Alternate Assessments
Professional Development Module

OKLAHOMA STATE DEPARTMENT OF
EDUCATION

Contents

Overview

Professional development modules developed by the OSDE-SES are intended to assist local educational agencies (LEAs) in providing professional development for educators. Each module includes relevant background information, activities/materials, and a scripted PowerPoint presentation for a particular topic area. These modules are intended for use in a workshop or other professional development setting (e.g. faculty meeting, PLC meeting). Presenters are free to use the modules in whichever way they choose.

This module will assist educators in their knowledge of alternate assessments for students with significant cognitive disabilities. Particular emphasis is placed on the purposes of alternate assessments, participation criteria for alternate assessments, and the types of alternate assessment available in the State.

Background Information

Students with disabilities on an Individualized Education Plan (IEP) are to be included in all state and district wide assessments. The IEP team determines annually how the student will participate in state and district wide assessments - with or without accommodations, or by means of alternate assessment. The Oklahoma Alternate Assessment Program (OAAP) is an alternate assessment based on alternate achievement standards. It is intended for a very small population of students who could not participate in the general assessment, even with accommodations. Alternate assessments are developed in lieu of general assessments and are designed to measure academic skills within the same domains required by the regular state or district wide assessment. They are meant to assess grade-level content with less depth, breadth, and complexity than the regular assessment, and with a different definition of how well and how much students know and do in the content to be considered proficient.

Federal Regulations (IDEA/ESEA)

34 CFR §300.160 Participation in Assessments
34 CFR §200.2 State Responsibilities for Assessment
34 CFR §200.3 Designing State Academic Assessment Systems
34 CFR §200.6 Inclusion of All Students

Materials/Resources

Copies of materials for the presentation are found in a separate file.

PowerPoint Presentation

Presenters should become familiar with the PowerPoint notes and other materials/resources included in this module, as well as additional resources related to the topic. There is space after each slide's presentation where the presenter may note any additional information related to LEA/school expectations or procedures.

Slide operation: Not all slides load completely. Clicks are necessary when "text appears" is in the notes. Under each slide are presenter discussions, questions to draw in the audience and activity opportunities.

Presentation Length
This presentation can be delivered in a 1 hour session, depending on length of group discussion.

Activities

Presentation Activities/Handouts
These are listed in the order they appear in the presentation.

1) The Least Dangerous Assumption (article with scenarios)
2) OAAP Criteria Checklist
3) Alternate Assessment Quiz
4) Resources and Articles for Further Inquiry (supplemental)

Additional Resources
American Speech Language Hearing Association (ASHA), No Child Left Behind: Fact Sheet on Assessments for Students with Disabilities
http://www.asha.org/uploadedFiles/advocacy/federal/nclb/NCLBFactSheetonAssessments.pdf

National Center for Education Outcomes, Alternate Assessments for Students with Disabilities
http://www.cehd.umn.edu/nceo/topicareas/alternateassessments/altassesstopic.htm

National Center for Learning Disabilities (NCLD), No Child Left Behind: Understanding Assessment Options for IDEA-eligible Students
http://www.cehd.umn.edu/nceo/onlinepubs/NCLD/AssessmentOptions.pdf

Office of Special Education Programs (OSEP), Toolkit on Teaching and Assessing Students with Disabilities
https://www.osepideasthatwork.org/toolkit/

United States Department of Education (USDE), Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities – Non-Regulatory Guidance
https://www2.ed.gov/policy/elsec/guid/altguidance.pdf

United States Department of Education (USDE) Office of Special Education and Rehabilitative Services, Learning Opportunities for Your Child Through Alternate Assessments
http://www2.ed.gov/parents/needs/speced/learning/learning-opportunities.pdf

Articles

Browder, D. M. and Cooper-Duffy, K. (2003). Evidence-Based Practices for Students with Severe Disabilities and the Requirement for Accountability in "No Child Left Behind", *The Journal of Special Education*. **37(3), 157–163.**

http://files.eric.ed.gov/fulltext/EJ785944.pdf

Abstract: To define what is special about the education of students with severe disabilities, this article provides a snapshot of research-based practices that are relevant to the "No Child Left Behind" (NCLB) focus on accountability. The NCLB requirement to assess all students in reading, math, and science is contrasted to the functional approach typical of skill acquisition research for this population. The concept of adequate yearly progress is addressed by reviewing the types of instructional strategies that would most likely yield progress. Information is also provided on the extent to which teachers use research-based strategies. We conclude that prior research provides guidance for how to select and teach skills even though new applications for academics are needed.

Browder, D. M, Spooner, F., Wakeman, S., Trela, K., and N. Baker, J.N. (2006). Aligning Instruction With Academic Content Standards: Finding the Link, *Research & Practice for Persons with Severe Disabilities*. **31(4), 309–321.**

http://ruralinstitute.umt.edu/SBIEP/wp-content/uploads/2014/01/Browder-et-al.-2006.pdf

Abstract: For students to have full access to the general curriculum, they need the opportunity to learn academic content that links closely to the standards for their grade level. In this article, we synthesize what we have learned through our research on aligning instruction for students with significant cognitive disabilities with state's academic content standards. In finding these links between state content standards and instruction for students with significant cognitive disabilities, we have discovered that it is important to understand (a) the implications of current federal policy; (b) the evidence for academic learning by this population; (c) the nature of national and state standards; (d) the importance of starting with universal design and general education collaboration; and (e) the concept of alignment.

Courtade, G., Spooner, F., Browder, D., Jimenez, B. (2012). Seven Reasons to Promote Standards-Based Instruction for Students with Severe Disabilities: A Reply to Ayres, Lowrey, Douglas, & Sievers (2011), *Education and Training in Autism and Developmental Disabilities.* **47(1), 3–13.**

http://factoregon.org/wp-content/uploads/2013/12/Courtade-Browder-Article1.pdf

Abstract: This article was written as a response to Ayres, Lowrey, Douglas, and Sievers (2011) who commented on the degree to which promoting the teaching of functional skills had a higher probability of leading to a more independent life for students with severe disabilities. In doing so, the authors take issue with the use of a standards-based curriculum and suggest that working on grade-level content seizes time that could be allocated to teaching skills for adult life. We suggest that a standards-based curriculum affords students with severe disabilities a complete educational opportunity and need not preclude personally relevant instruction. In our rejoinder, we first describe our points of agreement (evolving curriculum, contribution of research on teaching functional skills, dismal transition outcomes), and then suggest seven reasons why a standards-based curriculum is appropriate. Our reasons include: (a) right to a full educational opportunity, (b) relevancy of a standards-based curriculum (c) unknown potential of students with severe disabilities, (d) functional skills are not a prerequisite to academic skills, (e) standards-based curriculum is not a replacement for functional curriculum, (f) individualized curriculum is limited when it is the only curriculum, and (g) students creating their own changing expectations through achievements.

Karger, J. (2005). *Access to the general education curriculum for students with disabilities: a discussion of the interrelationship between IDEA'04 and NCLB.* **Wakefield, MA: National Center on Accessing the General Curriculum.**

http://aim.cast.org/learn/historyarchive/backgroundpapers/interrelationship_idea04_nclb#.VEFrt vnF9VR

PowerPoint

Slide 1:

Presenter: Hello and welcome. My name is _____.I will be your session presenter today.

Slide 2:

Presenter: In this session, we will address Alternate Assessments and their purpose, Participation Criteria, the Oklahoma Alternate Assessment Program (OAAP) Portfolio, and Dynamic Learning Maps.

Notes:

Slide 3:

LEARNING OBJECTIVES

- Central Questions
- What is the purpose of the Alternate Assessment?
- Which population of students should participate in the Alternate Assessment?
- What are the participation criteria for students with disabilities in Oklahoma?
- What alternate assessments are administered under the Oklahoma Alternate Assessment Program?

Presenter: Here are some central questions we will answer through the session. Before we start, let's see what we already know. *Ask participants the following questions:*

Text Appears:

What is the purpose of the Alternate Assessment?
Which population of students should participate in the Alternate Assessment?
What are the participation criteria for students with disabilities in Oklahoma?
What alternate assessments are administered under the Oklahoma Alternate Assessment Program?

Notes:

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Slide 4:

Presenter: Here are some key terms to become familiar with:

Text Appears:

Alternate Assessment: Alternative procedure used by states to evaluate student progress on state standards.
Academic Content Standard: Educational outcome for all students in academic curricular domains like language arts & math.
Alternate Achievement Standards: Different level of performance on the same academic content standards.

Notes:

Slide 5:

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

- The requirement for states to develop alternate assessments first appeared in the *Individuals with Disabilities Education Act Amendments of 1997* (IDEA 97).
- ESEA included the results of alternate assessments in its accountability requirements, assuming them to be based on grade-level achievement standards, like the general assessment, even though they had a different format that improved accessibility.
- ESEA regulations clarified that students with significant cognitive disabilities participating in alternate assessments could be held to alternate achievement standards different from the general assessment (December 2003 Title I Regulations).

Presenter: The provision of alternate assessments is a federal requirement. In 1997, the Individuals with Disabilities Education, the federal law that secures special education services for children with disabilities from the time they are born until they graduate from high school, required states to develop alternate assessments. The Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (the 7th reauthorization of ESEA), then included the results of alternate assessments in its accountability requirements. These were important steps in special education. Prior to this, students with significant cognitive disabilities were not included in assessments or accountability systems. Including these students was a strong step forward in ensuring that they receive a free and appropriate public education.

Notes:

Slide 6:
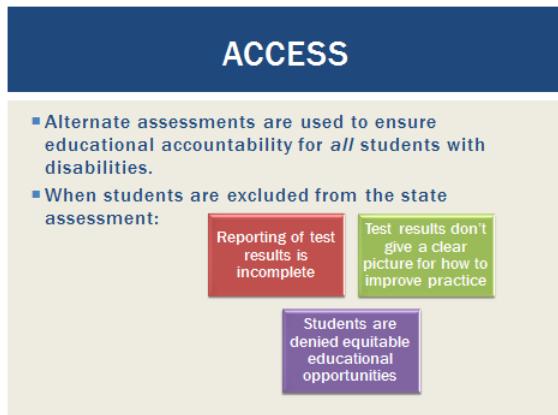
Presenter: Alternate assessments are used to ensure educational accountability for all students with disabilities.

Smart Art Appears: When students are excluded from the state assessment the reporting of test results is incomplete and cannot be considered when decisions are made about how to improve programs. Also, the excluded students may be denied educational opportunities available to other students.

Notes:

Slide 7:

THE 1%

- The Alternate Assessment based on Alternate Achievement Standards (AA-AAS) is intended to be used with students with significant cognitive disabilities as determined by each state's eligibility criteria.

- National data on who participates in AA-AAS show that participating students are those with the most severe intellectual disabilities and multiple disabilities—children who represent fewer than 1% of all students, or less than 10% of all students who have disabilities.

Presenter: The Alternate Assessment based on Alternate Achievement Standards (AA-AAS) is intended for students with significant cognitive disabilities. This is a very small population of students – fewer than 1% of all students.

Notes:

Slide 8:

THE 1%

- The figure of 1 percent is the regulatory cap on the percent of students whose scores on AA-AAS can be treated as proficient for purposes of school accountability.
- More students can participate in the AA-AAS than 1 percent, but the cap on how the scores are used in accountability is meant to avoid inappropriate inclusion of many students in a lower achievement expectation than evidence suggests is warranted.

For more information please go to:
http://ok.gov/sde/accountability-assessments.

Presenter: The United States Department of Education set a cap of 1% on the percentage of students whose scores can be counted as Proficient or Advanced based on an assessment using alternate achievement standards. The Proficient and Advanced scores above the cap must be counted as Limited Knowledge in all accountability calculations. Importantly, this does not change an individual student's score. It is for accountability purposes only. For more information about how this is calculated, please access the Office of Accountability's webpage: http://ok.gov/sde/accountability-assessments.

Notes:

Slide 9:
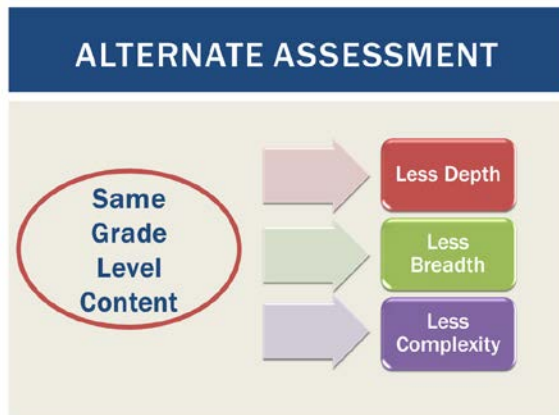
Presenter: An AA-AAS is meant to assess the grade-level content with:

Text Appears: less depth, breadth, and complexity than the regular assessment, and with a different definition of how well and how much students know and do in the content to be considered proficient. Although the achievement of these students on grade-level content is very different from their general education classroom peers, the evidence of their work is compelling. These students are able to learn academic content with reduced complexity, breadth, and depth clearly linked to the same grade-level content as their peers.

Notes:

Slide 10:

ALTERNATE ASSESSMENT

- An AA-AAS measures academic skills within the same domains required by regular state assessments.
- The content differs from grade level in range, balance, and depth of knowledge (DOK), but matches high expectations set for students with significant cognitive disabilities.
  - Content is academic and includes the major domains/strands of the content area as reflected in state standards.
  - The potential barriers to demonstrating what students know and can do are minimized in the assessment.
  - The expected achievement for students is for the students to show learning of grade level academic content.

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Slide 11:
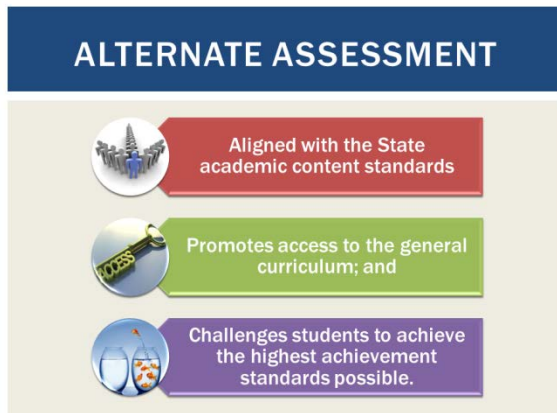
Presenter: Alternate assessments describe achievement based on what a state determines is a high expectation for students with significant cognitive disabilities. They must promote access to the general education curriculum and be aligned with state academic content standards. When we discuss the OAAP Portfolio and Dynamic Learning Maps later in this presentation, we'll look at some comparisons between alternate achievement standards and grade level content standards. *If you want to see them now, please turn to slides 30, 36, and 37.*

Notes:

Slide 12:

Presenter: What are the implications of these requirements?

Text Appears:

First, all students need access to the general curriculum including instruction in reading and math. Second, students with significant cognitive disabilities need instruction that is effective in helping them achieve alternate achievement standards for reading and math.

Source: *Browder, D.M. & Cooper-Duffy, K. (2003). Evidence-based practices for students with severe disabilities and the requirement for accountability in "No Child Left Behind." Journal of Special Education, 37, 157-163.*

Notes:

Slide 13:

PREVAILING PARADIGM

- The Prevailing Paradigm about Disability and Competence:

1. Intelligence is something that can be reliably measured.
2. Students with significant cognitive disabilities can't learn much general education content. Therefore, the benefits of attending general education classes are limited or do not exist.
3. When we aren't sure that students know, understand, can learn, or have something to say, we presume that they don't, can't, and probably never will.

Presenter: Before we move on, let's look at the prevailing paradigm about disability and competence. The influence of this paradigm is clear in both our beliefs about students' abilities and in the decisions that we make about their educational programs.

Text Appears:

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Notes:

Slide 14:

PREVAILING PARADIGM

- Practices that result from the prevailing paradigm:

1. Students are not included in general education classrooms.
2. People talk with students as if they are talking with a much younger child.
3. Students are not supported to engage in social activities with same-age peers.
4. Planning for students' futures does not include the choice of a postsecondary education or their interests are not considered over their abilities.

Presenter: When people do not assume that students with disabilities are competent and able to learn general education curriculum, educational programs often have the following characteristics:

Text Appears:

1) Students are not included in general education classrooms. If they are, they participate in functional portions of instructional routines, but not in the discussion of ideas or content knowledge. Usually, students are given different materials and resources than those used by the rest of the class.
2) People talk with students as if they are talking with a much younger child. They use words geared to perceived developmental levels or IQ scores as measured by traditional assessments.
3) Students are not supported to engage in social activities with same-age peers. Those activities are considered inappropriate or too advanced.
4) Planning for students' futures does not include the choice of a postsecondary education or their interests are not considered over their abilities. Career options are geared to lower-skilled jobs or sheltered workshops rather than to jobs in integrated workplaces that require higher-order thinking or literacy skills.

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Slide 15:

NEW PARADIGM

- A New Paradigm about Disability and Competence:

1. All people have different talents and skills.
2. Intelligence is not a one-dimensional construct, nor can it (or its absence) be measured accurately and reliably enough to base students' educational programs and future goals on test results.
3. Children learn best when they feel valued, when people hold high expectations for them, and when they are taught and supported well.

Presenter: If we are seeing more and more examples of people whose experience does not align with the prevailing paradigm—who show, when supported, they have learned more than we assumed they were able to learn, then a new paradigm must be developed that accounts for this. This paradigm is characterized by the following ideas:

Text Appears:

1) All people have different talents and skills.
2) Intelligence is not a one-dimensional construct, nor can it (or its absence) be measured accurately and reliably enough to base students' educational programs and future goals on test results.
3) Children learn best when they feel valued, when people hold high expectations for them, and when they are taught and supported well.

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Slide 16:

NEW PARADIGM

- Influence of the New Paradigm on Our Beliefs and Actions:

1. "Person-first" language is used.
2. Descriptions of students are based on abilities and strengths.
3. IEP goals reflect both general education content standards and functional skills.
4. Students are seen as capable of learning.
5. People speak directly to students.
6. Age-appropriate vocabulary is used when speaking to students.
7. Parents receive feedback regarding student success.
8. Students' privacy concerns are discussed with high levels of confidentiality.

Presenter: If schools adopt the new paradigm of least-dangerous assumption and the presumption of competence, the following would be evident:

1. "Person-first" language is used. Say "students with autism," not "autistic students."
2. Language classifying students based on their functioning or developmental level is not used; rather, descriptions of students focus on their abilities and strengths.
3. Annual goals on IEPs reflect content standards from the general education curriculum and the functional skills necessary for students to fully participate in the mainstream of school and community life. For example, IEPs would contain priority goals in all of the general education subjects and meaningful functional goals such as learning to use email, asking a friend out on a date, providing guidance to a personal care assistant, and putting on make-up or shaving.
4. Students are seen as capable of learning; educators do not predict that certain students will never acquire certain knowledge or skills.
5. People speak directly to students rather than speaking to students through a buffer supplied by paraprofessionals or other people who are considered to be assisting the students.
6. People use age-appropriate vocabulary, topics, and inflection when talking to students. People do not discus students lack of skills or challenges in front of them unless they are a part of the conversation.
7. Parents receive feedback regarding student success rather than highlighting student failures and disabilities.
8. Staff members respect students' privacy by discussing the students' personal care, medical needs, and other sensitive issues out of earshot from others, and only with those people who genuinely need the information.

Notes:

Slide 17:

THE LEAST DANGEROUS ASSUMPTION

1. How would I want to be treated if someday I was unable to communicate or demonstrate my competence?

2. How would I want others to treat my child if he or she were in the same situation?

3. What do adults with disabilities tell us about their educational experiences and how they want to be treated?

4. What does research tell us?

5. What does history tell us?

Presenter: Those of us involved in the educational lives of students– parents, teachers, psychologists, speech-language pathologists, policy makers, and researchers – must decide what our least dangerous assumption will be and whether we can live with the possibility of being wrong. If we are not sure, we might ask ourselves:

Text Appears:

1) How would I want to be treated if someday I was unable to communicate or demonstrate my competence?
2) How would I want others to treat my child if he or she were in the same situation?
3) What do adults with disabilities tell us about their educational experiences and how they want to be treated?
4) What does research tell us?
5) What does history tell us?

Parents and educators of students with disabilities care about and want to do the very best for those students. Using the least dangerous assumption as a guide is a powerful tool for keeping alive a vision of a valuable life and quality communities.

Notes:

Slide 18:

Presenter: Please look at your handout "The Least Dangerous Assumption". Turn to page 4 and read the two scenarios. (page 4 of the handout is labeled as page 7)

Ask: Which do you think is the least dangerous assumption?

After group discussion, turn to the next slide and the next page of the handout.

Notes:

Slide 19:

THE LEAST DANGEROUS ASSUMPTION

It is now several years in the future. A remarkable discovery has made it possible to determine without question how smart someone is using a simple brain scan. Here are the results.

Scenario One

The brain scan results show, surprisingly, that Kim has an IQ of 100. She does not have an intellectual disability. What are the consequences of our original assumption of a low IQ—of our being wrong? Has any harm been done?

Most people say we lost an opportunity to teach her things she could have learned. We did not include her in the mainstream of general education as much as we could have and she did not develop a wide network of social connections or friendships. She missed out on the regular high school experience. It is possible we negatively influenced her self-esteem by treating her as if she were not smart. We narrowed the possibilities for her future career or post secondary education. And certainly, we wasted a lot of money pursuing the wrong educational program.

Scenario Two

The brain scan results show that Kim has an IQ of 40. She does have an intellectual disability. What are the consequences of our original assumption of her intelligence being wrong? Has any harm been done?

Most people say nothing has been lost. Even though Kim may not have learned much of the general education curriculum, her educational program offered her opportunities to develop life-long interests, to make friends with students with and without disabilities, to be part of the social life of the school, and to truly be part of the community after graduation. Because we took advantage of natural opportunities to teach her functional skills within the natural context of the day, she probably learned and generalized them better than if they had been taught as a discrete skill in an isolated or segregated setting.

Presenter: Now let's look at how these scenarios played out. *Discuss as a group.*

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Slide 20:

CURRICULUM FOCUS

- Overview
  - Late 1970's
    - Curriculum focus: "functional life skills."
  - 1980's
    - Curriculum focus: skills believed to be prerequisites to community placements (e.g., food preparation, housekeeping, laundry, home safety, telephone use, shopping, community mobility and community leisure).
  - 1990's
    - Curriculum focus: benefits of socialization with peers, however, this inclusion tended to involve the physical access to the classroom while excluding meaningful learning opportunities.
    - Recognition of perceived functional sight words (survival words) were often the basis for reading instruction. Math skills primarily centered on time and money.

Presenter: Some people question the value of teaching academic skills to students with significant cognitive disabilities. However, academic and functional learning are both important as we realize how useful increased literacy and numeracy skills are for quality of life, community living and future employment.

Text Appears:

In the late 1970's, the field of education for students with significant cognitive disabilities began to focus on teaching "functional life skills." Throughout the 1980's, educators focused on curriculum to teach skills believed to be prerequisites to community placements (e.g., food preparation, housekeeping, laundry, home safety, telephone use, shopping, community mobility and community leisure). Many times the "classroom" was the community. While these early curriculum programs had only limited instruction on related literacy or math skills, it did allow the field to recognize that this population of students could learn. Inclusionary practices of the 1990's focused on the benefits of socialization with peers, however, this inclusion tended to involve the physical access to the classroom while excluding meaningful learning opportunities. Recognition of perceived functional sight words (survival words) were often the basis for reading instruction. Math skills primarily centered on time and money.

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Slide 21:

ACADEMIC AND FUNCTIONAL SKILLS

- Many children with the most significant cognitive disabilities have IEP goals that are focused solely on learning life skills.
- The *NCLB* and *IDEA* recognizes that students with the most significant cognitive disabilities can learn both functional skills and academic skills at the same time.
- That is, we should not wait to teach a child to read until after they have mastered functional skills.
- As one researcher put it, "Students who are nondisabled are not expected to master cleaning their rooms or washing their hands before they receive instruction in reading."

Presenter: We have moved significantly forward in recognizing that students with significant cognitive disabilities can learn academic content and in the requirements set forth by NCLB and IDEA. But because of the prevailing paradigm about disability and competence, many children with the most significant cognitive disabilities have IEP goals that are focused solely on learning life skills. The NCLB and IDEA recognizes that students with the most significant cognitive disabilities can learn both functional skills and academic skills at the same time. That is, we should not wait to teach a child to read until after they have mastered functional skills. As one researcher put it, "Students who are nondisabled are not expected to master cleaning their rooms or washing their hands before they receive instruction in reading."

Source: *https://www2.ed.gov/parents/needs/speced/learning/learning-opportunities.pdf*

Notes:

Slide 22:

STANDARDS BASED EDUCATION

1. A standards based education (SBE) is a civil right,
2. A SBE is relevant because it prepares students for postsecondary education and to live in an extended community,
3. We are realizing students with severe disabilities can learn more and more,
4. It should not be required for students to learn all functional skills because everyone lacks them in some respect,
5. A SBE is not a full replacement for functional skills and as students enter secondary school, it may be more appropriate to focus on transition skills,
6. Academic skills are needed for successful post-school life, and
7. State and district assessments based on a SBE is mandated not just due to NCLB and IDEA but also because students have the skills to be assessed.

Presenter: As we have move forward through recognition that students with significant cognitive disabilities can learn academic content and the requirements set forth by NCLB and IDEA it is important to consider why academic content standards are important. Courtade, et al., 2012 describe seven reasons to promote standards-based instruction for students with severe disabilities, what they refer to as standards based education (SBE).

Text Appears:

1) a standards based education (SBE) is a civil right,
2) a SBE is relevant because it prepares students for postsecondary education and to live in an extended community,
3) we are realizing students with severe disabilities can learn more and more,
4) it should not be required for students to learn all functional skills because everyone lacks them in some respect,
5) a SBE is not a full replacement for functional skills and as students enter secondary school, it may be more appropriate to focus on transition skills,
6) academic skills are needed for successful post-school life, and
7) state and district assessments based on a SBE is mandated not just due to NCLB and IDEA but also because students have the skills to be assessed.

Source: *Courtade, G., Spooner, F., Browder, D., & Jimenez, B. (2012). Seven reasons to promote standards-based instruction for students with severe disabilities: A reply to Ayres, Lowry, Douglas, & Sievers (2011). Education and Training in Autism and Developmental Disabilities, 47, 3-13.*

Notes:

Slide 23:

ACADEMIC AND FUNCTIONAL SKILLS

- Functional/life skills are beneficial to students with significant cognitive disabilities.
- Academic and functional skills are both life skills.
- IEP Goals: Both academic and functional.
- *The IEP must include a statement of measurable annual goals, **including academic and functional goals**, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum [§300.320(a)(2)(i)(A)].*

Presenter: It is true that functional or life skills benefit students with significant cognitive disabilities. However, academic and functional skills are not incompatible and can both be viewed as life skills. It is appropriate and allowable that a student's IEP contain goals related to both academic standards-based learning and goals for social, self-care and other functional skills. This is a requirement of the IDEA.

Text Appears:

The IEP must include a statement of measurable annual goals, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum [§300.320(a) (2)(i)(A)].

This implies that the curriculum provided to students with significant cognitive disabilities must be a mix of academic and functional life skills.

Source: *http://www.ecfr.gov/cgi-bin/text-idx?SID=7f3c8971f8622638209436b844f37cee&node=se34.2.300_1320&rgn=div8*

Notes:

Slide 24:

ACADEMIC AND FUNCTIONAL SKILLS

Gaining information from printed text

Reading as a functional life skill

Reading signs menus, directions, newspapers, books.

Decoding unfamiliar words
Reading connected text sentences
Using context clues to gain meaning
Using technology to access printed text
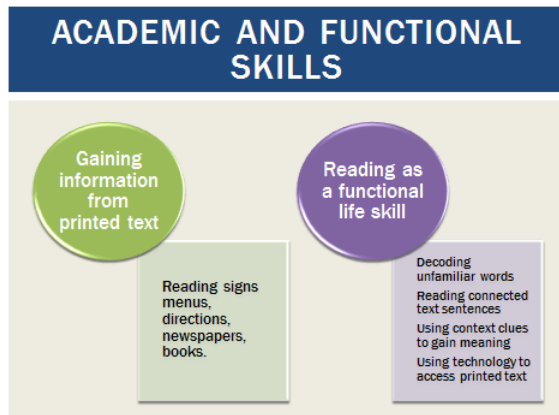
Presenter: Consider the nature of academic learning as it applies to functional living:

Gaining information from printed text is a major component of daily living for most adults. We read signs to locate places we want to go. We read menus, directions for a recipe, newspapers for information and books for leisure time. If we did not have reading strategies to decode unfamiliar words, the automaticity to read connected text sentences, or the ability to use context clues to gain meaning, or the technology to enable us to access printed text, our lives would not be very "functional." However, we learned these reading skills as part of academic learning.

Notes:

Slide 25:
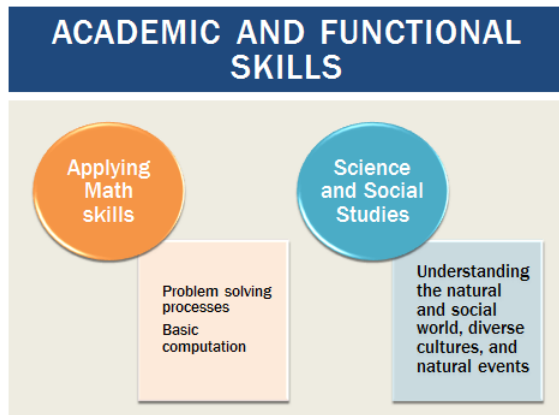
<u>Presenter</u>: The application of math skills also is an important component of adult daily living. It is part of a larger problem solving process we use to make decisions throughout the day. For students with significant cognitive disabilities, it may be necessary to provide direct math instruction that helps them generalize and apply math thinking. The inclusion of a broad scope of academic math instruction will have "functional" benefits.

Content learning from science and social studies topics enriches our lives about the world that we live. Students can also benefit from a larger understanding of natural and social world, people of diverse cultures and the natural events. The vocabulary and experiences gained through learning in these academic content areas help students communicate and participate in the world around them. This learning promotes access to vocational, community and leisure involvement.

<u>Notes</u>:

Slide 26:
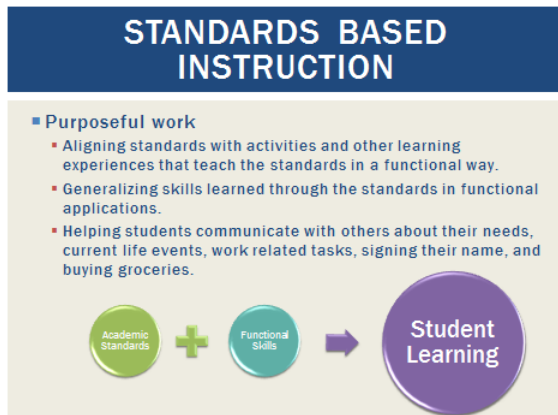
Presenter: Purposeful work is really the "why" of teaching. It should align the standards with activities and other learning experiences that teach the standards in a functional way. The intent is for students to generalize skills learned through the standards in functional applications. For example, writing, which is a standards-based skill, should be specially designed to embed the use of assistive technology tools and functional applications that students can use when they are communicating with others about needs, current life events, work related tasks, signing one's name and to remember what groceries to buy at the store.

Smart Art Appears

Notes:

Slide 27:

STANDARDS BASED INSTRUCTION

- Designing purposeful, standards based instruction:
  - What do my students need to know?
  - Why have I designed the task in this way for this student?
  - Why did I choose this activity to teach these standards?
  - Would grade-level peers use these tools and engage in this type of activity?
  - What functional skills might students encounter in life related to this standard?
  - Do I use this skill/knowledge myself in my adult life?

Presenter: When designing purposeful, standards-based instruction, teachers should ask themselves several questions:

Text Appears:

What do my students need to know?
Why have I designed the task in this way for this student?
Why did I choose this activity to teach these standards?
Would grade-level peers use these tools and engage in this type of activity?
What functional skills might students encounter in life related to this standard?
Do I use this skill/knowledge myself in my adult life?

When you can answer these questions, you have found a blend of academic and functional skills that will have lasting learning for your students. The line between academic and functional learning begins to blur as teachers begin to discover how useful increased literacy and numeracy skills are for quality of life, community living and future employment.

Notes:

Slide 28:

FROM INSTRUCTION TO ASSESSMENT

- Only when students are given instruction in both academic content standards and functional skills will we be able to appropriately assess students according to the requirements of *NCLB* and *IDEA*.
- Standards based instruction provides:
  - Feedback for parents: Identifies a student's areas of strength/need/improvement, and identifies specific areas of focus for acquisition of functional skills;
  - Feedback for teachers: Guides future instruction based on areas of weakness, identifies student's areas of strength/need/improvement, and identifies specific areas of focus for the development of academic and functional goals.

Presenter: Only when students are given instruction in both academic content standards and functional skills will we be able to appropriately assess students according to the requirements of NCLB and IDEA.

Standards based instruction provides:

Text Appears:

Feedback for parents: Identifies a student's areas of strength/need/improvement, and identifies specific areas of focus for acquisition of functional skills;

Feedback for teachers: Guides future instruction based on areas of weakness, identifies student's areas of strength/need/improvement, and identifies specific areas of focus for the development of academic and functional goals.

Notes:

Slide 29:

PARTICIPATION CRITERIA

WHICH STUDENTS SHOULD BE ASSESSED WITH THE OAAP PORTFOLIO?

	PARTICIPATION CRITERIA CHECKLIST	YES	NO
1	Does the student have significant intellectual disabilities **AND** significant adaptive behavior deficits?	✓	
2	Does the student's IEP require alternate achievement standards in **ALL** content areas?	✓	
3	Does the IEP team feel extensive family/community supports will be a **lifelong requirement**, regardless of modifications, accommodations or adaptations implemented in the student's program?	✓	
4	Does the student require intensive and extensive direct instruction in multiple settings to acquire, maintain, generalize and demonstrate knowledge of skills?	✓	
5	The decision to place the student on an alternate assessment is based on the student's disability and **NOT** on excessive absences, language, social, cultural, or economic differences, **OR** administration reasons such as the student is expected to perform poorly on the regular assessment, the student displays disruptive behaviors, or the student experiences emotional distress during testing.	✓	

Source: Criteria Checklist for Assessing Students With Disabilities on Alternate Assessments

Presenter: It is important that students with disabilities are appropriately assessed. Although assessment decisions are made on an annual basis by the IEP team, students must meet certain criteria to be eligible for the alternate assessment. Oklahoma's alternate assessment based on alternate achievement standards is the Oklahoma Alternate Assessment Program (OAAP).

Again, it is intended for a very small population of students (1%) with the most significant cognitive disabilities and significant adaptive behavior deficits who could not participate in the general assessment, even with accommodations. Due to the severity of the intellectual disabilities of this population of students, alternate achievement of standards is required in daily instruction. The eligibility criteria for alternate assessments in Oklahoma is found in the revised "Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments". This checklist can be found on the Oklahoma State Department of Education website on the special education assessment page and in SEAS.

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Presenter: Our first question is whether the student has significant intellectual disabilities and significant adaptive behavior deficits. Although not all students participating in the alternate assessment will be eligible for special services under the category of Intellectual Disability (ID), the definition of ID brings some clarity in terms of who the assessment is intended for.

Text Appears:

Under the IDEA, ID means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Notes:

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Presenter: Intellectual disabilities are diagnosed by looking at two main things. These are:

Text Appears:

1. The ability of a person's brain to learn, think, solve problems, and make sense of the world (called IQ or intellectual functioning); and
2. Whether the person has the skills he or she needs to live independently (called adaptive behavior or adaptive functioning).

Notes:

Slide 32:

**QUESTION 1
INTELLECTUAL DISABILITY**

- There is not an IQ score to define this term for alternate assessment purposes.
- However, when the USDE first determined that states would be allowed to utilize alternate assessments, they almost put an IQ score requirement in place. The number they determined appropriate was **3 standard deviations below** average!!!
- This assessment is not intended for students in the mild or moderate range of intellectual disability.

1

Presenter: Intellectual functioning encompasses limitations in reasoning, learning and problem solving. For alternate assessment purposes, there is no IQ score to define this term. However, these students are significantly cognitively disabled. The assessment is not intended for students in the mild or moderate range of intellectual disability.

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Presenter: Adaptive behavior refers to the domains and skills that people need to function independently at home, at school, and in the community. A limitation in adaptive skills must be assessed to be sure that it is a result of an adaptive behavior rather than the result of sensory, health or physical limitations. A comprehensive adaptive skills assessment is based on a body of evidence that reflects the child's social, linguistic, and cultural background.

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Presenter: To measure adaptive behavior, professionals look at what a child can do in comparison to other children of his or her age. The skills listed here are important to adaptive behavior.

Notes:

Slide 35:

Presenter: Question 2: Does the student's IEP require alternate achievement standards in ALL content areas?

Text Appears:

All content areas must be addressed through alternate achievement standards – Oklahoma Academic Standards/Extended Academic Indicators. Remember, while the alternate assessment is linked to grade-level content, it typically does not fully represent grade-level content, only a sampling of it. Measurable annual goals provide the basis for instruction, describing what a child needs related to his or her disability. For these students, each content area is addressed using alternate achievement standards. There must be a direct relationship between the needs identified in the present levels of academic achievement and functional performance (PLAAFP) and the annual goals. Goals must be meaningful and measurable in order to be used for decision making. Benchmarks or short-term objectives are required for children who take alternate assessments aligned to alternate achievement standards. Link between present levels and goals.

Notes:

Slide 36:

Presenter: Question 3: "Does the IEP team feel extensive family/community supports will be a lifelong requirement, regardless of modifications, accommodations or adaptations implemented in the student's program?"

Text Appears:

This question relates back to significant adaptive behavior deficits. Significant deficits affect students throughout their life and they will need various supports in overcoming those deficits.

Notes:

Slide 37:

Presenter: Question 4: Does the student require intensive and extensive direct instruction in multiple settings to acquire, maintain, generalize and demonstrate knowledge of skills?

Text Appears:

This question relates to intellectual functioning. The severity of the student's disability requires the use of alternate achievement standards in daily instruction for all areas.

Notes:

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Presenter: Question 5 makes it clear that students are only eligible to participate in the alternate assessment based on their disability. Excessive absences, socio-economic factors, administrative convenience, and low performance expectations do not qualify a student for the alternate assessment. Students who exhibit disruptive behaviors or experience emotional duress during regular testing need appropriate accommodations, but not an alternate assessment.

Notes:

Slide 39:
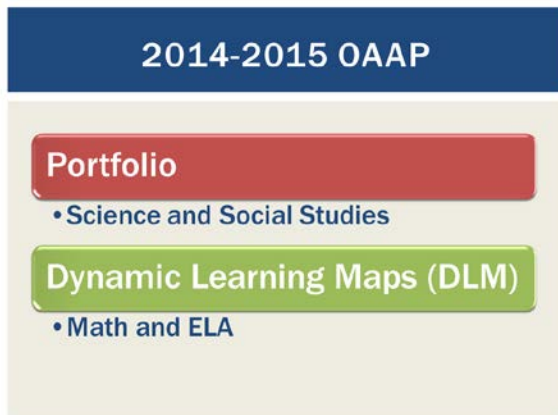
Presenter: For the 2014-2015 school year, Science and Social Studies will be assessed through the OAAP Portfolio. Math and English Language Arts will be assessed through Dynamic Learning Maps.

Notes:

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Presenter: The OAAP Portfolio was selected for assessing the knowledge and skills of students with the most significant cognitive disabilities in 2001 and has been validated through the USDE's peer review process. The OAAP Portfolio relies on the involvement of teachers to customize the assessment for each student. Teachers collect academic pieces of evidence throughout the school year that best exemplify a student's knowledge of the standards. The pieces of evidence are submitted along with a task description of the activity online via the PearsonAccess system. Each district assigns personnel to set up the user accounts needed to access the system.

Notes:

Slide 41:

OAAP PORTFOLIO

Social Studies Grade 8: Content Standard 1

- The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.

Social Studies Grade 8: 8.3

- The student will identify or illustrate a critical event leading to the American Revolution (e.g. taxation without representation, the Boston Massacre, the Boston Tea Party, or the First Continental Congress).

Presenter: Here is an example of an alternate achievement standard compared to a grade level content standard under the Portfolio assessment system.

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Grade 8 Social Studies		
Standard Measured	Events Leading to the American Revolution	8.3
Task Specification	The student will identify or illustrate a critical event leading to the American Revolution (e.g., taxation without representation, the Boston Massacre, the Boston Tea Party, or the First Continental Congress).	

Objective: Events leading to the American Revolution		(8.3)
	6 points	Identify text about AND illustrate ONE critical event LEADING TO the American Revolution in 3 out of 4 trials.
	5 points	Identify text about OR illustrate ONE critical event LEADING TO the American Revolution in 3 out of 4 trials.
	4 points	Identify text about OR recognize an illustration of ONE historical event OF the American Revolution in 3 out of 4 trials.
	3 points	Identify text about OR recognize an illustration of ONE historical event of American history that occurred BEFORE OR DURING the American Revolution in 3 out of 4 trials.
	2 points	Respond when exposed to a text about OR recognize an illustration of ONE historical event of American history that occurred BEFORE OR DURING the American Revolution in 3 out of 4 trials.
	1 point	React when exposed to text about OR recognize an illustration of ONE historical event of American history that occurred BEFORE OR DURING the American Revolution in 3 out of 4 trials.
Total points possible		6

Presenter: Here is a Portfolio rubric for the standard on the previous slide. The task specifications/rubrics are shown in a rubric format with the most complex expectation of the standard being given a 6-point value and the lowest expectation of the standard is given a 1-point value. This allows teachers to see the expected content mastery requirement at each complexity level in a standard.

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Presenter: Training and rubrics for the 2014-15 OAAP Portfolio Administration are currently available online. You can access the training, Portfolio Administration Manual, Portfolio rubrics on the Special Education assessment webpage- http://ok.gov/sde/assessment. It is a requirement that teachers who are administering the OAAP Portfolio in the subject areas of science and social students complete the training. Teachers need to become familiar with the requirements of the portfolio before collecting student evidence.

Notes:

Slide 44:

Presenter: DLM will be used for assessing students in ELA and Math. DLM offers an innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. The Spring 2015 operational test will be the first administration of DLM. However, during the 2014-2015 school year, 3 field tests will be given. Students will also have the opportunity to participate in instructionally embedded assessments for DLM being in November 2014.

Notes:

Slide 45:
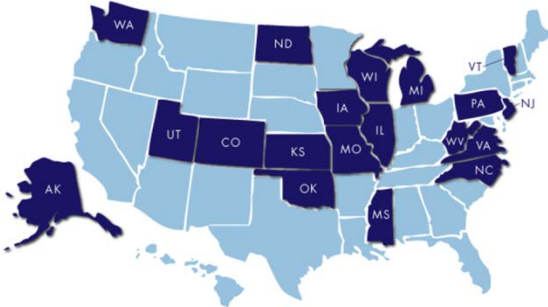
Presenter: The Dynamic Learning Maps™ (DLM) Alternate Assessment System Consortium is composed of state departments of education along with a team of test developers, researchers, and educators who are passionate about helping students succeed. DLM is guided by the belief that all students should have access to challenging, grade-level content that helps improve their learning processes. DLM has partnered with state education departments and experts in the fields of special education and cognitive disabilities to create a unique testing system that is accessible to students with even the most severe cognitive disabilities and sensory impairments. 19 states are currently participating in DLM.

Notes:

Slide 46:
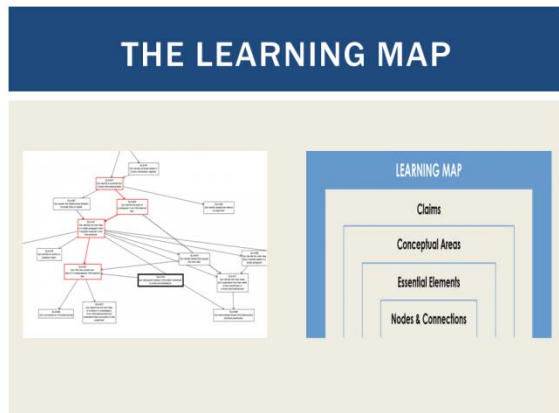
Presenter: We call the learning map dynamic because it shows a learning landscape in which multiple skills are related to many other skills. Dynamic learning maps show the relationships among skills and offer multiple learning pathways. DLM uses learning maps that are highly connected representations of how academic skills are acquired as reflected in research literature. Nodes in the maps represent specific knowledge, skills, and understandings in English language arts and mathematics, as well as important foundational skills that provide an understructure for the academic skills. The maps go beyond traditional learning progressions to include multiple and alternate pathways by which students may develop content knowledge. The learning map was developed through extensive review and synthesis of research literature. It undergoes thorough reviews by content, special education, and learning experts. The DLM Project continues to refine and improve the map as we learn more and incorporate results from the assessments. As of May 2014, there were 1,645 nodes in the English language arts map, 2,312 nodes in the mathematics map, and 141 foundational nodes associated with both content area maps. Additionally, there are more than 8,820 connections among the nodes.

Notes:

Slide 47:

DLM

PASS Grade 4 Writing Standard 2	Essential Element L.4.2

PASS Grade 4 Writing Standard 2

- 2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
  - a. Correctly capitalize the first word of a sentence, the pronoun, geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
  - b. Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.
  - c. Indent correctly at the beginning of each paragraph.
  - d. Observe left and right hand margins.

Essential Element L.4.2

- A. Capitalize the first word in a sentence.
- B. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns

Presenter: Here is another example of an alternate achievement standard compared to a grade level content standard. Under the Dynamic Learning Maps system, standards are called "Essential Elements". *Text Appears*

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Slide 48:

DLM

PASS Grade 4 Reading/Literature 1.1	Essential Element L.4.4

▪ Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.
 	
  ▪ 1. Words in Context – Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.
	▪ Demonstrate knowledge of word meanings.
	
	  ▪ a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.

Presenter: Here is another example of an alternate achievement standard compared to a grade level content standard. *Text Appears*
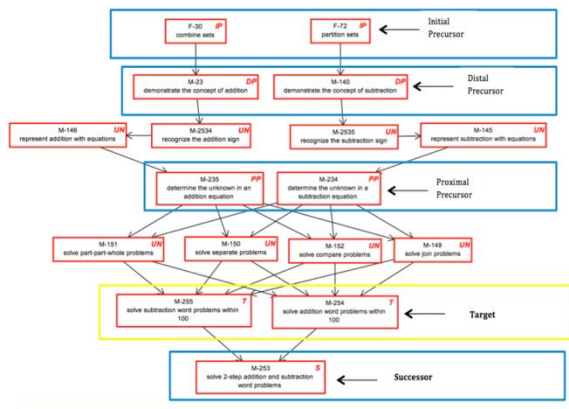
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ELA.EE.RL.4.4 Determine the meaning of words in a text.	
Successor Node:	Can understand that words can have multiple meanings, that may include a concrete and psychological meaning (i.e. "sweet")
Target Node:	Can identify simple semantic definitions for unambiguous words in a text
Proximal Precursor:	Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones.
Distal Precursor:	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.
Initial Precursor:	Child can look at, show, or get an object as directed or can demonstrate understanding that objects or persons have names by responding to stimulus cues (verbal, signed, Brailled, or graphic images) by saying, signing, or keyboarding the name or when asked the location of an object or person, can respond by pointing, looking/gazing, verbalizing, signing, or writing a correct response can look at or point to person indicated through speech or gesture.

Presenter: This is the standard on the previous slide. For each DLM standard, or essential element (EE), small collections of nodes are identified earlier in the map that represent critical junctures on the path toward the standard. These small collections of nodes are called linkage levels. The fourth level is the target. There are three levels below the target and one above the target. All together, the five levels make up a "mini map" for the EE. EEs build a bridge from content standards to academic expectations for students with the most significant cognitive disabilities.

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Presenter: Here is a "mini-map" for Math. *Note: UN stands for "un-tested", which means it is not a part of the assessment. Only the five nodes (linkage levels) are on the assessment. You might also view this page: http://dynamiclearningmaps.org/content/essential-elements to see a mini-map for ELA.*

Notes:

Slide 51:

Presenter: Professional development for Dynamic Learning Maps is currently available online in the KITE Educator Portal, the dashboard where educators manage student data, access professional development, receive test information, access training modules and view reports. Additional resources can be found at http://dynamiclearningmaps.org/Oklahoma.

Notes:

Slide 52:

Presenter: Professional development topics are addressed by role and align with the responsibilities of that role. Roles are detailed in a document called "What's My Role" underneath the Educator portal link (see last slide).

The four DLM roles are:

1. Assessment Coordinator – the person(s) supporting assessment implementation as well as supporting teachers as they prepare for the assessment. This role is often fulfilled by the district test coordinator or special education director.
2. Data Steward – the person(s) managing student and enrollment data. This role can be fulfilled by the Assessment Coordinator.
3. Technical Liaison – the person managing technology requirements for the district. The responsibilities of this role include installing KITE Client to computer operating systems. KITE Client is the web-based interface used by students for taking tests.
4. Test Administrator – teacher or test examiner.

Notes:

Slide 53:

RESOURCES

- Oklahoma State Department of Education
  - http://ok.gov/sde/assessment
- Dynamic Learning Maps (DLM)
  - http://dynamiclearningmaps.org/Oklahoma

Presenter: For more information on the Oklahoma Alternate Assessment Program (OAAP), please visit the OSDE Special Education Services assessment page and the Dynamic Learning Maps page.

Notes:

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Presenter: For any questions related to the OAAP please contact Kurt Johnson or Todd Loftin.

At this point in the presentation, pass out the quiz and go over it with participants.

Notes: