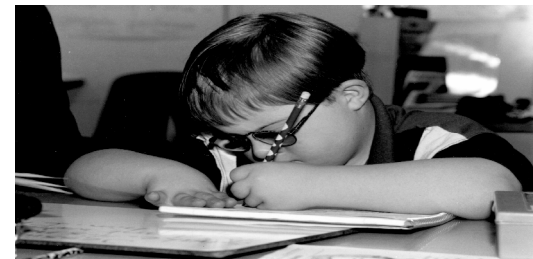
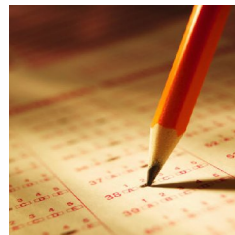
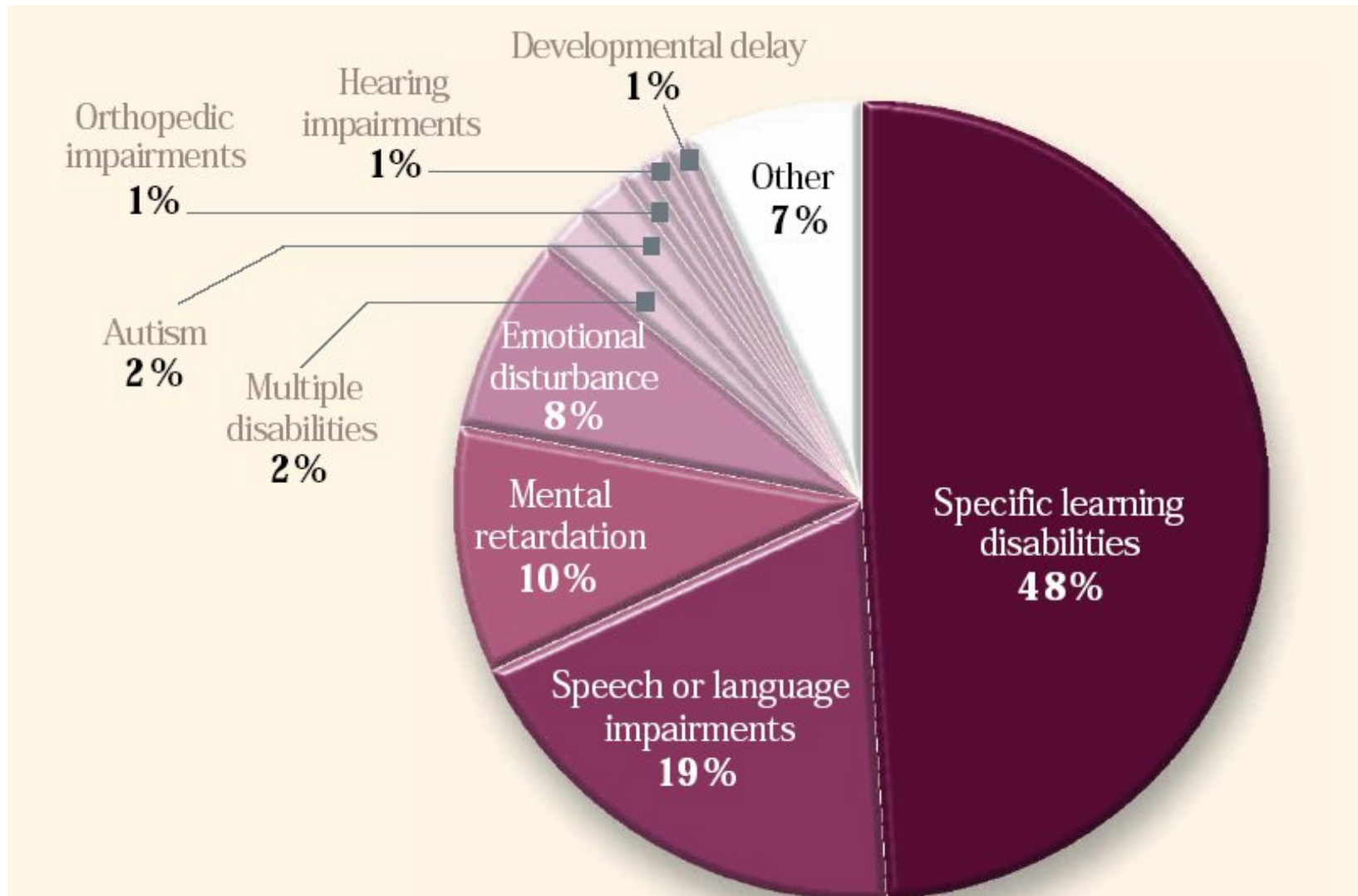


# NAAAC

National Alternate Assessment Center  
*UKY NCEO UNC-Charlotte CAST*  
*UI-UC*

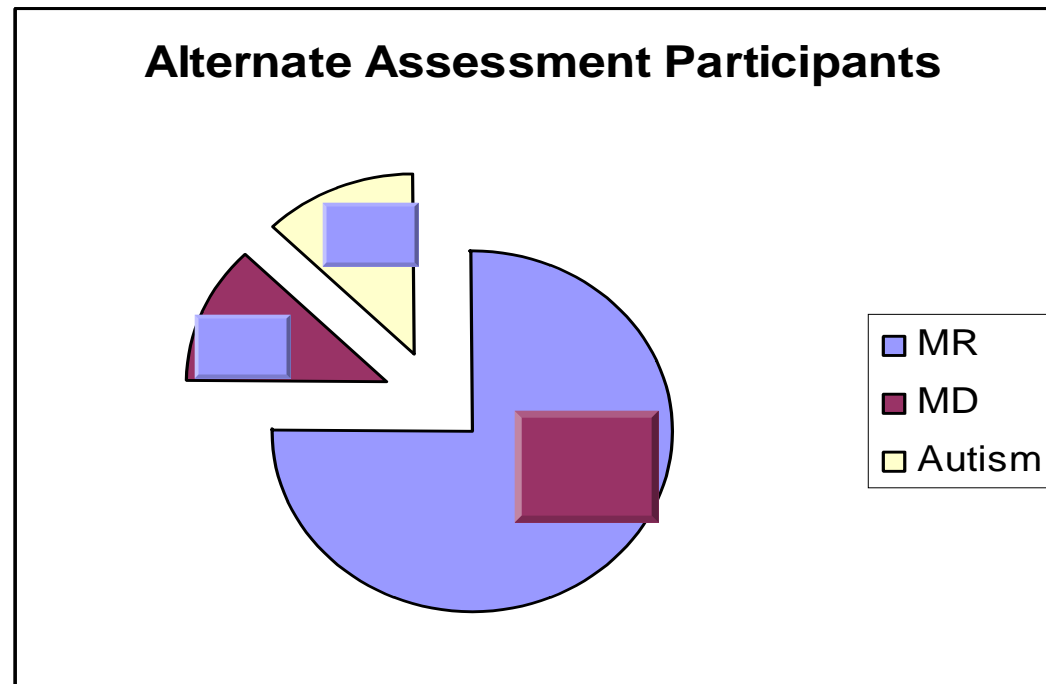


# More Different Than Alike



SOURCE: *Education Week* analysis of data from the U.S. Department of Education, Office of Special Education Programs, Data Analysis System, 2002-03

# More Different than Alike

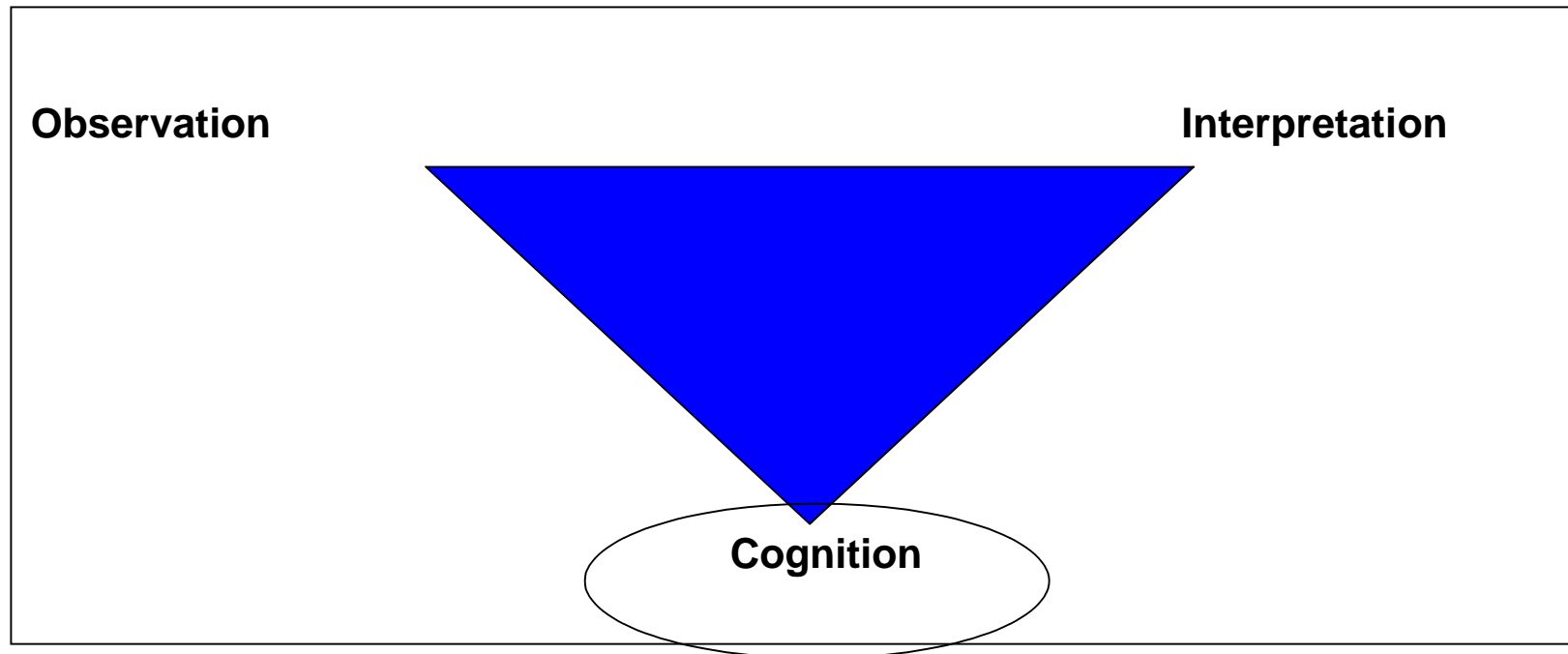




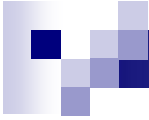
# Content vs. Achievement Standards

	<i>Gen'l Assmt</i>	<i>AA-GLAS</i>	<i>AA-AAS</i>
<i>Content Standards to be taught and assessed (access and alignment targets)</i>	<b>Grade level</b>	<b>Grade level</b>	<b>Grade level, w/ extension or expansion to entry and access points</b>
<i>Achievement Standards</i>	<b>Grade level</b>	<b>Grade level</b>	<b>Alternate level</b>
<i>Participating Students</i>	<b>Most students, including those with disabilities, with or w/o accommodations</b>	<b>Students with disabilities who need alternate way (s) to show what they know</b>	<b>Students with significant cognitive disabilities</b>

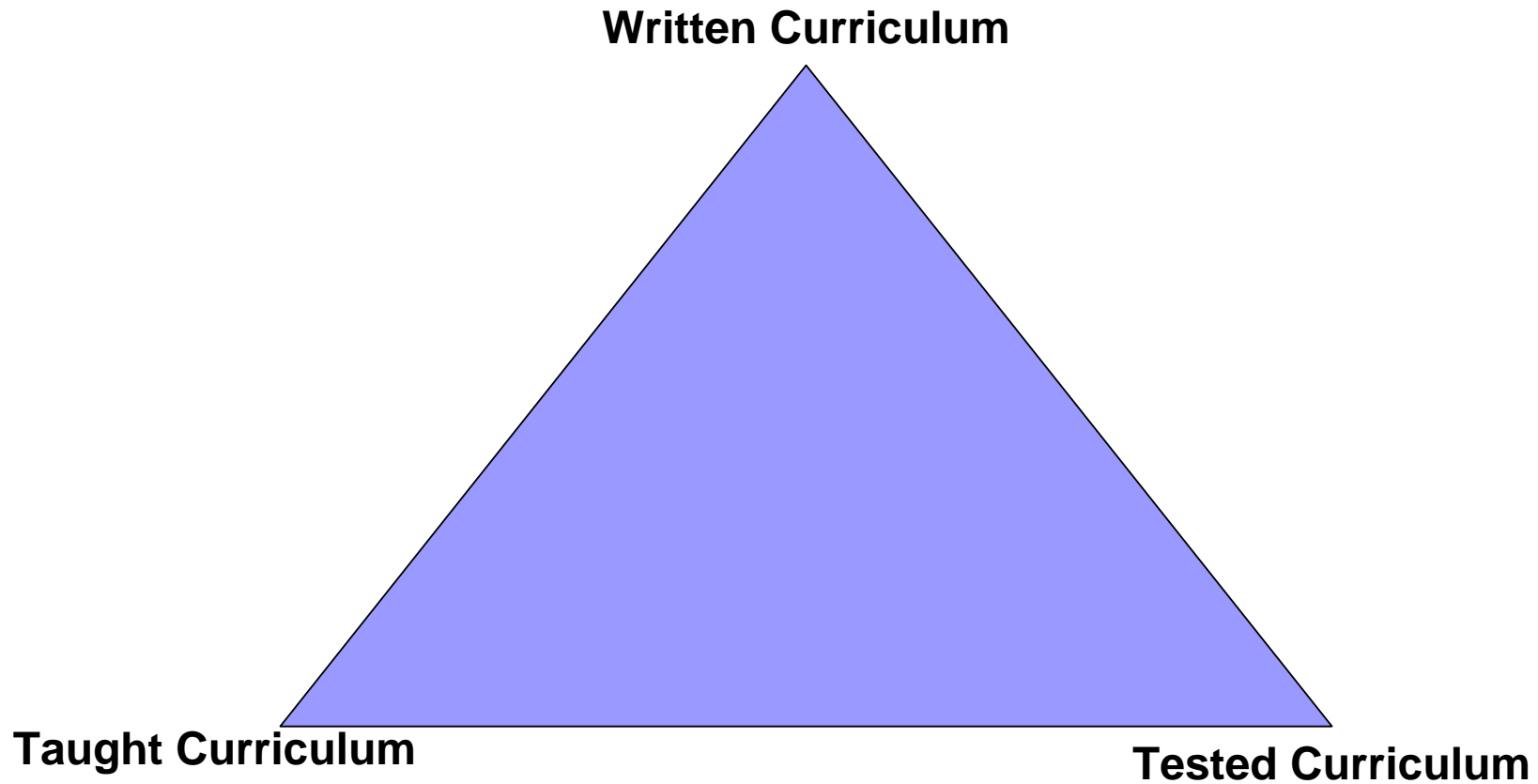
# The Assessment Triangle



Pellegrino et. al (2001). Knowing what students know. National Research Council: National Academy Press



# Curriculum Alignment Triangle





# Problems with AA-AAS

## Grade Level Curriculum Instruction with Expectations for Content Area Learning

### Where some have landed...

- Curriculum involvement with lower grade level standards
- Curriculum involvement with no expectations to learn
- Content involvement with no curriculum connection
- Student performance in a separate curriculum

# Grade Level Curriculum + Expectations = Alignment

Students with significant cognitive disabilities:

- receive instruction on grade level standards (may be at a **lower complexity level**) within the context of grade level curriculum ensuring that the *intent of the grade level standard remains intact*.
- use the same materials or adapted version of the materials, and appropriate assistive technology to gain access.



## On Target





# Student Vignette: Victoria

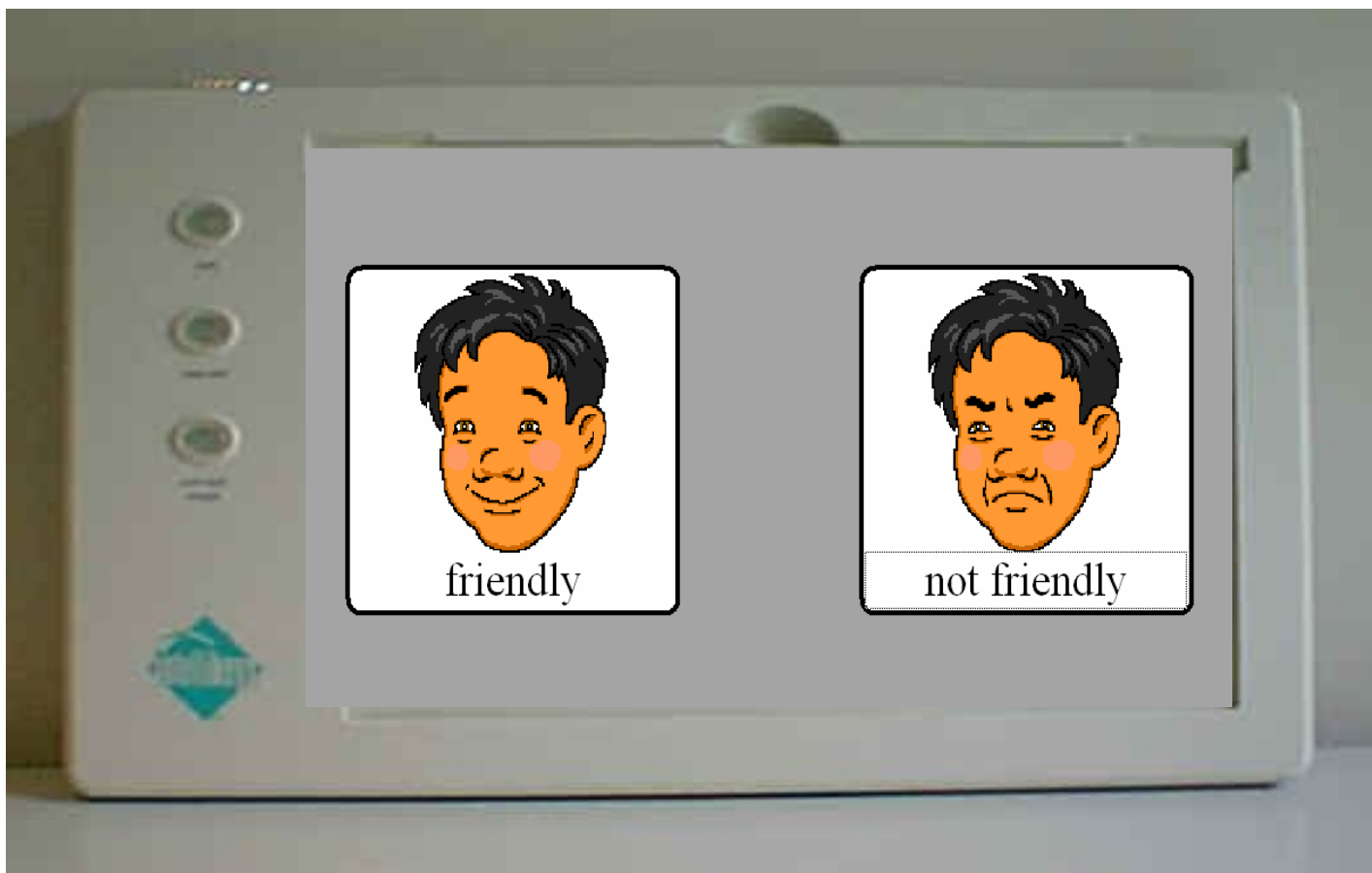
- Is a student with a significant cognitive disability
- Is nonverbal with emerging skills in communication and uses a wheelchair for mobility
- Has limited use of her upper extremities and utilizes assistive technology to demonstrate learning







# Grade Level Curriculum + Expectations = Alignment

- Victoria is provided with a prerecorded summary of each chapter so that she can listen when she activates a tape recorder with a switch
- She then uses a custom overlay on an adapted keyboard to *predict* whether a described character will be friendly with the Logan children and after reading the selection will match the character to the correct interaction
- She will be given picture choices to *draw conclusions* about underlying cause(s) of the family's difficulties

Overlay and adapted keyboard Victoria uses to predict and check predictions:



Grade level standard – intent remains	Grade level curriculum instruction	Grade level materials with supports as needed	Expectations for learning towards standard	=	Alignment
Lower grade level standard either in the context of grade level or below curriculum instruction non adherence to the intent of the standard or focus on Pre-requisite skills					Alignment
	Content involvement but no instruction on curriculum on the intent of the standard or Access skills				Alignment
		Different materials are used for instruction rather than adapting or providing assistive technology			Alignment
			No expectations for learning – emphasis on access skills/different curriculum		Alignment



# Reasons we miss the target

- Developmental or functional curriculum approaches represent “tradition” in special education
- Lack of understanding of academic standards by special education personnel
- Exclusion of special education staff in general education curriculum development and activities
- Lack of student/teacher access to and understanding of appropriate supporting technology



# How to hit the target

- Invite a range of educational professionals to participate in standards and curriculum work groups including:
  - Special education professionals especially those serving low incidence populations
  - Content experts
- Focus standards alignment work on aligning to the general education grade level academic standards



# How to hit the target

- **ALWAYS** start with the intent of the grade-level standard before considering and provide examples of how a variety of students can access those standards, curricula, and materials



# How to hit the target

- For current alternate assessments, conduct content alignment studies to verify alignment with academic, grade-level content standards.





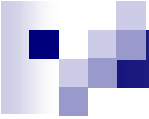
# How to hit the target

- All Curriculum planning should adhere to principles of Universal Design for Learning (CAST)
  - Consider the *widest array* of possible users
  - Multiple means of representation
  - Multiple means of expression
  - Multiple means of engagement



# Four Steps to Alignment for Instruction

1. Link to the appropriate standard(s).
2. Define the outcome(s) of instruction.
3. Identify the instructional activities.
4. Target specific objectives from the IEP.



# National Alternate Assessment Center (NAAC)

- *1 Quality Street, Suite 722  
Lexington, KY 40507  
859-257-7672 Ext. 80243  
859-323-1838 FAX*

***<http://www.ihdi.uky.edu/naac>***

- ***<http://www.naacpartners.org>***



UNIVERSITY OF KENTUCKY

Interdisciplinary Human  
Development Institute  
University Center for Excellence  
in Developmental Disabilities

CEC Conference 4/9/05



# References

*Education Week* analysis of data from the U.S. Department of Education, Office of Special Education Programs, Data Analysis System, 2002-03.

National Alternate Assessment Center (NAAC) (2004). *Content Targets Hit or Miss*. NCEO Teleconference.

Pellegrino et. al (2001). *Knowing what students know*. National Research Council: National Academy Press