

Alternate Eligible Content/Instruction and PASA: Current Information and Future Direction

BUREAU UPDATE

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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



Alternate Eligible Content

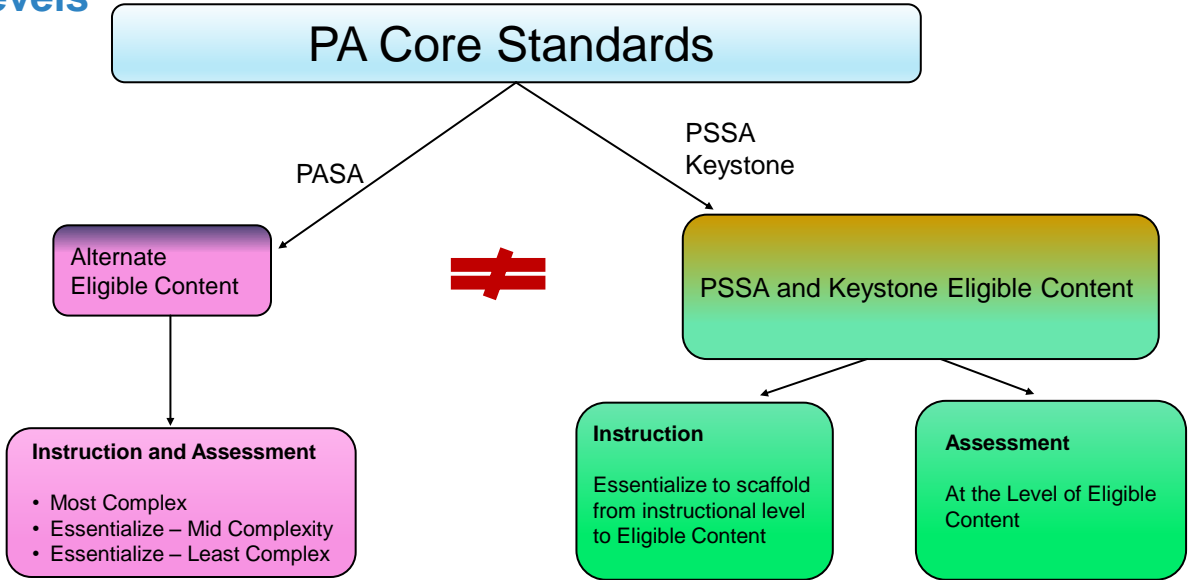
Students with **Significant Cognitive Disabilities**
Eligible for PASA - Determined by the IEP team



PSSA/Keystone Eligible Content

All Students including students with disabilities **NOT eligible for the PASA**

High Expectations Aligned with Individual Instructional Levels



Alternate Eligible Content

English Language Arts/Reading	Math
-------------------------------	------

- | | |
|--|--|
| <ul style="list-style-type: none"> ▶ Literature ▶ Informational Text | <ul style="list-style-type: none"> ▶ Numbers and Operations ▶ Algebra ▶ Geometry ▶ Measurement and Data Analysis |
|--|--|

Alternate Eligible Content: ELA/Reading Example

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

DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.	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.	E06BK1.1.1a	Answer a literal question about a text
		E06BK1.1.1b	Answer an inferential question about a text
		E06BK1.1.1c	Identify details and evidence from the text to answer literal and inferential questions
	E06.B-K.1.1.2 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.	E06BK1.1.2a	Identify the main idea/central idea using key details/evidence from the text
		E06BK1.1.2b	Summarize the text
	E06.B-K.1.1.3 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).	E06BK1.1.3a	Identify how an individual's actions or an event or idea contribute to the text

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Answer a literal question about a text	Answer a literal question about a text <i>Answer an inferential question about a text</i>	Answer a literal question about a text	Answer a literal question about a text	Answer a literal question about a text	Answer a literal question about a text	Answer a literal question about a text
Answer a literal question about a text	<i>Answer an inferential question about a text</i>	Answer an inferential question about a text	Answer an inferential question about a text	Answer an inferential question about a text	Answer an inferential question about a text	Answer an inferential question about a text
Identify details from the text to support answers to literal questions	Identify details from the text to support answers to literal <i>or inferential</i> questions	Identify details from the text to support answers to literal <i>and</i> inferential questions	Identify details <i>and evidence</i> from the text to support answers to literal and inferential questions	<i>Cite</i> details and evidence from the text to answer literal and inferential questions	<i>Cite the most important</i> details and evidence from the text to answer literal and inferential questions	Cite the most important details and evidence from the text to answer literal and inferential questions, <i>including conclusions or summaries of the plot</i>
Identify the main idea/central idea of a text	Identify the main idea/central idea of a text	Identify the main idea/central idea <i>using key details/evidence from the text</i>	Identify the main idea/central idea using key details/evidence from the text	Identify <i>two</i> main ideas/central ideas in a text	Identify the <i>theme/central message of a story, drama, or poem</i> using key details/evidence from the text	Identify <i>two</i> themes/central messages of a text using key details/evidence from the text

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.

DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
M07.A-N.1.1 Solve real-world and mathematical problems involving the four operations with rational numbers.	M07.A-N.1.1.1 Apply properties of operations to add and subtract rational numbers, including real-world contexts.	M07AN1.1.1a	Solve a 1-step addition or subtraction problem with fractions, decimals, or positive/negative integers
	M07.A-N.1.1.2 Represent addition and subtraction on a horizontal or vertical number line.	M07AN1.1.2a	Identify the difference between two numbers on the number line
	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.	M07AN1.1.3a	Solve a multiplication or division problem with positive/negative rational numbers

Math Methodologies: Examples

- ▶ Visual representations
- ▶ Visual arrays
- ▶ Digits
- ▶ Calculator manipulation
- ▶ Memorization of facts

Alternate Eligible Content Math Numbers and Operations Across the Grades

Math Across the Grades: Numbers and Operations

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Demonstrate understanding of addition with small sets	Add or subtract whole numbers with sums and differences <1000	Add or subtract <i>decimals</i> to the tenths place	Solve a problem <i>using up to 3-digit</i> whole numbers and <i>any of the four operations</i>	Solve a 1-step addition or subtraction problem with fractions, decimals, or positive/negative integers	<i>Convert a fraction to a decimal</i> up to the hundredths place	Convert between fractions and decimals <i>in a real-world problem</i>
Demonstrate understanding subtraction with small sets						
	<i>Demonstrate understanding of multiplication or division with small sets</i>	<i>Multiply</i> single-digit whole numbers	<i>Identify multiples</i> for numbers 5, 10, 25, or 100	Solve a <i>multiplication or division problem with positive/negative rational numbers</i>		
Identify the unit fraction or other proper fraction (denominators = 2, 3, 4, 6) that matches the representation	<i>Compare two fractions with like denominators</i>	<i>Add or subtract proper fractions</i> with common denominators to solve a real-world problem				
Identify equivalent fractions using representations	Identify equivalent fractions	Illustrate the concept of division using fair and equal shares				
Round a two-digit number to the nearest ten	<i>Model relationships between adjacent digits</i> in a multi-digit whole number	Identify <i>place value in a 3-digit number</i> using models				
Order 3 numbers under 10	Compare to determine if a <i>value is greater than, less than, or equal to another value</i>	Compare two numbers up to the <i>hundredths place</i>	Identify a <i>specific integer</i> in a <i>real-world context</i> Locate <i>positive and negative numbers</i> on the <i>number line</i> Identify the opposite of a number on the number line	Identify the <i>difference between two numbers</i> on the number line	<i>Locate a non-terminating decimal</i> at its approximate location on the number line	

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



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, brailled, 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

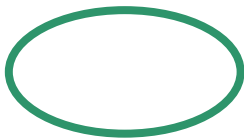
- ▶ Essentializing Alternate Eligible Content is not the same as developing lessons/units
- ▶ Instruction should be at the level that each student is
- ▶ Essentialized target should remain aligned to the intent of the Alternate Eligible Content, rather than its components

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**

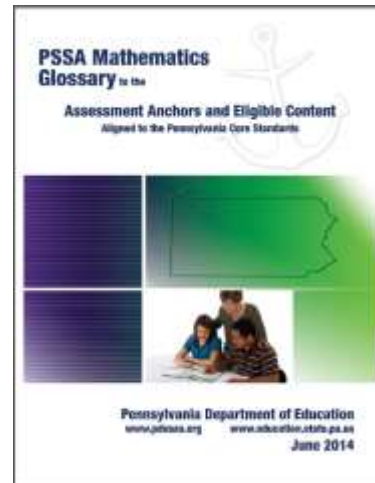
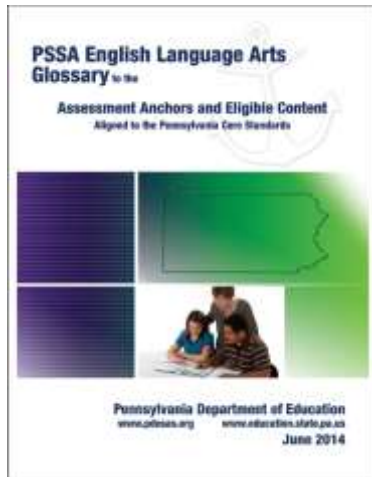


Box what they need to **DO** with the 'what'



Underline the **CONTEXT** of what they need to know and do

Resources for Vocabulary and Content



Links to the Glossaries

- ▶ 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

Essentialization Coding Example

KNOW



DO



CONTEXT



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

▶ **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?

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	Standard	Standard Description	Standard Code
M03DM1.3.1a	Count money	using coins or one dollar bills	M03DM1.3.1a

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

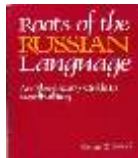
Partner Alternate Eligible Content for Instruction

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?

E06BK1.1.1c

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

- 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

E06BK1.1.1c

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

- ▶ 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

The image shows a small, partially legible table or document snippet, likely a standards document, with columns and rows of text. The text is too small to read accurately.

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: M07.A-N.1.1.2	
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.

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

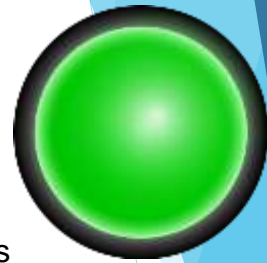
- **February 25, 2015:** Increasing Academic Expectations with the Alternate Eligible Content: Increasing Communication/Language Expectations
- **March 25, 2015:** Increasing Academic Expectations with the Alternate Eligible Content: A Closer Look at Math
- **April 22, 2015:** Increasing Academic Expectations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