

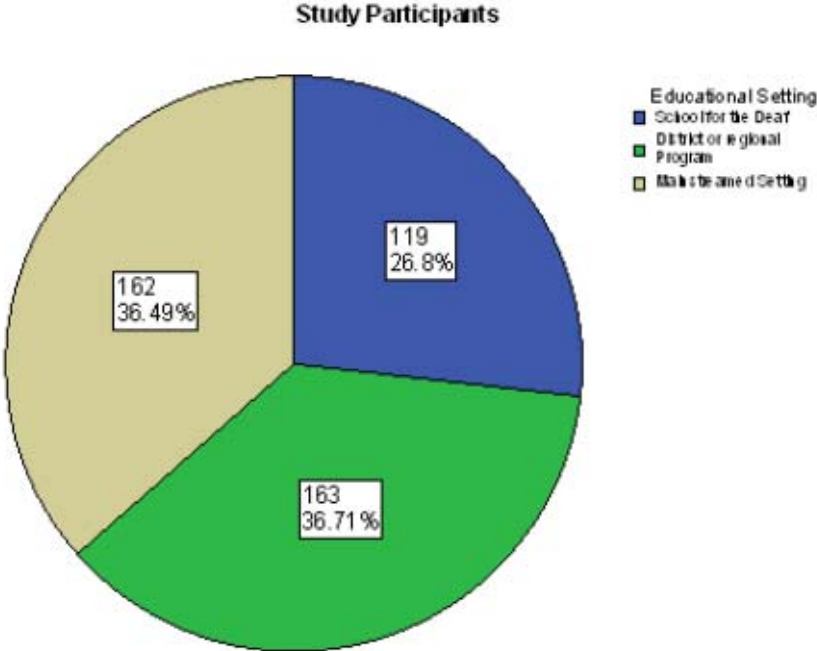
National Survey of Assessments and Accommodations for Students Who are Deaf or Hard of Hearing

Greetings! It is our pleasure to share with you preliminary findings from the 2nd Annual National Survey of Assessments and Accommodations for Students who are Deaf or Hard of Hearing. We would like to thank each of you for your support in this effort!

Who Participated?

A total of 444 people responded to our survey (Figure 1). Most of these (396) used our online survey, with 48 teachers responding using a paper and pencil version. We had roughly equal participation from schools for the deaf, district, or regional programs and teachers in mainstreamed settings.

Figure 1.

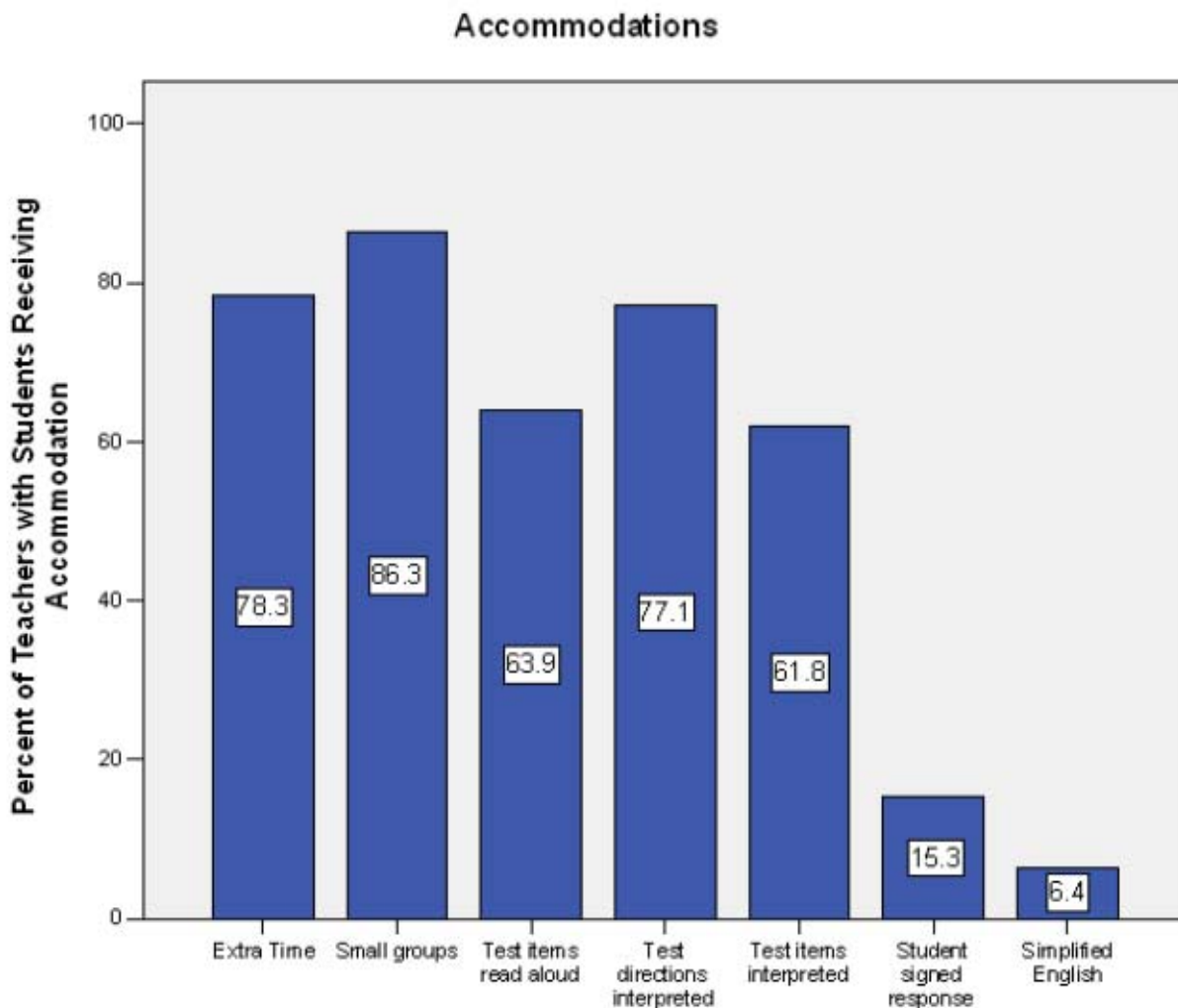


How many students did they serve?

Teachers who participated in this year's survey served over **10,200** students across grades K-12. A total of 270 participants taught elementary grade students, 216 teachers taught middle school students, and 219 teachers taught high school students. (Some teachers taught students in more than one grade range.)

What accommodations did students use?

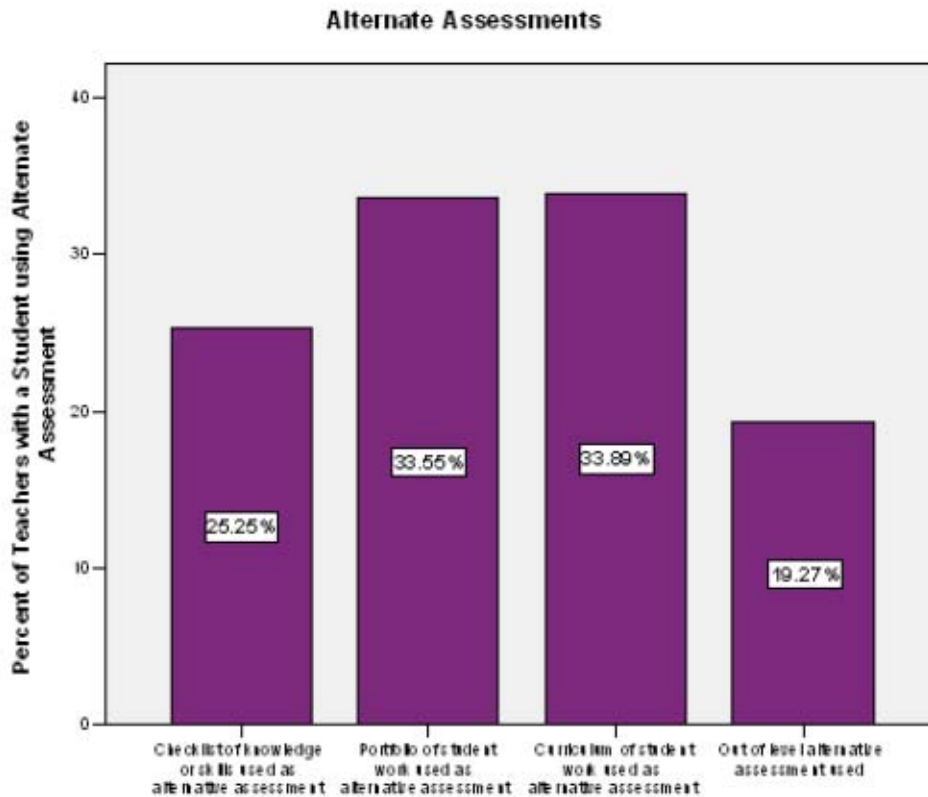
Figure 2.



Teachers reported what accommodations their students used in statewide standardized assessments in the 2004-05 academic year (Figure 2). Extra time, Small groups, and Interpreted directions were the most common. These three were followed closely by Test items read aloud or Test items interpreted for at least one subject area (either math or reading). Very few participants indicated that their students Signed their responses on the test or took a simplified English version of a test.

What Alternate Assessments did students use?

Figure 3.

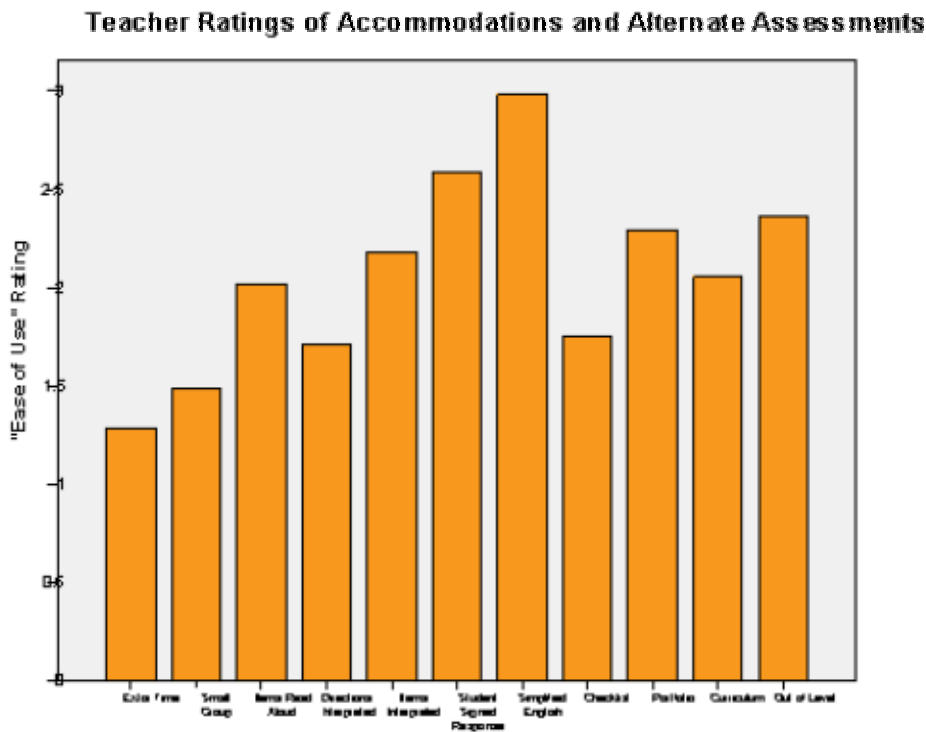


There were fewer teachers who had students participate in Alternate Assessments than in standardized tests with accommodations (Figure 3). Of those who responded to our survey, Portfolios and Curriculum-based assessments were the most common alternate assessment formats (about one third each). Checklists were used by 25% of our participants' students, and Out of level testing was used by less than 20%.

Teacher Ratings

Survey participants rated each of the above accommodations and alternate assessments on how easy they are to implement with their students. Teachers rated each item on a scale of 1 = Very Easy to 5 = Very Difficult. The average Ease of Use rating for the accommodations and alternate assessments in this survey is shown in Figure 4.

Figure 4.



Extra time, Small Groups, Having Directions Interpreted and Using a Checklist were rated as “Very Easy” to implement with students. Giving a test in Simplified English, having students Sign Responses, Using Portfolios and Out of Level Testing were rated as more difficult than the other accommodations and alternate assessments. An important finding is that the average “Ease of Use” score for all of these frequently used accommodations was relatively low. Accommodations and Alternate Assessments are not, on the whole, seen as difficult to use with deaf students.

Coming Up!!!

The Third Annual National Survey will be conducted in the Fall of 2006. This reflects a shift from previous spring survey administrations. We hope this will make it easier for teachers to participate because it will not be in the middle of all the activities that happen at the end of the school year. The fall survey will ask about accommodations use on the 2005-06 state assessments and will incorporate many of your responses about best practices for deaf and hard of hearing students. Thank you again for your support!!