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DEPARTMENT OF EDUCATION

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January 31, 2017

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Michael Sentance
State Superintendent of Education

RE: Nominations of Teachers to Serve on the *Alabama Alternate Assessment* Alignment Study Committee

The Student Assessment Section of the Office of Student Learning is requesting nominations of teachers to serve on the *Alabama Alternate Assessment* (AAA) Alignment Study Committee. This committee will review the 2015 Alabama Extended Standards in Reading and Mathematics and the 2016 Alabama Extended Standards in Science for alignment to the Alabama College- and Career-Ready Standards and the new assessment. When selecting the nominees, please consider those who are willing to commit to the process and to serve for the duration of the meeting.

The attached nomination form with selection criteria must be completed and submitted to the Student Assessment Section. Once the nomination forms have been received and reviewed, the Student Assessment Section will notify the system test coordinator if a participant is selected from the local education agency. The committee will meet on March 27-31, 2017, in Montgomery, Alabama. Additional meeting information will be provided to the participant(s) once the committee has been selected.

Mileage reimbursement and per diem will be paid. Anyone commuting more than 50 miles one way to Montgomery may stay overnight if he or she chooses. If you live more than 50 miles away but choose not to stay overnight, you will receive round-trip mileage for each day of the meeting, plus whatever per diem is appropriate. If you plan to stay in Montgomery, you will be responsible for making your own reservations.

If you have questions, please contact Mrs. Nannette Pence in the Student Assessment Section at 334-242-8038.

MS/MH/NP

Attachment

cc: City and County System Test Coordinators
City and County Special Education Coordinators
Dr. Barbara J. Cooper
Mrs. Shanthia Washington
Mrs. Maggie Hicks
Mrs. Nannette Pence
Ms. Crystal Richardson

FY17-2036

Alabama Alternate Assessment
Alignment Study Committee Nominations Form

Please print and complete all information for the teachers you are nominating.
Note: This form is due to the Student Assessment Section office by February 10, 2017.

Nomination for Reading Content Teacher, Grades 3-5

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for Reading Content Teacher, Grades 6-8

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for Reading Content Teacher, Grades 9-12

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for Mathematics Content Teacher, Grades 3-5

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for Mathematics Content Teacher, Grades 6-8

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for Mathematics Content Teacher, Grades 9-12

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for Science Content Teacher, Grades 3-5

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for Science Content Teacher, Grades 6-8

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for Science Content Teacher, Grades 9-12

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for Special Education AAA Teacher, Grades 3-8

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Exceptionalities and Content Area: _____

Nomination for Special Education AAA Teacher, Grades 3-8

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Exceptionalities and Content Area: _____

Nomination for Special Education AAA Teacher, Grades 9-12

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Exceptionalities and Content Area: _____

Nomination for Teacher of Hearing Impaired, Grades 3-12

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for Teacher of Visually Impaired, Grades 3-12

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for ESL Teacher, Grades 3-8

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for ESL Teacher, Grades 6-9

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Nomination for ESL Teacher, Grades 9-12

Teacher Name: _____ **Ethnic Group:** _____ **Sex:** _____

School Name: _____ **School E-mail:** _____

Work Telephone: _____ **Cell:** _____

Once the nomination forms have been received and reviewed, staff from the Student Assessment Section will notify the system test coordinator of any teacher in his or her school system who has been selected to serve on the committee.

School system: _____

Superintendent's signature: _____

E-mail to: npence@alsde.edu or FAX: 334-242-7341

ASSESSMENT COMMITTEE GUIDELINES FOR NOMINEE SELECTION

Local education agency (LEA) superintendents are asked to nominate educators to serve on the committee, based on criteria outlined in the selection guidelines and represented on the nomination form. Deadlines for submission of nominees is provided. Nomination forms are compiled and labeled by Alabama State Board of Education district. Every effort is made to ensure that all LEAs have the opportunity to submit nomination forms.

The following criteria is followed to select committee members:

- Representatives from each Alabama State Board of Education district is to be included.
- Representatives from city and county LEAs are included.
- Representatives demographically represent the state to include, male, female, race, and ethnicity.
- Representatives demographically represent general education in content areas (reading, math, and science).
- Representatives demographically represent special populations such as visually impaired, hearing impaired, and EL.

The LEA is notified if an educator is selected to serve. The educator is provided the opportunity to accept or decline. If the educator accepts the invitation to serve, a formal letter is provided to the LEA and the educator with specific committee logistics included (travel information, duration, etc.) If the educator declines to participate, the selection criteria is followed to select a replacement. The process is followed until all committee members are selected. Alternate educators are selected to fill in during emergency situations.

ALABAMA ALTERNATE ASSESSMENT INDEPENDENT ALIGNMENT STUDY FOR READING AND MATHEMATICS IN GRADES 3-8 AND 10 AND SCIENCE IN GRADES 5, 7, AND 10

An Independent Alignment Study will include a review of the spring 2017 *Alabama Alternate Assessment* for alignment to the new 2015 Alabama Extended Standards in Reading and Mathematics and the 2016 Alabama Extended Standards in Science. The study will also include alignment of the extended standards to the general education standards. Both studies will be based upon Webb's alignment model, a model developed by Norman Webb of the Wisconsin Center for Educational Research. The model requires a balanced alignment study review approach that brings together both in-state alignment and/or subject-area expert reviewers, or special educators and national alignment and/or subject-area expert reviewers, or special educators with the goal of ensuring that the alignment study is valid and reliable.

For the alignment study, 24 alignment experts or reviewers (i.e., 12 in-state reviewers and 12 national reviewers) will be engaged in the actual study. It is important to note that both the Alabama in-state reviewers and the national reviewers will be individuals who have not been involved in the development of the *Alabama Alternate Assessment* but who have experience IN teaching the population of students and/or have had extensive background and expertise in content-specific curriculum or special education. Detailed information regarding the reviewers will be provided in the final report.

In addition to the reviewers, two national alignment experts with experience in conducting alignment studies using Webb's alignment model will also be involved in the study. One national expert will serve as the overall facilitator/trainer and will provide the alignment process training, including answering questions regarding the process. The national alignment facilitator/trainer will also analyze all final data and provide written conclusions based upon the data in the final alignment study report.

One additional alignment expert will serve as an independent observer of the process, ensuring that the study was conducted appropriately and was not compromised in any way. Detailed information regarding the two national alignment experts will be provided in the final report.

WEBB'S ALIGNMENT MODEL

Webb's alignment model is based upon four criteria: categorical concurrence, depth-of-knowledge consistency, range-of-knowledge correspondence, and balance of representation. Using the Webb alignment tool, third-party independent reviewers will use these four criteria to assess the content agreement between the standards and the assessments. For each alignment criterion, an acceptable level is defined by what would be required to ensure that a student had met the standards. A high-level summary of

Webb's alignment model criteria can be found below. Additional information regarding Webb's alignment model, including depth-of-knowledge information, will be provided in the final report.

Categorical Concurrence—a general indication of how well the assessment includes items that measure content from each standard. According to Webb's model, an important aspect of alignment between each standard and the assessment is whether both address the same content categories. The categorical concurrence criterion provides a very general indication of alignment if the standards and the assessment incorporate the same content.

Depth-of-Knowledge Consistency—an indication of whether the cognitive demands required of the students on the assessment are consistent with what students are expected to know and do as stated in the standards. According to Webb's alignment model, depth-of-knowledge consistency between the assessment items and the standards indicates alignment if what is elicited from students on the assessment is as cognitively demanding as what students are expected to know and be able to do as stated in the standards.

Range-of-Knowledge Correspondence—an indication of whether the extent of knowledge expected of students by a given standard is the same as the extent of knowledge required of students to answer a given assessment item correctly. According to Webb's alignment model, for standards and the items on a given assessment to be aligned, the breadth of knowledge required by both should be comparable.

Balance of Representation—the degree to which one standard is given more emphasis on the assessment than another. A Webb index is used to judge the distribution of the test items.

Grade-Range Committees	No. of National Experts/Reviewers	No. of Alabama In-State Experts/Reviewers	No. of National Facilitators/Observers
Reading Grades 3-8 and 10	4	4	1/1
Mathematics Grades 3-8 and 10	4	4	
Science Grades 5, 7, and 10	4	4	
Total	12	12	2

RECRUITING

National Experts/Reviewers, National Facilitator/Trainer, and National Observer: To determine their availability, the assessment vendor will contact national alignment experts/reviewers who have experience in alternate assessment alignment studies and/or have served as reviewers in such studies. The assessment vendor will also contact a national facilitator/trainer and a national observer to determine availability. The assessment vendor will send a list of available national experts/reviewers, facilitators/trainers, observers, along with brief biographical information for each to the ALSDE for approval. Upon receiving approval, the assessment vendor will follow up with each approved national expert/reviewer, etc., to confirm participation.

ANALYSIS AND FINAL REPORT

The final report will be delivered three-four months after the meeting. A preliminary report, however, can be delivered much earlier. The majority of information contained in the preliminary report includes summary data that is actually generated during the meeting using the provided Webb alignment tool. The facilitator/trainer will be responsible for analyzing the data and writing the accompanying findings.