Assessing Students with Disabilities: A Glossary of Assessment Terms in Everyday Language

Policy to Practice Study Group
Assessing Special Education Students (ASES)
State Collaborative on Assessment and Student Standards (SCASS)

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CCSSO

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The State Collaborative on Assessment and Student Standards (SCASS) project was created in 1991 to encourage and assist states in working collaboratively on assessment design and development for a variety of topics and subject areas. The Division of State Services and Technical Assistance of the Council of Chief State School Officers is the organizer, facilitator, and administrator of the SCASS projects.

SCASS projects accomplish a wide variety of tasks identified by each of the groups, including examining the needs and issues surrounding the area(s) of focus; determining the products and goals of the project; developing assessment materials and professional development materials on assessment; summarizing current research; analyzing best practice; examining technical issues; and/or providing guidance on federal legislation. A total of 46 states and one extra-state jurisdiction participated in one or more of the 11 projects offered during the project year 2005-06. The mission of the State Collaborative on Assessment and Student Standards (SCASS) is to provide leadership, advocacy and service in creating and supporting effective collaborative partnerships through the collective experience and knowledge of state education personnel to develop and implement high standards and valid assessment systems that maximize educational achievement for all children.

Don Long, Director of SCASS

STATE COLLABORATIVE ON ASSESSMENT AND STUDENT STANDARDS ASSESSING SPECIAL EDUCATION STUDENTS

The State Collaborative on Assessment and Student Standards Assessing Special Education Students (SCASS ASES) addresses the inclusion of students with disabilities in large-scale standards, assessments and accountability systems and the effects of these systems on related educational reform efforts. SCASS ASES capitalizes on the synergy of the shared efforts of state education personnel, associate members, and partners to improve educational performance of students with disabilities through shared understanding, policy guidance, professional development, and research activities.

Sandra Hopfengardner Warren, Coordinator

Assessing Special Education Students State Collaborative on Assessment and Students Standards

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Foreword

In response to the mandates and implications of the *No Child Left Behind Act of 2001* (NCLB), and in addition to the reauthorization of the Individuals Disabilities Education Act (IDEA, 2004), the Policy to Practice Study Group within the Assessing Special Education Students (ASES), State Collaborative on Assessment and Student Standards (SCASS) developed the *Assessing Students with Disabilities: A Glossary of Assessment Terms in Every Day Language*. The increased need for assessment literacy resulting from NCLB mandates requires general education practitioners, special education practitioners, administrators, state officers, and assessment vendors to use a common language when referencing such a vital part of student instruction. SCASS believes this resource is especially valuable when referencing students with disabilities—a population that became a required part of every school’s assessment and accountability system after July 2001. While we acknowledge the availability of diverse meanings for many of the listed assessment terms, the Policy to Practice Study Group hopes that this glossary will promote a common language of assessment to the benefit of future discussions related to the assessment of students and the implications of NCLB.
Glossary of Assessment Terms

Accommodations
Accommodations are changes in the administration of an assessment. Accommodations are used for equity, not advantage, and serve to “level the playing field.” To be applied in NCLB testing, assessment accommodations must be identified in the student’s individualized education program (IEP) or Section 504 plan. It is generally considered best practice for assessment accommodations to have been regularly used during instruction and classroom assessment.

- **Standard Accommodations**
  These are accommodations that are in general use in most testing programs and that do not change the construct being tested.

- **Non-standard Accommodations**
  Also referred to as modifications, these are accommodations that may be provided for students that change the construct being tested.

Accountability
The use of academic assessment results and/or other academic indicators (e.g., attendance and graduation rate) to ensure schools or the local education agencies in the State are making adequate yearly progress (AYP). Common elements include academic content standards, academic achievement standards, indicators of progress toward meeting annual goals, analyses of data, reporting procedures, and rewards or sanctions.

Accountability system
A plan that uses assessment results and other data outlining the goals and expectations for students, teachers, schools, districts, and states to demonstrate the established components or requirements of accountability. Typically this includes rewards for those who exceed the goals and sanctions for those who fail to meet the goals.

Achievement standards
This term has recently replaced the more traditional term “performance standards” with the No Child Left Behind legislation of 2001.

- **Alternate achievement standards**
  Performance standards that reflect an understanding of the results of good teaching in the general curriculum in the enrolled grade for students with significant disabilities. (See definition of performance standards.)

- **Grade-level achievement standards**
  Performance standards that reflect an understanding of the results of good teaching in the general curriculum in the enrolled grade. Most students with disabilities will participate in this way in state assessments.

(See definition of performance standards.)
Achievement test
An instrument designed to efficiently measure the amount of academic knowledge and/or skill a student has acquired. Such tests are usually either norm referenced (NRT), or criterion referenced (CRT). NRTs provide information that can be compared to a group of people who have already taken the same test. CRTs provide information that can be compared to the performance of a predetermined standard or criterion.

Adaptations
A generalized term that describes a change made in the presentation, setting, response, timing or scheduling of an assessment that may or may not change the construct of the assessment.

Adequate yearly progress (AYP)
AYP is a provision of the federal No Child Left Behind Act (NCLB, 2001) requiring elementary schools, secondary schools, and local education agencies (LEA) to meet the state's student academic achievement standards while narrowing the achievement gaps among groups of students, schools, and local education agencies. The definition of AYP must include separate measurable objectives for continuous and substantial improvement for all students, and for all specified subgroups of students and provide a timeline ensuring that no later than 2014 all students will meet or exceed that state's proficient level of academic achievement on the state assessments. The determination of student and group proficiency must be shown to be valid and reliable.

Age appropriate
The characteristics of the skills taught, the activities, and materials selected and the language level employed that reflect the chronological age of the student.

Aggregation
Performance results of all students that are combined or averaged for reporting purposes.

Alignment
The match or association between or among content standards, performance standards, curriculum, instruction, and assessments in terms of knowledge and skill expectations.

Alternate achievement standards
See Achievement Standards

Alternate assessment
An instrument used in gathering information on the standards-based performance and progress of students whose disabilities preclude their valid and reliable participation in general assessments. Alternate assessments measure the performance of a relatively small population of students who are unable to participate in the general assessment system, with or without accommodations as determined by the student’s Individual Education Planning (IEP) team.
Alternative and augmentative communication
A term used to describe the different methods that can be used to help people with disabilities communicate with others. These methods can be used as an alternative to speech or to supplement it and can include individual methods of sign and gestures, standardized signing, symbol systems, and complex electronic devices.

Assessment
A process used to collect information about individuals, groups, or systems that relies upon a number of instruments, one of which may be a test.

- Formative assessment
Observations or assessments usually occur during instruction and allow for the evaluation of student performance on a learning task and that identify portions of that task that the student may or may not be able to do. Outcomes suggest future steps for teaching and learning.

- Summative Assessment
A comprehensive assessment that is used to determine the level of student learning at the end of a course, program, or grade.

Assessment literacy
Knowledge of the basic principles of sound assessment practice, including terminology, development, administration, analysis, and standards of quality.

Assistive technology device
As defined in Section 602 of IDEA, 1997, an assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability.

Augment
To change test content, by adding, deleting, or customizing test items within an existing instrument to align that instrument with content standards.

Authentic assessment
Authentic assessment is usually characterized by tasks and items that require students to demonstrate skills and concepts in a real work context. Students usually develop responses, in writing or in performances, e.g., investigations, presentations, and portfolios, rather than by selecting predetermined options, e.g., multiple choice tests.

Baseline data
The initial performance results, against which future results will be compared.

Benchmarks
Benchmarks describe the knowledge and skills that all students should know and be able to do, in selected content areas, by the time they reach certain grade levels. Benchmarks are yardsticks or targets, because they specify the knowledge and skills within a content area’s continuum that a student must possess to demonstrate a level of progress toward
mastery or proficiency of a standard. States may refer to benchmarks as competencies, anchors, etc.

**Bias**

In a statistical context, a systematic error in an individual or group test scores based on gender, ethnicity, culture, or disability. In discussing test fairness, bias may refer to construct under-representation, e.g., not enough test items that are culturally sensitive, or construct-irrelevant components of a test score, e.g., heavy reading emphasis on a math computation test.

**Body of Evidence (BOE)**

An array of information or data, produced by a student or collected by someone who is knowledgeable about the student, establishing that the student can perform one or more particular skills related to a content standard and judged against predetermined achievement standards.

**Child with a Disability**

The *Individuals with Disabilities Act* (2004), defines a child with a disability as a child with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services.

For a child aged 3 through 9 (or any subset of that age range, including ages 3 through 5), may, at the discretion of the state and the local educational agency, include a child experiencing developmental delays, as defined by the state and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and who, by reason thereof, needs special education and related services.

Section 504 of the *Rehabilitation Act of 1973* includes the following definitions for words and phrases:

**Handicapped person:**

Any person who has a physical or mental impairment which substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment.

**Physical or mental impairment:**

Any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
Major life activities:
Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Has a record of such impairment:
Has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

Is regarded as having such impairment:
Has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation; has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or has none of the impairments defined above under “physical or mental impairment” but is treated by a recipient as having such an impairment.

Cohort
A group of students who have something in common, e.g., age or class membership. In statistical studies, cohorts are commonly tracked over time to examine changes, either in attitudes, behaviors or test results.

Confidence intervals
All measurement has error. Test developers try to make tests as accurate as possible, and often report their error. They calculate a confidence interval that lets people know the range of error that can be expected with a particular test or other measure. Confidence intervals provide a range of true scores for a specified value, such as an average score for a subgroup, or a school’s average score.

Consequences from assessments
The impact of student testing on students, teachers, administrators, educational institutions and families. These can be both intended and unintended. For example, high school graduation testing may lead to improved test scores but also have a negative impact on drop out rates.

Construct
An abstract image, or underlying theoretical concept that a test is designed to measure. Although the word construct is increasingly used in reference to what specific items are measuring, measurement traditionally defines it in terms of what a whole test measures.

Content standards
One of two types of standards that include statements of the subject-specific knowledge and skills schools are expected to teach students at each grade level, indicating what students should know and be able to do. (See also Performance standards).

Criterion-referenced tests (CRT)
A test that measures specific skill development compared to a predefined absolute level of mastery of that skill (see Achievement Test).
Curriculum-based assessments
   Assessments that mirror instructional materials and procedures related to the curriculum, resulting in an ongoing method of monitoring progress in the curriculum and guiding adjustments in instruction, remediation, accommodations provided to the student. (See also Instructionally-supportive tests).

Cut score
   A specified point on a score scale. Scores at or above that point are interpreted differently from scores below that point.

Disaggregation
   The collection and reporting of student achievement results by particular subgroups (e.g., students with disabilities, limited-English-proficient students, boys or girls, etc.) to ascertain the subgroup’s academic baseline and progress. Disaggregation makes it possible to compare subgroups or cohorts.

Domain
   A well defined set of achievement tasks or body of knowledge.

Errors of measurement
   Typically referred to as standard error of measurement, the amount or difference between a student’s actual, or observed score, and the theoretical true score; the amount of uncertainty in reporting scores; or the degree of inherent imprecision based on test content, administration, scoring, or examinee conditions within the measurement process that produce errors in the interpretation of student achievement.

Exclusion
   The act of barring someone from participation in an assessment for reasons such as parental requests, medical condition of students, and out-of-school placements. Federal law prohibits exclusion from NCLB testing.

Exemplar
   Scored student work that evidences or exhibits an acceptable response for a particular rubric score point. Exemplars are usually used to train raters to score student performances, or to illustrate to the public and parents what is an acceptable level of performance.

Exemption from testing
   The act of releasing a student from a testing requirement to which others are held.

Extended standard
   A content standard that has been expanded while maintaining the essence of that standard, thereby ensuring that students with significant cognitive disabilities have access to, and make progress in, the general curriculum.
Field test
A pre-test administration that mimics the intended actual administration of a test that is used to check the adequacy of testing procedures, including administration, item performance, scoring, and reporting. Field testing is generally considered a research and development activity and results are usually not made public.

Gap analysis
An investigation of differences in achievement performance between two or more student subgroups, such as general education students and students with disabilities.

Grade equivalent
A norm-referenced scale score. Grade equivalents are based on a 10 month school year. A grade equivalent score of 7.1, for example, means that the student scored at the average of all seventh graders who have completed the first month of the school year. Grade equivalent interpretations can be confusing. For example, if a student at the end of fourth grade obtains a G.E. of 8.8 on a math subtest, this does not mean that the child can do eighth-grade work. Rather, it means that the child obtained the same score as an average student in the eighth month of the eighth grade, had the eighth-grade student taken the fourth-grade test.

Grade level
The grade in which a student is enrolled or, for students not assigned a grade, the academic grade of same-age peers who are in a general education classroom.

Grade-level achievement standards
See Achievement Standards

Grade range
Two or more consecutive grade levels (e.g., grades 3-6 are an elementary grade range that includes grades 3, 4, 5 and 6).

Graduation rate
The percentage of students who graduated from high school as determined by a state-specific formula.

High stakes testing
A test for which important consequences are attached to the results for students, teachers, schools, districts, and/or states. Consequences may include promotion, graduation, rewards, or sanctions.

Individualized education program (IEP)
A written statement for each child with a disability that is developed, reviewed and revised to reflect the decisions made by an interdisciplinary team, including the parent and the student when appropriate. An IEP for a student includes such things as, instructional, placement, and assessment decisions.
Instructionally-supportive tests
Tests are those that (1) measure only a modest number of highly significant curricular aims, (2) supply clear and useable descriptions of what's to be assessed, and (3) provide instructionally informative results so that a student's mastery of each assessed curricular aim can be determined, and guide further instruction and remediation. (See also Curriculum-based assessments).

Item
An individual question or exercise in an assessment.

Large-scale assessments
Tests that are administered simultaneously to large groups of students within the district or state.

Longitudinal methods
The comparison of assessment results or other outcomes and behaviors of the same groups of students collected at two or more points in time.

Matrix sampling
A measurement technique organizing a large set of test items into a number of relatively short item subsets. Each subset then is administered to a sub-sample of test takers, thereby avoiding the need to administer all items to all examinees.

Minimum n
Under the NCLB mandate, each state must determine the smallest number of students, i.e., “minimum n,” that will produce statistically reliable results for a group while protecting the confidentiality of each student within the group.

Modifications
See Accommodations: Non-Standard.

Multiple measures
Measurement of student or school performance through more than one form or test. For students, these might include teacher observations, performance assessments, or portfolios. For schools, these might include dropout rates, absenteeism, college attendance, or documented behavior problems.

Natural cue
Environmental cue that allows the student to perform a task without a direct or indirect cue from an instructor.

Norm-referenced tests (NRT)
A standardized test designed, validated, and implemented to rank a student’s performance by comparing that performance to the performance of the student’s peers.
Operational Assessment
An assessment that is developed and administered at a specified time and whose scoring results are used for the purpose of meeting local, state, and/or federal requirements.

Opportunity to Learn (OTL)
OTL refers to the equitable provision or distribution of conditions and resources, e.g., curricula, learning materials, facilities, equipment, and teachers, within a school or classroom to promote learning for all students.

Out-of-level testing
Administration of a test at a level above or below a student’s present placement grade level to enable the student to be assessed at the level of instruction rather than the level of enrollment. Testing students below their grade of enrollment is not in compliance with the 1% regulation of December 9, 2003 unless it is used as an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities, and has been subjected to the same requirements as those assessments (e.g., rigorous standards setting).

Participation rate
The percentage of students within a particular group or subgroup who took a test as compared to the total number of students in the group or subgroup who could have taken the test.

Performance assessment
A form of testing that requires a student to perform a task, e.g., write an essay, design or conduct a laboratory experiment, or maintain a portfolio, rather than select an answer from a pre-made list, e.g., multiple choice items.

Performance standards
Usually a written, qualitative definition of a performance level. Also, sometimes, a statement or description of a set of operational tasks exemplifying a level of performance associated with a more general content standard; the statement may be used to guide judgments about the location of a cut score on a score scale. One of two types of standards includes indices of qualities that specify how adept or competent a student demonstration must be and that consist of the following four components:
1. Levels that provide descriptive labels or narratives for student performance (performance levels).
2. Descriptions of what students at each particular level must demonstrate relative to the task (performance descriptors).
3. Examples of student work at each level illustrating the range of performance within each level (exemplars).
4. Cut scores clearly separating each performance level.
(See also Content standards).
Portfolio Assessment
A portfolio is a collection of student-generated or student-focused work that provides the basis for demonstrating the student’s mastery of a range of skills, performance level, or improvement in these skills over time. A portfolio becomes a portfolio assessment when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance. The portfolio evidence may include student work samples, photographs, videotapes, interviews, anecdotal records, interviews, and observations.

Rating scale
A rating scale is used to score a student’s responses by assigning values to that response. These ratings are based on a scoring tool (See Rubrics) to ensure consistent scoring across students and raters. Rating scales include numerical scales or descriptive scales.

Readability
Readability refers to different formulas that are used to estimate the ease with which a document or passage can be read. This helps to assess the suitability of reading material for students at particular ages or grade levels. Readability formulas consider the organization of text, syntactic complexity of sentences, use of abstractions, density of concepts, sequence and organization of ideas, page format, sentence length, paragraph length, variety of punctuation, student background knowledge and/or interest, and use of illustrations or graphics in determining the appropriate level of difficulty of instructional or assessment materials. Readability has been used to assess the reading passages in tests to ensure age/grade appropriateness and that it doesn’t interfere with the task requirement.

Real-world application
The opportunity for a student to exhibit a behavior or complete a task that the student would normally be expected to perform outside of the school environment.

Reliability
The degree to which the scores of every individual are consistent over repeated applications of a measurement procedure and hence are dependable and repeatable; the degree to which scores are free of errors of measurement. Reliability is usually expressed in the form of a reliability coefficient or as the standard error of measurement derived from it. The higher the reliability coefficient the better, because this means there are smaller random errors in the scores.

Response requirements
The type, kind, or method of action required of a student to answer a question or test item. The response may include, but is not limited to, reading, writing, speaking, creating, and drawing.
Rubric
A scoring tool based on a set of criteria used to evaluate a student’s test performance. The criteria contain a description of the requirements for varying degrees of success in responding to the question or performing the task. Rubrics may be diagnostic, analytic (i.e., providing ratings of multiple criteria), or holistic (i.e., describing a single, global trait).

Secure forms of assessments
Tests that will be used repeatedly with different groups of students and must be safeguarded so all students have equal exposure to the test materials and equal opportunities for success.

Section 504
Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under Individuals with Disabilities Education Act (IDEA). The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA (see also Child with a Disability). Section 504 states:

No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. (29 U.S.C. Section 794)

Section 508
Section 508 is part of the Rehabilitation Act of 1973 which requires that electronic and information technology developed, procured, maintained, or used by the Federal government be accessible to people with disabilities. Section 508 requires that individuals receive information by alternative means if an agency is not 508 compliant.

Students with significant cognitive disabilities
Students who are within one of the existing categories of disability under IDEA (autism, deaf-blindness, hearing impairment, mental retardation, orthopedic impairment, deafness, emotional disturbance, multiple disability, traumatic brain injury, visual impairment, learning disability, speech and language impairment, other health impaired) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction.

Stakeholders
A group of individuals perceived to be vested in a particular decision. These individuals might include parents, educators, and community leaders.
Standardized
An established procedure that assures a test is administered with the same directions, under the same conditions and is scored in the same manner for all students to ensure the comparability of scores. Standardization allows reliable and valid comparison to be made among students taking the test. The two major types of standardized tests are norm-referenced and criterion-referenced.

Standards-based assessments
Assessments constructed to measure how well students have mastered specific content standards or skills.

Student with a disability (SWD)
(See Child with a Disability; Section 504)

Subgroup
A well-defined group of students. For example, NCLB identifies the following specific subgroups that must achieve adequate yearly progress: students of racial or ethnic minority, students with disabilities, limited-English-proficient, English language learners (LEP, ELL) students, and economically disadvantaged students.

Technical adequacy
Empirical and procedural evidence that supports the specific instructional and policy decisions being made from the use of an assessment.

Technical document
A document that provides the technical and psychometric information on an assessment. (Sometimes referred to as a Technical Report or Technical Manual).

Test
A measuring device or procedure. Educational tests are typically composed of questions or tasks designed to elicit predetermined behavioral responses or to measure specific academic content standards.

Test forms
Parallel or alternate versions of a test that are considered interchangeable in that they measure the same constructs, are intended for the same purposes, and are administered using the same directions.

Test presentation
The method, manner, or structure in which test items or assessments are administered to the student.
Test security
Established procedures to ensure current or future confidentiality, fidelity and integrity of a test whereby public access is limited and strictly monitored, with clearly outlined consequences for breaches in test security.

Universal design of assessment
Assessments that have been designed from the beginning to ensure accessibility by all students regardless of ability or disability. Elements of universally designed assessments have been described and research is being conducted to better delineate how to build universally designed assessments.

Validity
The degree to which a test actually measures what it claims to measure. To examine that, researchers look at the extent to which inferences, conclusions, and decisions made on the basis of test scores are appropriate and meaningful. The concept of validity therefore, refers, not to the test, but to the interpretations and uses made from test results. Multiple types of validity evidence can be gathered to support the use of a test for a specific purpose.
**Assessment Acronyms**

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<td>508</td>
<td>Section 508 of the <em>Rehabilitation Act of 1973</em></td>
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<td>AA</td>
<td>Alternate Assessment</td>
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<td>AAC</td>
<td>Alternative and Augmentative Communication</td>
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<td>AASA</td>
<td>American Association of School Administrators</td>
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<td>ADA</td>
<td><em>Americans with Disabilities Act of 1990</em></td>
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<td>AERA</td>
<td>American Educational Research Association</td>
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<td>ASES</td>
<td>Assessing Special Education Students</td>
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<td>AYP</td>
<td>Adequate Yearly Progress</td>
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<td>CFR</td>
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<td>CRESST</td>
<td>National Center for Research on Evaluation, Standards and Student Testing</td>
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<td>CRT</td>
<td>Criterion-Referenced Test</td>
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<td>ECEA</td>
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<td>Education Policy Reform Research Institute</td>
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<td>ERIC</td>
<td>Educational Resources Information Center</td>
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<td>ESEA</td>
<td><em>Elementary and Secondary Education Act of 1965</em></td>
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<td>ESL</td>
<td>English as Second Language</td>
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<td>FAPE</td>
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<td>IEP</td>
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<td>LRE</td>
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<tr>
<td>MCREL</td>
<td>Mid-Continent Regional Educational Laboratory</td>
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<tr>
<td>MSRRC</td>
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</tr>
<tr>
<td>NAAC</td>
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<tr>
<td>NAGB</td>
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<td>NAEP</td>
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<tr>
<td>Acronym</td>
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<tr>
<td>NAESP</td>
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<td>NASBE</td>
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<td>NASP</td>
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<td><em>No Child Left Behind Act of 2001</em></td>
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