


Alternate Eligible Content:
The Cornerstone for
Effective Instruction
and Life Long
Learning



Pennsylvania Training and Technical Assistance Network

Presentation Objectives

- Practice development of content targets
- Identify and apply alternate eligible content (AEC):
 - Using essentialized examples
 - Applying essentialized examples to instruction and the development of lessons
- Locate resources and tools available for teachers to support delivery of instruction in regard to AEC
- Provide updates regarding the 2018 PASA



AFTER TRYING TO FLY BY THE SEAT OF HIS PANTS, FRED LEARNED THAT GOOD TEACHING REQUIRES GOOD PLANNING.

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Steps to Consider When Getting Started

1. Review and become familiar with the AEC

 Reading (ELA), Math

 Writing (ELA)

 Science

2. Gather information/data about each student

Steps to Consider When Getting Started

3. Review the AEC

4. Use the assigned grade for the identified student

5. Consider reviewing an essentialized example of the AEC, if available, to better understand the content at different levels of complexity

Resources to Support Understanding of AEC:

- PSSA Mathematics glossary
- PSSA ELA glossary
- AEC Across the Grades/Intent Documents
- Essentialized Examples

Getting Started:
Review AEC



These resources will enhance your understanding of the meaning and intent of the alternate eligible content

Gather Information About Each Student

- Present education levels/data in ELA, Math and Science as it relates to the AEC for the student's assigned grade level
- Communication, Language and Vocabulary
 - How the student takes information in
 - How the student demonstrates what they know

BEFORE Designing Unit/Lesson

- Determine each student's measurable targets aligned to the AEC
- Use the AEC as written
OR



Consider Essentialization of the AEC

If the present ed levels indicate you need to reduce the complexity further



New Tools to Support Unit/Lesson Design

AEC Across the Grades with Intent

Examples:

Math Grade 7

AEC: M07AR1.1.3a Represent a proportional relationship on a line graph
AEC Intent: Use a graph to show a relationship between characteristics (example: for every hour worked you earn \$1)

ELA Grade 6

AEC: E06AC2.1.1a Identify how the narrator's point-of-view affects the story
AEC Intent: Show the way the narrator thinks and feels and how that affects/influences the story



New Tools to Support Unit/Lesson Design

- Essentialized Examples
- Currently ELA/Math

ELA Essentialized Examples as of 8/2017

Grade	# of AEC Addressed	# of Examples	Total
3	3	6	36 ELA AEC 36 ELA Essentialized Examples
4	4	7	
5	4	7	
6	4	6	
7	6	6	
8	5	5	
10	4	4	

Math Essentialized Examples as of 8/2017

Grade	# of AEC Addressed	# of Examples	Total
3	4	7	36 Math AEC 36 Math Essentialized Examples
4	3	7	
5	3	7	
6	3	6	
7	3	5	
8	3	6	
10	3	3	

TOTAL AEC ADDRESSED: 72
 TOTAL ESSENTIALIZED EXAMPLES: 62

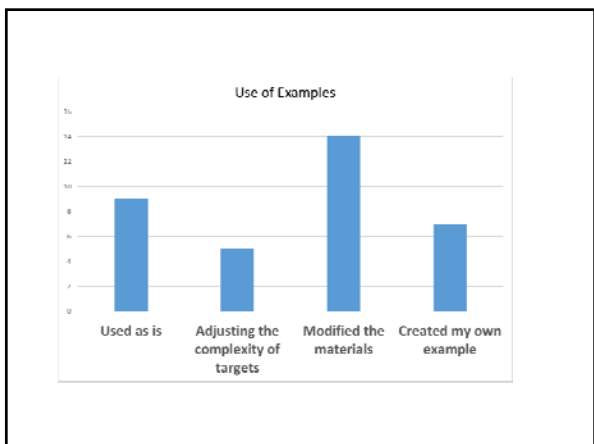
Purpose of Essentialized Examples

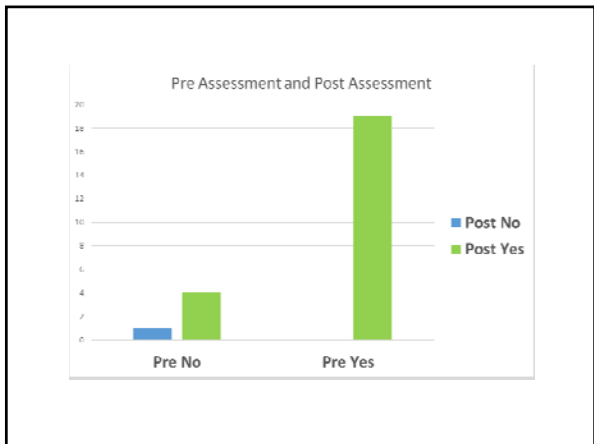
- To provide understanding of the content
- To provide ideas for reducing complexity
- To support design of content targets
 - You will add the mastery criteria and conditions specific for your student(s)
- To support design of assessment tools

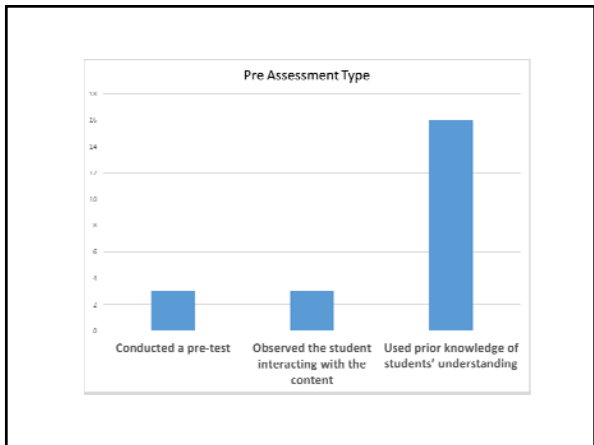


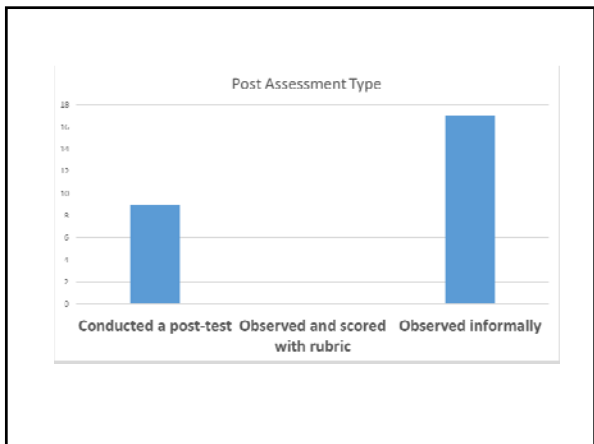
Essentialization Example Tryouts

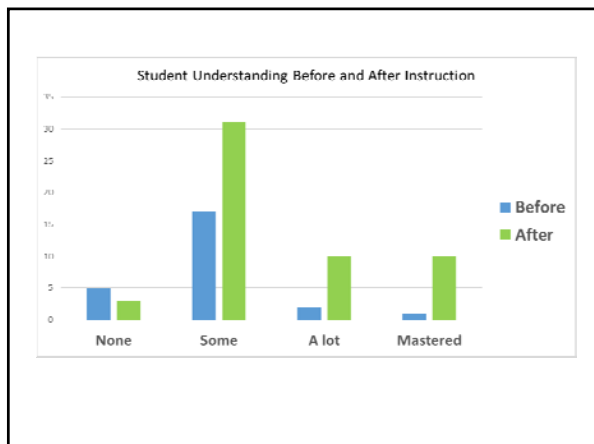
ELA/Reading					Math				
Grade	# of AEC with Examples	# of AEC tried out	% tried out	# of students	Grade	# of AEC with Examples	# of AEC tried out	% tried out	# of students
3	5	3	60.0	6	3	4	2	50.0	3
4	4	1	25.0	1	4	5	1	20.0	2
5	1	2	50.0	5	5	5	1	20.0	4
6	4	0	0.0	0	6	5	1	20.0	2
7	8	1	12.5	4	7	5	2	40.0	6
8	5	3	60.0	5	8	5	3	60.0	4
11	4	2	50.0	7	11	9	3	33.3	5

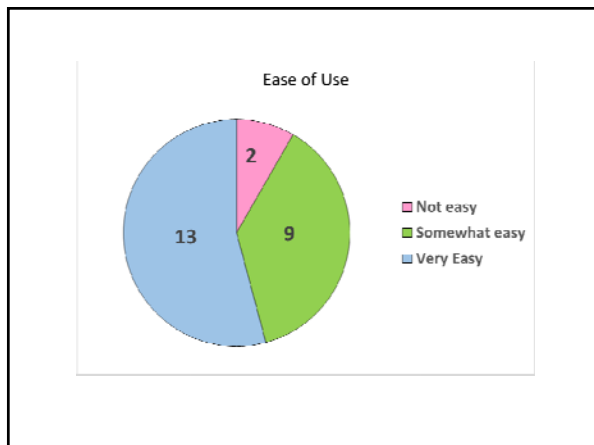


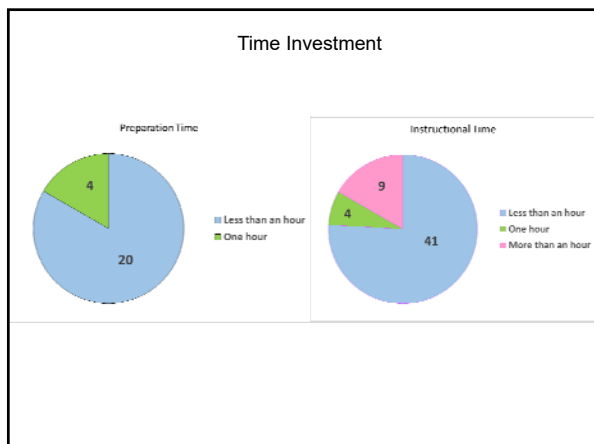


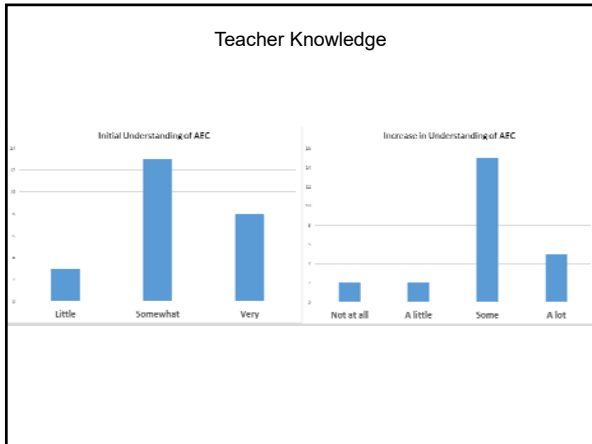












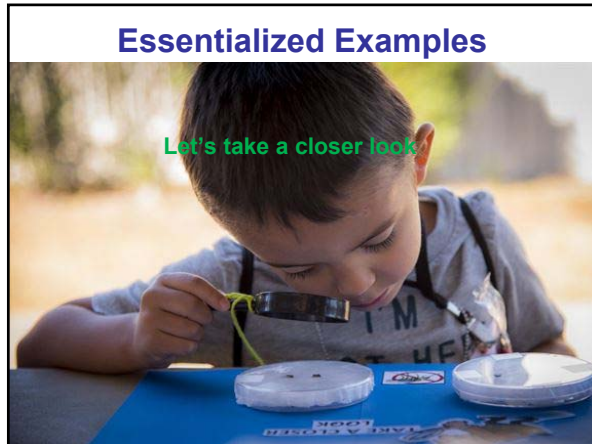
Using Essentialized Examples to Create Measureable Targets

Math
ELA/Reading

Pennsylvania Training and Technical Assistance Network

Designing Measurable Content Targets

- Essentialized examples give you a SAMPLE
– You can design your own
- Reduce complexity through the coded variables
- Remain aligned to the alternate eligible content through the intent
- Add measurement and conditions specific for your student(s)



ELA EXAMPLE

Most content complexity →

Mid-content complexity →

Least-content complexity →

Content Target Examples

Alternate Eligible Content: E03AK1.1.3a
Identify characters and what they do during events in a story.

Intent Statement: Find the characters in a story or story parts and describe what the characters did in the story

- 1. Most Complex Level (at the level as written):**

 - **Content Target:** To name the characters in the story and describe two things that each one said or did.
 - **Example:** Student will read or listen to modified text.
- 2. Mid-Complex Level:**

 - **Content Target:** Given modified text and pictures of two characters, identify the character whose actions are being described.
 - **Example:** Student will read or listen to modified text.
- 3. Least Complex Level:**

 - **Content Target:** Given a passage from the text that describes a behavior of a character, picture cues with a choice of two characters, identify the character whose actions are being described.
 - **Example:** Listen to modified text with pictures/objects of characters.

SCHEDULE EXAMPLE

<p>E03AK1.1.3a - Identify characters and what they do during events in a story.</p>	<ul style="list-style-type: none"> ▪ Two, 15 min sessions/day (one short reading per session with probes)
	<ul style="list-style-type: none"> ▪ One, 30 min session/day (2-3 short readings per session with probes)

TEACHING MATERIALS EXAMPLE

<p>E03AK1.1.3a - Identify characters and what they do during events in a story.</p> <ul style="list-style-type: none"> ▪ After being read to (using an unfamiliar story), the student will identify/find 2 characters in a story part and describe, show or find what the characters did (with the option of a picture selection as needed) at 100% correct in 3 consecutive probes. ▪ One, 30 min session/day (1 - short readings per session with probes) 	<ul style="list-style-type: none"> ▪ Specific instruction for identifying characters and what they do (more on this in future webinar) ▪ 5- Readings, 3 grade reading level: <ul style="list-style-type: none"> ▪ Readworks.org: Attack of the Leftovers ▪ Book: Sheila Rae, the Brave by Kevin Henkes ▪ Book: Mr. George Baker by Amy Hest ▪ Book: Amber Brown is Not a Crayon by Paula Danziger ▪ Book: Doctor DeSoto by William Steig
<p>Paired activities:</p> <ul style="list-style-type: none"> ▪ Short phrases for extra practice. The student selects the character and what the character is doing. ▪ Definition of character review and additional practice. 	<p>Pictures/objects:</p> <ul style="list-style-type: none"> ▪ Photocopy picture of characters and actions from each reading from the selected part of the reading to support a picture selection response.

EXAMPLE SUPPORTS

<p>E03AK1.1.3a - Identify characters and what they do during events in a story.</p> <ul style="list-style-type: none"> ▪ One, 30 min session/day (1 - short readings per session with probes) 	<p>Lessons, paired activities and probes:</p> <ul style="list-style-type: none"> ▪ Photocopy picture of characters and potential actions from selected parts of the reading for picture selection response (as necessary). ▪ Objects to teach unfamiliar actions. ▪ Include extra pics/actions as distractors.
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Math EXAMPLE

Most content complexity

	Cookies Sold	Cupcakes Sold	Total
Classroom 1	6	10	16
Classroom 2	9	8	17

Least content complexity

Graphics, Text, Tables, Symbols

Content Target Example

Alternate Eligible Content: M08DS1.2.1a Answer a question using data from a two-way table.

Intent Statement: Use summary data combining two characteristics to answer question

Most Complex Level (at the level as written):
Content target: When shown a two-way table the student will use data to answer questions.
Example: Show the below two-way table to the student and explain that it shows how many cookies vs. cupcakes were sold at the Bake Sale. The table contains digits and words as representative values in the columns and rows

Mid-Complex Level:
Content target: When shown a two-way table with additional supports to aid with understanding, the student will use data to answer questions.
Example: Show the below two-way table to the student and explain that it shows how many cookies vs. cupcakes were sold at their Bake Sale. The table contains pictures and words paired with digits in the columns and rows

Least Complex Level:
Content target: When shown a simplified two-way table the student will use data to answer a question.
Example: Show table and explain that classroom students gave away cupcakes. Count how many cupcakes were given away. The table contains pictures and quantitative amounts represented with visuals/manipulatives.

Setting targets: Mastery Criteria

Alternate Eligible Content: M08DS1.2.1a Answer a question using data from a two-way table.


Most Complex Level	Mid-complex Level	Least Complex Level
<p>Given a two way table populated with words and digits, the student will answer questions directly related to the content of the table at 100% correct in 3 consecutive probes.</p> <ul style="list-style-type: none"> Independent reading Use of digits and words Independent interpretation of what is on the table 	<p>After being shown a two way table with picture/manipulative supports paired with words and digits, the student will answer questions directly related to the content of the table at 100% correct in 3 consecutive probes.</p> <ul style="list-style-type: none"> Words are paired with pictures and/or manipulatives Numerical amounts are represented and paired with digits. Complexity of amounts used reduced 	<p>When shown a simplified two way table using manipulatives/visuals and models to support understanding of the content of the table, the student will answer a simplified question at 100% correct in 3 consecutive probes.</p> <ul style="list-style-type: none"> Only visuals/manipulatives used to represent content of the table Modeling and support are provided to guide student when answering

reduction in complexity from most to least complexity

Sample probe across complexity levels

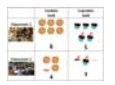
Most content complexity

Question Example: (1) How many cookies were sold by Classroom 1? (2) How many cookies were sold by Classroom 2? (3) How many cupcakes were sold by Classroom 1? (4) How many cupcakes were sold by Classroom 2?




Mid-content complexity


Question Example: (1) How many cookies were sold by Classroom 1? (2) How many cookies were sold by Classroom 2? (3) How many cupcakes were sold by Classroom 1? (4) How many cupcakes were sold by Classroom 2?



Least-content complexity

Example: Show table and explain that classroom students gave away cupcakes. Count how many cupcakes were given away. Then ask, "Find/tell the one that gave more?" The student can point or use an oral, sign, or other appropriate response. Beware of using response cards that result in a matching a response which is not the intent of this item.





5 - Steps in Planning Instruction

TEACHING SCHEDULE EXAMPLE

<p>Alternate Eligible Content: M08DS1.2.1a Answer a question using data from a two-way table.</p>	<ul style="list-style-type: none"> ▪ One, 30 min session/day (15-20 minute direct instruction with guided practice 10 minute practice with feedback using a variety of tables) ▪ Two, 15 min sessions/day (Intensive instruction in specific areas 2 How to read columns and rows of tables) such as session 1 identifying content of the table session
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TEACHING MATERIALS EXAMPLE

<p>Alternate Eligible Content: M08DS1.2.1a Answer a question using data from a two-way table.</p> <ul style="list-style-type: none"> Given a two way table populated with words and digits, the student will answer questions directly related to the content of the table at 100% correct in 3 consecutive probes. One, 30 min session/day (15-20 minute direct instruction with guided practice 10 minute practice with feedback using a variety of tables) 	<ul style="list-style-type: none"> Specific instruction for identifying content, table structure and how to read it (more on instruction in future webinar) 3 tables: <ul style="list-style-type: none"> Classroom Bake Sale <ul style="list-style-type: none"> You can manipulate the tables in the examples and change to add any content/pictures/ visuals you want to make additional examples. Print out the blank grid to use when explicitly teaching columns/rows
<p>Paired activities:</p> <ul style="list-style-type: none"> Identifying construct of table (row/ columns-change content connected) Define purpose (title) and parts of the table Construct a table 	<p>Pictures/objects:</p> <ul style="list-style-type: none"> Use content based on what is familiar for students Age appropriate pictures/visuals/manipulatives suggested in example Blank grids

ESTABLISH SUPPORTS EXAMPLE

<p>Alternate Eligible Content: M08DS1.2.1a Answer a question using data from a two-way table.</p> <ul style="list-style-type: none"> One, 30 min session/day (15-20 minute direct instruction with guided practice 10 minute practice with feedback using a variety of tables) 	<p>Lessons, paired activities and probes:</p> <ul style="list-style-type: none"> Photocopies of pictures and objects used in tables Templates that are formatted as graph for students to manipulate, highlighters Large graphs size for ease of use Represented digitally for use with smartboard Think pair share structures Manipulatives Wikisticks for defining graph
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Activity

- Select one reading and one math essentialized example within your preferred grade level
- Considering your child/student, practice writing a content target related to the AEC
 - Use the essentialized example as a model or create your own related to the AEC/ intent
 - Make it measureable
 - What materials, supports and schedule might be used to teach the AEC?
 - How would you measure the child's achievement of the target?

Essentialized Examples for Writing Instructional Considerations




- Important considerations
 - Defining writing
 - Providing a look at 'across the grades' for writing
 - Providing access to writing
 - Varying levels of complexity through the essentialization process



Grade 5 AEC E05C1- Introduce a topic

DRAFT WRITING EXAMPLE	DRAFT WRITING EXAMPLE
<p>PA (Pennsylvania) Example: Write a letter to the editor of your local newspaper. Use the information you gathered to write a letter to the editor of your local newspaper. Use the information you gathered to write a letter to the editor of your local newspaper.</p> <p>Florida Example: Write a letter to the editor of your local newspaper. Use the information you gathered to write a letter to the editor of your local newspaper.</p> <p>Alabama Example: Write a letter to the editor of your local newspaper. Use the information you gathered to write a letter to the editor of your local newspaper.</p> <p>Alabama Example: Write a letter to the editor of your local newspaper. Use the information you gathered to write a letter to the editor of your local newspaper.</p> <p>Alabama Example: Write a letter to the editor of your local newspaper. Use the information you gathered to write a letter to the editor of your local newspaper.</p>	<p>PA (Pennsylvania) Example: Write a letter to the editor of your local newspaper. Use the information you gathered to write a letter to the editor of your local newspaper.</p> <p>Florida Example: Write a letter to the editor of your local newspaper. Use the information you gathered to write a letter to the editor of your local newspaper.</p> <p>Alabama Example: Write a letter to the editor of your local newspaper. Use the information you gathered to write a letter to the editor of your local newspaper.</p> <p>Alabama Example: Write a letter to the editor of your local newspaper. Use the information you gathered to write a letter to the editor of your local newspaper.</p> <p>Alabama Example: Write a letter to the editor of your local newspaper. Use the information you gathered to write a letter to the editor of your local newspaper.</p>



4th Grade science
 – S4B.1.1a
 Identify plants or animals that live in different environments (limited to grasslands, tundra, desert, aquatic, forest, and rainforest)

DRAFT SCIENCE EXAMPLE

Multiple Choice Identify plants or animals that live in different environments (limited to grasslands, tundra, desert, aquatic, forest, and rainforest).

1. Which of the following is a plant that lives in a tundra?

A. Palm tree
 B. Cactus
 C. Rose
 D. Bearberry

2. Which of the following is an animal that lives in a desert?

A. Caribou
 B. Bearberry
 C. Coyote
 D. Arctic fox

DRAFT SCIENCE EXAMPLE

Here are some plant names.

- Select the ones that grow in a tundra and list them under the heading Tundra.
- Select the ones that grow in deserts and list them under the heading Desert.
- Remember there may be some that do not belong in either category.

PLANTS			
Arctic moss	Cactus	Bearberry	Desert
Palm tree	Rose	Desert sage	Caribou moss

Tundra	Desert

DRAFT SCIENCE EXAMPLE

Multiple Choice Identify plants or animals that live in different environments (limited to grasslands, tundra, desert, aquatic, forest, and rainforest).

1. Which of the following is a plant that lives in a tundra?

A. Palm tree
 B. Cactus
 C. Rose
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2. Which of the following is an animal that lives in a desert?

A. Caribou
 B. Bearberry
 C. Coyote
 D. Arctic fox

DRAFT SCIENCE EXAMPLE


Here are some plant names.

- Select the ones that grow in a tundra and list them under the heading Tundra.
- Select the ones that grow in deserts and list them under the heading Desert.
- Remember there may be some that do not belong in either category.

PLANTS			
Arctic moss	Cactus	Bearberry	Desert
Palm tree	Rose	Desert sage	Caribou moss

Tundra	Desert

PA-AIP
Professional Development Opportunities:
Alternate Eligible Content and Essentialization



Pennsylvania Training and Technical Assistance Network

Up and Coming in 2017-18



New Trainings

Training	Type	When
Writing AEC and Instruction	Series: Regional Large Group with Virtual/Application Follow-Up	Late Fall Early Winter
Science AEC and Instruction	Series: Regional Large Group with Virtual/Application Follow-Up	Winter
Advanced Essentialization and Instruction for Reading and Math	Webinar Series	Early Winter

Projects



Teacher Workgroup

Development of Additional Essentialized Examples

Partnerships
Developing PD Resources for:
Writing AEC/Instruction
Science AEC/Instruction
Essentialization/Instruction



Collaboration



AEC aligned with Eligible Content and PA Core Standards

Essentialized examples aligned with AEC

New in 2017-18 PLC to support teachers with AEC and instruction

PASA Updates



Pennsylvania Training and Technical Assistance Network

PASA Project

- The PASA Project through the University of Pittsburgh serves as the test vendor
 - New leadership at the PASA Project
 - New website beginning August 1st
 - www.pasaassessment.org
 - Technical assistance email and phone number will be available to LEAs and Service Providers



PASA Testing Window

- PASA Testing Window for 2018-2020 are posted to the BSE website at:
<http://www.education.pa.gov/K-12/Special%20Education/Pages/PA-Alternate-System-of-Assessment.aspx#tab-1>
- The 2018 PASA window is February 19-April 13.
- All students must be assessed during this window.

PASA Enrollment and Administration



- One enrollment system for all subject areas
- Three options for test delivery of all subjects (like PASA Science)
 - Digital, non-digital, or combination
- BSE is strongly recommending digital uploading of video rather than returning media
- All subject areas will have student response entered into the digital system (like PASA Science)


FUTURE Developments of PASA

- PASA Writing will be field tested in 2018
- PASA Writing will be operational in 2019
- PASA Reading and Math will change from three levels to two levels (proposed for 2019)
- A placement test will be developed for entrance into the PASA and will be available in 2019

FUTURE Developments of PASA

- Teachers and professionals will develop test items for PASA
 - More details will be forthcoming. Persons interested now, may submit name and contact information to AlternateAssessment@pattan.net
- A continuous loop of item development, review, and improvement occur as industry standard

Professional Development



- A face to face training will be scheduled Fall of 2017
 - The purpose is to provide details about enrollment processes, online-training requirements, test administration procedures, test security, and frequently asked questions
 - The training will incorporate information from the newly developed PASA Handbook for Assessment Coordinators

1% CAP

- ESEA/NCLB:
 - Participation was not limited but based upon eligibility criteria
 - The number of proficient and advanced scores from the alternate assessment that could count toward accountability was limited to 1%
- ESEA/ESSA:
 - Mandates that no more than 1% of all assessed students (which equals about 10% of students with disabilities) can participate in a state's alternate assessment
 - Calculated for each subject area

ESSA Implications

- Participants in the PASA will need to be examined more closely ensuring that only the students with the most significant cognitive disabilities participate
- States are following the guidance set forth by USDOE May 2017
- States are following guidance in a webinar, PowerPoint presentation, and publication developed by the National Center on Educational Outcomes
 - <https://nceo.info/>

Criteria Review and Stakeholder Feedback

1. At your table discuss assigned PASA eligibility criteria.
2. Make recommendations for improved language and/or greater clarity of criteria to assist in determining students with the most significant cognitive disabilities
3. Record recommendations on chart paper



Presentation Objectives

- Practice development of content targets
- Identify and apply alternate eligible content (AEC):
 - Using essentialized examples
 - Applying essentialized examples to instruction and the development of lessons
- Locate resources and tools available for teachers to support delivery of instruction in regard to AEC
- Provide updates regarding the 2018 PASA

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