

NCSC Alternate Assessments and Instructional Materials Based on Common Core State Standards

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National Center and State Collaborative

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Background

Alternate Assessment Background

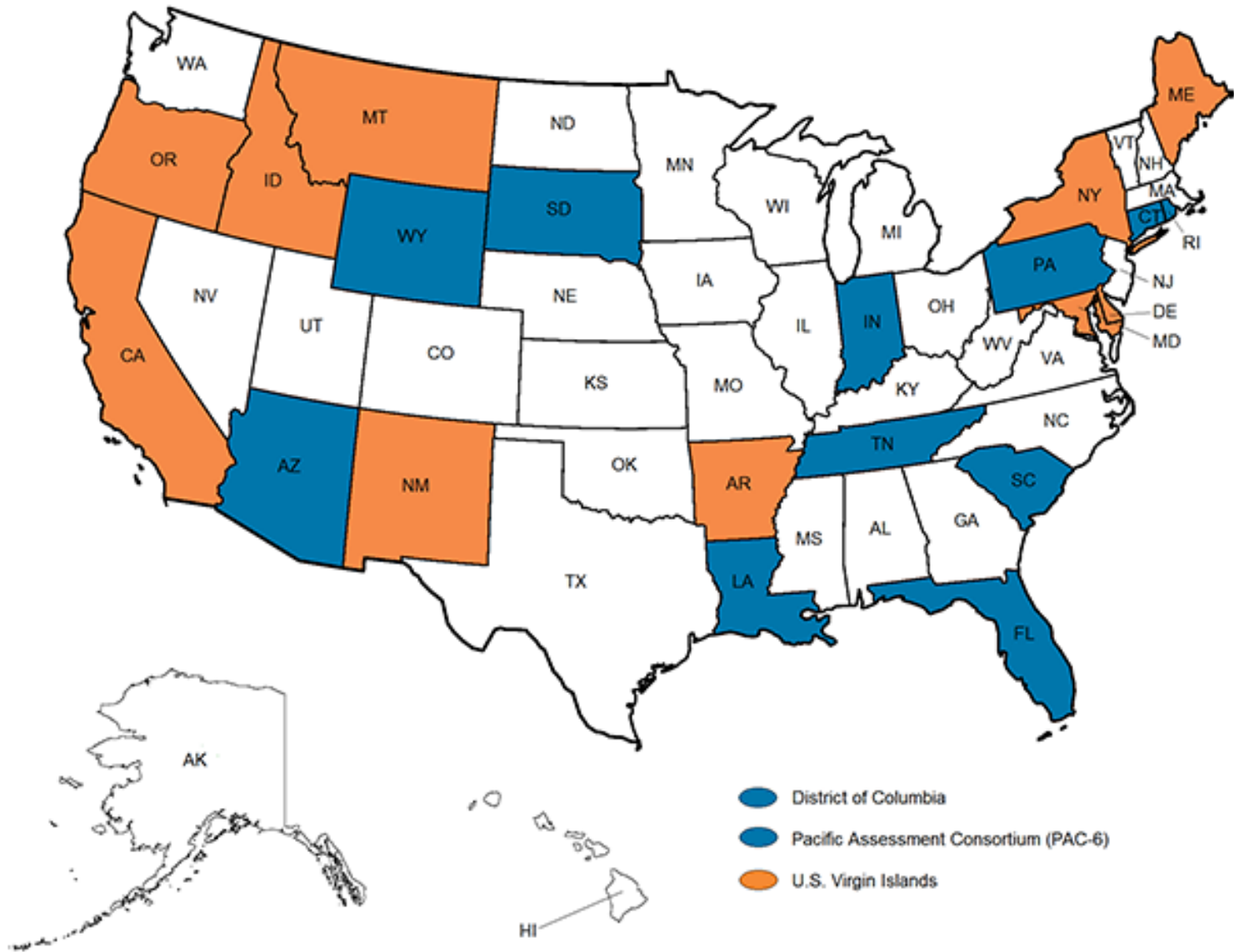
- States are required to have assessments for accountability purposes in math and English Language Arts for grades 3-8 and once in high school
- There are alternate assessments for students who have the most significant cognitive disabilities
- These assessments are linked to grade level content but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

NCSC Background

- In 2010, the U.S. Department of Education awarded the National Center and State Collaborative (NCSC) a grant to develop a new AA-AAS in math and ELA by the 2014-15 school year.
- 24 states and five national centers* are working together in NCSC. <http://www.ncscpartners.org/>
- NCSC is also developing instructional resources based on Common Core State Standards (CCSS) that can be used in any state <https://wiki.ncscpartners.org> (site is available now with materials gradually added)

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



Importance of NCSC Information to AUCD and UCEDDs

- NCSC's work will help educators provide an inclusive and meaningful education; an area that has been focused on by UCEDDs
- UCEDDs need information from AUCD about the NCSC work so they can mine the wiki for their technical assistance, training and research roles
- NCSC looks forward to working with the UCEDDs on pre-service and in-service supports for teachers and related service providers

College and Career Readiness

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

College and Career Readiness

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

College and Career Readiness Includes Community Readiness

Without college and career ready skills, students with significant cognitive disabilities will likely:

- need greater supports throughout their life
- live and work in more segregated environments
- have more difficulty finding/keeping employment
- have more difficulty learning about and engaging in community activities
- be easier to victimize

NCSC Model

NCSC Philosophy

A well-designed summative 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

College

Career

Community

Curriculum

Common Core State Standards

Learning Progressions

Core Content Connectors

Instruction

Grade-level Lessons
Accommodations

Systematic Instruction- carefully planned sequence for instruction (MASSIs/LASSIs)

Assessment

Formative (ongoing during school year, monitors learning)

Summative (end of year or course, evaluates learning)

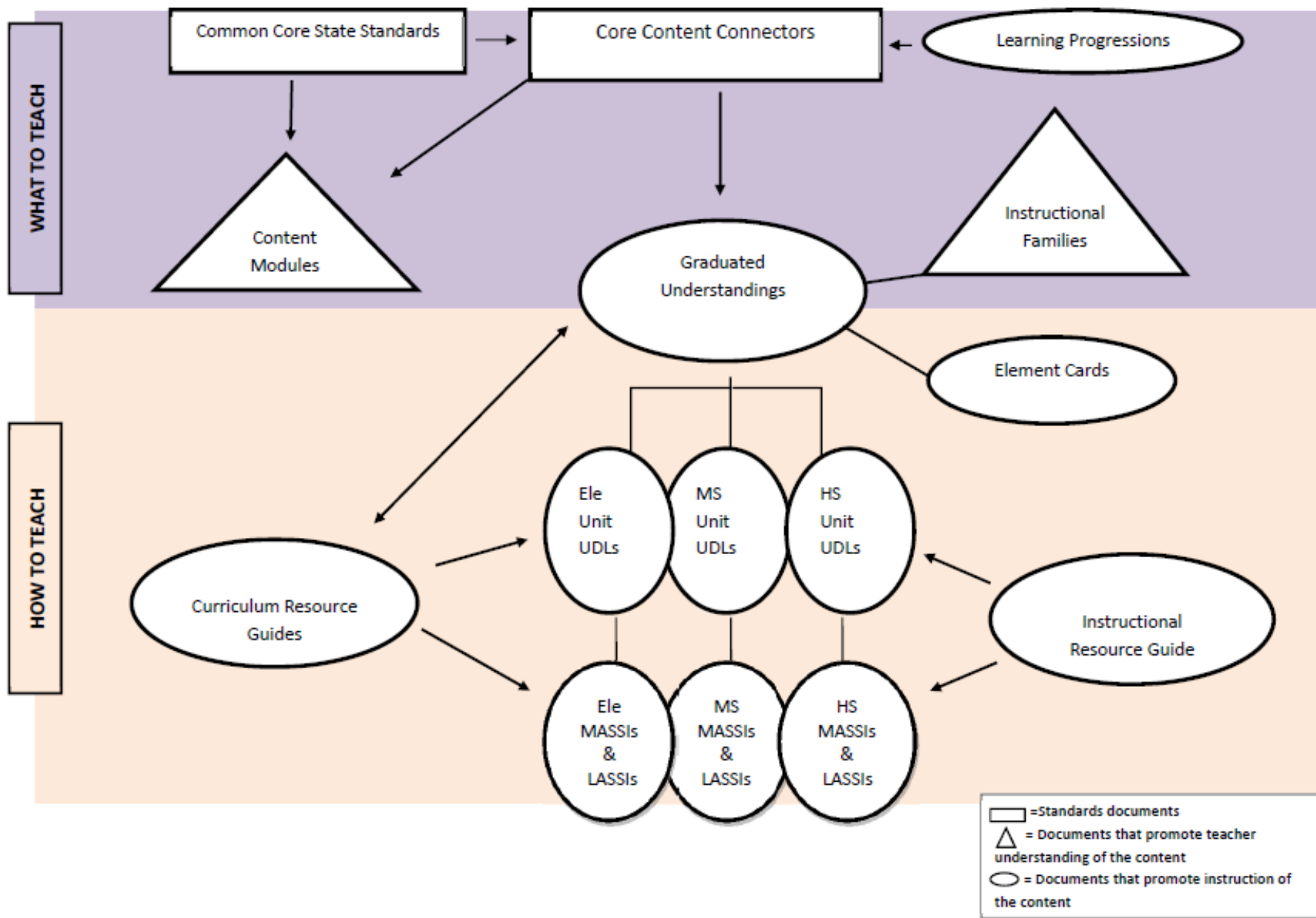
Communicative Competence



Quality Indicators for Instructional Resources

- Promote Common Core State Standards;
- Set high expectations for all students;
- Apply principles of Universal Design for Learning (UDL); and
- Apply evidence-based teaching practices for students with the most significant cognitive disabilities.

SCHEMA for Common Core State Standards Resources NCSC Instructional Resources



Common Core State Standards-NCSC

- Students with significant cognitive disabilities benefit from the national movement toward the CCSS and college and career readiness.
- NCSC Curriculum and Instruction resources provide evidenced-based strategies and tools to support how to teach the CCSS to students with significant cognitive disabilities.

Learning Progressions Framework (LPF)

- Shows the steps that students typically take to get deeper, broader, more sophisticated understanding in a content area (e.g. math)
- These steps (learning targets) are the essential core knowledge and skills (sometimes called the “big ideas”) that students need as they move through the grades

Core Content Connectors (CCCs)

- Based on the learning progressions framework (LPF) and the CCSS
- Focus on the knowledge and skills from CCSS needed at each grade to promote success in later grades, but breaks them into smaller pieces
- Operate as a starting point for instruction based on the CCSS

CCC Example

CCSS- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCC- Ask and answer questions* about key details in a text.

*Instead of an oral or written response, some students may use picture symbols, character figures and props, etc.

Content Modules

- Provide explanations and examples of the concepts contained in the CCSS 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 CCSS to students with the most significant cognitive disabilities;
- Provides examples for differentiating instruction for a wide range of students in multiple grade levels; and
- Describes the necessary skills and knowledge students need to master the content.

UDL incorporated in ELA CR 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)

Example of UDL Table in ELA CR Guide

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 YouTube 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.

UDL incorporated in Math CR Guide

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

6.1 Teach Prerequisites and Basic Numeracy Skills Concurrently: Remember that students can continue to learn basic numeracy skills in the context of this grade level content.

Basic numeracy skills that can be worked on as a part of a lesson relating to equations:

- Number identification
- Equal and/or same
- Symbol identification (+, -, =, x, ÷)
- Addition and subtraction
- Creating sets

Example of UDL Table in Math CR Guide

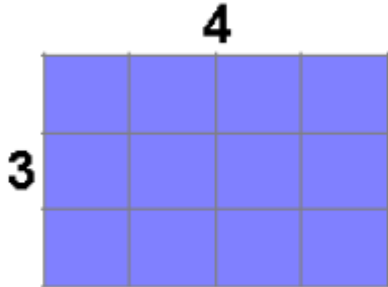

6.2b Incorporate Universal Design for Learning (UDL in planning, and provide for additional differentiated Instruction when teaching Equations.



Some examples of options for teaching equations 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.	Lack of or extremely limited use of speech.
Options for Representation	<p>Provide auditory options</p> <ul style="list-style-type: none"> -Talking calculator when solving equations; -Text-to-speech software or voice recordings to read aloud story problems -Single message sequence voice-output devices to count aloud -Captioning software that presents auditory information visually <p>Provide tactile options:</p> <ul style="list-style-type: none"> -Object cues, using miniature objects or other tangible symbols to assist with problem comprehension and operations -Tactile equation mat -Create numbers and symbols out of tactile materials such as sandpaper or wikki stix <p>Provide visual and manipulative options to scaffold representation of concepts:</p>	<p>Reduce Physical Effort</p> <ul style="list-style-type: none"> -When reading word problems, student can scan array of key math operation words and select correct key word and operation for equation - Place equations and graphic organizers on slant board or eye gaze board -Display flip chart, interactive white board or other teaching materials at student eye level -Utilize a switch instead of a computer mouse or software that allows the mouse to be controlled with the students' head rather than their hands 	<p>Illustrate through multiple media</p> <ul style="list-style-type: none"> -Utilize interactive whiteboard -Incorporate interactive websites that provide nonlinguistic tools for exploring math concepts : <p>illuminations http://illuminations.nctm.org/ActivitySearch.aspx</p> <p>Math Open Reference http://www.mathopenref.com/</p> <p>There are many resources listed here: http://www.udlcenter.org/implementation/examples</p> <ul style="list-style-type: none"> - Use virtual manipulatives and technology to show equations -Incorporate computer representations, videos, and animations 	<p>Provide customized display of information</p> <ul style="list-style-type: none"> -Consistent model by utilizing modes of communication used by students (point to symbols representing concepts, operations) -Teacher model competent use of AAC during instruction

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 is 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>

DRAFT

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)

Overview of CCCs: Data Analysis I:

Grade-span Learning Target from the Learning Progression Frameworks

(K-4)

- E.DPS-1** Gather and interpret data to answer questions related to a particular situation.
- Formulate questions, gather data, and build representations;
 - Identify and describe variation in data, and describe and compare shapes of distributions and measures of central tendency.

Formulate Questions/ Plan Research	Represent and Interpret Data	Draw Conclusions from Data Collection
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Grades K-1	Grade 2	Grade 3	Grade 4
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Instructional Families for Data Analysis I (K-4)

<p>K.DPS.1a1 Select a question that is answered by the collected data</p> <p>K.CC.5</p>			<p>4.DPS.1f2 Develop questions, make a plan for data collection</p> <p><i>No CCSS linked</i></p>
<p>1.DPS.1a2 Select questions that ask about "How many" and represent up to three categories that can be concretely represented</p> <p>1.MD.4</p>	<p>2.DPS.1a6 Identify up to 3 categories resulting from a selected question</p> <p>1.MD.4</p>	<p>3.DPS.1g1 Collect data, organize into picture or bar graph</p> <p>3.MD.3</p>	<p>4.DPS.1g3 Collect data, organize in graph (e.g. picture graph, line plot, bar graph)</p> <p>3.MD.3</p>
<p>1.DPS.1a3 Identify 2 categories resulting from a selected question</p> <p>1.MD.4</p>	<p>2.DPS.1a7 Analyze data by sorting into categories established by each question</p> <p>2.MD.10</p>	<p>3.DPS.1g2 Organize measurement data into a line plot</p> <p>3.MD.4</p>	<p>(repeated) Select the appropriate data representation (picture, bar, line plots)</p>
<p>1.DPS.1a4 Analyze data by sorting into 2 categories; answer questions about the total number of data points and how many in each category</p> <p>1.MD.4</p>	<p>2.DPS.1a8 Interpret the number of points in each category</p> <p><i>No CCSS linked</i></p> <p>2.DPS.1c2 Organize data by representing categorical data on a pictorial graph or bar graph</p> <p>2.MD.10</p>	<p>3.DPS.1i1 Select the appropriate statement that describes the data representations based on a given graph (picture, bar, line plots)</p>	<p>(repeated) Select the appropriate statement that describes the most frequent or the least frequent data point using a line plot, picture graph, or bar graph</p> <p>4.G.1</p>
<p>1.DPS.1c1 Using a picture graph, represent each object/person counted on the graph (1:1 correspondence)</p> <p>1.MD.4</p>	<p>2.DPS.1c3 Organize data by representing continuous data on a line plot</p>	<p>3.DPS.1k1 Apply results of data to a real world situation</p>	<p>4.DPS.1k2 Apply results of data to a real world situation</p> <p>3.MD.4</p>
<p>1.DPS.1d1 Interpret a picture graph and a line plot to answer questions about the data</p> <p>1.MD.4</p>	<p>2.MD.9</p> <p>2.MD.10</p>		
<p>1.DPS.1e1 Compare the values of the 2 categories of data in terms of more or less</p> <p>1.MD.4</p>	<p>2.DPS.1e2 Compare the information shown in a bar graph or picture graph with up to 4 categories. Solve simple comparisons of how many more or how many less</p> <p>2.MD.10</p>		

Reference to related CCSS


Distribution of CCCs by Instructional Families an grade



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Graduated Understandings: Element Cards

- Generally written for select CCCs or a cluster of CCCs at each grade level
- 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)		
Essential Understandings	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 		 National Center and State Collaborative

UDL Instructional Units

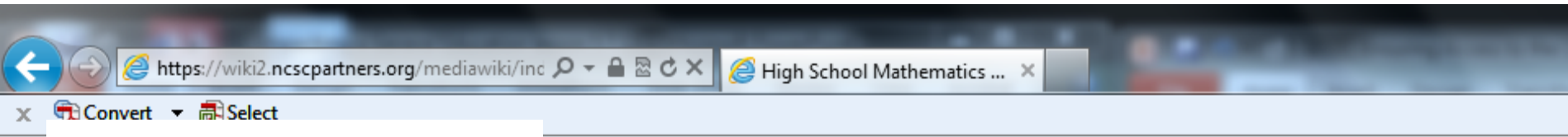
Universal Design for Learning (UDL) requires that students be provided with multiple ways to get information, multiple ways to demonstrate their knowledge and skills, and multiple ways to be engaged in learning www.udlcenter.org

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 (MASSIs and LASSIs).
- 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

A. Activate Previous Knowledge

1. Lead a short discussion about how to [find perimeter and area of rectangles](#).
 - Review with students the concepts of perimeter and area.
 - Discuss how these concepts are used in real life examples.
 - Example 1: A runner is practicing by running along the fence line of a parking lot. Is he running the perimeter of the parking lot or is he running the area?
 - Example 2: The school is getting new carpet in the classroom. Will the workers need to figure out the area of the classroom or the perimeter?

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.

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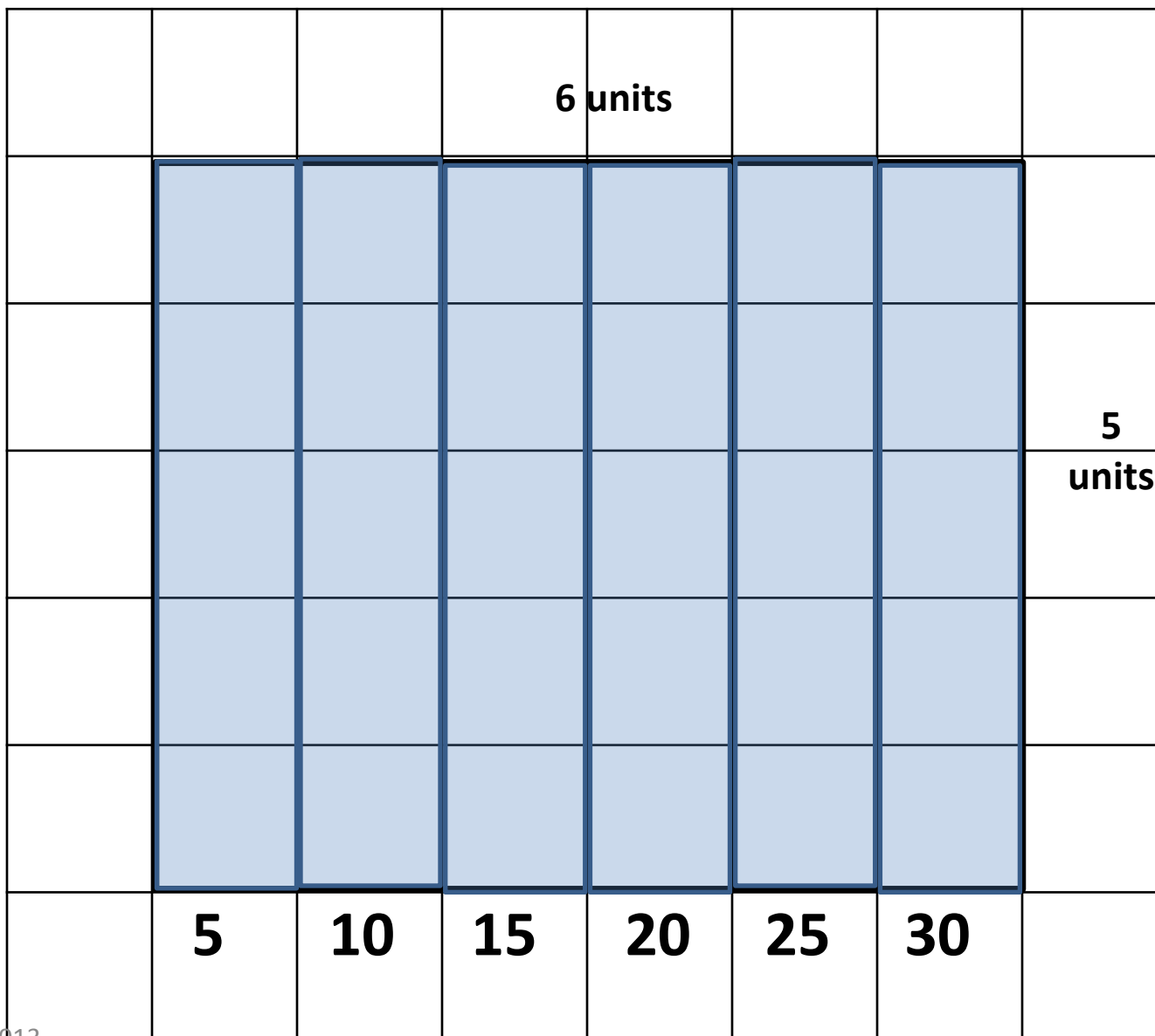
Find the perimeter of the figure below.

$$6u + 6u + 5u + 5u = \mathbf{22u}$$

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

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 3inch by 4inch 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)

- Incorporates evidence-based instruction from research, including faded prompting
- Provides teaching scripts for teachers who may not have a lot of training in systematic instruction, which uses carefully planned steps
- Can be embedded in general education lessons with a mixed ability group OR taught to a small group or an individual student.

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

Assessment Participation Guidelines

- There will be a NCSC AA-AAS in math and one in ELA, which includes both reading and writing, for grades 3-8 and 11
- AA-AAS is for students with pervasive significant cognitive disabilities whose IEP goals and instruction is based on CCSS and who need extensive direct individualized instruction and substantial supports
- The IEP team will determine, on an individual basis, whether a student will take the NCSC AA-AAS. If a student doesn't meet the AA-AAS criteria for both math and ELA, he/she will usually not be eligible either AA-AAS.

Format

- Approximately 30 items for each subject
- These 30 items will cover approximately 10 CCCs
- 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)

Length of Assessment

- Expected testing time will be approximately 1.5 – 2 hours for each assessment (math and ELA.)
- Each student's assessment can be completed in multiple smaller time slots over a 2 month period to meet the student's needs

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.
- In the first years of the new assessment many students will likely answer questions and do tasks that are less complex, but increase complexity as they get better instruction.

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.

Exceptional Circumstances

- NCSC recognizes the need to be cautious about giving assessments to certain students with significant medical needs or those who are clearly expressing distress during the test.
- There will be policies and criteria for dealing with these rare situations.
- There also will be a policy about whether an assessment can be stopped if the student is unable to communicate answers
- Data will be collected whenever these circumstances occur

Parent Documents

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

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

Parent Resources

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

- 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



Guidance for IEP Teams on Participation Decisions

Essentially the same Guidance for IEP Teams that educators receive, but more parent friendly:

- Provides the criteria for participation using the same language, but side bar provides definitions for the terms
- Lists information to be considered (e.g. classwork and assessment data) and information not to be considered (e.g. educational setting)- with some terms defined in parentheses
- Answers FAQs, including some that are specifically for parents e.g. document has placeholders for states to add diploma policies and process for disagreeing with IEP team decision

Excerpt from Document

- Substantially adapted materials - classroom and other materials that have been changed in appearance and content from the materials that peers without disabilities use for instruction or assessment.
- Individualized methods of accessing information in alternative ways - individually selected methods for presenting information to the student that are different than the traditional presentation.
- Acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings - when the student can learn and apply the skills in different classes, at home, at a job and in the community.

3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.

The student:

- (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and
- (b) uses substantially adapted materials (*e.g. significantly shortening the length of reading passages or using raised dots and hand-over-hand counting when identifying a matching number in math*) and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

NCSC Background Document

- Provides a very basic overview of the NCSC Project and principles upon which it is based-the minimum information every parent needs
- Includes a blue side column with key points summarized which can be read by itself, or as part of the whole document
- Defines key terms
- High school readability level

Excerpt from Document

KEY POINTS

- Common Core State Standards (CCSS) describe the skills and knowledge that students are expected to learn in most states.
- CCSS prepare students to be ready for college and careers.
- There are CCSS in Math and English.
- States that use the CCSS must have assessments (tests) based on these standards by the 2014-15 school year.

In 2010, the National Governor's Association and the Council for Chief State School Officers introduced the Common Core State Standards (CCSS) in English Language Arts (ELA) and mathematics. Almost every state is using them. The CCSS focus on the knowledge and skills students need to be ready for college and/or careers after high school.

The Elementary and Secondary Education Act (ESEA) requires states to measure student academic performance with assessments. They are allowed to develop an alternate assessment on alternate academic achievement standards (AA-AAS) for students with the most significant cognitive disabilities. States that are using the CCSS must have assessments based on those standards by the 2014-15 school year. This rule also applies to the AA-AAS.