



***Students who are 'difficult'  
to assess: What can we do?  
How will that help?***



## **GEORGIA:**

**characteristics of and options for the lowest performing students on the general assessment;**

## **HAWAII:**

**development of learning progressions for classroom instruction and assessment;**

## **KENTUCKY:**

**performance impact and comparability of an online assessment;**

## **DISCUSSION:**

**lessons learned;**

**unresolved issues; and possible solutions**

Each of the states will learn from the others the potential utility of a range of formative and summative methods of determining what students know and are able to do, in response to identified student needs.

## Capturing Lessons Learned:

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

Effectiveness external evaluation.

White paper on student characteristics.

**AND YOU!**



# Tristate EAG DISCUSSION

**Just what can we make of this?**

**How will these options “help”?**

# The BIG Picture

- Standards-based reform
- What does an educational system look like in standards-based reform?
- How does it affect special education practices?
- Large-scale assessment issues
- Universal design of instruction and assessment
- Staff development and support
- Expectations!





*“Well, if they asked me to come up with a substitute for a teacher, another teacher would be the last thing on my list.”*

*Phi Delta Kappan June 98*



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