



Inclusive large scale
standards and assessment

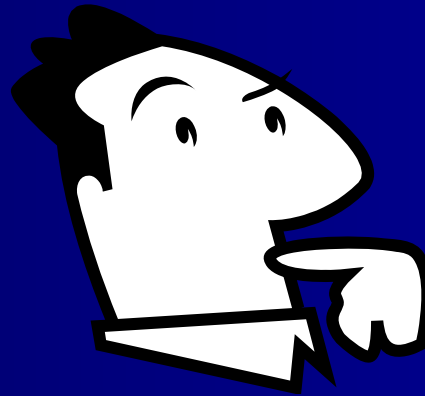


Identifying Grade Level Curriculum that is Relevant to a Student's Life and Teaching that Curriculum

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What is Alternate Assessment?



What is alternate assessment?

- Alternate assessment is the primary mechanism through which students with the most significant cognitive disabilities participate in educational assessment and accountability.

What is alternate assessment?

- An alternate assessment is a way to measure the performance of students with disabilities who are unable to participate in general large-scale assessments used by districts or states, even with appropriate accommodations or modifications.

Assessment Participation Options or Types

- Assessment options for students with disabilities:
 - Regular State Assessment
 - Regular State Assessment with Accommodations
 - Alternate Assessment Judged Against Grade-Level Achievement Standards
 - ***Alternate Assessment Judged Against Alternate Achievement Standards
 - Alternate Assessment Judged Against Modified Achievement Standards

Alternate Assessment Approaches

- In general, there are 3 approaches.
 - **Portfolios:** Student portfolios are a purposeful and systematic collection of student work that is evaluated and measured against predetermined scoring criteria.
 - **Performance Events:** These assessments are direct measures of a skill, usually in a one-on-one assessment. These can range from highly structured one-on-one assessments similar to traditional pencil/paper test, to a more flexible approach that can be adjusted based on student needs.
 - **Checklists:** This method relies on teachers to remember whether students are able to carry out certain activities. Scores reported are usually based on the number of skills that the student was able to successfully perform.

Some FAQ's about alternate assessments

- Why provide alternate assessments?
 - To ensure educational accountability
 - Requirements of federal legislation

Some FAQ's about alternate assessments

- What should be included in an alternate assessment?

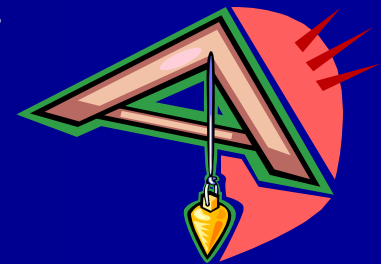
Have You Checked All the Angles?

Grade Level Curriculum Instruction with Expectations for Content Area Learning

Is it “Square” and is it “Plumb”...?

A close look at what is taught ...

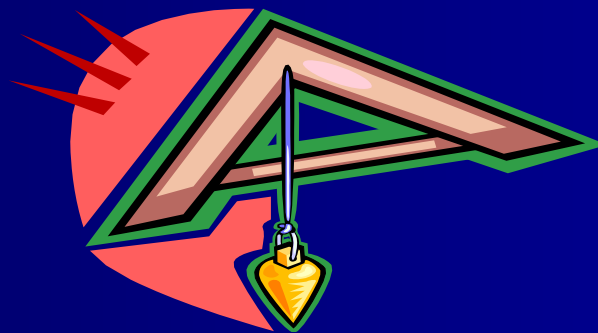
- Is it really content?
- Does it access the grade level content standard?
- Is it meaningful?



Grade Level Curriculum + Expectations = Linkage

Students with the most significant cognitive disabilities:

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



Some Words about “Functionality”

Students with the most significant cognitive disabilities should:

- be taught skills that will enhance their independence in the next critical environment
 - those skills must be embedded in natural routines and in socially valid contexts
 - those skills might not be assessed
- be taught academic content because it is “functional” and socially valid

Some Words about “Functionality”

- not have to wait until they are able to make a bed before they are taught to read or identify initial letter sounds or before they are taught literature
- be presumed competent and not denied instruction offered to students of the same age (grade level content standards and curriculum)

Is it *Reading*?

- Individual states define reading in a variety of ways; some define reading comprehension separately from decoding. Please recognize that your state's definition may result in a different interpretation of the following slides.

Linking to a State Standard: Examples

- The State Standard the team considered:
 - *Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. (NCTE)*
 - **9th grade:** *identify characteristics of the literary period or historical setting of a text*

Is it Square? Is it Plumb?

- Martha will make a presentation to the class.
 - *Is this reading?* No. Martha is activating a switch and a communication device which are presented to her one at a time and then withdrawn.
 - *Does it link to the grade level content standard on identifying characteristics of the literary period or historical setting of a text?* No. Although the presentation compares two periods of music for the Beatles, it does not involve a literary text.
 - *Is it meaningful?* Making a presentation using a switch and communication device is something all high school students are expected to do, and is important to work on this skill. Martha does a great job, but it is not reading. It could be a skill targeted for the IEP.

Is it Square? Is it Plumb?

- Martha will identify 5 words using tactile cues which are symbolic of each word and related to activities in the community and at home.
 - *Is this reading?* Yes. Martha is identifying the tactile cues which are symbolic of the identified terms.
 - *Does it link to the grade level content standard on identifying characteristics of the literary period or historical setting of a text?* No. These are functional words.
 - *Is it meaningful?* This may be an important functional reading goal to retain for the IEP, but keep searching for the goal that will promote learning the grade level standard.



Shopping

Is it Square? Is it Plumb?

- Martha will review and identify characteristics of a historical setting within the context of a social studies class.
 - *Is this reading? Yes. Martha is gaining information from the tactile cues symbolic of the characteristics of a historical setting, and demonstrating comprehension by selecting the correct cue.*
 - *Does it link to the grade level content standard on identifying characteristics of the literary period or historical setting of a text? Yes. Martha is reviewing the same terms as all students – characteristics of a historical setting.*
 - *Is it Meaningful? Martha is learning what has been identified as important for all students to know and facilitates opportunities for communication with peers.*

Linking to a State Standard: Examples

- The State Standard the team considered:
 - *Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. (NCTE)*
 - **10th grade:** *interpret figurative, symbolic, and/or idiomatic (e.g., jargon, dialect) language*

Is it Square? Is it Plumb?

- Jordan is working on laundry skills.
 - *Is this reading?* No. Jordan is following verbal directions.
 - *Does it link to the grade level content standard on interpreting figurative, symbolic, and/or idiomatic (e.g., jargon, dialect) language?* No.
 - *Is it meaningful?* This may be an important skill for Jordan to work on so that he can be as independent as possible as he transitions from school and could be addressed though the IEP.

Is it Square? Is it Plumb?

- Jordan will identify and explain the meaning of 5 survival signs.
 - *Is this reading? Yes. Jordan is both identifying the words and giving their meaning.*
 - *Does it link to the grade level content standard on interpreting figurative, symbolic, and/or idiomatic (e.g., jargon, dialect) language? No. These are functional words.*
 - *Is it meaningful? This may be an important functional reading goal to retain for the IEP, but keep searching for the goal that will promote learning the grade level standard.*

Is it Square? Is it Plumb?

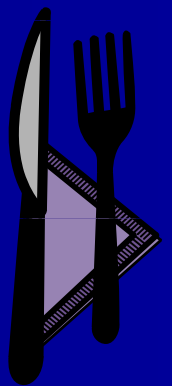
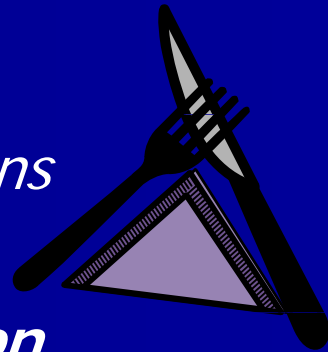
- Jordan will identify/explain idioms from “To Kill a Mocking Bird.”
 - *Is this reading?* Yes. Jordan is selecting the idiom from a choice of two (answer and one distractor).
 - *Does it link to the grade level content standard of interpreting figurative, symbolic, and/or idiomatic (e.g., jargon, dialect) language?* Yes. Jordan is using idioms taken from the “To Kill a Mocking Bird” text.
 - *Is it meaningful?* Jordan is increasing his understanding of vocabulary and is being provided a context for peer interaction.

Linking to a State Standard: Examples

- The State Standard the team considered:
 - Students are expected to identify, analyze and interpret a variety of genres, relating them to their own experience and knowledge.
 - *8th grade: students will use, interpret, and analyze informational text (encyclopedias, articles, textbooks and reference sources) to locate information for school or personal use*

Is it Square? Is it Plumb?

- Sarah will assemble materials according to verbal directions.
 - *Is this reading?* No. Sarah is following verbal directions to put materials together.
 - *Does it link to the grade level content standard on students will use, interpret, and analyze informational text (encyclopedias, articles, textbooks and reference sources) to locate information for school or personal use. No. This is a functional task.*
 - *Is it meaningful?* This may be a skill used at home or possible practice for a work place task and could be developed as Sarah works towards transition to the work place.



Is it Square? Is it Plumb?

- Sarah will file food labels by the beginning letter of the product.
 - *Is this reading?* Yes. Sarah is reading food labels and filing according to the beginning letter.
 - *Does it link to the grade level content standard on students will use, interpret, and analyze informational text (encyclopedias, articles, textbooks and reference sources) to locate information for school or personal use.* No. Sarah is completing an assembly task.
 - *Is it meaningful?* Sarah may find this a useful organization skill in her future which can still be addressed in the IEP.



Is it Square? Is it Plumb?

- Sarah is reading a biography about JK Rawlings and identifying facts.
 - *Is this reading?* Yes. Sarah works with graphics as the biography is read to her and then answers questions.
 - *Does it link to the grade level standard content on students will use, interpret, and analyze informational text to locate information for school or personal use.* Yes. Sarah is reading and extracting information from a grade level text.
 - *Is it meaningful?* The Harry Potter books and movies are very popular. Extracting information from text is an important skill in all environments.

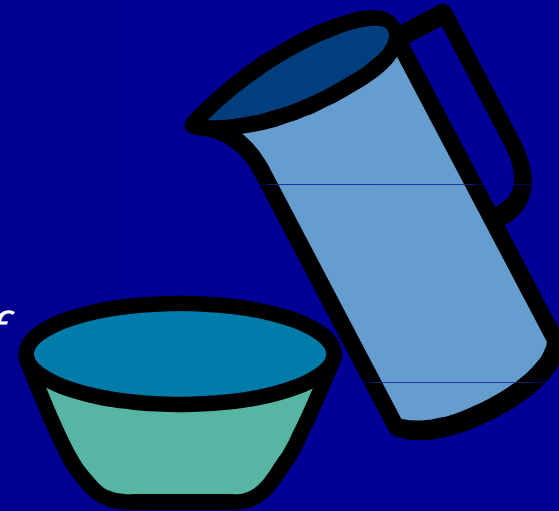


Linking to a State Standard: Examples

- The State Standard the team considered:
 - *Represent and analyze mathematical situations and structures using algebraic symbols.*
 - *9th grade: understand the meaning of equivalent forms of expressions, equations, inequalities, and relations*

Is it Square? Is it Plumb?

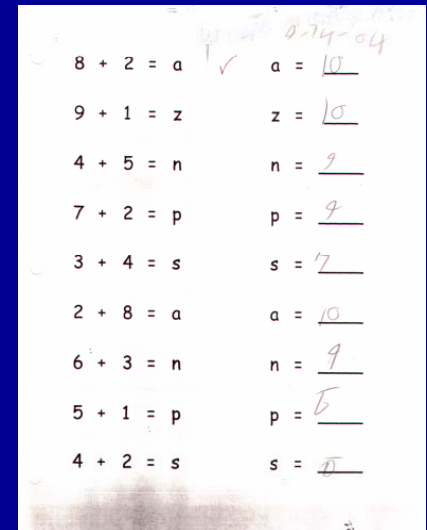
- Josh will pour pre-measured ingredients into a mixing bowl.
 - *Is this really math? No. Josh has not participated in measuring.*
 - *Does it link to the grade level content standard on understanding the meaning of equivalent forms of expressions, equations, inequalities, and relations? N/A*
 - *Is this meaningful? This may be a skill to retain for the IEP in terms of following directions or motor development, but it does not promote understanding of mathematical procedures.*



Is it Square? Is it Plumb?

- Josh will use pictures and manipulatives to solve for the variable.



- *Is this math? Yes. Josh is solving for a variable.*
- *Does it link to the grade level content standard on understanding the meaning of equivalent forms of expressions, equations, inequalities, and relations? No. Josh is not required to look at both sides of the equation.*
- *Is it meaningful? It gives Josh another opportunity to problem solve.*



Is it Square? Is it Plumb?

- Josh uses manipulatives to solve for the variable within the equation.
 - *Is it math?* Yes. Josh is working on equations.
 - *Does it link to the grade level content standard on understanding the meaning of equivalent forms of expressions, equations, inequalities, and relations?* Yes. Josh is working on linear equations.
 - *Is it meaningful?* Josh is strengthening his basic number sense, in addition to using higher order thinking skills.



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Summary

- Finding the link between grade level content standards, alternate assessment, and instruction for students with the most significant cognitive disabilities
 - Why? To promote access to, and progress in, the general curriculum.
 - How? By sharing our ideas as we travel new territory.

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