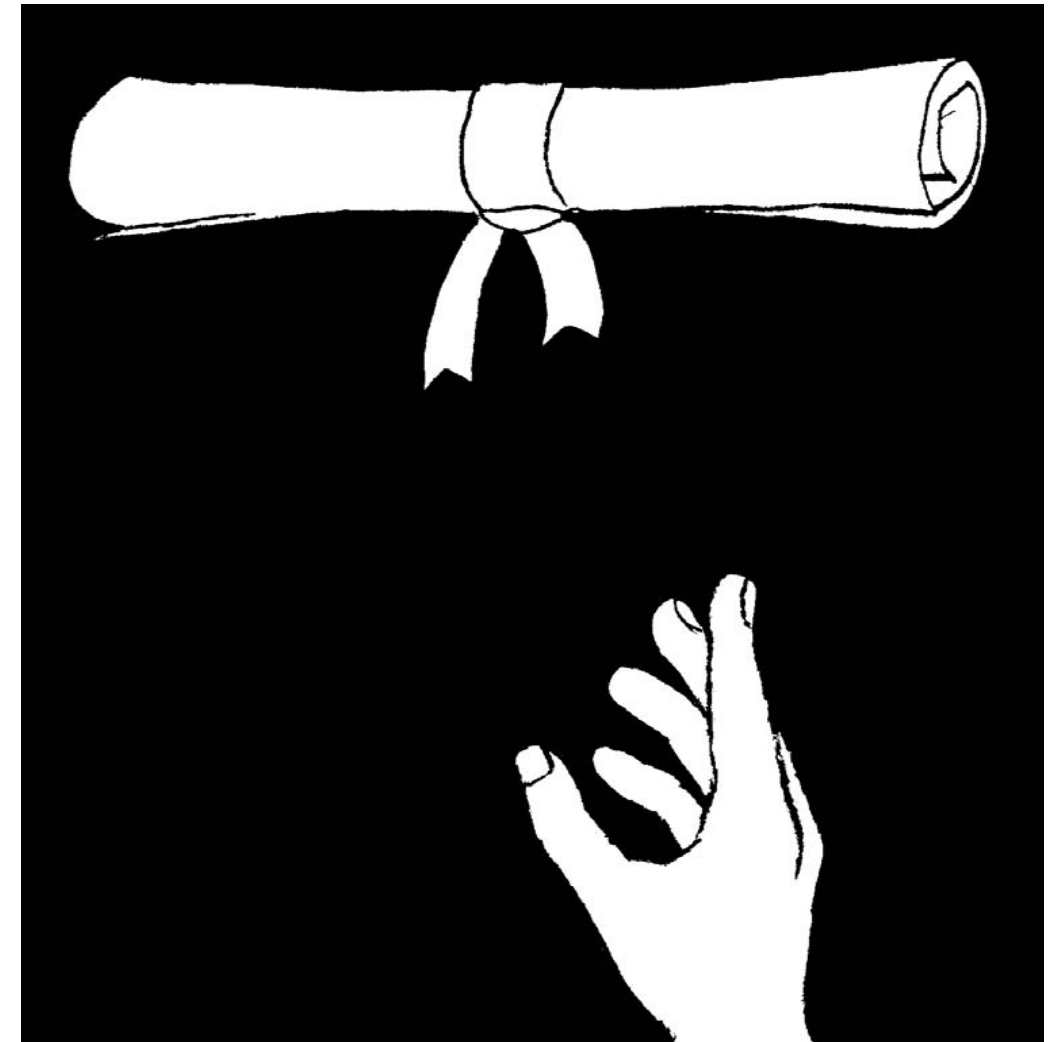


High Stakes Testing: Are Deaf and Hard of Hearing Children Being Left Behind?



Gallaudet Research Institute

November 15-16, 2002

Gallaudet University Kellogg Conference Center
Washington, D.C

[www//gri.gallaudet.edu/HighStakes/](http://www.gri.gallaudet.edu/HighStakes/)
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About the High Stakes Testing Conference

This conference is the result of the efforts of a great many groups and individuals working together. The organizing committee members are all faculty, staff, and students of Gallaudet University: Senda Benaissa, Robert C. Johnson, Michael A. Karchmer, Susan Medina, Judith Mouny, Eileen O'Toole, and Nan Truitt. The event is sponsored by the Gallaudet Research Institute, with co-sponsorship from the Office of the Dean of the Graduate School and Professional Programs, the Center for ASL Literacy, the Gallaudet University Press Institute, and the Laurent Clerc National Deaf Education Center. The National Task Force on Equity in Testing Deaf and Hard of Hearing Individuals is also a co-sponsor. The long-time work of this group led directly to this conference.

The organizing committee acknowledges with thanks the work and support of the following: The Office of the Dean of the Graduate School and Professional Programs (Thomas E. Allen, Dean) provided support and encouragement and gave scholarships to permit greater graduate student attendance. The Gallaudet University Press Institute (John Van Cleve, Director) underwrote the Mixed Format Session. Katrina Thompson played an important role in the production of the conference materials. Phyllis Rogers coordinated the role of the Gallaudet Interpreting Services; the importance of Gallaudet's fine group of interpreters to the success of this event cannot be overstated. Gallaudet's Television and Media Production Services has made its invaluable services and much consultation available without cost. Thanks are due particularly to that department's Jeffrey Murray and Jim Dellon. Janne Harrelson, Patricia Dabney, and Michelle Jefferson of the Clerc Center greatly assisted with conference registration. Bob Saring and Troy Cardwell of the Gallaudet University Kellogg Conference Center have been steadfast throughout the entire planning process. Thanks to Ramon Rodriguez, the liaison officer for Gallaudet University at the U.S. Department of Education, for his help. The Journal of Deaf Studies and Deaf Education (Marc Marschark, Editor) contributed materials. The organizing committee also tips its hat to: Tom Baldrige, David S. Martin, Marilyn Farmer, Donald Moores, Robert Weinstock, Carol Traxler, Donna Morere, Jay Innes, Rita Jenoure, and Richard Lytle. These individuals did much to "get the ball rolling" in the planning of this conference.

Finally, the organizing committee recognizes the work of virtually the entire combined staffs of the Gallaudet Research Institute and the Technical Information Services. At the risk of omitting names, the organizing committee wishes particularly to thank Kevin Cole, Dennis Cregan, Sally Dunn, Jennifer Fuller, Sue Hotto, Michelle Jordan, Kay Lam, Ross Mitchell, Linda Stamper, Carol Traxler, and John Woo.

Special Program Support

W. James Popham's presentation is part of the Schaefer Distinguished Lecture Series, a component of Gallaudet Research Institute's Schaefer Endowment Fund. This fund was created from a bequest to Gallaudet University by William H. and Ruth Crane Schaefer to support the work of "a distinguished scholar who is visiting the University or to a permanent professor [at Gallaudet]." Funding for many of the plenary presenters is being provided through GRI's World Wings International Fund. World Wings International is an international organization of former Pan Am, National, and Eastern Airlines flight attendants interested in supporting research on deaf children. The Gallaudet University Press Institute (GUPI) is pleased to support the conference's Mixed Format Session. GUPI was established in 2000 as the educational arm of Gallaudet University Press. The Institute provides sponsorship for conferences and other forums to initiate and encourage dialogues, scholarship, and research in disciplines intrinsic to the mission of the Press, which is to disseminate information worldwide on deaf people, deaf culture, and deaf communities and their signed language.

The views and opinions of the presenters are their own and do not represent official views of Gallaudet University.

Some featured speakers and conference organizers...



Mike Karchmer



I. King Jordan



Stephanie Lee



Judy Mouny



James Popham



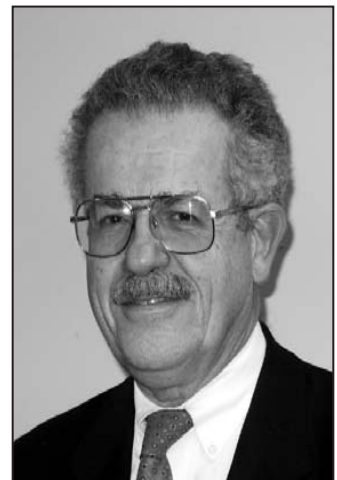
Martha Thurlow



Robert C. Johnson



Jay Innes



David S. Martin

HIGH STAKES TESTING: ARE DEAF AND HARD OF HEARING CHILDREN BEING LEFT BEHIND?

Thursday evening (7:30-9:00 p.m. GUKCC Atrium)
 Informal Reception and Early Registration (for presenters, conference conveners,

PROGRAM SCHEDULE

Friday, November 15, 2002

- 8:00-9:00 Registration and Continental Breakfast (GUKCC Atrium)
- 9:00-11:45 Session Title: *Overview of High Stakes Testing and its Impact on Deaf and Hard of Hearing Students* (GUKCC Swindells Auditorium)
- 9:00-9:30 Welcome, Conference Goals, Logistics, and Opening Remarks (Conference Co-Chair Michael A. Karchmer, President I. King Jordan, USDOE Director of Special Education Programs Stephanie Lee)
- 9:30-9:50 Judith Mouny: *High Stakes Testing of Deaf and Hard of Hearing Children: Understanding the Problem and Finding Equitable Solutions*
- 9:50-10:15 Jo Thomason: *The No Child Left Untested Act of 2001*
- 10:15-10:25 Questions for Thomason and Mouny
- 10:25-10:45 Break
- 10:45-11:30 W. James Popham: *High Stakes Tests: Harmful, Permanent, Fixable*
- 11:30-11:45 Questions for Popham
- 11:45-1:00 Lunch (Ballrooms A & B)
- 1:00-2:20 Session Title: *Dealing with New Laws and Changing Expectations: Experiences from Schools in Four States* (GUKCC Swindells Auditorium)

Presentations and Panel Discussion (moderated by Marlon Kuntze): with Michael Bello and Patrick Costello, The Learning Center; Kevin Keane and Adrienne Robins, Lexington Center; Michael Jones and Connie Nagy, Illinois School for the Deaf; Jon Levy, University College High School; and Pat Moore, California School for the Deaf at Fremont
- 2:20-2:40 Break
- 2:40-3:55 Session Title: *The Role of Testing in Deaf Students' Educations: Different Perspectives*
Presentations and Panel Discussion (moderated by Laurene Gallimore)
- 2:40-3:00 Claire Ramsey: *No Homespun Metaphor Left Behind*
- 3:00-3:20 Jay Innes: *Kids Don't Fail; Systems Do*

- 3:20-3:55 Brief Presentations by Barbara Raimondo and Deborah Lewison-Grant, followed by panel discussion including Claire Ramsey and Jay Innes
- 3:55-4:30 Session Title: *Ensuring Opportunities to Learn*
- 3:55-4:20 Presentation (moderated by Robert C. Johnson) Jay P. Heubert *Ensuring Opportunities to Learn: Legal Implications of Statewide Testing*
- 4:20-4:30 Questions for Heubert
- 4:30-6:00 Reception and Mixed Format Sessions (sponsored by Gallaudet University Press Institute) (Atrium and various GUKCC conference rooms)

Saturday, November 16, 2002

- 8:00-8:30 Continental Breakfast (GUKCC Atrium)
- 8:30-12:15 Session Title: *How Much Access Do Deaf and Hard of Hearing Students Have To High Stakes Tests?* (Swindells Auditorium)
- 8:30-8:35 Introduction to the Day (Conference Organizers)
- 8:35-9:00 Elizabeth Case (Harcourt Educational Measurement) and Martha Thurlow (NCEO): *Painting a Picture of Options for Deaf and Hard Hearing Students in High Stakes Testing*
- 9:00-9:20 Carolyn Massad (Harcourt Educational Measurement): *Maximizing Equity and Access in Test Construction*
- 9:25-9:45 Jana Lollis (North Carolina School for the Deaf): *A High Stakes Test in Reading as Used with Deaf Students*
- 9:45-10:15 *Accommodating Deaf and Hard of Hearing Test Takers: What Works, What Hurts.* (Two papers): Carol Traxler (GRI): *A Framework for Evaluating Test Adaptations*; Patrick Costello (The Learning Center for Deaf Children): *ASL Interpretation and Scribing: Two Accommodations with Problems and Promise*
- 10:15-10:30 Questions for the above speakers.
- 10:30-10:50 Break.
- 10:50-12:15 Session Title: *Alternative and Multiple Measures*
- 10:50-11:50 Brief Presentations and Panel Discussion on Alternative and Multiple Measures (moderated by Robert Weinstock) including Kenneth Randall (Arizona School for the Deaf and Blind), Shalia Cowan, and Cari Wieland (Texas Education Agency), and Suzanne Recane (The Learning Center for Deaf Children)
- 11:50-12:15 Neal Kingston and Michael Ehringhaus (Measured Progress): *The Future of Universal Design (or, Since it is Already Tomorrow, Why Can't We Use Yesterday's Technology Yet?)*
- 12:15-1:45 Lunch and Conference Wrap-up.
David Martin: Reflections on the Conference
W. James Popham: Wrap-up presentation

Conference Overview:
Abstracts and Biographies

Friday Presentations
Opening Remarks, Logistics, and Conference Goals

Michael A. Karchmer
Gallaudet University

Michael A. Karchmer, conference co-chair, is Director of the Gallaudet Research Institute and Professor in Gallaudet's Department of Educational Foundations and Research. He has been at Gallaudet for 27 years. From 1988 to 1998 he was the Dean of the Graduate School and Research. His research has largely focused on the characteristics of the deaf and hard of hearing school-aged population of the United States. He co-edited *Deaf Children in America* with A. Schildroth (1986) and more recently, *Context, Cognition, and Deafness* (2001, with Clark and Marschark), and *The Study of Signed Languages* (2002, with Armstrong and Van Cleve). Karchmer received a B.A. from Rice University and an M.A. and Ph.D. in psychology from Emory University; he also has a post-doctoral certificate in child development from the University of Kansas Medical Center.

I. King Jordan
Gallaudet University

I. King Jordan, president of Gallaudet University, is a native of Glen Riddle, Pennsylvania, a small town near Philadelphia. After graduating from high school, he enlisted in the U.S. Navy and served four years. A motorcycle accident left him profoundly deaf at age 21. Dr. Jordan earned a B.A. in psychology from Gallaudet in 1970. The following year he earned an M.A., and in 1973 a Ph.D., both in psychology and from the University of Tennessee. Upon receiving his doctorate, Dr. Jordan joined the faculty of Gallaudet's Department of Psychology. Dr. Jordan holds eleven honorary degrees and is the recipient of numerous awards, among them: the Presidential Citizen's Medal, the Washingtonian of the Year Award, the James L. Fisher Award from the Council for Advancement and Support of Education (CASE), the Larry Stewart Award from the American Psychological Association, and the Distinguished Leadership Award from the National Association for Community Leadership. In 1990, President George H. W. Bush appointed Dr. Jordan Vice Chair of the President's Committee on Employment of People with Disabilities (PCEPD). In 1993, President Clinton reappointed Dr. Jordan Vice Chair of PCEPD.

Stephanie Lee
U.S. Department of Education
Office of Special Education Programs

Stephanie Lee is the director of the Office of Special Education Programs, U.S. Department of Education. Director Lee has 30 years of experience in public policy, program development and evaluation, and leadership positions. During the 1970's and early 1980's, she held senior professional staff positions working on Capitol Hill for Members of the House and Senate and what is now called the Senate Health, Education, Labor and Pensions (HELP) Committee, specializing in employment, education, and economic development policy. From 1988 until her appointment to lead OSEP this past February, she served as the Foundation Administrator for the Sunmark Foundation, a foundation that funds national organizations to promote free enterprise economics and a strong national defense. This position involved evaluating the effectiveness of and recommending funding for many national organizations involved in research, public policy, and educational programs involving economics, tax policy, foreign affairs, and education. Since her daughter, Laura, was born in 1982, Ms. Lee has become a nationally-recognized parent advocate for children and adults with disabilities, organizing and leading many successful, bipartisan, collaborative public policy advocacy efforts at the local, state, and national levels.

**High Stakes Testing of Deaf and Hard of Hearing
Children: Understanding the Problem and Finding Equitable Solutions**

Judith Mouny
Gallaudet University

Abstract

The "No Child Left Behind Act of 2001" challenges educators of deaf and hard of hearing children and youth to a new level of accountability and raises expectations for student achievement. Schools and programs that serve deaf and hard of hearing students must now align their curricula with state-wide standards. Ensuring that each child has every opportunity to maximize his or her potential necessitates that the "I" in I.E.P. take precedence over any particular educational philosophy or methodology. As high stakes testing programs are implemented in response to the NCLB Act, educators and policy makers must confront the greatest challenge of all—determining that deaf and hard of hearing students have been taught the same content as their hearing peers, and that each student has had full access to learning. To meet this challenge, the multifaceted diversity that characterizes the deaf and hard of hearing population must be embraced and collaborations among experts must be forged. Policies and practices need to be empirically supported and monitored. This presentation provides an overview of the difficulties deaf and hard of hearing individuals have with standardized tests, and outlines what will need to be considered in finding equitable solutions.

Biography

Judith Mouny, conference co-chair, is the director of the Center for American Sign Language Literacy at Gallaudet University and co-chair of the National Task Force on Equity in Testing Deaf and Hard of Hearing Individuals. Before coming to Gallaudet in 1996, Dr. Mouny was a research scientist at Educational Testing Service in Princeton, New Jersey and has held teaching and administrative positions in Massachusetts and Pennsylvania. She has a master's degree in deaf education/special education from Temple University, a doctorate in applied psycholinguistics from Boston University, and is currently completing a master's degree in social work at Gallaudet University.

The No Child Left Untested Act of 2001

Jo Thomason
Albuquerque, New Mexico

Abstract

This presentation will provide a basis for the presentations to follow. Some of the political and historical factors leading to the current emphasis on accountability and testing in America's schools will be explored. The speaker will discuss several specific requirements of the No Child Left Behind Act of 2001 and their potential impact on students with disabilities, as well as potential policy considerations. It is intended that this presentation will provide a framework for further discussion and analysis during and after the conference.

Biography

Jo Thomason is currently an independent special education consultant. From 1988 to 2002 she was executive director of the Council of Administrators of Special Education, Inc. She has held various administrative positions related to special education in Albuquerque, New Mexico where she also was a special education teacher from 1958-1969.

High Stakes Tests: Harmful, Permanent, Fixable

W. James Popham
UCLA (Emeritus)

Abstract

Dr. Popham discusses the uses and misuses of standardized tests, the pitfalls of a public policy that fails to take the nature of tests into account, and why the results of traditional standardized achievement tests are not accurate measures of school quality. This lecture is part of the Schaefer Distinguished Lecture Series.

Biography

A professor emeritus at the University of California at Los Angeles and a former test maker, **James Popham** is a noted expert on educational testing. W. James Popham has spent the bulk of his educational career as a teacher, first in a small, eastern Oregon high school, then in the UCLA Graduate School of Education and Information Studies. In his nearly 30 years at UCLA, Dr. Popham taught courses in instructional methods for prospective teachers and courses in evaluation and measurement for master's and doctoral candidates. He has won several distinguished teaching awards. In 1992, he took early retirement from UCLA (lured, he claims, by the promise of free parking for emeritus professors). In January 2000, he was recognized by UCLA Today as one of UCLA's top 20 professors of the 20th century. Dr. Popham has written 20 books, 180 journal articles, 50 research reports, and 150 papers presented before research societies. In 1978, he was elected to the presidency of the American Educational Research Association (AERA). He was also the founding editor of Educational Evaluation and Policy Analysis, a quarterly journal published by AERA.

Dealing with New Laws and Changing Expectations: Experiences from Schools in Four States

Presentations and Panel discussion

Marlon Kuntze
Stanford University

Biography

Marlon (Lon) Kuntze, session moderator, is a doctoral candidate at Stanford University, and presently teaches at San Jose State and works as a research consultant for Gallaudet's Signs of Literacy Project. He also serves as a consultant for different projects, including a sign language based accommodation of standardized tests. His academic interest is in literacy and the development of complex thinking and reasoning skills through language. He has published various articles on literacy acquisition, linguistics, and bilingualism in areas that concern deaf students and ASL. He was affiliated with a psycholinguistics lab under Dan Slobin at the University of California, Berkeley. He previously taught high school English at the California School for the Deaf in Fremont where he later was active in introducing bilingual-bicultural ideas to the school programming. He received a B.A. from Gallaudet University and an M.A. from Western Oregon University.

One School's Experience with High Stakes Testing in Massachusetts: The News is Not All Bad

Michael Bello and Patrick Costello
The Learning Center for Deaf Children

Abstract

In Massachusetts, the class of 2003 must pass the Massachusetts Comprehensive Assessment System (MCAS) examination to be awarded a diploma. High stakes testing is an immediate concern for all deaf students and their teachers. The presenters will review the collaborative efforts of deaf educators to create a better understanding of the complexities of assessing deaf students in a high stakes environment. They will discuss the significant questions that arise in trying to provide true access to deaf students in a comprehensive testing system. Issues of providing test accommodations in the area of ASL interpretation and scribing will be discussed. The state's alternative portfolio (MCASS/ALT) option for deaf students will also be reviewed. The presenters will highlight meaningful ways in which challenging, mandated assessment can be used to positively drive instruction with higher level expectations for deaf learners.

Biographies

Michael (Mike) Bello has been the executive director of The Learning Center for Deaf Children in Framingham, Massachusetts since 1996. Previously, he held several other positions in the school. Among those were assistant executive director and high school principal. He was also the chairperson of the Bilingual/Bicultural Advisory Council in the 1980's when The Learning Center was transitioning to a bilingual school. Bello started his career as a high school history teacher and has held a variety of administrative positions in both mainstream programs and schools for the deaf. He helped create the "Massachusetts Guidelines for the Education of the Deaf" and has served on several statewide and national educational advisory committees. Bello is a graduate of the Boston University Deaf Education Program and has been an educator of deaf students since 1969.

Patrick Costello is currently the Middle School Supervisor at The Learning Center for Deaf Children in Framingham, Massachusetts. He has taught history, American Sign Language, and Deaf Studies at the high school level. Patrick is a graduate of New York School for the Deaf (Fanwood). He received a B.A. in Accounting from Gallaudet University and his master's in Deaf Education from Boston University. In addition to his experience at The Learning Center, he was a linguistics research assistant at Boston University and has co-authored an article on the role of American Sign Language and educational practices with deaf students. Patrick currently serves on the Massachusetts Department of Education Statewide Special Education Advisory Council and the Statewide Advisory Council of the Massachusetts Commission for the Deaf and Hard of Hearing.

A Reflective Approach to High Stakes Testing

Kevin Keane and Adrienne Robins
Lexington School/Center for the Deaf

Abstract

New York State has a long history of testing as a requirement for attainment of different levels of diplomas for high school graduates. With the delineation of statewide standards over the past few years, the requirements for attaining a high school diploma have become more rigorous. Along with testing at the high school level, assessments in elementary and middle school have been altered at different levels so they are in alignment with the assessment demands for high school diplomas. Reflection on both curriculum and performance standards and the more complex demands of our information age society has promoted changes in curriculum and teaching at Lexington School for the Deaf. While there are significant concerns regarding performance standards and testing, they can provide a positive filter for schools to consider current educational practices.

Biographies

Kevin Keane has extensive experience in implementing cognitive education programs. He has served as consultant to a number of school systems and has published research and conceptual articles related to Feuerstein's Theory of Structural Cognitive Modifiability. Dr. Keane received his B.A in English Literature and his M.S. in Education of Hearing and Language Impaired from Queens College, City University of New York He was conferred his Ph.D. from Columbia University, New York.

Adrienne Robins is a literacy and curriculum specialist with significant experience in professional development models. She was instrumental in developing and implementing the current model used at Lexington School. Ms. Robins received her B.S. in Elementary Education from the University of Pittsburgh and her M.A. in Education of the Hearing Impaired from Teachers College, Columbia University.

High Stakes Assessment in Illinois

Michael Jones and Connie Nagy
Illinois School for the Deaf

Abstract

This presentation gives a brief overview of the Illinois system of high stakes testing. Three tests are currently sanctioned by the state: the Illinois Standards Achievement Test (ISAT), the Prairie State Achievement Exam (PSAE), and the Illinois Alternate Assessment (IAA). The presentation will cover student, teacher, and school experiences as well as the results of serving on task forces in Illinois on high stakes assessment at the state and federal levels where concerns were expressed about the participation of students who are deaf or hard of hearing.

Biographies

Michael (Mickey) Jones has worked as an educator at the New Mexico School for the Deaf, an interpreter at the National Technical Institute for the Deaf, and a teacher trainer at MacMurray College. Currently, he is director of the Evaluation Center at the Illinois School for the Deaf. He has served on task forces at the Illinois State Board of Education (I.S.B.E.) to determine how students in special education can participate in high stakes assessment. As a member of the 2000-01 Office of Special Education Programs steering committee to evaluate I.S.B.E.'s compliance with I.D.E.A., he wrote the section of the report on high stakes assessment of special education students in Illinois. Mickey holds a Ph.D. degree in developmental psycholinguistics from the University of Illinois at Urbana-Champaign.

Connie Nagy has been an educator at Illinois School for the Deaf in Jacksonville, Illinois for the past 25 years. She taught high school science for seven years and presently teaches high school mathematics. As a member of the school's NCA (North Central Association)/SIP committee, she has been involved in developing and validating local benchmark assessments for the school. She has also been instrumental in helping to develop assessments for the school's target goals and in setting up tutoring sessions for the state test. She serves on the advisory board for Captioned Media Program and has been involved with captioning, lesson guide writing, and evaluation of educational videos for that program. Connie holds a B.A. in chemistry from Gallaudet University and an M.S. from Illinois State University.

High Stakes Testing: Leave NO CHILD Behind?

Jon Levy, University College High School
and
Pat Moore, California School for the Deaf at Fremont

Abstract

This presentation examines California's Standardized Testing and Reporting Program (STAR), which consists of the California Achievement Test, Sixth Edition, the Golden State Examinations and the California High School Exit Exam. The assessments, acceptable accommodations, as well as present and future implications for the Deaf students in California are addressed. Schools and programs for Deaf and Hard of Hearing students are faced with the challenge of preparing students to take one exam that will determine their fate. Teachers must be equipped to teach the state standards using instructional best practices that are scientifically proven to work and effective assessment techniques. Schools will need additional funding for tutorial services, parent training, and related counseling needs. Even in the most ideal academic settings, the reality is that students will continue to arrive at all schools who do not have the background needed to pass this type of exam. The government needs to recognize and address the needs of this population and also the needs of students who desire to work in occupations that do not require a college diploma. A system of recognition for all students' efforts and interests needs to be established. Employment preparation programs must become stronger than ever for this population. The presenters will share their proposal for a tiered diploma system that will open doors to employment for students.

Biographies

Jon Levy has worked with Deaf young people for over 25 years. After completing his B.A. degree from U.C.L.A. in Psychology, he went to California State University, Northridge for his master's degree in Deaf Education. He is currently the Principal of Orange County's Regional Deaf and Hard of Hearing Program at University High School, Venado Middle School and Deerfield Elementary School in Irvine, California. He has served as an administrator in this program, which serves over 185 students for over 13 years. Levy is currently a Board member of IMPACT, California's statewide D/HH Parent group. For the last 8 years, Levy has served as President of California Administrators of the Deaf and has worked on several Department of Education workgroups to promote the education of Deaf young people.

Pat Moore is the Director of Instruction at the California School for the Deaf, Fremont. She worked at the Texas School for the Deaf for 17 years and at CSDF for 15 years. As a former cottage counselor, elementary, middle school, and high school teacher, college counselor, job placement specialist, career center coordinator, Dean of Students, and Career/Technical Education Principal, she's been involved with almost all aspects of student development. Moore has made presentations to the California Special Education Advisory Commission on the impact of High Stakes Testing and supports the tiered diploma. She completed her undergraduate work at the University of Texas in Deaf Education, graduate work at Southwest Texas State University in guidance counseling, and her administrative credential at California State University, Hayward.

The Role of Testing in Deaf Students' Educations: Different Perspectives

Presentations and Panel Discussion

Laurene Gallimore
Gallaudet University

Biography

Laurene Gallimore, session moderator, is culturally Deaf, African-American educator and a professor/director of the Deaf Education program at Gallaudet University, Washington, D.C. After graduating from the Indiana School for the Deaf (ISD), Indianapolis; she received a B.S. degree in Elementary Education from the University of Nebraska, Lincoln, and an M.Ed. in Deaf Education from Western Maryland College, Westminster, Maryland. She received a Ph.D. degree in Language, Reading, and Culture from the University of Arizona, Tucson. Gallimore has hands-on experience in the imple-

mentation of a bilingual/bicultural educational environment for Deaf and Hard of Hearing children and is an acknowledged expert on the topic of using ASL as the language of instruction.

No Homespun Metaphor Left Behind

Claire Ramsey
University of Nebraska

Abstract

All farmers know this saying: “You don’t fatten a hog by weighing it.” Using this homespun metaphor, this talk will contrast the process of “weighing” deaf children, which occurs at local, state and now, at the national level, with the difficulties of giving them the intellectual, linguistic, and cultural nutrition they need to grow. The growing emphasis on accountability places immense pressure on teachers and students. One way to make sense of it is to view it as an instance of a phenomenon familiar in American civil life: the trespassing of “lay people,” in this case politicians, on professional territory, here the expertise of teachers of the deaf.

Biography

Claire Ramsey is an assistant professor specializing in education of deaf students at the Teachers College, University of Nebraska, Lincoln. Her training is in linguistics, sociolinguistics, qualitative research methods, anthropology, and literacy development. She teaches courses in deaf education and the linguistics of American Sign Language. Her research interests are literacy practices in the adult Deaf community, and the interaction among teaching, learning, development, and culture. She is the author of *Deaf Children in Public Schools: Placements, Contexts, and Consequences* (Gallaudet University Press, 1997). She is on the editorial board of the series *Sociolinguistics in Deaf Communities*. Her current research projects document the history of reading and reading instruction in the U.S. Deaf community and the signing and school careers of elderly deaf people in Mexico.

Kids Don’t Fail; Systems Do

Jay Innes
Gallaudet University

Abstract

This is a presentation of the NAD position statement on High Stakes Testing and Accountability, released in January 2002. The NAD supports the involvement of ALL deaf and hard of hearing children in statewide assessments and advocates that these assessments must be fair and construed according to the identified needs of the individual child. The NAD also believes that the fundamental purpose of statewide assessments, as noted in the “Leave No Child Behind Act of 2001,” is to hold education delivery systems accountable and improve them. A number of excerpts from the statement will be presented and discussed, encompassing the two broad categories of issues noted above, fairness and the assessment of deaf learners and accountability.

Biography

Jay Innes is a professor in the Department of Education at Gallaudet University. He also serves as director of the NAD’s Education Policy and program Development Center which he helped establish in 2000. Since joining the faculty in 1988 he has demonstrated a profound and ongoing commitment to the profession and deaf community. As chairperson of the National Association of the Deaf’s Education Committee he was instrumental in having NAD become a sitting member of the Council on Education of the Deaf. He was recently appointed to a third term as a member of the Board of Directors of the Conference of Educational Administrators of Schools and Programs for the Deaf, is a member and a Past-President of the Council on Education of the Deaf, was appointed by the Honorable Parris N. Glendening, Governor of Maryland, to second term as a member of the Board of Trustees of the Maryland School for the Deaf, serves as a member of the Star Schools Advisory Board affiliated with the Center for ASL and English Bilingual Education and Research at the New Mexico School for the Deaf, and has served on the Board of Directors of the Convention of American Instructors of the Deaf and the National Mission Advisory Panel of the Laurent Clerc National Deaf Education Center. He is also currently a member of the Steering and Advisory Committees of a collaborative effort to develop a National Agenda in the Education of the Deaf. Leave No Individuals with Disabilities Behind: The Potential Impact of the No Child Left Behind Act on the Individuals with Disabilities Education Act

Leave No Individuals with Disabilities Behind: The Potential Impact of the No Child Left Behind Act on the Individuals with Disabilities Education Act

Barbara Raimondo
Washington Grove, Maryland

Abstract

Secretary of Education Rod Paige has declared his intention to apply principles found in the No Child Left Behind (NCLB) Act to the reauthorization of the Individuals with Disabilities Education Act (IDEA). This presentation will highlight several provisions of the NCLB Act, particularly in the area of testing, and describe how those provisions might be applied to IDEA, which is currently undergoing reauthorization.

Biography

Barbara Raimondo is a private consultant who offers information and guidance concerning parenting and family issues, as well as on federal legislation and policies. She acts as an advocate to legislators and others. She has worked for such organizations as the American Society for Deaf Children (ASDC) (1993-1999) and the National Center for Law and Deafness (1992). At the American Center for Deaf Children she was an advocate on issues relevant to deaf children, including education, access, and infant screening for hearing loss. She represented the ASDC on national coalitions working for the rights of deaf individuals, wrote a quarterly column on legislative issues, and gave countless presentations to parent groups. At the National Center for Law and Deafness, she provided technical assistance to attorneys, businesses, governments, and members of the public on the Americans with Disabilities Act and other laws affecting deaf and hard of hearing people.

High Stakes Testing and the Deaf Child: A Case of a Cart Missing a Horse

Deborah Lewison-Grant
Columbia University

Abstract

This presentation addresses how the academic lives of deaf and hard of hearing children can be enriched, thus bridging the gap separating deaf education and educators from general education reforms and broadening the borders that have traditionally defined deaf education. Concern about the role of high stakes testing in the educational lives of deaf children stems from a belief that demanding rigid mechanisms of accountability without ensuring the existence of a powerful delivery system is not only ineffective but obscures the underlying debate. The presentation examines the ways in which discourse around testing tends to paint an incomplete picture and fails to reflect the multi-dimensional issues facing parents, teachers, and policy makers.

Biography

Deborah Lewison-Grant is currently a doctoral student in curriculum and teaching at Teachers College, Columbia University. She has taught in several schools for deaf and hard of hearing students and teaches ASL and Deaf culture classes to hearing students in a mainstream setting. She has worked as a research assistant at Columbia University, as a program leader at the New York Deaf Theatre, as a tutor and as counselor.

Ensuring Opportunities to Learn

Robert C. Johnson
Gallaudet University

Biography

Robert C. Johnson, session moderator and organizing committee member, is senior research editor for the Gallaudet Research Institute and Graduate School and Professional Programs. He edits the research section of Gallaudet’s *Annual Report of Achievements* and is the editor of the biannual newsletter *Research at Gallaudet*. He was a principal editor of the 1994 publication, *The Deaf Way: Perspectives from the International Conference on Deaf Culture*. His article, “High stakes testing and deaf students: Some research perspectives,” which appeared in the Spring/Summer 2001 issue of *Research at Gallaudet*, helped pave the way for this conference.

Ensuring Opportunities to Learn: Legal Implications of Statewide Testing

Jay P. Heubert
Columbia University

Abstract

This presentation describes the current nature and scope of graduation and promotion testing in the U.S. and examines empirical evidence on the current disparate effects of such testing on minority students, students with disabilities, and English-language learners. It considers varied evidence now available about whether states, school districts, and schools are teaching all students the kinds of knowledge and skill they need to pass high stakes tests. Also, it examines the current status of federal law concerning high stakes testing, pointing out changes in the law, limitations in the law's current treatment of high stakes tests, and shortcomings in existing mechanisms for enforcing broadly accepted norms of appropriate test use.

Biography

Jay Heubert is an associate professor of education at Teachers College, Columbia University, and adjunct associate professor of law at Columbia Law School. He teaches courses on education law for school administrators and policy analysts. He has published widely in such areas as high stakes testing, civil rights issues in education, law and school reform, and educator-lawyer collaboration. He has served as chief counsel for the Pennsylvania Department of Education, a trial attorney for the civil rights division of the U.S. Department of Justice, an advisory specialist on desegregation for the school district of Philadelphia, and as an English teacher in North Carolina. His books include *Understanding Dropouts: Statistics, Strategies, and High-Stakes Testing* and *High Stakes: Testing for Tracking, Promotion, and Graduation*.



Mixed Format Sessions

The mixed format sessions, occurring Friday afternoon, November 15, from 4:30-6:00 p.m., include a variety of simultaneous presentations of information in the Gallaudet University Kellogg Conference Center Ballroom. Formats include poster sessions, round-table discussion groups, and video presentations.

Treading the Slippery Slope of Test Accommodations: The Challenge of Creating a Sign-modified Test that is Reliable and Equitable

Marlon Kuntze
Stanford University

Abstract

In the debate on how to modify standardized tests for deaf persons with limited English skills, it is necessary to consider carefully the ramifications of the different ways linguistic accommodations may be carried out. A computer-based format is proposed as a viable way to avoid some pitfalls associated with using either a live person or videotape.

Beyond the High Stakes Test: Using a Multidimensional Approach to Assessment in the K-1 Classroom

Jan Hafer
Gallaudet University

Abstract

Participants will be presented with the components of a multidimensional approach to effective assessment in the K-1 Classroom. A variety of alternative assessment tools, including naturalistic, curriculum based, portfolio, focused, performance and dynamic will be highlighted. Discussion will focus on the advantages and limitations of each and how they contrast to high stakes tests.

When Push Comes to Shove

Judith Mouny and Robert Weinstock
Gallaudet University

Abstract

This presentation will describe how high stakes tests—particularly those for professional certification and licensure—can be made more equitable for deaf and hard of hearing people. These methods include involvement of stakeholders in the test development process, various test adaptations and accommodations, and post-test remedies. The presenters will describe their recent review of a state licensing examination, which resulted in a decision to grant a deaf applicant a license.

Aachen Test Battery of Vocational Aptitude for the Deaf

W. Iversen, F. Kramer, S. Lintz, K. Grote, U. Louis-Nouvertne, J. Sieprath, I. Werth,
U. Zelle, L. Jager, W. Huber and K. Willmes
Institute of German Studies, Aachen, Germany

Abstract

The central aim of the ATBG-project is to improve the profession-finding process for the Deaf in support of an independent career choice. A multimedia computer-based test system has been developed to assess deaf persons' most important job-related skills and abilities and vocationally relevant personality features, independent of the level of reading skills and spoken language. The testee decides in which linguistic form ATBG-tests are administered: written German, German Sign Language or Signs Supporting German. Results from a large normative study in young adult German signers (n=652) are presented. The validity of the vocational diagnostic process is improved substantially using the ATBG.

An Integrative Assessment Approach to Monitoring Performance of Deaf and Hard of Hearing Students

Cheryl DeConde Johnson
Colorado Department of Education

Abstract

The Colorado Individual Performance Profile (CIPP) and the Colorado State Assessment Program (CSAP) will be the basis for this analysis of demographic and performance characteristics of students who are deaf and hard of hearing in Colorado. Multiple year data will be used to demonstrate trends as well as support significant changes in the delivery of ser-

vices to D/HH students across the state. The CIPP summarizes various standardized and functional measures to provide a comprehensive analysis of a student's performance so that appropriate services and placement decisions can be determined.

High Stakes Testing: Impact on Teacher Morale

Susan Jacoby
Laurent Clerc National Deaf Education Center
Gallaudet University

Abstract

This presentation addresses the impact of high stakes testing on teacher morale and student achievement. If a goal of a high stakes environment is to demonstrate student achievement, attention needs to be paid to the role of the teacher. The discussion will focus on issues unique to teachers of deaf and hard of hearing students as well as what administrators can do to support teachers.

The Role of the Psychologist in High Stakes Testing of Deaf and Hard of Hearing Students

**Talibah Buchanan, David Feldman, Shilpa Hanumantha, Don Kearly,
Lydia Prentiss, Nan Truitt, Tom Zangas**
Gallaudet University

Abstract

Psychologists have an important role in every stage of the high stakes spectrum. Almost every deaf child is in a special education system that requires an IEP. Psychologists are often part of the IEP team, either as an employee of the school system or hired as an additional team member. The role of the psychologist is a diverse one that includes test construction, administration, interpretation, and avocation. With the enactment of the "No Child Left Behind" Act of 2001, the role of the psychologist has strengthened as well as the importance of supporting "scientific" evaluation for all accommodations. It is now more important than ever for deaf children to have psychologists that understand deafness and are competent in the area of deafness and testing. This video explores the various roles psychologists undertake and the importance of understanding each role completely.

High Stakes Testing at a School in Louisiana: Detailed Results and Success

Barbara LeBlanc, Cheryl Russell, and Eloise Reynard
Ascension Parish School System, Louisiana

Abstract

Ascension Parish School System representatives from Louisiana will present a poster session to show actual assessment results of the Louisiana Educational Assessment Program 21 (LEAP 21), high stakes testing, for their deaf students in grades 4 and 8. The hearing impaired program has a systematic and consistent procedure for collecting data on strengths and weaknesses for language, reading, math, information processing, general knowledge, and generalization of learned information using standardized tests and teacher checklists for individual students. Preparing for the LEAP 21 begins with language development in the preschool years and consistent clear communication input in all instructional settings.

Improving Deaf Students' Performance on Stanford Achievement Test - 9th Edition

Eileen O'Toole
Laurent Clerc National Deaf Education Center
Gallaudet University

Abstract

This presentation identifies and describes academic interventions used to improve the performance of deaf and hard of hearing 9th graders on the reading comprehension subtest of the Stanford Achievement Test -9th edition (SAT-9). The nine-month intervention, implemented consecutively for three years, included instruction in narrative genre (biography, legend, historical fiction), practice answering multiple choice test questions, an introduction to functional reading activities, and required independent reading projects. Post-test data show that each of the three participating classes ('99, '00, '01) made substantial reading comprehension gains, with average gains per class ranging from nine months to two years. Significant gains made by limited English proficient students will be described.

High Stakes Testing, Student Accountability, School Accountability, and Issues of Equity in Delaware

Ed Bosso
Delaware School for the Deaf

Abstract

In 1998 the Educational Accountability Act was passed in Delaware and set in motion a plan for student and school accountability based on performance results from the Delaware Student Testing Program (DSTP). Performance on the DSTP now dictates school accountability ratings accompanied by rewards and sanctions and promotion, retention, mandatory summer school, and diploma options for students. The Delaware School for the Deaf is not exempt from school or student accountability. Particularly for deaf and hard of hearing students, issues surrounding testing, accommodations, and accountability need closer scrutiny. This session will address issues related to fairness, equity and access.

Stanford Achievement Test – 10th Edition: National Deaf and Hard of Hearing Student Norms Project

Ross Mitchell, Sue Hotto, Kevin Cole, Jerry Jatho, Dana Schlang, and Carol Traxler
Gallaudet Research Institute

Abstract

This study aims to develop age-based, as opposed to grade-level, national norms for deaf and hard of hearing students, and to provide detailed analyses of the relationships among student achievement and demographic, program, and services characteristics. This study has three phases: 1) development of a revised screening test for appropriate test level assignment of students (an "out-of-level" accommodation); 2) early-spring 2003 administration of the Stanford Achievement Test, 10th Edition (Stanford-10), to a large, nationally representative sample of deaf and hard of hearing students, ages 7 to 18 years, in public and private K-12 programs; and 3) integration of Stanford-10 testing data with demographic, program, and service data from the 2002-2003 Annual Survey of Deaf and Hard of Hearing Children and Youth. Aggregate patterns shall be identified, including the normative distribution of test performance for deaf and hard of hearing students. The norms obtained from this study shall be incorporated in the score reporting services provided by the Gallaudet Research Institute to schools and programs across the country.

Unambiguous and Early Access to Literacy Via Cued English: Effective and Efficient Preparation for High Stakes Testing for Children Who are Deaf or Hard of Hearing

Kitri Larson Kylo and Ann Mayes
Intermediate District 917, Rosemount, Minnesota

Abstract

Acquiring literacy in an early age-appropriate developmental sequence is the most significant endeavor educators of children who are deaf and hard-of-hearing can pursue to ensure these children are not left behind in high stakes testing. This session describes a different bilingual approach to the education of deaf and hard-of-hearing children from the current models prevalent throughout the United States. It describes the linguistic reasons why Cued American English is being used to represent English and achieve literacy in a program for deaf and hard-of-hearing students which has a bilingual model utilizing American Sign Language and Cued English for the languages of instruction.



Saturday Presentations

How Much Access do Deaf and Hard of Hearing Students Have to High Stakes Tests?

Painting a Picture of Options for Deaf and Hard of Hearing Students in High Stakes Testing

Elizabeth Case
Harcourt Educational Measurement
and
Martha Thurlow
National Center on Educational Outcomes

Abstract

More and more states across the U.S. are deciding to institute high stakes testing to determine whether students are promoted from grade to grade or receive a standard diploma. This session will address the status of high stakes tests and their application to deaf and hard of hearing students. Policies on the use of accommodations will be highlighted, as well as what we know about the performance of deaf and hard of hearing students.

Biographies

Elizabeth (Betsy) Case is the director of research on special populations at Harcourt Educational Measurement, San Antonio, Texas, where she facilitates research on the testing of special populations. She also manages the Harcourt portions of the Massachusetts Comprehensive Assessment System and the Texas Assessment of Academic Skills. Prior to joining Harcourt, Dr. Case managed statewide and large-district educational assessment programs for another test publishing company. With the Minnesota Department of Children, Families, and Learning, she was responsible for planning and developing grant proposals for statewide programs, including assessment programs. In New Mexico, she was responsible for research design, test selection, and operational delivery for program evaluation studies. For over 21 years, she was a special education teacher, program director, program evaluator, and administrator.

Martha Thurlow is the director of the National Center on Educational Outcomes. In this position, she addresses the implications of contemporary U.S. policy and practice for students with disabilities, including national and statewide assessment policies and practices, standards-setting efforts, and graduation requirements. She has worked with diverse groups of stakeholders to identify important outcomes for young children (ages 3 and 6), and for students in grades 4, 8, and 12, and at the post-school level. Dr. Thurlow has conducted research involving special education for the past 25 years in a variety of areas, including assessment and decision making, learning disabilities, early childhood education, dropout prevention, effective classroom instruction, and integration of students with disabilities in general education settings. She has authored numerous books and book chapters, and has published more than 200 articles and reports. In 1995, she assumed the position of co-editor of *Exceptional Children*, the research journal of the Council for Exceptional Children. She is a co-author (with Judy Elliott and James Ysseldyke) of the book, *Testing Students with Disabilities—Second Edition* (Corwin Press, 2002).

Maximizing Equity and Access in Construction

Carolyn E. Massad
Harcourt Educational Measurement

Abstract

To measure students' knowledge and skills requires an understanding of the students to be tested and their learning experiences. To develop tests that will provide good measures of what deaf and hard of hearing students know requires an understanding of the students' communication processes and skills and an awareness that English generally is not their mother tongue. Especially for deaf and hard of hearing students, the way in which language is used in testing can create insurmountable hurdles and prevent an accurate assessment. Just as educators seek ways to maximize learning for all students in the classroom, test developers must seek ways to maximize the students' ability to demonstrate what they know on tests. Some guidelines for test developers and some sample questions showing how to avoid building hurdles into tests are presented.

Biography

Carolyn E. Massad is National Consultant for English Language Arts for Harcourt Educational Measurement. Prior to joining Harcourt, she worked as an independent consultant with Educational Testing Service and was a classroom teacher. Dr. Massad's emphasis in assessment work has been on assessing knowledge and skills for accountability, for formative and summative evaluations, and for meeting standards for educational achievement and professional certification/licensure requirements, as well as for native and foreign language proficiency. Dr. Massad has expertise and experience in planning and developing measures in the language arts-communication. She has coordinated and developed assessment measures and related materials for state and national testing programs and services, including criterion-referenced tests, norm-referenced tests, computer-adaptive tests, and research measures.

A High Stakes Test in Reading as Used in North Carolina with Deaf Students

Jana Lollis
North Carolina School for the Deaf, Morganton

Abstract

The use of high stakes testing with deaf students as a graduation requirement has not been studied until recently. North Carolina, considered one of the leading states in the use of high stakes testing, provides a useful case study. The process of constructing and implementing a reading competency test that was used with deaf students as part of North Carolina's high school graduation requirements was examined in light of the 1999 Standards for Educational and Psychological Testing. Using a procedure similar to that used by the state in its initial construction of the test, a panel of experienced teachers of deaf students reviewed test passages and items to determine the appropriateness of the test for use with deaf students. A brief summary of the test's development and the teachers' assessment will be presented.

Biography

Jana Lollis has been a teacher at the North Carolina School for the Deaf, Morganton, for many years. She recently received a Ph.D. in Deaf Education from the Department of Education at Gallaudet University. The title of her dissertation is The Appropriateness of the North Carolina State-Mandated Reading Competency Test for Deaf Students as a Criterion for High School Graduation.

Accommodating Deaf and Hard of Hearing Test Takers: What Works, What Hurts.

A Framework for Evaluating Test Adaptations

Carol Traxler
Gallaudet University

Abstract

Adaptations may be seen as changes made to the environment, curriculum, instruction, or assessment practices in order for a student to show achievement. Adaptations may include accommodations and modifications. Accommodations are provisions made in how a student obtains access to and demonstrates learning. Accommodations do not substantially change the level of instruction, the content, or the performance criteria for a student. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is learned. Modifications, on the other hand, reflect changes in test administration that compromise standardization and affect the comparability of scores. Modifications may also involve substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the level of instruction, the content, and the performance criteria. Such changes are commonly made in order to provide students with meaningful learning experiences and assessments. Out-of-level testing is an adaptation often used with deaf and hard of hearing students. It is often seen as a modification, and many states require that it be employed only if it is listed in a student's IEP. Methods for aggregating student scores in a meaningful way and situations for making normative comparisons illustrate appropriate uses of this test adaptation.

Biography

Carol Traxler has been a research scientist in the Gallaudet Research Institute since 1984. Her work there is focused on educational testing and deaf and hard of hearing test takers. Traxler has a B.A. in German and M.S. in educational psychology from the University of Wisconsin, Madison, and a Ph.D. in educational research methods and evaluation from UCLA. She has worked in various capacities in test development, from overseeing test development work, to writing test specifications and test items and conducting item bias, test reliability, and validity studies. At Gallaudet, Traxler has been involved in the national norming of several editions of the Stanford Achievement Test with deaf and hard of hearing students and will soon have conducted psychometric research on the 7th, 8th, 9th, and 10th editions. She has collaborated on research on the WISC-III and on projects related to standards for health care services to deaf and hard of hearing adults. Carol maintains a variety of web sites related to educational testing and deafness, in particular sites for the American Educational Research Association's SIG: Research on Education of Deaf Persons and the National Task Force on Equity in Testing Deaf and Hard of Hearing Individuals.

ASL Interpretation and Scribing: Two Accommodations with Problems and Promise

Patrick Costello
The Learning Center for Deaf Children

Abstract

This presentation will address the challenges of administering the Massachusetts Comprehensive Assessment System (MCAS) with accommodations. The presenter will highlight such topics as uniformity in signed presentations, provision of accommodations by qualified, highly skilled individuals, and examination of American Sign Language interpretation and scribing issues. This overview will include successful strategies currently used for administering accommodations as well as issues for further exploration.

Alternative and Multiple Measures

Brief Presentations and Panel Discussion

Robert Weinstock
Gallaudet University

Biography

Robert Weinstock, session moderator, is a systems trainer with Information Technology Services at Gallaudet University. He previously worked at Educational Testing Service in Princeton, New Jersey as a senior editor and test developer. He continues his involvement with ETS as chief reader for one of its examinations. He is a member of the National Task Force on Equity in Testing Deaf and Hard of Hearing Individuals.

Assessments, Alternative Assessments, and Multiple Measures: Report from Arizona

Kenneth Randall
Arizona School for the Deaf and Blind

Abstract

This presentation will focus on the role of superintendents in schools for the deaf in administering statewide assessments and in developing alternative assessments for students with disabilities. It will also focus on efforts to allow multiple measures to be used in making high stakes decisions regarding deaf and hard of hearing students in Arizona.

Biography

Kenneth Randall, has been Superintendent of the Arizona State Schools for the Deaf and Blind since 1999. In that role, he has been instrumental in establishing a statewide network of programs and services for deaf and hard of hearing students across the state. He was Superintendent of the California School for the Deaf, Riverside, from 1989–1999 and before that was Principal at the Florida School for the Deaf and Blind. Randall has been interested on issues related to the high stakes testing of deaf students. Randall has a Ph.D. in Education from the University of Florida. His lengthy letter to the editor two years ago in the American Annals of the Deaf sparked a great deal of discussion about the need for multiple measure of achievement.

The State Developed Alternative Assessment in Texas

Shalia Cowan and Cari Wieland
Texas Education Agency

Abstract

This presentation from the Texas Education Agency focuses on the state's student assessment program. Information about the State Developed Alternative Assessment (SDAA) for students with disabilities will be shared, including related legislation, allowable accommodations (use of interpreters, etc.), and reports of results from the Spring 2002 administration of the tests.

Biography

Shalia H. Cowan is the Director of the Division of Services for the Deaf at the Texas Education Agency, in Austin, Texas. Dr. Cowan received her doctorate, master's and bachelor's degrees from The University of Texas at Austin. She has Texas teacher certification in education of the deaf as well as reading specialist and supervisor certification. Shã has worked with the deaf for almost 30 years, as a teacher, camp counselor and director, curriculum specialist at the Texas School for the Deaf, program specialist at the Texas Commission for the Deaf and Hard of Hearing, and program specialist, program director and division director at the Texas Education Agency

Cari Wieland is an educational consultant to the Student Assessment Division at the Texas Education Agency, in Austin, Texas. Ms. Wieland received her master's of education degree from Southwest Texas State University in San Marcos, Texas and her bachelor's degree in history from Southwestern University in Georgetown, Texas. She has Texas teacher certification in special education, social studies and history as well as mid-management (principal) certification. Cari has worked with students receiving special education services for more than 15 years, as an assessment specialist, high school principal and teacher, academic tutor and summer camp director. Cari has been involved with Texas' State Developed Alternative Assessment (SDAA) from the start of the program and currently serves as a content-area specialist in special education at the Texas Education Agency.

Deaf Children and the Massachusetts Alternate Assessment Advisory

Suzanne Recane
The Learning Center for Deaf Children

Abstract

This presentation will summarize the Massachusetts Alternate Assessment (MCAS-Alt). The MCAS-Alt is a portfolio-based assessment designed for students who are not able to fully demonstrate their content area knowledge on the standard state test. The presenter will share ways in which the MCAS-Alt provides increased access to the state assessment system for students with significant and unique needs and shows a more comprehensive view of the student's abilities. This overview will address the challenges as well as positive aspects of participating in the MCAS-Alt.

Biography

Suzanne Recane is the curriculum coordinator at The Learning Center for Deaf Children, Framingham. She is also a member of the Massachusetts Department of Education MCAS (Massachusetts Comprehensive Assessment System) Alternate Assessment Advisory Board. Recane started her work in the field of deaf education at the Governor Baxter School for the Deaf in Maine as a social studies teacher in 1979. She has taught various subjects to high school and middle school deaf students. In addition, she has worked administratively in the areas of residential programming, curriculum alignment and state testing coordination. Recane received her B.A. from Ball State University in Deaf Education and Social Studies and is currently completing her graduate studies in Language and Literacy at Simmons College in Boston.

The Future of Universal Design (or, Since it is Already Tomorrow, Why Can't We Use Yesterday's Technology Yet?)

Neal Kingston and Michael Ehringhaus

Neal Kingston and Michael Ehringhaus
Measured Progress

Abstract

It is fairly well accepted by advocates of universal design for assessments that almost all (if not all) current K-12 testing programs have not addressed accessibility issues sufficiently well. What should be equally obvious is that this same failing is a failing with regard to the psychometric underpinnings of these tests, and that for more than a decade computer technology has been capable of substantially improving the status quo. In their session, Drs. Kingston and Ehringhaus will demonstrate a prototype computerized test administration system to show how proper use of computer technology is likely to improve the construct validity of K-12 assessments, and simultaneously provide a psychologically healthier testing environment. In addition, they will present a research agenda that would help lead us to improvement of the fairness of testing for all students, as well as the psychometric integrity of test scores.

Biographies

Neal Kingston is currently senior vice president and chief operating officer at Measured Progress, Inc., in Dover, New Hampshire. His current focus is on improving processes, systems, and structure in test development, test publication, and data and psychometric analysis processes. He serves as senior psychometric advisor to the company and clients, and is a member of the corporate executive management team. As associate commissioner of the Office of Curriculum, Assessment, and Accountability for the Kentucky Department of Education he had total responsibility for the development and maintenance of an integrated system of primarily performance-based assessment and curriculum support for the Kentucky school accountability system. He worked in various administrative capacities for the Educational Testing Service from 1982 to 1991.

Michael Ehringhaus is program manager at Measured Progress, where he communicates client requirements to personnel and provides program advice, technical reports, and status updates to clients. He administers and oversees all aspects of contracts, including test designs, creation of test blueprints, the production schedule, and post-test reporting. He has worked for Educational Testing Service (1990-1994) and as a provider of assessment services in various states. He has served on the faculty of schools in many locations, including Alaska, New York, New Zealand, and North Carolina.

Concluding Remarks

Reflections on the Conference

David S. Martin
Gallaudet University (Emeritus)

Abstract

This presentation will synthesize the numerous themes and issues that have emerged throughout the conference and make several recommendations for future actions in regard to the testing of deaf person with high-stakes assessments nationally. Directions will be suggested for policy-makers, educators, members of the deaf community, and the assessment field.

Biography

David S. Martin, Ph.D., is a professor/dean emeritus from Gallaudet University. He has been chair of the National Task Force on Equity in Testing Deaf and Hard of Hearing Individuals and has carried out various projects with deaf teacher candidates related to equity in assessing their skills and knowledge. Previous to his work at Gallaudet, Dr. Martin was a teacher, school principal, curriculum developer, curriculum director, and chair of a college teacher education program.

W. James Popham: Wrap-up Presentation

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Conference Organizers

The conference organizing committee consists of Michael Karchmer (co-chair), Judith Mouny (co-chair), Robert C. Johnson, Susan Medina, Nan Truitt, Senda Benaissa, and Eileen O'Toole. Biographies of Karchmer, Mouny, and Johnson appear earlier in this program book. Eileen O'Toole is a school psychologist at the Laurent Clerc National Deaf Education Center at Gallaudet. Senda Benaissa (mixed format session coordinator) is a research associate in the Gallaudet Research Institute, specializing in health care accessibility and international disability studies. Susan Medina (conference logistics coordinator) will receive an M.S. in Administration from Gallaudet University at the end of this year and will soon begin working as a research associate for the organization ZEROTOTHREE. Nan Truitt is a doctoral candidate in the Clinical Psychology program at Gallaudet who helped with many aspects of conference planning as part of her Walter Ross Fellowship.



About the Gallaudet Research Institute

Since its establishment in 1978, the Gallaudet Research Institute (GRI) has been internationally recognized for its leadership in deafness-related research. A continuing focus has been on the gathering and dissemination of national data on the demographic and achievement characteristics of deaf and hard of hearing students throughout the United States. The GRI's Annual Survey of Deaf and Hard of Hearing Children and Youth is now in its 35th year and constitutes the longest continuing study of a disability group in the United States. Since 1970, the GRI has been involved in the adaptation norming of the Stanford Achievement Test for use with deaf and hard of hearing students. This year's adaptation and norming of the new 10th edition of the Stanford marks the fifth collaboration between the GRI and the test's publisher (now Harcourt Educational Measurement). The GRI helps define and support the University's research priorities and communicates actively with external constituencies about these priorities in keeping with provisions of the Education of the Deaf Act. Through its Small Research Grant Program and its Priority Research Fund, the GRI helps foster research by faculty, staff, and students in areas of particular importance to Gallaudet. By means of the Schaefer Endowment, the Powrie V. Doctor Chair of Deaf Studies, and the Professor Adam Pulitzer Memorial Fund, the GRI also promotes research and scholarship relevant to the Gallaudet University mission.

