

Oklahoma State Department of Education – Office of Assessments

Aligning IEP goals to the Essential Elements for students that participate in the Oklahoma Alternate Assessment Program (OAAP)



OKLAHOMA
Education



Agenda

- Why are the Essential Elements important?
- Locating the Essential Elements and Mini-Maps
- Looking at examples of IEP goals aligned to the Essential Elements with short term objectives
- Practice
- Ticket out the Door

Why are the Essential Elements important?

State Definition of “students with the most significant cognitive disabilities” 34 CFR § 200.6(d)(1)

Students with the most significant cognitive disabilities have limited conceptual skills, written language skills, and understanding of numerical concepts such as quantity, time, and money. Vocabulary and grammar are quite limited and augmentative communication devices are often necessary to communicate with others. They tend to focus on present, everyday events and rarely attempt to analyze or expand on new ideas and concepts through spoken language. Skill acquisition and measurable gains on grade-level alternate academic achievement standards require extensive, direct individualized instruction. These students require substantial supports for all activities of daily living including meal preparation, dressing, grooming, and personal hygiene. Their personal safety is dependent upon constant supervision and will be a concern throughout their lifetime.

How to locate the Essential Elements

- The Essential Elements are located on the Dynamic Learning Maps Professional Development website. Click on Instructional Resources.

<https://www.dlmpd.com/>



DYNAMIC LEARNING MAPS PROFESSIONAL DEVELOPMENT



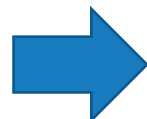
Provided by the Center for Literacy and Disability Studies

Exemplar Text Supports Instructional Resources Professional Development FAQs Blog

How to locate the Essential Elements

The Instructional Resources webpage looks like this.

Instructional Resources



[DLM Essential Elements Unpacking](#)

Thanks to the leadership and generosity of Iowa and Emily Thatcher, the DLM Essential Elements are being unpacked by a team of educators in Iowa with the guidance of Claire Greer of the Center for Literacy and Disability Studies.

How to locate the Essential Elements

Once you click on DLM Essential Elements Unpacking, you can click on the elements for ELA and Math.

DLM Essential Elements Unpacking

Thanks to the leadership and generosity of Iowa and Emily Thatcher, the DLM Essential Elements are being unpacked by a team of educators in Iowa with the guidance of Claire Greer of the Center for Literacy and Disability Studies. Unpacking has been completed for ELA and Math.

ELA Unpacking Documents

- [All Grades \(PDF, 136 pages, 3 MB\)](#)
- [Kindergarten \(PDF, 11 pages, 2.4 MB\)](#)
- [First Grade \(PDF, 11 pages, 1.8 MB\)](#)
- [Second Grade \(PDF, 10 pages, 2.3 MB\)](#)
- [Third Grade \(PDF, 10 pages, 997 KB\)](#)
- [Fourth Grade \(PDF, 12 pages, 1.1 MB\)](#)
- [Fifth Grade \(PDF, 12 pages, 1.1 MB\)](#)
- [Sixth Grade \(PDF, 11 pages, 2.1 MB\)](#)
- [Seventh Grade \(PDF, 11 pages, 1 MB\)](#)
- [Eighth Grade \(PDF, 11 pages, 2.2 MB\)](#)
- [Ninth and Tenth Grades \(PDF, 12 pages, 2.1 MB\)](#)
- [Eleventh and Twelfth Grades \(PDF, 13 pages, 1.6 MB\)](#)

Mathematics Unpacking Documents

- [All Grades \(PDF, 189 pages, 2.5 MB\)](#)
- [Kindergarten \(PDF, 8 pages, 861 KB\)](#)
- [First Grade \(PDF, 12 pages, 915 KB\)](#)

Example of the Unpacked Essential Elements



Third Grade English Language Arts Standards: Reading (Literature)		
Grade-Level Standards	DLM Essential Element Key Ideas and Details	Unpacked
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.	Concept: Stories have details. Skills: Answer who and what questions; recount events and details from the text; identify character's feeling. Big Idea: It is important to use key details to build understanding of stories. Essential Questions: Who is in the story? What happened in the story? What were the most important events? How did the characters feel?
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	EE.RL.3.2 Associate details with events in stories from diverse cultures.	
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	EE.RL.3.3 Identify the feelings of characters in a story.	

How to locate Mini-Maps

-Go to Dynamic Learning Maps- Oklahoma webpage
<https://dynamiclearningmaps.org/oklahoma>

-Under Resources

-Click on Currently Tested Essential Elements
for English Language Arts or Mathematics

-Once you open that you can search by your grade level

Resources

[Accessibility Manual for Oklahoma \(pdf\) ADA Compliant 07/01/2021](#)
provides guidance on the selection and use of accessibility features

[Assessment Coordinator Manual for Oklahoma \(pdf\) ADA Compliant 07/01/2021](#)
supports district and building staff to prepare for and monitor assessments

[Blueprint English Language Arts for Year-End Model States \(pdf\) 08/06/2020](#)
pool of available Essential Elements (EEs) and the requirements for coverage within each conceptual area

[Blueprint Mathematics for Year-End Model \(pdf\) 08/10/2020](#)
pool of available Essential Elements (EEs) in Mathematics

[Blueprint Science Phase I – General \(pdf\) 08/18/2020](#)
pool of available preliminary Essential Elements (EEs) for Science

[Complete List of Essential Elements for English Language Arts \(pdf\)](#)
comprehensive list of all ELA Essential Elements currently part of the DLM learning map model

[Complete List of Essential Elements for Mathematics \(pdf\)](#)
comprehensive list of all Mathematics Essential Elements currently part of the DLM learning map model

[Currently Tested Essential Elements for English Language Arts](#)
these PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes



Example of a Mini-Map

-Mini-Maps are a good resource to use when writing IEP goals to see what tasks the student needs to accomplish to progress through the linkage levels.



Mini-Map for ELA.EE.RI.3.2

Subject: ELA

Reading Informational Text

Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.3.2 Identify details in a text.	ELA.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding that absent objects still exist despite not being visible by searching for objects that are hidden or not visible.	When provided with language cues, the student can pay attention to the entire object, a characteristic of the object, or an action the object can perform.	When provided with illustrations that are related and unrelated to a familiar text, the student can identify the illustrations that relate to aspects of the familiar text, such as people, places, things, and ideas.	After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	After hearing or reading an informational text, the student can identify explicit details that are key to the information in the text.

Why do students participating in Oklahoma's Alternate Assessment Program need to have short-term objectives written for IEP goals?

Oklahoma's IEP Handbook states:

If the student will be assessed through alternate achievement standards, then the IEP team must address benchmarks/objectives.

IDEA, Part B Requirements: Development, review, and revision of IEP requires students have short-term objectives (34 CFR §300.320(a)(2)(ii)).

Essential Element: ELA.EE.RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.

Possible Goal:

Given an informational text with an option to be read aloud, John will verbally identify if the text is providing information, telling about events, or giving directions with 90% accuracy in 5 trials.

Possible Short-Term Objectives:

- Given an informational text with an option to be read aloud, John will verbally identify if the text is providing information with 70% accuracy in 4 trials with no more than 1 verbal prompt by May 2022.
- Given an informational text with an option to be read aloud, John will verbally identify if the text is telling about events or giving directions with 80% accuracy in 4 trials with no more than 1 verbal prompt by December 2022.

Essential Element: EE.2.NBT.6-7- Use objects, representations, and numbers (0-20) to add and subtract.

Possible Goal:

Given addition and subtraction problems using numbers 0-20, Abby will use addition and subtraction strategies learned in class (ex. manipulatives, drawing, counting on/backward) to solve a mix of 10 addition and subtraction problems with 90% accuracy in 5 trials.

Possible Short-Term Objectives:

-Given addition problems using numbers 0-20, Abby will use addition strategies learned in class (ex. manipulatives, drawing, counting on) to solve 5 addition problems with 80% accuracy in 4 trials by April 2022.

-Given subtraction problems using numbers 0-20, Abby will use subtraction strategies learned in class (ex. manipulatives, drawing, counting backward) to solve 5 subtraction problems with 80% accuracy in 4 trials by November 2022.

Benefits of using Instructionally Embedded Assessments

- Instructionally Embedded Assessments are available during the fall and spring testing window to provide data on student performance (September 13, 2021 - February 23, 2022)
- It provides information to guide instruction based on each students needs
- Delivered through Kite just like the Year-End Alternate Assessment
- Provides a report to show which Essential Element students have mastered, are working on, or were not tested on yet

Instructionally Embedded Assessments

Individual Student End-of-Year Report Learning Profile 2020-21

REPORT DATE: 12-03-2020


SUBJECT: English language arts

GRADE: 10



NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: 12345
STATE: DLM State
STATE ID: 995439

Area	Essential Element	Level Mastery				
		1	2	3	4 (Target) 	5
ELA.C2.1	ELA.EE.W. 9-10.2.d	Understand subgroups are within broad categories	Recognize domain-specific words	Use domain-specific vocabulary in writing	Use domain-specific vocabulary to strengthen claims	Use academic words in informative writing
ELA.C2.1	ELA.EE.W. 9-10.2.f	Identify the end of a familiar routine	Produce a universal ending	Write a concluding sentence	Write a conclusion for a text	Produce a relevant conclusion when writing
ELA.C2.2	ELA.EE.W. 9-10.2.a	Respond to yes/no questions	Identify a topic and compose a message with one fact	Introduce and convey information about a topic	Introduce and writes about a topic clearly	Introduce a topic clearly to convey information
ELA.C2.2	ELA.EE.W. 9-10.2.b	Identify functional words to describe nouns	Identify categorical words to describe nouns	Write one or more facts or details about a topic	Develop a topic with facts or details	Develop a topic by using appropriate information



Levels mastered this year

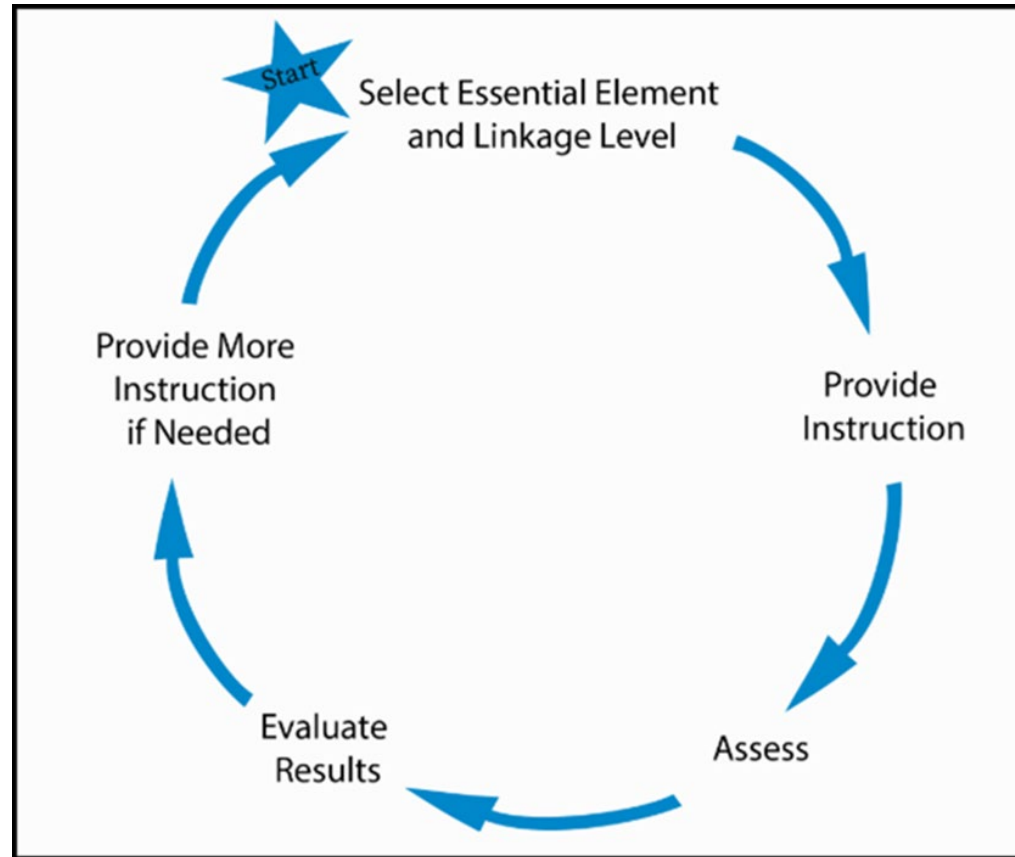


No evidence of mastery on this Essential Element



Essential Element not tested

Instructionally Embedded Assessment Cycle



Practice

Think about a student on your caseload who participates in the OAAP. Look at your annual IEP goals and write two short-term objectives for that goal. *This is just for you to practice. We will not be collecting this information.

Timer will be set for 10 minutes.



Ticket out the door!

-Fill out the Forms Training survey to provide feedback on this training.



Thanks so much for participating! We appreciate all you do for students with the most significant cognitive disabilities.

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