Discussion

Validity of the Interpretations of Large-Scale Test Results from Accommodated State Assessments

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Important!

- Many states had issues with their validity arguments for the state’s accommodations during NCLB peer review.
- There are several avenues to addressing validity, but one of the more important is examining data related to validity.
Many States View Accommodations as Important to Performance Trends

- IEPs not completely aligned with grade-level standards: 23 (Regular States), 3 (Unique States)
- Test options (including alternate assessments) do not meet the assessment needs of all students: 20 (Regular States), 2 (Unique States)
- Limited access to standards-based instruction for students with disabilities: 13 (Regular States), 3 (Unique States)
- Limited access to research-based "best practices": 13 (Regular States), 2 (Unique States)
- Limited access to specialized reading and math programs in the classroom: 13 (Regular States), 2 (Unique States)
- Improved data collection procedures ensure tracking of invalid tests and tests not completed for various reasons: 12 (Regular States), 2 (Unique States)
- Limited development of, research, and analysis of accommodations strategies: 12 (Regular States), 2 (Unique States)
Remember!

- Attending to research findings on the effects of accommodations is an important part of the validity argument.
- The implications of accommodations deemed to produce invalid results are significant – for NCLB accountability, those students whose results from accommodated assessments are invalid count as nonparticipants (i.e., they do not count as participants to meet the 95% participation condition for AYP).
Addresses Important Accommodations

- Reviews of the research literature on accommodations show that most research has focused on extended time, oral administration, and computer administration.
- The most frequently allowed accommodations (large print, individual, small group, magnification, braille) are studied less often.
It would be interesting to conduct the same analyses for ELLs with Disabilities?

• An estimated 357,325 students K-12 in 2001-2002
• 9% of all ELLs have disabilities
• Roughly 80% identified with a learning disability or a speech language impairment
• Spanish language speakers highly represented
Next Steps

• Continue to analyze state data on accommodations – look at factor structure and item functioning for other accommodations, as possible, and do for both ELL and disability (and ELLs with disabilities, when possible)
Next Steps

Continue to field test items with the use of accommodations!

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation</td>
<td>17</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>35</td>
</tr>
<tr>
<td>Braille</td>
<td>28</td>
</tr>
<tr>
<td>Proctor/Scribe</td>
<td>38</td>
</tr>
<tr>
<td>Read Aloud</td>
<td>35</td>
</tr>
<tr>
<td>Extended Time</td>
<td>38</td>
</tr>
</tbody>
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