National Center and State Collaborative approach to Content for Students with Significant Disabilities

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Building an assessment system based on research-based understanding of:

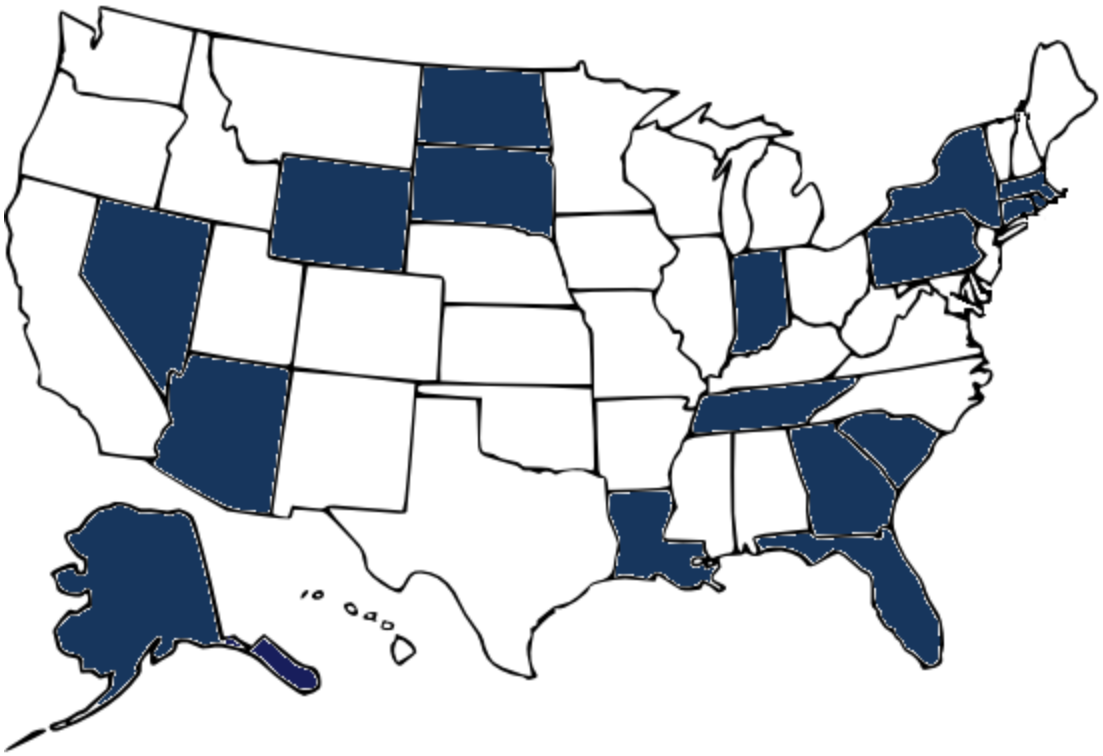
- technical quality of AA-AAS design
- formative and interim uses of assessment data
- summative assessments
- academic curriculum and instruction for students with significant cognitive disabilities
- student learning characteristics and communication
- effective professional development

Alternate assessments to PARCC and SBAC, 4-5 years

Dynamic Learning Maps (DLM) a partner AA-AAS project

NCSC *States*

Alaska Arizona Connecticut District of Columbia Florida Georgia Indiana Louisiana Massachusetts Nevada New York North Dakota Pacific Assessment Consortium (PAC-6) Pennsylvania Rhode Island South Carolina South Dakota Tennessee Wyoming



Organizations

- National Center on Educational Outcomes
- National Center for the Improvement of Educational Assessment
- University of Kentucky
- University of North Carolina-Charlotte
- edCount, LLC

Foundation for the Content

- Learning progressions
  - Hypothesized sequence about how students learn concepts and big ideas
  - Tested with typically developing children
- This project uses a developed learning progression framework (Hess et al., 2010) in ELA and math to inform what content is taught as well as the stream of content that helps students reach the concept/big idea
- Each step in Hess's learning progression is called a progress indicator (PI)

Making Standards Accessible

- Option One: Work directly from the common core state standards without translation
- Option Two: Write extensions; one extension for each common core state standard
- Option Three (New Idea!): Identify the core content using learning progressions as an organizational framework that is aligned with the common core state standards
  - Option 3 is the NCSC approach

NCSC (WG2) is Creating Core Connectors with Dual Alignment

- Each and every Core Content Connector (CCC) is aligned with the closest match Common Core State Standard (CCSC)
  - This alignment is being developed with a content expert who has deep knowledge of the CCSC
  - Will be useable across states who adopt the Common Core

- Each and every Core Content Connector was derived from the Learning Progressions framework
  - This alignment is being verified with author of the LP, Karin Hess

Aligned with Common Core State Standards

Aligned with Learning Progressions

Advantage of Dual Alignment

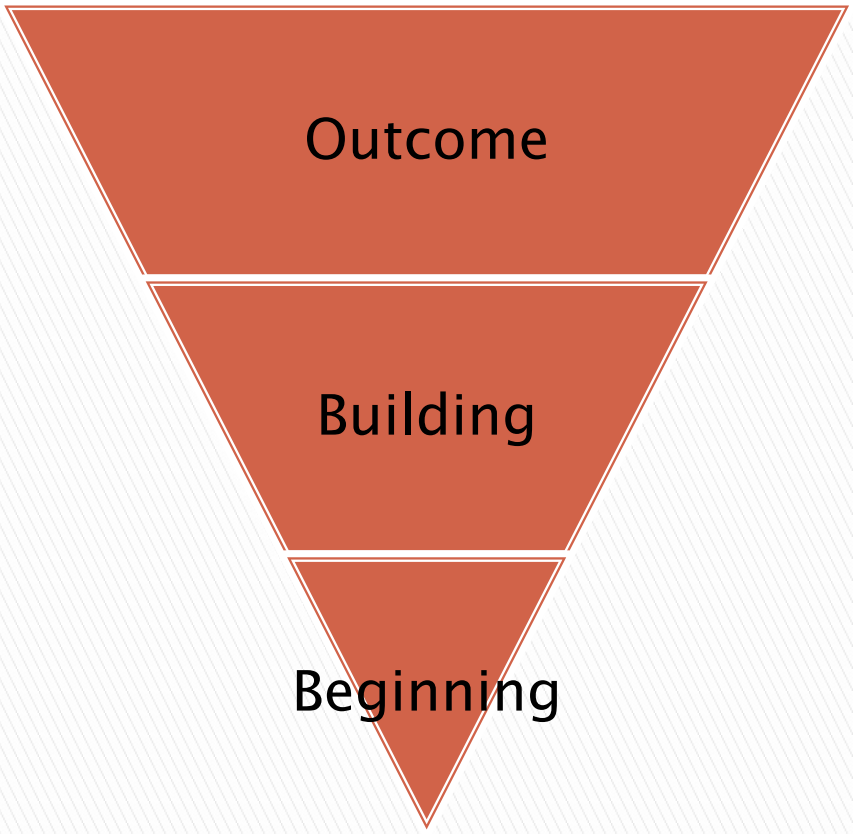
- Promotes access to grade level content standards
- Foster instruction of common core standards for students with SCD

- Promotes teaching towards defined learning outcomes
- Promotes sequential instruction across grades and grade bands within big ideas or concepts (i.e., first teach this, and then this, and then this to develop mastery of big idea)

Aligning with Common Core

Aligning with Learning Progressions

Key Points to Remember about Common Core Connectors



Identify the Core Content of the Common Core State Standards

Identify How to Build Learning Across Grades (from Learning Progressions)

Why Core Content Connectors (CCC)

- To contribute to a fully aligned system of content, instruction, and assessment.
  - CCC define connections between the PI and the CCSS
  - CCC pinpoint the starting point to plan instruction and assessment for students with SCD that has strong core content
  - CCC will be used by NCSC: by WG1 for creating the alternate assessment, by WG2 for creating curricular guides, and by WG3 for professional development

Steps We Follow for Creating Common Core Connectors

- Process:
  1. Identify the content within the Learning Progression for the strand, learning targets, and progress indicators
  2. Write Common Core Connectors that are a finer grain size for this progression at each grade level
  3. Identify best match Common Core State Standard for each connector
  4. Write a Curriculum Resource about the content for this strand in partnership with a content expert
  5. Validate both the CCS and the Curriculum Resource
     1. With content experts (alignment and accuracy of information)
     2. With teachers (useability)

What Consumers Need to Know

- How the CCC were developed
- Evidence of their alignment with Common Core State Standards
- How the CCC will be used to develop NCSC alternate assessment model
  - Each state will *not* need to develop its own set of CCCs or other extensions for NCSC participation

States

- How to read the CCC to plan instruction that links to the Common Core and builds across grades
  - Teachers will *not* need to create their own CCCs or other extensions of the Common Core Standards
- How to use the Curriculum Resource guide to plan lesson plans that are individualized for students with SCD

Teachers

Math Strands

- Strand 1: Symbolic Expression
- Strand 2: Numbers and Operations
- Strand 3: Measurement
- Strand 4: Patterns Relations and Functions
- Strand 5: Geometry
- Strand 6: Data Analysis, Statistics, and Probability

Example of the CCC– Big Idea– Geometry

	Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8	HS
Properties and attributes of shapes and figures and their corresponding parts	K-1a1 Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle)regardless of orientation of size	3-1h1 Recognize two-dimensional shapes (e.g., rhombus, pentagons, hexagons, octagon, ovals, equilateral, isosceles, and scalene triangles)	5-1a Recognize properties of simple plane figures	7-1e Construct or draw plane figures using properties.	
	K-1a2 Recognize shapes in environment	3-1h2 Compare shapes based upon their attributes	5-1b Distinguish plane figures by their properties	8-1g Recognize congruent and similar figures	HS-1b Use definitions to determine congruency and similarity of figures
	1.1b1 Distinguish two-dimensional shapes based upon their attributes (i.e., size, corners, and points)	4-1j1 Recognize a point, line, line segment, rays			

Example continued

Progress Indicators	Grade 5	Closest Match Common Core Standard
E.GM.1j recognizing and drawing points, lines, line segments, rays, angles, and perpendicular and parallel lines and identifying these in plane figures	**5-1j6** **Recognize parallel and perpendicular lines within the context of figures**	4.G.1 Draw points, lines, line segments, rays, angels, perpendicular, and parallel lines. Identify these in two-dimensional figures
M.GM.1a describing and classifying plane figures based on their properties	**5-1a** **Recognize properties of simple plane figures**	5.G.3 Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category
M.GM.1b recognizing and using properties belonging to categories and subcategories of plane figures (e.g., all rectangles have four right angles, so all squares are rectangles and have four right angles)	**5-1b** **Distinguish plane figures by their properties**	5.G.4 Classify two dimensional figures in a hierarchy based on properties

ELA Strands

- STRAND 1: Reading and Writing: Habits & Dispositions
- ・STRAND 2: Reading/Making Meaning at the Word Level
- ・STRAND 3: Reading Literature/Making Meaning at the Text Level
- ・STRAND 4: Reading Informational Texts/Making Meaning at the Text Level
- ・STRAND 5: Writing Literary Texts/Communicating Ideas and Experiences
- ・STRAND 6: Writing to Inform/Communicating Ideas through Informative Texts
- ・STRAND 7: Writing Persuasively/Communicating Opinions, Critiques, & Arguments

ELA Strand: Reading Literary Text

Progress Indicator: E.RL.m describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts		
3.RL.m1 **Compare author's point of view across texts .**	Craft and Structure 6. Assess how point of view or purpose shapes the content and style of a text.	*3.RL.6 Distinguish their own point of view from* *that of the narrator or those of the characters*
3. RL.m2 Identify or explain an illustration **that contributes to the mood of the story.** **Ch. 1, pg 2. This illustration shows me how** **determined Fern is to stop her father.**	Integration of Knowledge and Ideas 7: Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.	*3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)*
3. RL.m3 Identify or explain an illustration that **contributes to the setting of the story.** **Ch 17, pg 132. Many student may have never** **been to a fair. This illustration helps them to** **understand the setting.**	Integration of Knowledge and Ideas 7: Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.	*3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)*

Grade band view

Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted K.RL-1, 2, 3		
K	1	2
K.RL.d1 With prompting and support answer questions about key details in a story. K.RL.1	1.RL.d1 Answer questions about key details in a story. 1.RL.1	2.RL.d1 Answer “who”, “what” and “where” questions from stories. 2.RL.1
K.RL.d2 With prompting and support identify a main character in a story. K.RL.3	1.RL.d2 Ask questions about key details in a familiar story. 1.RL.1	2.RL.d2 Answer “how” and “when” and “why” questions from stories. 2.RL.1
K.RL.d3 With prompting and support identify a setting in a story. K.RL.3	1.RL.d3 Identify the main character from a story. K.RL.3	2.RL.d3 Describe or select a description of a major event or challenge in a story. 2.RL.3
K.RL.d4 With prompting and support identify major events in a story. K.RL.3	1.RL.d4 Describe a main character from a story. 1.RL.3	2.RL.d4 Describe or select a description of how characters respond to major events or challenges in a story. 2.RL.3

Validation from Special Educators

- Surveys
  - Instructional package
  - CCCs
  - Content Modules
- Case Studies
  - Instructional package

Creating Teacher Supports

Instructional Package

- Curriculum Resource Guides
- General Education units using principles of Universal Design for Learning
- Simple Activities for Scripted Systematic Instruction (SASSIs)
- Content Modules

Guiding Principles for Curricular Resources

- Promote Common Core State Standards
  - By using the Core Content Connectors
    - Dually aligned with learning progressions and CCSS
- Set high expectations for all students
- Apply principles of universal design for learning
- Apply evidence-based teaching practices for students with SCD
- Use general curriculum resources and general education content experts' review
- Offer options for ALL students in the 1%
- Reflect same emphasis/ priorities being used for assessment in WG1

Curriculum Resource- Purpose

- To provide guidance for teaching the CCSS to students with Significant Cognitive Disabilities
- To serve as a companion document to the CCC
- To help educators build knowledge of the essential content
- To delineate the necessary skills and knowledge students need to acquire to master these indicators
- To provide examples for differentiating instruction for a wide range of SWSCD

Content of Curriculum Resource

- How concept is taught in general education classroom
- How content can be applied in real world context
- How content can be differentiated by student need and grade band
- Universal Design for Learning
- How to teach necessary prerequisite skills concurrently with content
- How to address related and/or multiple content standards from other domains with the concept
- How to address College and Career Readiness skills within instruction of concept

Example of a Curriculum Resource Guide

- Share Curricular guide from desktop

UDL Unit Plans/ Lesson Plans

- For each topic there will be a UDL unit plan and sample daily lesson plans
  - These are developed for the entire general education class to be inclusive of ALL students
    - Purpose: to model how to plan for all students from the onset of instructional planning (universally designed learning) including students in AA-AAS
    - Excellent for coteaching and collaborative planning
    - Promote inclusive instruction; show how students who participate in AA-AAS can be in general education
    - This is well-designed Tier 1 instruction in RTI models
    - Developed by UKY WG3

Sample Unit Plan

- Share unit plan here

SASSIs

- Simple Activities for Scripted Systematic Instruction
  - Purpose: provide examples of how to teach the concepts to students at three levels of access
  - Take best of evidence-based instruction from research and put it in teaching script for teachers who may not have extensive training in systematic instruction
  - Comparable to Tier 2/Tier 3 interventions in RTI
  - Can be embedded in general education with a mixed ability group OR taught to small group or individual student with disabilities

SASSI Overview

SASSI

Simple Activities with Scripted Systematic Instruction

To Teach Core Content Connectors for the Common Core State Standards

Content Area	Grade Band	Concept	Standards Addressed
Mathematics- Geometry	Grades 6-8	Surface Area	*This would be a hot link to the standards addressed*

Activity: Wrapping a gift

Choose a Level: *Choose the activity script that most closely matches your student's current skills. You can combine more than one script for a student whose skills fall between levels or for a mixed ability group of students who will be working on the same activity.*

Select the links you want to build your SASSI script	Student's Current Skills	Skills this SASSI Develops The student will learn to-
○ Gaining "Hands-On" Concept	Little to no recognition of number; no understanding of area; little to no understanding of the attributes of shapes	-Identify surface area by tracing all six sides of box -Select square inch tile to indicate the measure being used -Indicate answer when shown completed computation -Select wrapping paper for square inch area
○ Learning the Math Process	Recognizes numbers to 10; identifies some shapes; may have learned perimeter	-Indicate surface area once -Use tiling to show meaning of square inch measure -Compute surface area using a formula and calculator -Select wrapping paper for square inch area indicated by using > surface area of box
○ Building Concepts	Can perform addition (may be with calculator); can find perimeter, knows attribute of rectangle (four sides)	-Discriminate between surface area and other dimensions -Select correct formula based on attributes of shape -Compute surface area -Compare surface area with various options to select correct size wrap

SASSI Flexibility

- Organized by type of instructional strategy vs. by type of student
- Can combine more than one strategy to create an intervention for students at multiple levels
- All levels have potential for use with all students who struggle with the concept (with and without disabilities)
  - Difference will be number of repetitions students need (e.g., students with most severe disabilities may need to do hands on concept for multiple days vs. one demonstration)

SASSI Sample

- Share example from desktop

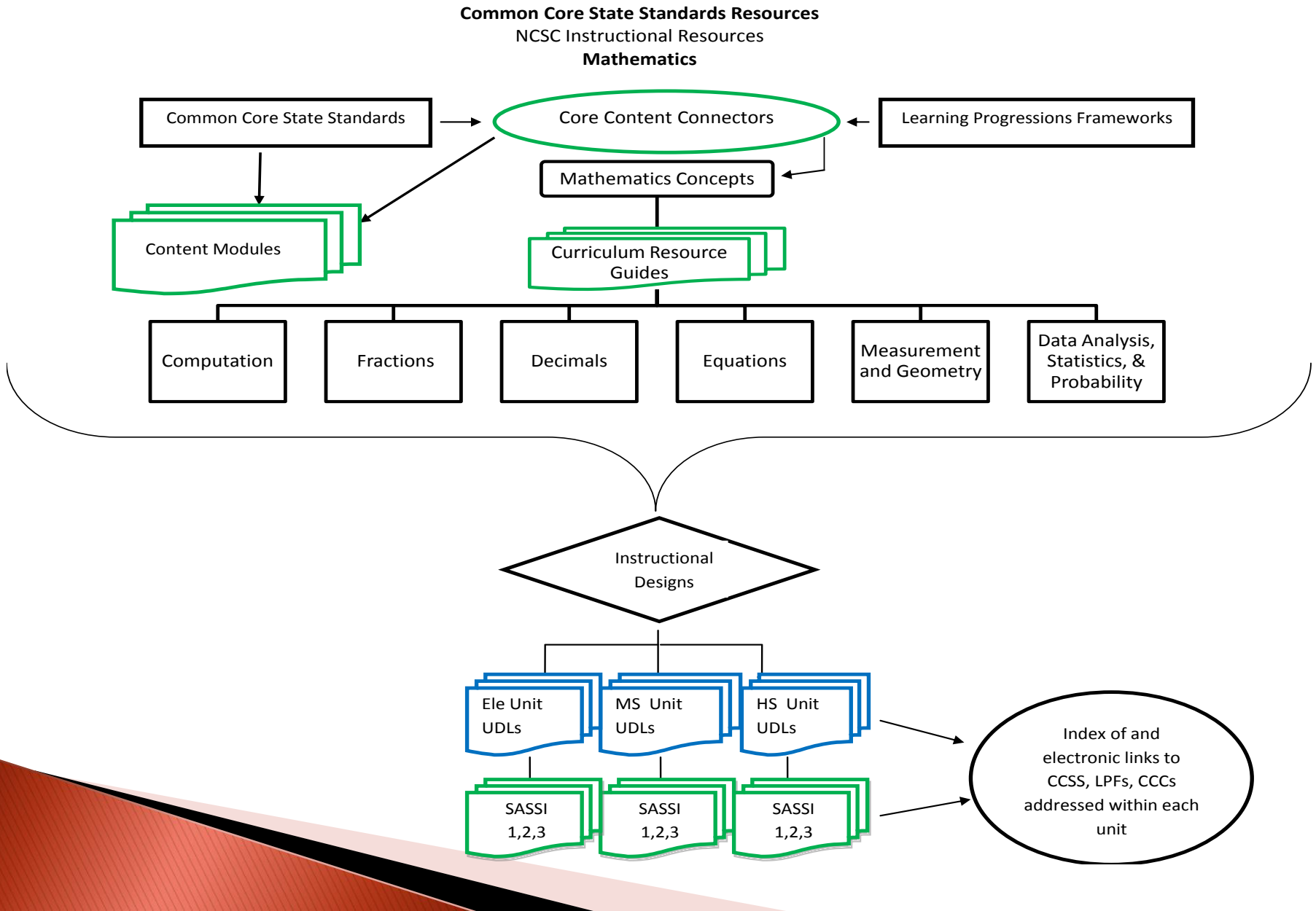
Content Module

- Purpose: To provide additional information on the most complex concepts in a multimedia format for teachers who do not have the content background
- There will be about one of these per Curriculum Resource Guide

Sample from Module

- **Module Objectives**
- After viewing the content module, teachers should be able to:
- Apply various strategies to determine perimeter, area, surface area, and volume of two and three dimensional shapes
- Apply formulas to determine perimeter, area, surface area, and volume of various polygons and shapes
- Solve word problems pertaining to area, surface area, and volume of various two and three dimensional shapes

Schema for Curricular Resources



What comes next?

- Once the CCC are developed, validated, and finalized:
  - Lesson plans on skill sequences within prioritized big ideas or concepts will be developed in ELA and math
  - These plans will be piloted in several states with teachers to determine use and degree to which students learn content via the instruction using the plans
  - Once finalized (after pilot work), lesson plans will be disseminated to all states within NCSC for teacher use