

AFFILIATES IN ACTION 2014

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National Center and State Collaborative

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Background



Alternate Assessment Background

- States are required to have assessments for accountability purposes in math and English Language Arts for grades 3-8 and once in high school
- There are alternate assessments for students who have the most significant cognitive disabilities
- These assessments are linked to grade level content but have different expectations for achievement

New Assessments by 2014-15

- Almost every state has adopted new state standards in math and English language arts
- Most have adopted the Common Core State Standards; a few have adopted other “college and career ready” standards
- New assessments on these standards are required to be in place by the 2014-15 school year

State standards represent what all students are expected to know and do in a subject area as they progress through the grades

NCSC Background

- In 2010, the U.S. Department of Education awarded the National Center and State Collaborative (NCSC) a grant to develop a new alternate assessment in math and English Language Arts by 2014-15*
- 24 states and five national centers are working together in NCSC <http://www.ncscpartners.org/>
- NCSC is also developing curriculum/instructional resources based on Common Core State Standards (CCSS) that can be used in any state <https://wiki.ncscpartners.org>

*states may have different implementation timelines for NCSC assessment



NCSC Member States

- Original states are Arizona, Connecticut, District of Columbia, Florida, Indiana, Louisiana, Pacific Assessment Consortium (PAC-6), Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming
- States that joined later are Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and the US Virgin Islands

Other Alternate Assessment Consortia: Dynamic Learning Maps

- Iowa, Kansas, Michigan, Mississippi, Missouri, New Jersey, North Carolina, Oklahoma, Utah were part of the original grant
- Washington, West Virginia, Wisconsin, Illinois, North Dakota, Vermont, Virginia, Alaska and Colorado joined later

Importance of NCSC Info to Affiliate Leaders

- In NCSC states-to help parents learn about the changes represented by new state assessments, as well as the professional development and curriculum/instructional resources for educators
- In other states- to inform parents/educators about the availability of free online curriculum/instructional resources and professional modules to support access to the general education curriculum for students with Ds

Parent resources are available for you to share with families and to help advocate for improved instruction in the least restrictive environment for students with Ds

College and Career Readiness



Students with Intellectual Disabilities Are Going To College

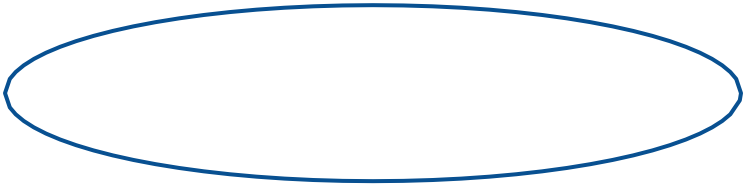
- The Higher Education Opportunity Act (2008) includes two major provisions that may facilitate entry into higher education for students with an intellectual disability.
 - Implementation of model demonstration sites
 - Availability of financial aid if enrolled
- See www.thinkcollege.net for more information on the variety of programs that have been developed (many before 2008)

Cross Walking College and Career Readiness



National Center and State Collaborative

- All kids
 - Students with Significant Cognitive Disabilities
 - Key Cognitive Strategies
 - Problem solving, reasoning, analysis, interpretation, critical thinking
 - Academic Access
 - Key Content
 - Career Development
 - Reading, Math, Science, Social Studies
 - Academic Behaviors
 - Social Networks
 - Self-organizing, time management, using information resources, social interaction skills, working in groups
 - Self-Determination
 - Contextual Skills and Awareness
 - Interaction with College Systems & Practices
 - Seeking help with admissions procedures, career development
- » (Conley, 2007)



- Coordination and Collaboration



Key College and Career Ready Knowledge and Skills

Important for ALL students including those with significant cognitive disabilities:

- ❑ Communicative competence
- ❑ Social skills to function well in small groups
- ❑ Independent and team work skills
- ❑ Problem Solving
- ❑ Reading/writing/math
- ❑ Skills for identifying and requesting supports

NCSC Model

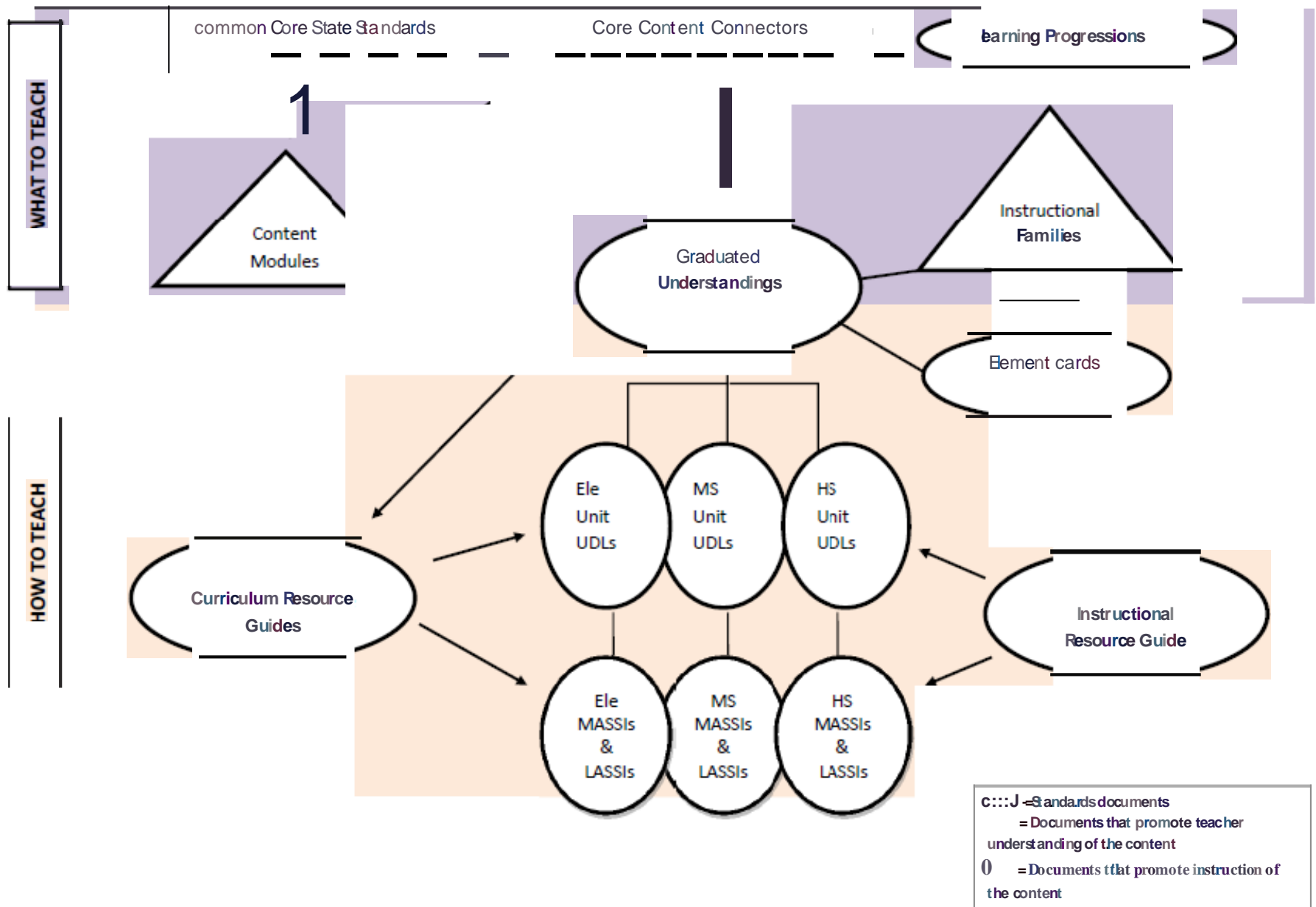
(Applies to Math and English Language Arts)

NCSC Philosophy

A well-designed state assessment alone is insufficient for college, career and community readiness.

To achieve these goals, an Alternate Assessment system requires:

- Curricular & instructional framework
- Teacher resources and professional development
- Communicative Competence as a priority





Learning Progressions Framework (LPF)

- In order to make academic progress through the grades there is a typical path that learning takes
- The LPF shows the steps on that path (learning targets) -the essential core knowledge and skills



Core Content Connectors (CCCs)

- Using the learning progressions framework, NCSC identified the knowledge and skills from Common Core State Standards needed at each grade to make progress in later grades, but breaks them into smaller pieces called CCCs
- CCCs operate as a starting point for instruction based on the CCSS

Learning Progression Framework

Curriculum Application

Lesson 5



National Center and State Collaborative

Fractions

- ✓ Partition circles and rectangles into two and four equal parts
- ✓ Partition shapes into equal parts with equal area

Apply formulas

- ✓ Solve word problems using perimeter and area where changes occur to the dimensions of a figure

Area

- ✓ Use addition to find the perimeter of a rectangle
- ✓ Use tiling and multiplication to determine area

Basic operations

- ✓ Addition
- ✓ Subtraction
- ✓ Multiplication
- ✓ Division

Part to Whole

- ✓ Partition circles and rectangles into two equal parts

Graphing

- ✓ Locate the x and y axis on a graph
- ✓ Locate points on a graph
- ✓ Use order pairs to graph given points

Area

- ✓ Find area of quadrilaterals
- ✓ Find area of plane figures and surface area of solid figures (quadrilaterals)
- ✓ Describe the changes in surface area, area, and volume when the figure is changed in some way (e.g., scale drawings)

Solve Linear Equations

- ✓ Solve a linear equation to find a missing attribute given the area, surface area, or volume and the other attribute

Ratio & Proportion

- ✓ Solve problems that use proportional reasoning with ratios of length and area
- ✓ Describe the changes in surface area, area, and volume when the figure is changed in some way (e.g., scale drawings)


CCCs = that connect skills

CCCs=Sub-skills that develop conceptual understanding

CCCs =Prerequisite knowledge or emergent skills

Content Modules

- Provide explanations and examples of the concepts contained in the Common Core State Standards that may be difficult to teach or unfamiliar to special education teachers
- Provide potential adaptations and modifications to consider



Curriculum Resource (CR) Guide

- Provides guidance for teaching the Common Core State Standards to students with the most significant cognitive disabilities
- Provides examples for differentiating instruction for a wide range of student needs

ELA Curriculum Resource Guide

6. How Do I Make Instruction on “Reading Informational Texts” Accessible to ALL the Students I Teach?

6.1 Teach Prerequisites Concurrently While Teaching Skills Related to Reading Informational Texts: Remember that students can continue to learn basic literacy skills in the context of this grade level content.

Basic literacy skills that can be worked on as a part of a lesson relating to informational text:

- Answering literal recall questions
- Making inferences that are relevant and meaningful, possible not related to written text
- Determining the main idea or the most important events in a personally relevant stories (e.g., auto-biographies)
- Differentiating between nonfiction and fiction texts
- Identifying author’s purpose
- Vocabulary acquisition
- Using visual cues to find important information (e.g., highlighting or added visuals)

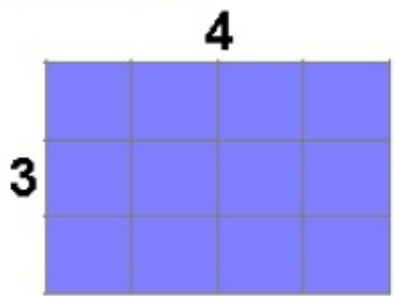
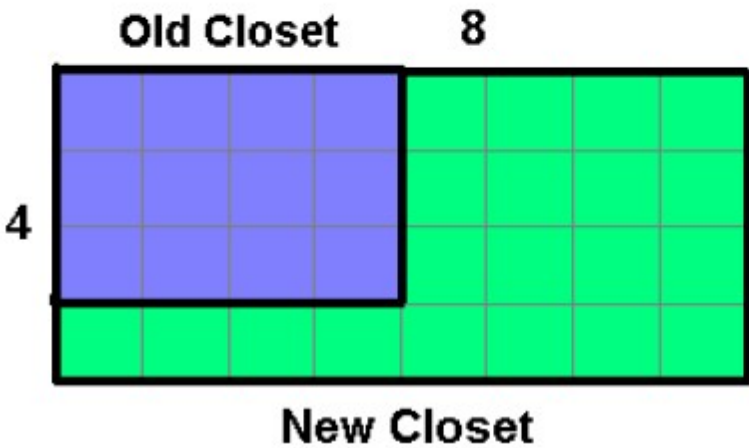
ELA Curriculum Resource Guide Table



6.2 Incorporate Universal Design for Learning (UDL) in planning, and provide for additional Differentiated Instruction when Teaching Reading Informational Texts

Some examples of options for teaching vocabulary and acquisition skills to students who may present instructional challenges due to:				
	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/ skill or motivation/ attention	Limited or no speech
Representation	Use a talking device such as an avatar; use large print text, raised text or Braille; use objects and images to represent vocabulary words and answers to questions; use online dictionaries that will pronounce the words and read the definitions aloud; use matching picture cards with words and their meanings; add sound effects when appropriate (e.g., sound of a whale, busy city streets, a tornado); <u>preteach</u> basic concepts of a topic using objects; color photos related to topics; <u>Smartboard</u> can be used during instruction.	Student scans an array of possible options and uses a switch to select the correct vocabulary word or answer to questions; use computer representation of word meanings that can be manipulated with switch; place response options on a slant board or eye gaze board; create a vocabulary matching exercise in the classroom that the student can walk or ride on in wheelchair to find the matching words and meanings (this can include picture clues or objects).	Use motivating objects (e.g., pizza, coloring markers in a box, piece of a Lego set) to incorporate key vocabulary and details from text; incorporate technology including computer representations, videos, animations, and talking avatar; allow students to self-select topics for study; use You Tube that is related to instruction; <u>Smartboard</u> can be used during instruction.	Have student use online dictionary to pronounce and define words; use online visual dictionary to increase vocabulary; students can use one to one correspondence to match words or objects with definitions; <u>preteach</u> vocabulary using AAC devices; highlight vocabulary words within the context of the print, keep to one vocabulary word per page and keep an AAC device with matching word with the text; use an <u>iPad</u> during instruction. *Suggestions from other columns may be applicable here.

Curriculum Resource Guides

Grade 8		
CCC	Performance Example	Essential Understandings
<p>Measurement: 8.ME.1e2: Describe the changes in surface area, area, and volume when the figure in changed in some way (e.g., scale drawings)</p>	<p>“Shelly’s bedroom has a closet where she keeps all her clothes. Here is a picture of her closet. Shelly’s closet was 3 feet by 4 feet. She used a formula to calculate area. The formula for area is area equals length times width. You can also figure out area by counting the boxes.”</p>  <p>“Her closet is too small, so her Dad built an addition and made it bigger. This shows Shelly’s new closet. Her new closet is 4 feet by 8 feet. How much bigger is Shelly’s new closet when compared to her old closet?”</p> 	<p>Recognize how the space inside a figure increases when the sides are lengthened.</p>



Graduated Understandings: Instructional Families

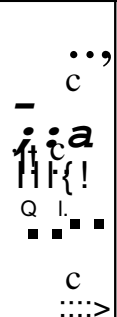
- Put related CCCs into families
- Provides educators with different views of how instructional families develop and interact across all the grades and across a grade band (e.g. Elementary School)



Graduated Understandings: Element Cards

- Provide a wide range of suggested instructional strategies and supports to promote instruction for students with diverse learning needs- including those without prior knowledge
- Include “Essential Understandings,” which describe the necessary knowledge and skills to successfully address the select CCC



CCSS: 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another		
CCC:	1.DPS.1e1 Compare the values of the 2 categories of data in terms of more or less	
Strand: Data, Probability and Statistics	Family: Draw Conclusions from Data Collection	
Progress Indicator: E.DPS.1e describing and comparing data and beginning to identify what the data do or do not show (e.g., bar graphs, line plots, picture graphs)		
	Concrete Understandings: <ul style="list-style-type: none"> • Can identify groups of objects in terms of more and less • Can match numbers from a graph to numbers on a number line 	Representation: <ul style="list-style-type: none"> • Identify and use the symbols for $<$, $>$, $=$
Suggested Instructional Strategies: <ul style="list-style-type: none"> • Teach the concept of more or less using example, non-example; apply to data on graph • Use or create a graph that provides a visual of the values in each category such as a bar graph • Teach the concept of more or less using a number line 		
Supports and Scaffolds: <ul style="list-style-type: none"> • Number line • Snap cubes to create a concrete bar graph 		



UDL Instructional Units

Universal Design for Learning (UDL) requires that students be provided with multiple ways to get information, multiple ways to demonstrate their knowledge and skills, and multiple ways to be engaged in learning www.udlcenter.org

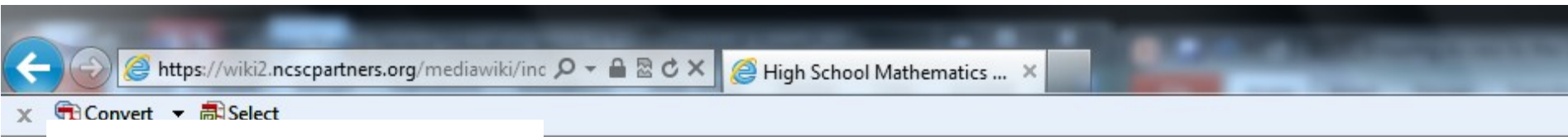
A UDL Unit:

- ❑ Includes general education lessons using UDL to provide access to the content for all students and promote inclusive instruction
- ❑ Provides additional considerations for students who are emerging readers and emerging communicators



UDL Instructional Unit

- ❑ Links to additional, intensive interventions that certain students may need for learning critical knowledge and skills
- ❑ Provides data sheets and skills tests
- ❑ Contains:
 - definitions of key vocabulary,
 - lesson objectives,
 - essential questions and materials, and
 - lesson components



Lesson 1: Introduction – 10 minutes



High School Mathematics UDL Instructional Unit-Lesson 1

Contents [hide]

- 1 Materials and Vocabulary
- 2 Lesson Introduction
- 3 Body
- 4 Practice
- 5 Closure
- 6 Resources

navigation

- Main page
- Community portal
- Current events
- Recent changes
- Random page
- Help

search

toolbox

- What links here
- Related changes
- Special pages
- Printable version
- Permanent link

Break class into small groups to answer exercises.

1. Using figures (rectangles and squares) drawn on grid paper or formed on Geoboards, find the perimeters and areas.
2. Remind students that answers should/must include the appropriate units of measure.

Multiple means of representation: Use models and/or drawings during large group instruction. Allow students to have a copy of a drawing or a model at their desks.

Multiple means of expression: Provide a list of formulas to determine area and perimeter or provide options for using manipulatives and/or computer models.

Multiple means of engagement: Allow students to use paper/pencil, manipulatives, computer, etc. to complete exercises.

<https://wiki.ncscpartners.org>





Find the perimeter of the figure below.

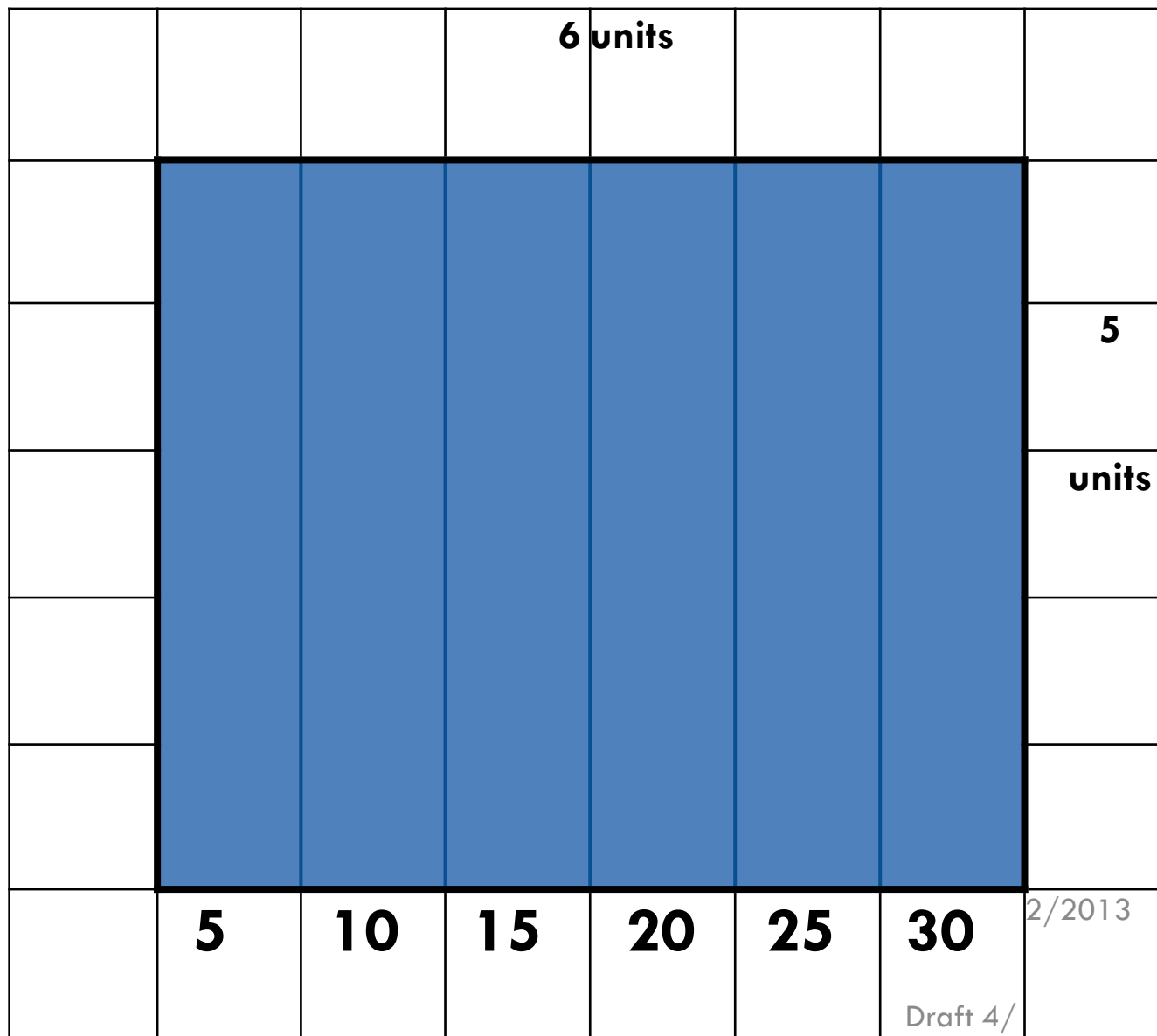
$$6u + 6u + 5u + 5u = 22u$$

	1	2	6 u	units	5	6	
			3	4			
22							7
21							8 5
20							units 9
19							10
18							11
	17	16	15	14	13	12	2/2013
						Draft 4/	



Find the area of the figure below.

$$6u \times 5u = 30u^2$$




Additional Considerations for Emerging Readers and Emerging Communicators

1. Provide picture and/or tactile representations of relevant vocabulary, paired with the written word, each time a salient concept/vocabulary word for rectangle, area, and perimeter is mentioned during the presentation or discussion, as well as the meanings of each word.
2. Create math journals to record vocabulary, formulas, and notes.
3. Provide the formulas for area and perimeter as the concepts of each are discussed.
4. During discussion, provide picture representation of real world uses for area and perimeter.
5. As students work in small groups or pairs, ensure they have a means for gaining their group members' or partner's attention and a means for contributing to the discussion.
6. Students may use their math journals or a graphic organizer to collect/store information gathered during group.
7. To find area and perimeter, use grid paper, count/mark/tally each unit along the length of the figure to determine length and count/mark/tally each unit along the width of the figure to determine the width.
8. Use the formulas to determine area and perimeter.
 - A list of formulas may be used by the student as a reference.
9. Student may be presented with manipulatives of a unit and the rectangle drawn on grid paper.
 - Students determine area and perimeter by placing the manipulative units on each unit around the rectangle on the grid paper to demonstrate perimeter as well as within the rectangle to demonstrate area.
 - Using manipulatives may be demonstrated electronically, using a computer program or PowerPoint, to count units virtually to determine area and perimeter.

See Resources: See PowerPoint, Slides 1 and 2.

10. As answers are reviewed, be sure to reference the appropriate units of measure. For example, if students determine the perimeter of a 3 inch by 4 inch figure is 14, reply, "That is correct. It is 14 inches." If they determine the area is 12, reply, "That is correct. It is 12 inches square."
 - Remind students to record the appropriate unit.
 - Model how to write the appropriate units.
 - Present students with an alternative representation of unit to record in their math journals or graphic organizers.

Important Note for Communicators Considered Pre-Symbolic: Be sure students have a way to attain peer attention as well as to share and receive information. Limit measurements to one type: standard or metric unit.



Math/ Language Activities for Scripted Systematic Instruction (MASSIs and LASSIs)

- Provide evidenced based teaching scripts for with carefully planned steps to provide intensive instruction on specific skills
- Can be embedded in general education lessons OR taught to a small group or an individual student
- UDL lessons link to these intensive interventions



Instructional Resource Guide

- Provides overview of systematic instruction and explanation of instructional strategies used in MASSIs and LASSIs (e.g. fading prompts)

- Contains troubleshooting Q&A

Professional Development

- Trainers hired by NCSC worked with state education leaders and Communities of Practice to get feedback and develop PD
- Many resources for PD will be available including videos and webinars

Assessment

NCSC assessments in math and ELA, which includes both reading and writing, for grades 3-8 and 11

Assessment Participation Guidelines

- For students:
 - with pervasive significant cognitive disabilities
 - whose IEP goals and instruction are based on Common Core State Standards and
 - who need extensive direct individualized instruction and substantial supports
- The IEP team will determine annually whether a student will take assessment
- If a student doesn't meet the criteria for both math and ELA, he/she shouldn't participate in either assessment, except in unusual cases

Format

- Approximately 30 items for each subject
- These 30 items will cover approximately ten Core Content Connectors
- Most of the assessment items ask the student to select the correct response (e.g. multiple choice).
- Some items will require the student to construct a response (e.g. write a short answer or use an alternate way to respond e.g. picture symbols)

Relationship of Items to Grade Level Content

- About 75% of the assessment items are closely linked to the grade-level content
- About 25% are a farther link to the grade-level content to allow students who are just beginning to work with the academic content show what they know and can do.

Technology

- This will be an online testing program.
- Some students will use the online testing program directly on the computer.
- For other students, the teacher may print out testing materials and enter student responses into the computer.

Parent Documents

<http://www.ncscpartners.org/resources>

Process

- NCSC developed these documents with input from project staff, a State Advisory Group and a Parent Advisory Group
- They are useful regardless of whether the state is a NCSC partner.
- Documents will be added and updated as NCSC's work continues. Also parent training modules will be added
- States will likely make these documents “their own” and distribute them, but parents can also see them on the NCSC website

Parent Resources as of 1/10/2014

- NCSC Project Description
- NCSC Project Description One Page
- NCSC Diagram and Explanation
- NCSC Model of Curriculum Instruction and Assessment
- NCSC Alternate Assessment FAQs
- NCSC Commonly Asked Parent Questions
- NCSC IEP Team Guidance For Participation in AA-AAS
- NCSC College and Career Readiness
- NCSC College Career Ready (CCR) Policy Paper Summary
- NCSC Communicative Competence
- NCSC Newsletter and Website Information for Parents

Use of Parent Resources for Informational Purposes

The NCSC parent resources can help Affiliate leaders:

- Draft a newsletter article, blog post and/or a post for your listserv to share the wiki and parent resources link
- Do a presentation on the instructional materials and/or assessment
- Share information on the importance of communicative competence and college and career readiness for students who take the alternate assessment

Use of Parent Resources for State/Local Advocacy Purposes

- NCSC states- find out state specific information about implementation; compare state's parent documents with the ones posted by NCSC; share wiki link with local educators; join with other affiliates to monitor implementation (e.g. survey parents)
- Other states- share links for NCSC resources with your state/district; encourage use of the wiki resources, discuss the importance of communicative competence and college and career readiness for students with Ds; encourage state to join an alternate assessment consortia if they are not members