of Education)
Project Title	The Development of Alternate English Language Proficiency Assessment Procedures for English Language Learners with Significant Disabilities
Contact Information	
Project Staff	
Purpose	The Washington, DC Office of the State Superintendent of Education (OSSE), on behalf of the 17-state World-class Instructional Design and Assessment (WIDA) Consortium, proposes to develop and implement a feasible, accessible, valid, and efficient standards-based English language proficiency (ELP) alternate assessment system that yields technically sound results and facilitates the inclusion of English language learners (ELLs) with significant disabilities in educational accountability systems across the WIDA Consortium. This performance-based alternate assessment system will compliment and parallel the University of Wisconsin – Madison and WIDA’s evidence-based collection alternate ELP approach that is currently being field-tested within WIDA Consortium states. This new performance-based approach will give WIDA states the flexibility to implement alternate ELP assessments consistent with their existing alternate academic content assessments. The WIDA Consortium, which is located within the Wisconsin Center for Education Research (WCER) at the University of Wisconsin – Madison, will lead the development of this assessment through a cooperative agreement with the Washington, DC OSSE.
Method	
Outcomes/Products	

Award Type	2007 Enhanced Assessment Grant (EAG)
Agency/State	Minnesota Department of Education (Ohio, Oregon, American Institute for Research)
Project Title	Modifications for a Better Assessment of What Students with Disabilities Know and Can Do
Contact Information	
Project Staff	
Purpose	<p>The state of Minnesota, in collaboration with the states of Ohio, Oregon, and with the American Institutes for Research propose a research and design study to improve our planned Alternate Assessment of Modified Achievement Standards (AA-MAS). The AA-MAS targets persistently low-performing students with disabilities.</p> <p>Our proposed project addresses Absolute Priority 1 by collaborating with the American Institutes for Research and university-based cognitive psychologists to improve the reliability and validity with which state assessments can measure the academic achievement of students with a variety of disabilities whose skills are not appropriately measured through the general education assessment or the alternate assessment based on alternate achievement standards (AA-AAS). Although an AA-MAS is permitted under ESEA for this population, it is not required, and these improvements will extend the reliability and validity of the tests for this population beyond the ESEA requirements.</p>
Method	
Outcomes/Products	

Award Type	2007 Enhanced Assessment Grant (EAG)
Agency/State	Montana Office of Public Instruction (with Maine, New Hampshire, Rhode Island, and Vermont)
Project Title	Adapting Reading Test Items to Increase Validity of Alternate Assessments Based on Modified Academic Achievement Standards (ART 2%)
Contact Information	Sue Bechard, Measured Progress Judy Snow, Montana Office of Public Instructions
Project Staff	Sue Bechard, Measured Progress Judy Snow, Montana Office of Public Instruction Joanna Gorin Arizona State University Caroline Parker, Educational Development Center
Purpose	Adapting Reading Test Items to Increase Validity of Alternate Assessments Based on Modified Academic Achievement Standards (ART 2%) reflects the desire of five states to respond thoughtfully and significantly to the reading assessment needs of students eligible for the 2% option. ART 2% will advance the states' previous work, which resulted in a better understanding of the eligible students and promising approaches to item construction. The consortium seeks to build on those outcomes to increase the validity and accessibility of their current statewide assessments. This project will investigate strategies that states can use to adapt their assessments based on grade-level academic achievement standards, focusing on the critical area of secondary level reading comprehension. ART 2% will explore the systematic reengineering of assessment items based on cognitive modeling of the comprehension skill set. Cognitive modeling in the service of test development is increasingly recommended for improving the validity of assessment results interpretation (Gorin, 2006, National Research Council, 2001). This project will utilize researched cognitive models, rework reading comprehension items to fit the model, experimentally manipulate the items to present lower to greater cognitive loads, and test to see whether the approach yields better measurement of the target population's competencies without compromising psychometric properties or the intended grade level constructs. ARTIIV further proposes to study experimentally the impact of read-aloud accommodations on the performance of the reengineered items based on the work of the National Accessible Reading Assessments Projects (Cahalan Laitusis, Cook, L.L, Cline, F., King, T., and Sabatini, J., 2007) and to explore a methodology for creating modified academic achievement level descriptors. Conduct a cost analysis for preparing for and delivering a test using a computer-based test delivery system with embedded accommodations.
Method	This project will investigate strategies that states can use to adapt their assessments based on grade-level academic achievement standards, focusing on the critical area of secondary level reading comprehension. ART 2% will explore the systematic reengineering of assessment items based on cognitive modeling of the comprehension skill set. Cognitive modeling in the service of test development is increasingly recommended for improving the validity of assessment results interpretation (Gorin, 2006, National Research Council, 2001). This project will utilize researched cognitive models, rework reading comprehension items to fit the model, experimentally manipulate the items to present lower to

greater cognitive loads, and test to see whether the approach yields better measurement of the target population’s competencies without compromising psychometric properties or the intended grade level constructs. ART 2% further proposes to study experimentally the impact of read-aloud accommodations on the performance of the reengineered items based on the work of the National Accessible Reading Assessments Projects (Cahalan Laitusis, Cook, L.L, Cline, F., King, T., and Sabatini, J., 2007) and to explore a methodology for creating modified academic achievement level descriptors.

Outcomes/Products Outcomes for the project include: Construct maps that organize information on the development of reading mastery assessed by reading items; Key item features coding scheme; items coded in terms of cognitive features, ready to be evaluated for model fit; passage-related sets of items with reduced cognitive loadings; pilot-test results data; recommendations for modified academic achievement standard descriptors and 2% eligibility criteria; and recommendations on the validity, feasibility, and replicability of the procedures.

Award Type	2007 Enhanced Assessment Grant (EAG)
Agency/State	Nevada State Department of Education
Project Title	Integrated Simulations-Based Science Assessments into Balanced State Science Assessment Systems
Contact Information	
Project Staff	
Purpose	The Nevada State Department of Education will lead a collaboration of seven states including Connecticut, Massachusetts, Nevada, North Carolina, Utah, Washington, and Vermont to study the feasibility of integrating computer simulation-based science assessments into balanced state science assessment systems. The collaboration will take place in partnership with WestEd, the Council of Chief State School Officers (CCSSO), and the Center for Research on Educational Standards and Student Testing (CRESST) at UCLA. The purpose of the project is to support the assessment of science knowledge and inquiry strategies not typically well-measured in paper-based large scale science tests by implementing local technology-based science formative, curriculum-embedded and end-of unit benchmark assessments that can augment district and state science test evidence of progress on science standards. The goals of the project are to study: (1) the technical qualities of the simulation-based science assessments; (2) the feasibility and utility of the assessments for formative, summative, and accountability purposes; (3) the effects of the simulation-based assessments for all students, English learners, and students with disabilities; and (4) propose alternative models for integrating simulation-based assessments into state science assessment systems.
Method	
Outcomes/Products	

Award Type	2007 Enhanced Assessment Grant (EAG)
Agency/State	Utah State Office of Education
Project Title	Alternate Assessment Design- Mathematics (AAD-M)
Contact Information	
Project Staff	<p>The Utah State Office of Education is the applicant for the proposed Alternate Assessment Design—Mathematics project. With technical support from SRI International, the states of Utah, Idaho, and Florida will collaborate to achieve the following goals: (1) extend the conceptual framework of evidence-centered design (ECD) to alternate assessment based on alternate achievement standards (AA-AAS) using the Principled Assessment Design for Inquiry (PADI) model and (2) develop AA-AAS testing designs, blueprints, and assessment task specifications that address priority state academic standards in mathematics for students with significant cognitive disabilities.</p> <p>The collaborating states have AA-AAS systems for students with significant disabilities (1%), and they have completed one peer review cycle (NCLB). They are now refining their assessments to improve technical quality. The states are seeking to improve quality by developing a system of structured or standardized performance tasks that are aligned with grade-level academic content, boosting expectations for student achievement, and increasing access to grade-level academic standards using ECD. The states are also seeking to increase the reliability of their alternate assessment systems.</p>
Purpose	
Method	
Outcomes/Products	

Award Type	Supplemental Funds
Agency/State	Appalachia Regional Comprehensive Center (ARCC)
Project Title	
Contact Information	Appalachia Regional Comprehensive Center (ARCC) P.O. Box 1348 Charleston, WV 25325-1348 Telephone: 800-624-9120 (Primary)/ (304) 347-0461 (Secondary) Fax: 304-347-1847 Website: http://www.arcc.edvantia.org
Project Staff	
Purpose	The ARCC will utilize supplemental funds to work in partnership with the Assessment and Accountability Comprehensive Center (AACC) to assist the Virginia Department of Education in conducting an analysis of the relationship between the state's academic content assessment and its English language proficiency assessment.
Method	
Outcomes/Products	

Award Type	Supplemental Funds
Agency/State	Appalachia Regional Comprehensive Center (ARCC)
Project Title	
Contact Information	Appalachia Regional Comprehensive Center (ARCC) P.O. Box 1348 Charleston, WV 25325-1348 Telephone: 800-624-9120 (Primary) /(304)347-0461 (Secondary) Fax: (304) 347-1847 Website: http://www.arcc.edvantia.org
Project Staff	
Purpose	The ARCC has also requested supplemental funds to work in partnership with the AACC to assist the Tennessee Department of Education in establishing a process for the development of the Alternate Assessment based on Modified Achievement Standards (AA-MAS).
Method	
Outcomes/Products	

Award Type	Supplemental Funds
Agency/State	Assessment and Accountability Content Center (AACC)
Project Title	
Contact Information	Stanley Rabinowitz, Director Voicemail: (415) 615-3154 Email: srabino@wested.org
Project Staff	
Purpose	The AACC has requested supplemental funds to work in partnership with the Center on Instruction (COI) to provide states with vetted operational definitions for the terms access and opportunity to learn as they relate to English language learners (ELLs) and students with disabilities (SWD). Their work will also result in the creation of indicators that will allow states to evaluate their progress relative to these issues and guidelines for states with respect to the fair and valid assessment of ELLs and SWDs.
Method	
Outcomes/Products	

Award Type	Supplemental Funds
Agency/State	California Comprehensive Center (CACC)
Project Title	
Contact Information	<p>California Comprehensive Center at WestEd WestEd Office: California Comprehensive Center at WestEd 1107 9th Street - 4th Floor Sacramento, CA 95814-3607 Telephone: 800-624-9120 (Primary) /(304)347-0461 (Secondary) Fax: (304) 347-1847 Website: http://www.arcc.edvantia.org</p>
Project Staff	
Purpose	<p>The CACC will use the supplemental funds it has requested to fund three activities that will assist the California Department of Education (CDE) in developing and disseminating resources and materials to ensure appropriate involvement in assessments for students with disabilities. Activities will include the revision and expansion of a handbook for assessing ELL students with disabilities, as well as focus groups and online training to better inform assessment decisions. The CACC will also utilize supplemental funds to assist the CDE in the dissemination of information regarding the new, required Algebra assessment and the participation of SWDs. The CACC will collaborate with the CDE to add more special education emphasis to their ongoing Algebra Forum work. Finally, the Center has requested supplemental funds to assist the CDE in planning and conducting a policy symposium to examine ELL program exit criteria in order to align those criteria with the state’s Title III Annual Measurable Academic Objectives (AMAOs). This work will result in the creation of recommendations for drafting legislation and developing policy, which are necessary to standardize ELL reclassification decisions and to update the Title III accountability system.</p>
Method	
Outcomes/Products	

Award Type	Supplemental Funds
Agency/State	Center on Instruction (COI)
Project Title	
Contact Information	RMC Research Corporation 1000 Market Street, Building 2 Portsmouth, NH 03801 Telephone: (603) 422-8888 Toll Free: (800) 258-0802 E-mail: COI-Info@rmcres.com
Project Staff	Angela Penfold ,Project Director
Purpose	The COI has requested supplemental funding to work in partnership with the AACC to create operational definitions of access and opportunity to learn and to address indicators that will allow states to evaluate their progress. These activities will result in guidelines for the fair and valid assessment of ELL students and SWDs. COI has also requested supplemental funds to collaborate with the Texas Comprehensive Center (TXCC) in assisting the Texas Education Agency (TEA) to improve the use of assessment accommodations for SWDs. Their work will result in the development of a systematic plan for decision-making and the implementation of appropriate accommodations for ELLs across the state.
Method	
Outcomes/Products	

Award Type	Supplemental Funds
Agency/State	Great Lakes East Comprehensive Center (GLE)
Project Title	Meeting the Needs of English Language Learners in the Great Lakes Region-Michigan
Contact Information	<p>Learning Point Associates 1120 East Diehl Road, Suite 200 Naperville, IL 60563-1486 Telephone: 800-356-2735 Fax: (630) 649-6700 Website: http://www.learningpt.org/greatlakeeast/</p> <p>Gary Appel--Michigan State Manager Telephone: (630) 649-6679/ MI phone (231) 223-9272</p>
Project Staff	<p>Gary Appel Bersheril Bailey Asta Svedkauskaite, Center for Applied Linguistics (Dennis Terdy, Lead) Linda Forward (MDE)</p>
Purpose	The GLE has requested supplemental funds to assist the Michigan Department of Education in aligning ELL proficiency assessments to standards and meeting Title III AMAOs. It will also help the SEA in conducting a review of accommodations. This work will support the implementation of the state's five-year ELL strategic plan.
Method	
Outcomes/Products	

Award Type	Supplemental Funds
Agency/State	Great Lakes West Comprehensive Center (GLW)
Project Title	
Contact Information	Learning Point Associates 1120 East Diehl Road, Suite 200 Naperville, IL 60563-1486 Telephone: 800-356-2735 Fax: (630) 649-6700 Website: http://www.learningpt.org/greatlakeswest/
Project Staff	
Purpose	The GLW has requested supplemental funds for projects in each of its states. The first will assist the Wisconsin Department of Public Instruction in supporting its schools by creating guidance for Individual Education Plan (IEP) teams in developing standards-based goals. A state plan will be created for monitoring the implementation of the guide and student outcomes. The GLW will also assist the Illinois Department of Education with reviewing its ELL standards and developing guidance and other tools to support the use of standards-based IEP goals.
Method	
Outcomes/Products	

Award Type	Supplemental Funds
Agency/State	Mid-Atlantic Comprehensive Center (MACC)
Project Title	Assisting SEAs to Design Assessment Monitoring Systems for the Inclusion and Accommodation of ELLs
Contact Information	<p>The George Washington University Center for Equity and Excellence in Education (GW-CEEE) 1555 Wilson Blvd., Suite 515 Arlington, Virginia 22209-2004 Telephone: (703) 528-3588 Toll-Free: 800-925-3223 Fax: (703) 528-5973 Email maccinfo@ceee.gwu.edu</p> <p>Charlene Rivera Email crivera@ceee.gwu.edu</p>
Project Staff	<p>Barbara Acosta (Project Manager and ELL Specialist/Researcher) Lynn Shafer Willner (ELL Specialist/Researcher) Charlene Rivera (GW CEEE Executive Director and ELL Specialist/Researcher)</p>
Purpose	The MACC will use its supplemental funds to design an assessment monitoring system for states in the mid-Atlantic region. The assessment monitoring system will help to assure that state assessments are functioning as planned and will facilitate data-driven decision-making for improving assessment policies.
Method	To ensure ELLs' needs met during the administration of state assessments SEA must monitor local education agency (LEA) practices for including and accommodating English language learners (ELLs). Currently, not all states have assessment monitoring systems in place, and existing systems vary in terms of the extent to which data are collected, the level at which data are centralized, the means for collecting these data, the specificity of the data, and the purposes for which data are used. To address these needs, the Mid-Atlantic Comprehensive Center (MACC) at The George Washington University (GW-CEEE) identified specific needs of SEAs when monitoring the inclusion and accommodation of ELLs in state assessments. The team then worked during 2008-09 to create a Guide for Monitoring the Inclusion and Accommodation of English Language Learners in State Assessments. The Guide contains a set of guiding principles to help SEAs design effective monitoring systems for including and accommodating ELLs, rubrics, and tools. (The Guide was vetted by expert panel with expertise in assessment and system for monitoring ELLs.)
Outcomes/Products	<ul style="list-style-type: none"> • ELL Monitoring Guide: Contains a set of guiding principles to help SEAs design effective monitoring systems for including and accommodating ELLs, rubrics, and tools • Monitoring Report: An Overview of the Federal Feedback Given to SEAs for Monitoring the Inclusion and Accommodation of English Language Learners in State Content Assessments • Survey of SEA Practices for Monitoring the Inclusion and Accommodation of ELLs in State Assessments

Award Type	Supplemental Funds
Agency/State	Mid-Continent Comprehensive Center (MC3)
Project Title	Developing a Protocol for a Shared Item Bank for Alternate Assessments based on Modified Achievement Standards (AA-MAS)
Contact Information	<p>Mid-Continent Comprehensive Center 1639 Cross Center Drive, Suite 354 Norman, OK 73019-5050 Telephone: (405) 325-1729 or 800-228-1766 Fax: (405) 325-1824 Website: http://www.mc3edsupport.org/community/index.php</p> <p>Belinda Biscoe, Ph.D., Mid-Continent Comprehensive Center Director Telephone: (405) 325-1729 E mail: bbiscoe@ou.edu</p>
Project Staff	<p>Tom Foster, Kansas State Department of Education Standards and Assessment Services Director, Co-Chair Wayne Ball, Mountain Plains Regional Resource Center Program Specialist, Co-Chair Martha Thurlow, National Center for Educational Outcomes Director Neal Kingston, University of Kansas Center for Educational Testing and Evaluation Director Representatives from the Mountain Plains Regional Resource Center (RRC), Southeast RRC, North Central RRC, and Assessment and Accountability Comprehensive Center Special education and assessment staff members from the Arkansas, Kansas, Missouri, and Oklahoma state education agencies (SEAs)</p>
Purpose	The MC3 has requested funding to prepare the groundwork for developing a shared assessment item bank across the four-state mid-continent region, which includes Arkansas, Kansas, Missouri, and Oklahoma.
Method	MC3 was awarded supplemental funding from the U.S. Department of Education (ED) to address special education needs through the development of a draft protocol for a Shared Item Bank for Alternate Assessments based on Modified Achievement Standards (AA-MAS). Kansas State Department of Education (KSDE) Commissioner Alexa Posny and KSDE Standards and Assessment Services Director Tom Foster recommended MC3 facilitate technical assistance in the development of a pilot protocol for sharing assessment items across the four-state MC3 region for AA-MAS. In the KSDE Commissioner’s previous role as ED Office of Special Education Programs (OSEP) Director, she advocated the development of an SIB for AA-MAS, and she felt the timing was right to create the protocol for a potential shared item bank. Additional interest in this initiative came from the KSDE Standards and Assessment Services Director’s

involvement with the Education Information Management Advisory Consortium (EIMAC).

Leadership from the four MC3 SEAs and representatives from the three Regional Resource Centers serving MC3 states (Mountain Plains, Southeast, and North Central) and the Assessment and Accountability Comprehensive Center participated in the work group to develop the protocol documents. National expert support for the project was provided from National Center for Educational Outcomes Director Martha Thurlow and University of Kansas Center on Educational Testing and Evaluation Director Neal Kingston. The protocol consists of three documents (an Overview, a Memorandum of Understanding, and a Request for Proposal) developed through teleconferences, webinars, and a regional face-to-face meeting held in Oklahoma in March 2009.

Outcomes/Products The protocol documents resulting from this initiative include the Shared Item Bank Overview, the Memorandum of Understanding, and the Request for Proposal. The MC3 Director will dialog with the Commissioner of each SEA in the MC3 region as well as other SEAs to share the protocol documents, gauge perceptions, and garner input about the likelihood of states' potential interest in participating in a shared item bank pilot if it were to occur.

Award Type	Supplemental Funds
Agency/State	Mid-Continent Comprehensive Center (MC3)
Project Title	Standards-Based Individualized Education Programs (IEPs) in Arkansas
Contact Information	<p>Mid-Continent Comprehensive Center 1639 Cross Center Drive, Suite 354 Norman, OK 73019-5050 Telephone: (405) 325-1729 or 800-228-1766 Fax: (405) 325-1824 Website: http://www.mc3edsupport.org/community/index.php</p> <p>Belinda Biscoe, Ph.D., Mid-Continent Comprehensive Center Director Telephone: (405) 325-1729 E mail: bpbiscoe@ou.edu</p>
Project Staff	<p>Darla Griffin, Southeast Regional Resource Center (SERRC) Marcia Harding and Tom Hicks, Arkansas Department of Education Marla Holbrook, Alabama Department of Education</p>
Purpose	MC3 has requested supplemental funding to assist the Arkansas Department of Education with the development of standards-based IEPs related to Alternate Assessments based on Modified Achievement Standards (AA-MAS).
Method	The Arkansas Department of Education (ADE) requested technical assistance in the development of a standards-based IEP through professional development with a nationally-recognized leader in the field to support compliance issues related to the State Performance Plan (SPP) and other state needs, with a focus on students' acquisition of basic academic or functional skills without relationship to specific academic area or grade-level expectations. The need evolves from an older system in which the present IEPs are standards-aligned rather than standards-based. As a result of the current system, significant gaps may exist between the student's present level of performance and the skills and knowledge required to meet grade-level standards. Currently, ADE uses a standards-based portfolio protocol; however, evidenced-based documentation is aligned with those standards. There is a need to make IEP development standards-based to ensure fidelity of documentation, rather than the dual systems currently used. Arkansas' standards-based IEPs will begin with the 1% special education population (students with the most significant cognitive disabilities).
Outcomes/Products	ADE staff members' response to the professional development has been extremely positive. As a result of this project, ADE is expanding the project and writing a School Improvement Grant (SIG) to fund professional development for special education teachers, the development of alternate curriculum guides for special education students, and the full implementation of a statewide system of Standards-Based IEPs.

Award Type	Supplemental Funds
Agency/State	New York Comprehensive Center (NYCC)
Project Title	
Contact Information	<p>New York Comprehensive Center RMC Research Corporation 60 East 42nd Street, Suite 1345 New York, New York 10165-1345 Telephone: (212) 972-4762 Fax: (212) 972-4763</p> <p>Lawrence Hirsch, Director Email lhirsch@rmcres.com</p>
Project Staff	
Purpose	The NYCC will utilize supplemental funds to convene experts to provide the state with guidance in several areas, including: useful approaches to developing modified academic achievement standards and corresponding assessments; the development of standards-based IEPs that can be monitored; and the use and monitoring of appropriate accommodations.
Method	
Outcomes/Products	

Award Type	Supplemental Funds
Agency/State	North Central Comprehensive Center (NCCC)
Project Title	Practices Related to Assessment of Students with Disabilities
Contact Information	<p>North Central Comprehensive Center Hamline University 1536 Hewitt Avenue, MS C-1924 St. Paul, Minnesota 55104 Phone: (651) 523-2402</p> <p>Mid-continent Research for Education and Learning (McREL) 4601 DTC Blvd., Suite 500 Denver, CO 80237 Telephone: (303) 632-5525 Fax: (303) 337-3005 Website http://www.mcrel.org</p>
Project Staff	<p>Anne M. Lundquist Mid-continent Research for Education and Learning (McREL) 4601 DTC Blvd., Suite 500 Denver, CO 80237 Telephone: (303) 632-5525 Fax: (303) 337-3005 Email alundquist@mcrel.org Website http://www.mcrel.org</p> <p>Kathleen Dempsey Mid-continent Research for Education and Learning (McREL) 4601 DTC Blvd., Suite 500 Denver, CO 80237 Telephone: (303) 632-5634 Fax: (303) 337-3005 Email kdempsey@mcrel.org Website http://www.mcrel.org</p>
Purpose	The NCCC will use requested supplemental funds to implement regional projects focused on ELLs and SWDs within the state assessment system. The NCCC will assist its states in the review of existing accommodation policies and build on

current work to determine regional accommodation standards. They will also assist in the development of an accommodations monitoring protocol.

The North Central Comprehensive Center, in partnership with the Mountain Plains Regional Resource Center and the North Central Regional Resource Center, are collaborating on a project to help states in the North Central region – Iowa, Minnesota, Nebraska, North Dakota, and South Dakota – examine their practices related to the assessment of student with disabilities. The purpose of the effort is to build the skills of educators to more fully support access of students with disabilities to the general education curriculum and standards. The proposed objectives of the project include: Examining the current state of affairs as it relates to standards-based IEPs (SB IEPs), exploring training modules to be used by the states to build their capacity to address this need with districts, and providing assistance to states to apply this training to their specific state standards.

Method

Various communication approaches will be utilized to provide access to representatives in the states so that they can participate in the professional development sessions without traveling to a single, central location. Webinars, web-based modules, and some on-site support from professional developers will be the methods by which the support is made available.

Outcomes/Products

The project will result in training modules and support to states on how to write and implement SB IEPs as well as guidance as to how to apply training within the various state standards in order to ensure students with disabilities access to general education curriculum and standards.

Award Type	Supplemental Funds
Agency/State	North Central Comprehensive Center (NCCC)
Project Title	Refining State Assessment Policies for English Language Learners (ELLs): A project of the North Central Comprehensive Center (NCCC) in collaboration with The George Washington University Center for Equity and Excellence in Education (GW-CEE)
Contact Information	<p>Anne Tweed, NCCC Email: atweed@mcrel.org</p> <p>Mary Diaz, NCCC Email: mdiaz@gw.hamline.edu</p> <p>Charlene Rivera, GW-CEE crivera@ceee.gwu.edu</p>
Project Staff	Lynn Shafer Willner (GW-CEE, Project Manager; ELL Specialist/Researcher) Charlene Rivera, (GW-CEE Executive Director; ELL Specialist/Researcher)
Purpose	
Method	During 2008-09, the five North Central SEAs (Iowa, Minnesota, Nebraska, North Dakota, and South Dakota) received technical assistance to review and refine their state assessment policy from GW-CEE as part of a project sponsored by the NCCC. The GW-CEE team used its <i>Guide for the Refinement of State Assessment Policies for Accommodating English Language Learners</i> (Rivera, Acosta, & Shafer Willner, 2008) to support state staff in refining assessment policies so they are more responsive to the linguistic needs of ELLs. This Guide is designed to help state education agencies build policies that coherently address ELLs, and that clearly distinguish the accommodation of ELLs from the accommodation of students with disabilities.
Outcomes/Products	All five SEAs (Iowa, Minnesota, Nebraska, North Dakota, South Dakota) have (1) refined versions of their state assessment policies for accommodating ELLs, (2) memos documenting the refinements made, and (3) a master version of policy training PowerPoint and supporting script
Reference	Rivera, C., Acosta, B., & Shafer Willner, L. (2008). <i>Guide for refining state assessment policies for accommodating English language learners</i> . Arlington, VA: The George Washington University Center for Equity and Excellence in Education. Retrieved from http://ells.ceee.gwu.edu/

Award Type	Supplemental Funds
Agency/State	Northwest Regional Comprehensive Center (NWRCC)
Project Title	
Contact Information	Northwest Regional Educational Laboratory 101 SW Main St., Suite 500 Portland, Oregon 97204-3213 Telephone: 1-800-547-6339 or (503) 275-9500 Website: http://www.nwrel.org/nwrcc/
Project Staff	
Purpose	The NWRCC will utilize supplemental funding to examine current regional limited English proficiency (LEP) assessments in order to determine their quality, and organize an assessment forum to improve current state assessment policies and practices. This work will be followed by webinars and the creation of an LEP assessment section on the NWRCC website to provide SEAs with continued access to relevant research and resources.
Method	
Outcomes/Products	

Award Type	Supplemental Funds
Agency/State	Southwest Comprehensive Center (SWCC)
Project Title	
Contact Information	<p>Southwest Comprehensive Center 2020 N. Central Avenue, Suite 660 Phoenix, AZ 85004-4598 Toll-Free: 866.979.7322 Email: info@swcompcenter.org</p> <p>Paul Koehler, Director Marie Mancuso, Associate Director</p>
Project Staff	
Purpose	<p>The SWCC has requested supplemental funds to sponsor a collaborative of its region’s SEAs. Among other projects, the collaborative will develop a rubric to evaluate state progress on ELL standards and assessments relative to ED’s draft LEP framework. The SWCC will also continue the design and implementation of a web-based tool for Title III monitoring based on the framework. The states in the collaborative include Arizona, New Mexico, Utah, Colorado, and Nevada. Their work will result in state self-evaluation and increased capacity to resolve challenges related to the assessment of ELL students</p>
Method	
Outcomes/Products	

Award Type	Supplemental Funds
Agency/State	Texas Comprehensive Center (TXCC)
Project Title	
Contact Information	TEXAS COMPREHENSIVE CENTER SEDL 4700 Mueller Blvd. Austin, TX 78723 Telephone: (512) 476-6861 Website: http://txcc.sedl.org
Project Staff	
Purpose	The supplemental funds requested by the TXCC will be used to fund a series of activities to help the TEA improve and standardize the use of accommodations on state assessments for ELL students throughout the state. Activities will include convening focus groups and meetings and assisting in the design of professional development that will encourage improved, consistent decision making on the use of ELL accommodations.
Method	
Outcomes/Products	