

Qualified Assessor/Mentor Survey of Consequential Validity

1. Survey of Consequential Validity 2011-2012

Alternate Assessment: Students with significant disabilities take an alternate assessment when they are unable to take the Standards Based Assessments even with accommodations. Alternate assessments were first called for by the Individuals with Disabilities Education Act (1997) and later by the No Child Left Behind Act (2002).

Purpose: The goal of this survey is to better understand the impact that Alaska's Alternate Assessment is having on the educational programs of students with significant cognitive disabilities. We would like to hear from Qualified Assessors and Qualified Mentor-Trainers on a number of issues that relate to the administration of the assessment and use of the results. We are focusing on Instructional Relevance this year 2012.

This is a confidential survey. There are 19 questions plus a teacher demographic section. Time required to complete this survey is approximately 10 minutes.

2.

1. Please select which best describes your current position, and then click next.

- Administrator
- Teacher

3. A. Instructional Relevance

1. The students I teach needs more instruction on functional living skills.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

2. In reference to question #1, Why? Please explain:

3. My instruction in reading focuses on:

- Word meaning
- Basic reading skills
- Basic comprehension
- Not applicable

4. My instruction in math focuses on:

- Number recognition
- Basic operations
- Applied problems
- Not applicable

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5. My instruction in writing focuses on:

- Forming letters and words
- Forming sentences
- Composing stories
- Not applicable

6. The Alternate Assessment is accessible to my students.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

7. I have sufficient access to accommodations and assistive devices when administering the Alternate Assessment.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

8. The students I teach who are taking the Alternate Assessment are likely to meet the academic standards assessed by the Alternate Assessment.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

9. The students I teach who are taking the Alternate Assessment are improving in their academic skills.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

10. I am teaching differently since the Alternate Assessment was implemented.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

11. I have substantive knowledge of the new proposed English Language Arts and Mathematics Standards (sometimes called the Alaska College and Career Readiness Standards).

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

4. B. ELOS Administration and Redesign

1. The Early Entry Points (EEPs) to the Extended Grade Level Expectations (ExGLEs) are helpful in planning instruction.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

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2. The information I get from the Extended Levels of Support (ELOS) assessments is meaningful.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

3. The new format of the ELOS test documents is beneficial to me.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

4. I appreciate having assessor instructions placed in the ELOS student materials booklet.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

5. I found the ELOS materials preparation list useful.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

6. It is important to use classroom materials where appropriate when assessing my students who require the ELOS administration.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

7. The new ELOS test items are a good match to my students' academic skills.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Answer:	<input type="radio"/>				

8. Comments: (If your comment refers to a question above, please list specific number)

5. B. Teacher Demographics and Experiences

Please tell us about yourself.

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1. My district is:

- | | | |
|--|--|--|
| <input type="radio"/> Alaska Gateway Schools | <input type="radio"/> Hoonah City Schools | <input type="radio"/> North Slope Borough Schools |
| <input type="radio"/> Aleutian Region Schools | <input type="radio"/> Hydaburg City Schools | <input type="radio"/> Northwest Arctic Borough Schools |
| <input type="radio"/> Aleutians East Borough Schools | <input type="radio"/> Iditarod Area Schools | <input type="radio"/> Pelican City Schools |
| <input type="radio"/> Anchorage Schools | <input type="radio"/> Juneau Borough Schools | <input type="radio"/> Petersburg City Schools |
| <input type="radio"/> Annette Island Schools | <input type="radio"/> Kake City Schools | <input type="radio"/> Pribilof Schools |
| <input type="radio"/> Bering Strait Schools | <input type="radio"/> Kashunamiut Schools | <input type="radio"/> Saint Mary's Schools |
| <input type="radio"/> Bristol Bay Borough Schools | <input type="radio"/> Kenai Peninsula Borough Schools | <input type="radio"/> Sitka Borough Schools |
| <input type="radio"/> Chatham Schools | <input type="radio"/> Ketchikan Gateway Borough Schools | <input type="radio"/> Skagway Schools |
| <input type="radio"/> Chugach Schools | <input type="radio"/> Klawock City Schools | <input type="radio"/> Southeast Island Schools |
| <input type="radio"/> Copper River Schools | <input type="radio"/> Kodiak Island Borough Schools | <input type="radio"/> Southwest Region Schools |
| <input type="radio"/> Cordova City Schools | <input type="radio"/> Kuspuk Schools | <input type="radio"/> Tanana Schools |
| <input type="radio"/> Craig City Schools | <input type="radio"/> Lake and Peninsula Borough Schools | <input type="radio"/> Unalaska City Schools |
| <input type="radio"/> Delta-Greely Schools | <input type="radio"/> Lower Kuskokwim Schools | <input type="radio"/> Valdez City Schools |
| <input type="radio"/> Denali Borough Schools | <input type="radio"/> Lower Yukon Schools | <input type="radio"/> Wrangell City Schools |
| <input type="radio"/> Dillingham City Schools | <input type="radio"/> Mat-Su Borough Schools | <input type="radio"/> Yakutat City Schools |
| <input type="radio"/> Fairbanks North Star Borough Schools | <input type="radio"/> Mount Edgecumbe High School | <input type="radio"/> Yukon Flats Schools |
| <input type="radio"/> Galena City Schools | <input type="radio"/> Nenana City Schools | <input type="radio"/> Yukon-Koyukuk Schools |
| <input type="radio"/> Haines Borough Schools | <input type="radio"/> Nome Public Schools | <input type="radio"/> Yupiit Schools |

2. How many years have you been teaching overall?

- | | | |
|--|-----------------------------------|-------------------------------------|
| <input type="radio"/> Less than one year | <input type="radio"/> 11-15 years | <input type="radio"/> 26-plus years |
| <input type="radio"/> 1-5 years | <input type="radio"/> 16-20 years | |
| <input type="radio"/> 6-10 years | <input type="radio"/> 21-25 years | |

3. How many years have you been teaching students with significant disabilities?

- | | | |
|--|-----------------------------------|-------------------------------------|
| <input type="radio"/> Less than one year | <input type="radio"/> 11-15 years | <input type="radio"/> 26-plus years |
| <input type="radio"/> 1-5 years | <input type="radio"/> 16-20 years | |
| <input type="radio"/> 6-10 years | <input type="radio"/> 21-25 years | |

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4. Please indicate the college degrees you have earned. (Check all that apply)

- Bachelor's
- Masters
- Doctorate
- Other

Other (please specify)

5. Which of the following areas of teaching certification or licensure do you hold? (Check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> General Education-Initial | <input type="checkbox"/> Special Education-Initial | <input type="checkbox"/> Administrative-Initial |
| <input type="checkbox"/> General Education-Professional | <input type="checkbox"/> Special Education-Regular | <input type="checkbox"/> Administrative-Advanced |
| <input type="checkbox"/> General Education-Master | <input type="checkbox"/> Special Education-Advanced | |

Other (please specify)

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6. Which of the following subject area endorsements/credentials do you hold? (Check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Art | <input type="checkbox"/> Health | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Adaptive P.E. | <input type="checkbox"/> Hearing Impaired | <input type="checkbox"/> Reading Specialist |
| <input type="checkbox"/> Administration | <input type="checkbox"/> History | <input type="checkbox"/> Remedial Reading |
| <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Humanities | <input type="checkbox"/> Resource |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Language Arts | <input type="checkbox"/> Science |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Learning Disabilities | <input type="checkbox"/> Severely Emotionally Disturbed |
| <input type="checkbox"/> Cognitively Impaired | <input type="checkbox"/> Life Science | <input type="checkbox"/> Social Science |
| <input type="checkbox"/> Communications Disorders | <input type="checkbox"/> Literature | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Early Childhood Birth-5 | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Special Education - Early Childhood |
| <input type="checkbox"/> Earth Sciences | <input type="checkbox"/> Middle School | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Educational Technology | <input type="checkbox"/> Multi-Handicapped | <input type="checkbox"/> Specific Learning Disabilities |
| <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Music | <input type="checkbox"/> Speech |
| <input type="checkbox"/> Emotionally Disturbed | <input type="checkbox"/> Natural Science | <input type="checkbox"/> Technology Education |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Physical Education | <input type="checkbox"/> US History |
| <input type="checkbox"/> Environmental Sciences | <input type="checkbox"/> Physical Science | <input type="checkbox"/> Visual Arts |
| <input type="checkbox"/> General Science | <input type="checkbox"/> Physically handicapped | <input type="checkbox"/> Visually handicapped |
| <input type="checkbox"/> Government | <input type="checkbox"/> Psychology | <input type="checkbox"/> Vocational Education |

Other (please specify)

7. Number of students assessed by grade band using the Standard (vs. ELOS) test items.

Note: If you did not assess any students or this question is not applicable please enter 0 for the appropriate grade band.

Grade 3-4 Standard Items Grade 5-6 Standard Items Grade 7-8 Standard Items Grade 9-10 Standard Items

Number of Students:

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8. Number of students assessed by grade band using ELOS test items.

Note: If you did not assess any students or this question is not applicable please enter 0 for the appropriate grade band.

	Grade 3-4 ELOS Items	Grade 5-6 ELOS Items	Grade 7-8 ELOS Items	Grade 9-10 ELOS Items
Number of Students:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>