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

Ricki Sabia, JD
NCSC Parent Training and Technical Assistance Specialist
ricki.sabia@uky.edu

National Center and State Collaborative
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)

*States may have different implementation timelines for the 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
Importance of NCSC to Attorneys, Advocates and Parents

• NCSC’s resources will help educators provide FAPE in the LRE with true access to the grade level curriculum (e.g. sample UDL lessons for all students)

• These instructional resources are available and useful in any state, regardless of whether the state implements the NCSC assessments or the Common Core State Standards

• Attorneys, advocates and parents can help ensure that educators and families are informed about the assessments and the materials
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

• 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
      » (Conley, 2007)

• 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
Communication Competence

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)

Career

Community
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.
• 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
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
**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.
Learning Progression Framework

Curriculum Application
Lesson 5
Using CCCs in a lesson for broad range of learners

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

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

Ratios & 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)

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

CCCs = Sub-skills that develop conceptual understanding

CCCs = that connect skills

CCCs = Prerequisite knowledge or emergent skills
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.
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

<table>
<thead>
<tr>
<th>Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness</th>
<th>Physical Disability or Motor Differences (such as weakness or motor planning difficulty)</th>
<th>Extremely limited evidence of experience/skill or motivation/attention</th>
<th>Limited or no speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>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); preteach basic concepts of a topic using objects; color photos related to topics; Smartboard can be used during instruction.</td>
<td>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).</td>
<td>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; Smartboard can be used during instruction.</td>
<td>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; preteach 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 iPad during instruction.</td>
</tr>
</tbody>
</table>

*Suggestions from other columns may be applicable here.*
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.

<table>
<thead>
<tr>
<th>Options for Representation</th>
<th>Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness</th>
<th>Physical Disability or Motor Differences (such as weakness or motor planning difficulty)</th>
<th>Extremely limited evidence of experience/skill or motivation/attention.</th>
<th>Lack of or extremely limited use of speech.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide auditory options</td>
<td>Provide tactile options:</td>
<td>Reduce Physical Effort</td>
<td>Illustrate through multiple media</td>
<td>Provide customized display of information</td>
</tr>
<tr>
<td>- Talking calculator when solving equations;</td>
<td>- Using objects such as miniatures or other tangible symbols to assist with problem comprehension and operations</td>
<td>- When reading word problems, student can scan array of key math operation words and select correct key word and operation for equation</td>
<td>- Utilize interactive whiteboard</td>
<td>- Consistent model by utilizing modes of communication used by students (point to symbols representing concepts, operations)</td>
</tr>
<tr>
<td>- Text-to-speech software or voice recordings to read aloud story problems</td>
<td>- Tactile equation mat</td>
<td>- Place equations and graphic organizers on slant board or eye gaze board</td>
<td>- Incorporate interactive websites that provide nonlinguistic tools for exploring math concepts:</td>
<td>- Teacher model competent use of AAC during instruction</td>
</tr>
<tr>
<td>- Single message sequence voice—output devices to count aloud</td>
<td>- Create numbers and symbols out of tactile materials such as sandpaper or Wikki Stix</td>
<td>- Display flip chart, interactive white board or other teaching materials at student eye level</td>
<td>Illuminations <a href="http://illuminations.nctm.org/ActivitySearch.aspx">http://illuminations.nctm.org/ActivitySearch.aspx</a></td>
<td></td>
</tr>
<tr>
<td>- Captioning software that presents auditory information visually</td>
<td>Provide visual and manipulative options to scaffold representation of concepts:</td>
<td>- 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</td>
<td>Math Open Reference <a href="http://www.mathopenref.com/">http://www.mathopenref.com/</a></td>
<td></td>
</tr>
</tbody>
</table>

There are many resources listed here: [http://www.udlcenter.org/implementation/examples](http://www.udlcenter.org/implementation/examples)

- Use virtual manipulatives and technology to show equations
- Incorporate computer representations, videos, and animations
<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Performance Example</th>
<th>Essential Understandings</th>
</tr>
</thead>
</table>
| CCC     | "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.”
|         | ![Diagram of 3x4 closet](image1) 4 3 | Recognize how the space inside a figure increases when the sides are lengthened. |
|         | "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 compared to her old closet?”
|         | ![Diagram of new 3x8 closet](image2) | |

Old Closet

New Closet
• 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)
### Distribution of Instructional Families: Data Analysis I and II

<table>
<thead>
<tr>
<th>Grade-span Learning Targets</th>
<th>(K-4) Elementary School Learning Targets</th>
<th>(5-8) Middle School Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.DPS-1</td>
<td>Gather and interpret data to answer questions related to a particular/single context.</td>
<td>M.DPS-1 Design investigations about multiple populations.</td>
</tr>
<tr>
<td></td>
<td>• Formulate questions, gather data, and build representations;</td>
<td>• Formulate questions, gather data, and build representations;</td>
</tr>
<tr>
<td></td>
<td>• Identify and describe variation in data, and describe and compare shapes of distributions and measures of central tendency.</td>
<td>• Compare populations by analyzing distributions and measures of central tendency.</td>
</tr>
<tr>
<td>E.DPS-2</td>
<td>Conduct simple probability experiments and characterize the outcomes in words, diagrams, or numerically.</td>
<td>M.DPS-2 Conduct probability experiments:</td>
</tr>
<tr>
<td></td>
<td>• Generate random samples to characterize variability in estimates and predictions;</td>
<td>• Generate random samples to characterize variability in estimates and predictions;</td>
</tr>
<tr>
<td></td>
<td>• Analyze and build models of the association between two variables.</td>
<td>• Analyze and build models of the association between two variables.</td>
</tr>
</tbody>
</table>

### Distribution of Instructional Families and the number of related CCCs by grade

<table>
<thead>
<tr>
<th>Formulate Questions/Plan Research</th>
<th>Represent and Interpret Data</th>
<th>Draw Conclusions from Data Collection</th>
<th>Develop and Use Probability Models</th>
<th>Draw Inferences About a Distribution</th>
</tr>
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</table>

### Five Instructional families for Data Analysis I & II
### Instructional Families for Data Analysis I (K-4)

**Grades K-1**
- 1.DPS.1a1: Select a question that is answerable using collected data
- 1.DPS.1a2: Select questions that ask about "how many" and represent up to three categories that can be concretely represented
- 1.DPS.1a3: Identify 2 categories resulting from a selected question
- 1.DPS.1a4: Analyze data by sorting into categories; answer questions about the total number of data points and how many in each category
- 1.DPS.1c1: Using a picture graph, represent each object/person counted on the graph [1.MD.4]
- 1.DPS.1c2: Organize data by representing categorical data on a pictorial graph or bar graph
- 1.DPS.1c3: Organize data by representing categorical data on a line plot [1.MD.10]
- 1.DPS.1d1: Interpret a picture graph representing questions about data
- 1.DPS.1e1: Compare the values of the 2 categories of data in terms of more or less

**Grade 2**
- 2.DPS.1a6: Identify up to 3 categories resulting from a selected question [1.MD.4]
- 2.DPS.1a7: Analyze data by sorting into categories established by each question
- 2.DPS.1a8: Interpret the number of points in each category
- 2.DPS.1c2: Organize data by representing categorical data on a pictorial graph or bar graph
- 2.DPS.1c3: Organize data by representing categorical data on a line plot
- 2.DPS.1c4: Organize data by representing categorical data on a line plot
- 2.DPS.1d2: Interpret a picture graph representing questions about data
- 2.DPS.1e2: Compare the information shown in a bar graph or picture graph with up to 4 categories

**Grade 3**
- 3.DPS.1g1: Collect data, organize into picture or bar graph
- 3.DPS.1g2: Organize measurement data into a line plot
- 3.DPS.1g3: Collect data, organize in graph (e.g., picture graph, line plot, bar graph)
- 3.DPS.1g4: Interpret a picture graph representing questions about data
- 3.DPS.1h1: Select the appropriate statement that describes the most or least frequent data point using a line plot, picture graph, or bar graph
- 3.DPS.1k1: Apply results of data to a real-world situation
- 3.DPS.1k2: Apply results of data to a real-world situation

**Grade 4**
- 4.DPS.1f2: Develop questions, make a plan for data collection
- 4.DPS.1g3: Collect data, organize in graph (e.g., picture graph, line plot, bar graph)
- 4.DPS.1g4: Interpret a picture graph representing questions about data
- 4.DPS.1h1: Select the appropriate statement that describes the most or least frequent data point using a line plot, picture graph, or bar graph
- 4.DPS.1k1: Apply results of data to a real-world situation
- 4.DPS.1k2: Apply results of data to a real-world situation

### Distribution of CCCs by Instructional Families and grade

- **Core Cognitive Categories (CCCs)**
  - **Formulate Questions/Plan Research**
  - **Represent and Interpret Data**
  - **Draw Conclusions from Data Collection**

<table>
<thead>
<tr>
<th>Formulate Questions/Plan Research</th>
<th>Represent and Interpret Data</th>
<th>Draw Conclusions from Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-1</td>
<td>Grade 2</td>
<td>Grade 3</td>
</tr>
<tr>
<td>1.DPS.1a1</td>
<td>2.DPS.1a6</td>
<td>3.DPS.1g1</td>
</tr>
<tr>
<td>1.DPS.1a2</td>
<td>2.DPS.1a7</td>
<td>3.DPS.1g2</td>
</tr>
<tr>
<td>1.DPS.1a3</td>
<td>2.DPS.1a8</td>
<td>3.DPS.1g3</td>
</tr>
<tr>
<td>1.DPS.1a4</td>
<td>2.DPS.1c1</td>
<td>3.DPS.1h1</td>
</tr>
<tr>
<td>1.DPS.1c2</td>
<td>2.DPS.1c3</td>
<td>3.DPS.1k1</td>
</tr>
<tr>
<td>1.DPS.1d1</td>
<td>2.DPS.1d2</td>
<td>4.DPS.1f2</td>
</tr>
<tr>
<td>1.DPS.1e1</td>
<td>2.DPS.1e2</td>
<td>4.DPS.1g3</td>
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<tr>
<td>1.DPS.1e2</td>
<td>2.DPS.1e3</td>
<td>4.DPS.1h1</td>
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<tr>
<td>1.DPS.1f1</td>
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<td>2.DPS.1k3</td>
<td>4.DPS.1h1</td>
</tr>
</tbody>
</table>

**Reference to related CCSS**

- Grade-span Learning Target from the Learning Progression Frameworks
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

• Element cards are already written for many CCCs but are meant to serve as models and to be used together with other NCSC instructional resources
**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)

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Concrete Understandings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Can identify groups of objects in terms of more and less</td>
</tr>
<tr>
<td></td>
<td>• Can match numbers from a graph to numbers on a number line</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Representation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and use the symbols for &lt;, &gt;, =</td>
</tr>
</tbody>
</table>

**Suggested Instructional Strategies:**
- 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:**
- Number line
- Snap cubes to create a concrete bar graph
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
High School Mathematics UDL Instructional Unit-Lesson 1

Lesson 1: Introduction – 10 minutes

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.
Find the perimeter of the figure below.

\[ 6u + 6u + 5u + 5u = 22u \]

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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Units
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.
• Are to be used with UDL Units-NOT on their own
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, webinars and PD modules
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 As of 1/23/2014

- 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
• 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.