Objectives

Participants will:

- Be able to identify changes and updates for the 2016 PA Alternate Assessment
- Be able to identify the Alternate Eligible Content through and across grades as well as current and planned instructional resources to support learners
- Provide feedback in regard to the draft science alternate eligible content and alternate assessment
Progress over the last year

- Draft Alternate Eligible Content reviewed online and at 2014 summer institutes
- National expert review
- Comments and feedback incorporated
- Revisions determined by focus groups
- Draft of Alternate Eligible Content in Final Review!!!

PASA Criteria

Who is eligible to take the PASA?
PASA Eligibility Criteria

1. By September 1 of the school year in which this IEP will be operative, will the student be in grade 3, 4, 5, 6, 7, 8, or 11?  Yes/No

   AND

2. Does the student have significant cognitive disabilities?  Yes/No

   AND

3. Does the student require intensive instruction to learn?  Yes/No

   AND

4. Does the student require extensive adaptation and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?  Yes/No

   AND

5. Does the student require substantial modifications of the general education curriculum?  Yes/No

   AND

6. Does the student's participation in the general education curriculum differ substantially in form and/or substance from that of most other students (i.e., different objectives, materials, or activities)?  Yes/No

New PASA Requirements

- Develop policies/procedures to enhance PASA test security

- Who takes the PASA? Review the 6 Criteria - BSE monitoring  Alternate Assessment Data

- Teacher/Test administrator participation in PASA webinars

- Digital recording and uploading of PASA test administration
Test Security

Examples of PASA Violations

The following are examples of testing violations. This is NOT an exhaustive list:

- Failing to properly monitor the test administration or failing to return materials to PASA as requested
- Allowing tests to be administered by unauthorized personnel
- Providing the student with assessment questions prior to the video recorded PASA administration
- Editing videotapes to exclude incorrect responses
Test Security Information for PASA (Tentative)

Test Security Certifications

• The Test Security Certifications must be signed before the assessments are administered - School Assessment Coordinator, Special Education Supervisor and Test Administrator

• Test Security Certification forms will be part of the PASA General Administration information located on the PASA-Digital website

• Digital signature on the Certification form will be required

Potential Consequences of Testing Violations

For Educators:

• Verbal reprimand
• Written reprimand
• Suspension with or without pay
• Termination
• Revocation of certification
• Criminal charges
Alternate Eligible Content and Instruction
Increasing Academic Expectations

Who it is for: Eligibility and Content PASA vs PSSA

**PASA**
- **Alternate** Eligible Content
- Students with **Significant Cognitive Disabilities**
  Eligible for PASA - Determined by the IEP team

**PSSA**
- **Keystone Exams**
- **PSSA/Keystone** Eligible Content
- **All Students** including students with disabilities **NOT eligible for the PASA**
High Expectations Aligned with Individual Instructional Levels

PA Core Standards

- **PASA**
- **PSSA**
- **Keystone**

**Instruction and Assessment**
- Most Complex
- Essentialize – Mid Complexity
- Essentialize – Least Complex

**Instruction**
Essentialize to scaffold from instructional level to Eligible Content

**Assessment**
At the Level of Eligible Content

Alternate Eligible Content

<table>
<thead>
<tr>
<th>English Language Arts/Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>Numbers and Operations</td>
</tr>
<tr>
<td>Informational Text</td>
<td>Algebra</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>Measurement and Data Analysis</td>
</tr>
</tbody>
</table>
### Alternate Eligible Content - Grade 6 ELA/Reading

**PA Reporting Category:** E06.B Informational Text  
**PA Core Standards:**  
CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.  
CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**Assessment Anchor:**  
E06.B-K.1 Key Ideas and Details

<table>
<thead>
<tr>
<th>DESCRIPTOR</th>
<th>ELIGIBLE CONTENT</th>
<th>Alternate Eligible Content Code</th>
<th>ALTERNATE ELIGIBLE CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>E06.B-K.1.1</td>
<td>Demonstrate understanding of key ideas and details in informational texts.</td>
<td>E06BK1.1.1a</td>
<td>Answer a literal question about a text</td>
</tr>
<tr>
<td>E06.B-K.1.1.1</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</td>
<td>E06BK1.1.1b</td>
<td>Answer an inferential question about a text</td>
</tr>
<tr>
<td>E06.B-K.1.1.1</td>
<td></td>
<td>E06BK1.1.1c</td>
<td>Identify details and evidence from the text to answer literal and inferential questions</td>
</tr>
<tr>
<td>E06.B-K.1.1.2</td>
<td>Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>E06BK1.1.2a</td>
<td>Identify the main idea/central idea using key details/evidence from the text</td>
</tr>
<tr>
<td>E06.B-K.1.1.2</td>
<td></td>
<td>E06BK1.1.2b</td>
<td>Summarize the text</td>
</tr>
<tr>
<td>E06.B-K.1.1.3</td>
<td>Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).</td>
<td>E06BK1.1.3a</td>
<td>Identify how an individual’s actions or an event or idea contribute to the text</td>
</tr>
</tbody>
</table>
ELA/Reading: Alternate Eligible Content

- Grade Appropriateness
- Reading vs Read Aloud

Reading Vs Read Aloud

- Teaching students to read
- Students reading text independently
  - Phonemic awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
Reading Vs Read Aloud

- Reading text aloud to students
- Access to print/text for student while listening to text being read
  - Develop the concepts in the text by promoting discussion that ties concepts to the students' background
  - Establish a purpose for listening
  - Use visual supports while reading aloud to help students focus attention and to reinforce concepts
  - Ask questions that promote both literal and interpretive or critical responses
  - Frequently check with the student for understanding

Alternate Eligible Content
ELA/Reading
Informational Text Across the Grades
## Alternate Eligible Content – ELA/Reading
### Informational Text Across the Grades

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer a literal question about a text</td>
<td>Answer a literal question about a text</td>
<td>Answer a literal question about a text</td>
<td>Answer a literal question about a text</td>
<td>Answer a literal question about a text</td>
<td>Answer a literal question about a text</td>
<td>Answer a literal question about a text</td>
</tr>
<tr>
<td>Identify details from the text to support answers to literal questions</td>
<td>Identify details from the text to support answers to literal questions</td>
<td>Identify details from the text to support answers to literal questions</td>
<td>Identify details and evidence from the text to support answers to literal and inferential questions</td>
<td>Cite details and evidence from the text to support answers to literal and inferential questions</td>
<td>Cite the most important details and evidence from the text to support answers to literal and inferential questions, including conclusions or summaries of the plot</td>
<td></td>
</tr>
<tr>
<td>Identify the main idea/central idea of a text</td>
<td>Identify the main idea/central idea of a text</td>
<td>Identify the main idea/central idea of a text</td>
<td>Identify the main idea/central idea of a text</td>
<td>Identify two main ideas/central ideas in a text</td>
<td>Identify two themes/central messages of a text using key details/evidence from the text</td>
<td></td>
</tr>
</tbody>
</table>

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### Alternate Eligible Content: Math Example
Alternate Eligible Content - Grade 7 Math

PA Reporting Category: M07.A-N The Number System
PA Core Standards:
CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.

Assessment Anchor
M07.A-N.1 Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers.

<table>
<thead>
<tr>
<th>DESCRIPTOR</th>
<th>ELIGIBLE CONTENT</th>
<th>Alternate Eligible Content Code</th>
<th>ALTERNATE ELIGIBLE CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>M07.A-N.1.1 Solve real-world and mathematical problems involving the four operations with rational numbers.</td>
<td>M07.A-N.1.1.1 Apply properties of operations to add and subtract rational numbers, including real-world contexts.</td>
<td>M07AN1.1.1a</td>
<td>Solve a 1-step addition or subtraction problem with fractions, decimals, or positive/negative integers</td>
</tr>
<tr>
<td>M07.A-N.1.1.2 Represent addition and subtraction on a horizontal or vertical number line.</td>
<td>M07AN1.1.2a</td>
<td>Identify the difference between two numbers on the number line</td>
<td></td>
</tr>
<tr>
<td>M07.A-N.1.1.3 Apply properties of operations to multiply and divide rational numbers, including real-world contexts; demonstrate that the decimal form of a rational number terminates or eventually repeats.</td>
<td>M07AN1.1.3a</td>
<td>Solve a multiplication or division problem with positive/negative rational numbers</td>
<td></td>
</tr>
</tbody>
</table>

Math Methodologies: Examples

- Visual representations
- Visual arrays
- Digits
- Calculator manipulation
- Memorization of facts
## Math Across the Grades: Numbers and Operations

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of addition with small sets</td>
<td>Add or subtract whole numbers with sums and differences &lt;1000</td>
<td>Add or subtract decimals to the tenths place</td>
<td>Solve a problem using up to 3-digit whole numbers and any of the four operations</td>
<td>Solve a 1-step addition or subtraction problem with fractions, decimals, or positive/negative integers</td>
<td>Convert a fraction to a decimal up to the hundredths place</td>
<td>Convert between fractions and decimals in a real-world problem</td>
</tr>
<tr>
<td>Demonstrate understanding subtraction with small sets</td>
<td>Identify equivalent fractions using representations</td>
<td>Round a two-digit number to the nearest ten</td>
<td>Identify place value in a 3-digit number using models</td>
<td>Identify the opposite of a number on the number line</td>
<td>Locate a non-terminating decimal at its approximate location on the number line</td>
<td></td>
</tr>
<tr>
<td>Identify the unit fraction or other proper fraction (denominators = 2, 3, 4, 6) that matches the representation</td>
<td>Compare two fractions with like denominators</td>
<td>Identify equivalent fractions</td>
<td>Identify the difference between two numbers on the number line</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify equivalent fractions</td>
<td>Identify single-digit whole numbers</td>
<td>Illustrate the concept of division using fair and equal shares</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model relationships between adjacent digits in a multi-digit whole number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Where the Alternate Eligible Content is located

**PaTTAN**

- Click on Educational Initiative tabs
  - Scroll and click on Students with Significant Cognitive Disabilities (list on right)
    - Click on Alternate Eligible Content

**Alternate Eligible Content = Target for Instruction**
Instruction and Students with Significant Cognitive Disabilities

Effective, strategic, explicit instruction + Active engagement and ongoing assessment = On-task behavior leading to learning

Resources and Considerations Across All Grades and Content
Communication essentials

- Identify expressive and receptive preferred modes of communication for EACH student

- Language
  - What vocabulary and knowledge does the student already demonstrate? (labeling, requesting, understanding, etc.)
  - What needs to be explicitly taught?

- Vocabulary complexity reduction

- Use of familiar, frequently used language for each student
  - orally, signed, brailed, gestured or through an alternate or augmentative means

Let’s take a closer…
Essentialization
Making the Content Accessible for ALL Students

Instruction for Students Eligible for PASA

- Read and understand the Alternate Eligible Content for the grade level(s) you are teaching
- Review the student’s individual instructional level data related to the content being addressed
- Defining/refining the learning target(s)
  - Determine if the student can achieve, with instruction, the content as written
    - If yes, proceed with Alternate Eligible Content
    - If not…Essentialize to reduce complexity to student’s instructional level
Essentialization

- Code using the essentialization system
- Consider the intent of the content
- Reduce the depth, breadth and complexity based on what you know about the student(s)
  - TO generate meaningful and attainable targets

Essentialization Considerations

- Essentializing Alternate Eligible Content is not the same as developing lessons/units
- Instruction should be at the level that each student is
- Essentialized target should remain aligned to the intent of the Alternate Eligible Content, rather than its components
Essentialization

- Code using the essentialization system
- Consider the intent of the content
- Reduce the depth, breadth and complexity based on what you know about the student(s)
- TO generate meaningful and attainable targets

Essentialization Coding

1. READ a piece of content
2. Refer to the PA ELA/Math glossaries to understand terms and intent, if necessary

- Circle WHAT students need to KNOW
- Box what they need to DO with the ‘what’
- Underline the CONTEXT of what they need to know and do
Resources for Vocabulary and Content

Available at www.pdesas.org
Click on Standards
  Click on PA Core tab
    Click on ELA or Math Eligible Content
      Click on Glossaries at the bottom of the right hand column

Links to the Glossaries
Essentialization Coding Example

**KNOW**

- M03DM1.3.1a **Count money using coins or one dollar bills**

**DO**

- What does the student data tell you?
  - What are the receptive and expressive modes of communication?
  - Can they count?
  - What range of numbers do they count?
  - Can they skip count?
  - Can they distinguish between different denominations of money?
  - Do they associate the value with the denominations?
  - Can they discriminate different amounts of one kind of currency?

**CONTEXT**

---

Essentialization

- Code using the essentialization system
- **Consider the intent of the content**
  - Reduce the depth, breadth and complexity based on what you know about the student(s)
  - TO generate meaningful and attainable targets
Essentialization – Consider the Intent

PA Core Standard
PA Reporting Category
PA Eligible Content
PA Alternate Eligible Content

Essentialization

Instructional Design

Essentialization - Before reducing complexity

- Examine the content and ask:
  - What is the intent of this piece of content?

Example 3rd grade:
M03DM1.3.1a Count money using coins or one dollar bills

Reporting category: Measurement and Data
PA Core Standard: CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.
PSSA Eligible Content: M03.D-M.1.3.1 Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than $5.00.
Essentialization - Before reducing complexity

► Examine the content and ask:
  ► What is the intent of this piece of content?

Example 3rd grade:
M03DM1.3.1a Count money using coins or one dollar bills
Is it about…
Counting?  OR
Understanding of money (value)

Essentialization – Reducing Depth, Breadth, Complexity

► Code using the essentialization system
► Consider the intent of the content
► Reduce the depth, breadth and complexity based on what you know about the student (s)
  ► TO generate meaningful and attainable targets
Examples: Essentializing the Alternate Eligible Content

**Count money using coins or one dollar bills**

- Count coins up to 50 cents using multiple coins of the same denomination (either dimes, nickels or quarters)
- Counts out up to 4 one dollar bills from a group of 6 one dollar bills
- Counts/identifies a set with 1 cent when presented with 3 separate sets of pennies: a set of 10, a set of 15 and a set of 1.

Example of Essentializing - 6th grade Informational text

*Primary Alternate Eligible Content*

E06BK1.1.1c Identify details and evidence from the text to answer literal and inferential questions

*Partner Alternate Eligible Content for Instruction*

E06BK1.1.1a Answer a literal question about a text
E06BK1.1.1b Answer an inferential question about a text
What is Expository/Informational Text?

- Is written for the purpose of informing the reader?
- Is fact-based with the focus on educating its reader?
- Is clear, concise, and organized writing?
- Does it get to the point quickly and efficiently?

Essentialize – Coding the Alternate Eligible Content

E06BK1.1.1c

Identify details and evidence from the text to answer literal and inferential questions

What does the student data tell you?

- What are the receptive and expressive modes of communication?
- Do they know what a detail is?
- Do they know what evidence is?
- Can they answer literal and/or inferential questions?
- Do they interact with text?
- How do they interact with text?
- How much text do they interact with?
- Can the content, as written, be the target for learning?
What is the intent?

E06BK1.1.1c

Identify details and evidence from the text to answer literal and inferential questions

Reporting Category: Informational text

PA Core Standard: CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

PSSA Eligible Content: E06.B-K.1.1.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

What is the intent?

• To answer questions? OR

• To identify details? OR

• To find proof of an answer to a question within the specific piece of text?
Sample Essentialized Targets

- Locate and reference the evidence that supports the answer to an inferential question from a piece of age-appropriate informational text
- Show where the answer to a literal question is within the age appropriate informational text
- When given the answer to a literal question from age appropriate text indicates that the answer came from the text

Example - 7th grade Numbers and Operations

**Primary Alternate Eligible Content**
M07AN1.1.2a Identify the difference between two numbers on the number line

**Partner Alternate Eligible Content for Instruction**
M07AN1.1.1a Solve a 1-step addition or subtraction problem with fractions, decimals, or positive/negative integers
Essentializing - 7th grade Numbers and Operations

M07AN1.1.2a

Identify the difference between two numbers on the number line

What does the student data tell you?
- What are the receptive and expressive modes of communication?
- Do they know what a number is?
- What numbers do they identify?
- Can they identify quantitative amounts? To what amount?
- Do they count with one-to-one correspondence?
- Does they know what a number line is? Have they used a number line? How?
- Can the student follow a model?
- Can the content, as written, be the target for learning?

What is the intent?

M07AN1.1.2a

Identify the difference between two numbers on the number line

PA Reporting Category: Numbers and Operations - The Number System

PA Core Standard: CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.

PSSA Eligible Content: M07.A-N.1.1.2
Represent addition and subtraction on a horizontal or vertical number line.
What is the intent?

M07AN1.1.2a

Identify the difference between two numbers on the number line

• To identify numbers on a number line? OR
• Count numbers on a number line? OR
• To identify the distance between two numbers on a number line?

Examples: Essentializing the Alternate Eligible Content

M07AN1.1.2a

Identify the difference between two numbers on the number line

► Using a number line representing -10 to +10, identify the difference between two numbers, at least one of which is negative
► Using a number line representing 0 to +5, count the difference between two numbers
► Using a number line, indicate where the area between two given numbers is located
Let’s practice

Practice with Essentializing
Resources Developed in 2014-15 to Support Use of the Alternate Eligible Content for Instruction

Webinars to support Alternate Eligible Content

Available on the PaTTAN website:

**Introduction**
- November 5, 2014: What’s New: PA Alternate Eligible Content, Assessment and Instruction

**Winter Series**
- December 17, 2014: Using the Alternate Eligible Content to Write Standards Aligned IEPs
- January 14, 2015: Instructing Math and Reading/ELA Using the Alternate Eligible Content: Getting Started
Webinars to support Alternate Eligible Content, continued

Spring Series

- **February 25, 2015**: Increasing Academic Expectations with the Alternate Eligible Content: Increasing Communication/Language Expectations
- **March 25, 2015**: Increasing Academic Expectations with the Alternate Eligible Content: A Closer Look at Math
- **April 22, 2015**: Increasing Academic Expectations with the Alternate Eligible Content: A Closer Look at ELA/Reading
- **May 20, 2015**: Increasing Academic Expectations with the Alternate Eligible Content: Creating Lessons

Where are the webinars located

PaTTAN

- Click on Educational Initiative tabs
- Scroll and click on Students with Significant Cognitive Disabilities (list on right)
  - Click on Previously Recorded Webinar Sessions
Communication: The Most Up to Date Information and Volunteer Opportunities

- Listserv for teachers administering the PASA and others
- Opportunities to participate with design of instructional resources to support the Alternate Eligible Content
- Sign up on PaTTAN website under PA Alternate Assessment

Your input for future webinars

PaTTAN

- Share with us what content will best help with understanding the content and designing targets
- Share with us what content will best help with instruction
Review of Draft Science Alternate Eligible Content

Need your input on the following features:

▶ Misaligned to the PSSA Assessment Anchor/Eligible Content
▶ Additional Alternate Eligible Content that you feel should be included
  • If you are satisfied with the Alternate Eligible Content in a given section, please put ‘OK’
▶ Suggestions about how you might test students in the areas outlined by the alternate eligible content.
▶ Note which pieces of Alternate Eligible Content are most critical

https://pitt.co1.qualtrics.com/SE/?SID=SV_ewW1CuZVWQ34p9P
Tiny.cc/PASA-Science

Objectives

▶ Participants will:
  • Be able to identify changes and updates for the 2016 PA Alternate Assessment
  • Be able to identify the Alternate Eligible Content through and across grades as well as current and planned instructional resources to support learners
  • Provide feedback in regard to the draft science alternate eligible content and alternate assessment
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Commonwealth of Pennsylvania
Tom Wolf, Governor