



Volume 1

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NAAC Working with Teachers and Content Experts to Develop Learning Progressions Frameworks

Jacqui Kearns of NAAC and Karin Hess of the National Center for the Improvement of Educational Assessment met in Washington, DC on May 18—19 with content experts from across the country to develop “learning progressions frameworks” for students with significant cognitive disabilities. The foundation of this work is the new Common Core State Standards (CCSS) in reading, writing, and mathematics. Teachers and experts gathered to identify the “big ideas / enduring understandings” within each of the content areas, and to think about how students access those big ideas along a continuum of skills and knowledge. Then in July, participants used these learning progression frameworks to develop curricular model lessons that special education teachers can use to introduce content aligned to the CCSS to students with significant cognitive disabilities. These curricular model lessons represent a step forward in the movement to give these students access to the general curriculum.

What is “College- and Career-Ready” for Students Who Participate in AA-AAS?

A core concept in the federal Race to the Top competition is making sure students are “college- and career-ready” when they leave high school. Though we have only begun the discussion of what college- and career-ready means for all students, we must consider that many more students with intellectual disabilities are participating in post-secondary educational and vocational opportunities. So, what college- and career-ready standards will yield successful, meaningful, varied, and sustainable outcomes for these students? Check out www.naacpartners.org in the coming months for recommendations related to college- and career-ready standards as well as descriptions of post-school outcomes for this population from a state case study.

NAAC Partnership to End September, 2010

After five years of groundbreaking research and advocacy for accountability and assessment of students with significant cognitive disabilities, the NAAC partnership will come to a close at the end of September, 2010. Jacqui Kearns would like to thank organizational partners NCEO, NCIEA, CAST, UNCC, and UIUC, as well as staff across the states and entities, for their wonderful contributions to the work NAAC has been able to achieve.



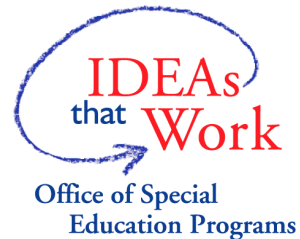


NATIONAL ALTERNATE ASSESSMENT CENTER NEWSLETTER

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Coming Soon!

Check www.naacpartners.org in the next few months for these upcoming publications:

Kearns. College- and career-ready for students with significant cognitive disabilities: Issues and practices.

Kearns, Kleinert, & Harrison. Post school outcomes for students in AA-AAS: One state's findings.

Perie. Toward a common alternate assessment.

Quenemoen, Perie, & Kearns. A proposed typology of AA-AAS scoring practices.

Quenemoen, Quenemoen, Kearns, & Kennedy. A proposed typology for characterizing states' AA-AAS: Developing a common vocabulary to describe these assessments.

Common Core Curriculum Materials for AA-AAS

Universal Design of Alternate Assessments (www.cast.org)



[Available Now: Notable New Publications](#)

**Common Misperceptions and Research-Based Recommendations
for Alternate Assessment based on Alternate Achievement Standards**

<http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis73/Synthesis73.pdf>

2009 Survey of States: Accomplishments and New Issues at the End of a Decade of Change

<http://www.cehd.umn.edu/nceo/OnlinePubs/2009StateSurvey.pdf>