

Alternative Schools Assessment Instrument Submission Form

Please provide all information requested below. Be as specific as possible (e.g., if documents are indicated as evidence in a category, provide specific page numbers containing this evidence). You must submit **five (5)** copies of all instruments to be reviewed along with supporting evidence (e.g., alignment studies, technical reports). All materials will be reviewed in confidence and will be returned following the review period. Please submit all materials by **July 12, 2002** to Dr. Stanley Rabinowitz, WestEd, 730 Harrison Street, San Francisco, California, 94107. Thank you for your support and cooperation.

I. General Information

Title:

Edition:

Publisher:

Date Published:

What content areas and grade levels does this tool assess?

For what population(s) is this assessment appropriate (particularly high-risk students)?

Contact Information:

Name:

Address:

Phone:

Fax:

E-Mail:

II. Alignment (Content Coverage)

Valid assessments must measure the content covered in California's content standards. Submissions must provide evidence that the instrument in question has been reviewed relative to the content areas and grade levels indicated in Section I. In this section, indicate what evidence has been collected to that effect. Such evidence may include: (1) formal alignment studies performed by the publisher or some independent party and (2) statistical analyses indicating overlapping content coverage. Be as specific as possible in your description below. **All evidence must be submitted for independent review.**

III. Appropriateness for High-Risk Student Populations

Valid assessments must demonstrate evidence of appropriateness for specific populations. Submissions must provide evidence that the instrument in question has been piloted or field-tested with the types of at-risk populations attending California's alternative schools (i.e., students who are at high-risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts). In this section, indicate what evidence has been collected to that effect. Such evidence may include: (1) norming studies that include these populations and (2) statements by qualified experts regarding the appropriateness of the assessment tool for these populations. Be as specific as possible in your description below. **All evidence must be submitted for independent review.**

IV. Technical Adequacy (Reliability and Validity)

Evidence of validity and reliability is essential for all assessments. Such evidence must be linked to specific uses and populations. Submissions must provide evidence that the instrument in question has sufficient technical adequacy. In this section, indicate what evidence has been collected to that effect. Such evidence may include: (1) reliability and generalizability studies that include sufficient populations of high-risk students and (2) validity studies (e.g., content, criterion-related, consequential) linked to these student populations. Be as specific as possible in your description below. **All evidence must be submitted for independent review.**

V. Bias (Gender, Race, Ethnicity, Socio-Economic Status)

Valid assessments must demonstrate that they are bias-free. Submissions must provide evidence that the tool in question has been reviewed for bias based on gender, race, ethnicity, and socio-economic status. In this section, indicate what evidence has been collected to that effect. Such evidence may include: (1) review by trained representatives of the various groups and (2) statistical analyses (e.g., DIF studies). Be as specific as possible in your description below. **All evidence must be submitted for independent review.**