



National Center and State Collaborative Alternate Assessment based on Alternate Achievement Standards

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urls to look at today

- <http://www.ncscpartners.org/>
- https://wiki.ncscpartners.org/index.php/Main_Page
- <http://www.maine.gov/doe/alternate/>

What is NCSC AA-AAS?

- **National Center and State Collaborative Alternate Assessment based on Alternate Achievement Standards.**
 - Grades 3 – 8 and the 3rd year of High School
 - English Language Arts, Literacy and Mathematics
 - On-line
 - Standards based

NCSC AA-AAS

- The NCSC AA-AAS is developed to ensure that all students are able to participate in an assessment that is a measure of what they know and can do in relation to proficiency Standards (CCSS). NCSC offers a system of curriculum, instruction, and professional development that will allow students with the most significant cognitive disabilities to access grade-level content aligned to the CCSS.
- The NCSC AA-AAS is designed to meet the requirements of the Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure grade-level content standards.

NCSC's Goal

- NCSC's long-term goal is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and graduate from high school capable of pursuing post-secondary options. (college, career, and community ready)

Goals

- Welcome to the National Center and State Collaborative Alternate Assessment based on Alternate Achievement Standards. (NCSC AA-AAS) training.
- Introduce the NCSC Alternate Assessment
- Assist you with maneuvering around websites
- Prepare you for administrating the NCSC assessment

Eligibility Criteria

- State Assessment must be addressed every year
- “No exemptions”
- New eligibility criteria for new assessment coming Spring 2015

MAINE’S ALTERNATE ASSESSMENT PARTICIPATION GUIDELINES.

The criteria for participation in the Maine’s Alternate Assessment indicate that the student’s disability is pervasive across the content areas. Thus, a student who participates in Maine’s Alternate Assessment will participate in all content areas. There will be no partial participation in the alternate assessment.

Eligibility Criteria	Eligibility Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is learning content standards linked to (derived from) the Updated Maine Learning Results	The student is learning content based on grade level alternate achievement standards that are linked to Maine's Learning Results.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student: * requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature. * uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

The student is eligible to participate in Maine’s Alternate Assessment if all responses above are marked Yes.

Balancing Act

- Daily Living skills
- Enrolled Academic Content
- Seeing the big picture



Quality Indicators for Instructional Resources

- Promote Proficiency Standards
 - By using the Core Content Connectors (CCC)
 - Dually aligned with Learning Progressions and proficiency standards
- **Set High expectations for all students**
- Apply principals of universal design for learning
- Apply evidence-based teaching practices
- Offer options for ALL in the 1%
- Provide a teacher-friendly resource that promotes effective instruction

Assume Competence

1. What do I *assume* about the student's capability?
2. How do I *interpret* lack of engagement and/or disruptive behaviors?
3. Do I *assume* the student doesn't know something?
4. Do I *connect* skills and facts to big ideas?
5. Do I *start* with the standard and work toward skills and concepts?
6. Do I *provide* supports so students not only complete an activity but also learn the content?
7. Do I *provide* students ways to interact with materials and activities?

Disclaimer

- All of the NCSC instructional supports have been developed for students with significant cognitive disabilities.
- The state assessment for students with significant cognitive disabilities is the alternate assessment.

Home Page



<http://www.ncscpartners.org/>

Resources

Resources
Oct 21 2014 2:45 PM

Pilot 2 Test Administration Manual now publicly available.

On October 20, 2014 we began the second phase of the NCSC large-scale pilot testing of our summative assessment. Pilot 2 is part of the NCSC comprehensive approach to field testing of our system and items. Pilot 2 specifically is designed to help us refine our test forms prior to our operational test in Spring 2015. We anticipate that there will be a few revisions to the TAM prior to operational testing, but given the intensive work that has been completed for our multi-phase field testing, the TAM represents a good overview of our procedures for test administration. You may view or download the NCSC Pilot 2 TAM here: [Test Administration Manual for Pilot 2 \(PDF\)](#)

NCSC Overview

NCSC General Handout
The NCSC General Handout provides information about the project in general including a brief introduction of project goals, organizational partners, and state partners. The questions addressed by this handout are general in nature such as *Why do we need a new alternate assessment?* and *Will the NCSC assessment be available to all states?* Please [click here \(PDF\)](#) to learn more about the project.

NCSC Policymaker Handout
The NCSC Policymaker Handout is focused on the design of the NCSC summative assessment. While it includes an introduction of the project goals, organizational partners, and state partners, it also provides information targeting the format of the assessment, grades and content areas to be assessed, and the use of technology in the assessment. Please [click here \(PDF\)](#) to learn more.

NCSC Curriculum and Instruction Resources

We have posted our core curriculum and instruction resources on a public wiki (<https://wiki.ncscpartners.org>), created to host the materials that educators will need to deliver instruction aligned to the Common Core State Standards (CCSS). The materials are grouped in three categories, two of which are ready for use:

- Curriculum Resources - What to Teach (reference materials created to reinforce educators' understanding of curriculum content) and
- Instructional Resources - How to Teach (reference materials created to support classroom teaching).

More resources will be added in the next months. The third component will become active over the next year: Classroom Solutions (solutions or accommodations created by educators and shared).

Please use the orientation to NCSC resources to support your use of the materials, which you can find here <http://www.ncscpartners.org/resources-cop-presentations>. In the near future, additional professional development modules will be posted on these pages and on the multimedia tab.

TAMs

WIKI LINK

TAM – wiki link – Curriculum Resources & Instructional

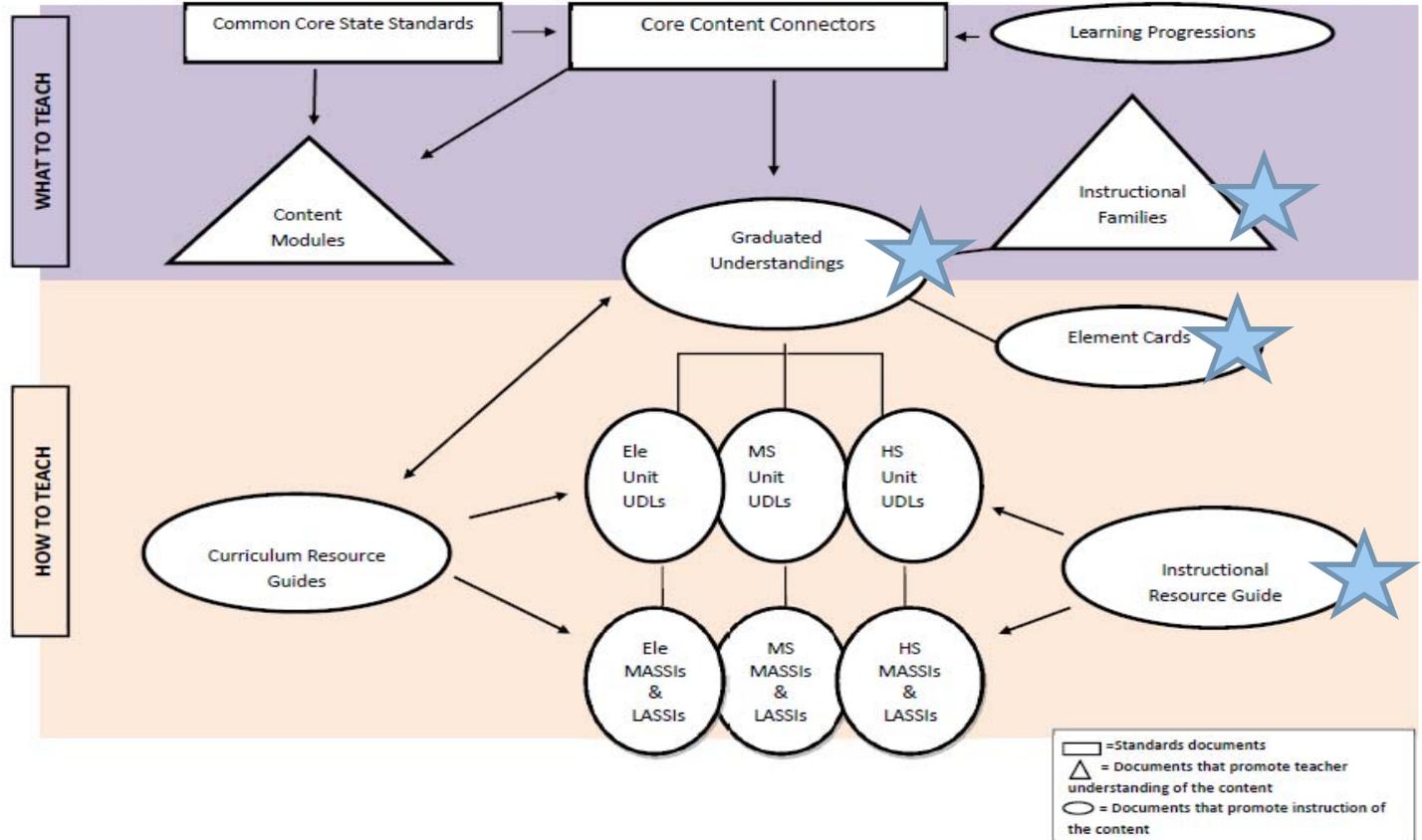
Schema



National Center and State Collaborative

SCHEMA for Common Core State Standards Resources NCSC Instructional Resources

What to Teach



How to Teach



NCSC WIKI

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Main Page

Welcome to the National Center and State Collaborative Wiki!

The National Center and State Collaborative (NCSC) is a project led by five centers and 24 states, building an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The goal of the NCSC project is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. This wiki was created by the University of Kentucky to host the curriculum and instruction materials developed by UNCC and a series of informational modules developed by the University of Kentucky. The wiki and the materials hosted here help educators accomplish the NCSC goals and deliver instruction aligned to the Common Core State Standards (CCSS).

Wiki Resources

- **Curriculum Resources** - What to Teach; Curriculum Resources are reference materials created to reinforce educators' understanding of curriculum content (found in the top half of the resource schema below)
- **Instructional Resources** - How to Teach; Instructional Resources are reference materials created to support classroom teaching (found in the bottom half of the resource schema below)
- **Educator Professional Development and Parent Resources – Presentations and interactive modules** designed to supplement written NCSC materials, as well as written summaries about the NCSC project, explore teaching and learning for students with significant cognitive disabilities, and provide broad coverage of topics of interest to educators and parents alike.

Quick Links

- **All Resources** - Browse curriculum and instruction resources in the wiki by category (CCCs, Element Cards, Content Modules, etc)
- **NCSC Partners - Parent Resources** - The NCSC Partners website includes a wealth of information available to parents and interested others. The resources referenced on this site include summaries, explanations and descriptions of work related to the NCSC project. These topics of this work include: NCSC Project Descriptions, Curriculum and Instructional Resources, Alternate Assessment, IEP Team Guidance for Participation in Alternate Assessment, College and Career Readiness for Students with Significant Cognitive Disabilities, Communicative Competence, and tools for sharing NCSC information.
- **NCSC Partners** - Visit [ncscpartners.org](https://wiki.ncscpartners.org) for more information about the National Center and State Collaborative.

- **The SCHEMA for Common Core State Standards Resources**

The graphic below presents the relationships between Curriculum and Instructional Resources developed in the NCSC grant. Click on the name of a resource to access further

All Resources

Page [Discussion](#) [Read](#) [View source](#) [View history](#)

All Resources

This page contains all categories of resources, click on one of the links to quickly find lists of all resources available in that category.

Core Content Connectors	CCCs by Common Core State Standards	Content Modules	Curriculum Resource Guides	Element Cards	Instructional Resource Guide	Instructional Families	Presentations	Systematic Activities for Scripted Systematic Instruction	Universal Design for Learning Units
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Instructional Resource Guide

Instructional Resource Guide on Prompting and Instructional Strategies

The purpose of the Instructional Resource Guide:

- To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant disabilities
- To serve as a companion document to the SASSIs for teachers to reference quickly and easily
- To help educators build knowledge of the essential systematic instructional methods and prompting strategies that are used in SASSIs to teach students targeted skills

Systematic Instruction

- Teaching focused on specific, measurable responses that may either be discrete or a chained task, and that are established through the use of defined methods of prompting and feedback based on the principles and research of ABA.
- Will include:
 - Prompting
 - Feedback
- Format of instruction
 - Task Analysis
 - Repeated Trial

Finding a Response Mode

- It is important to identify the best way for your student to show what they know
 - Point
 - Pull-off
 - Grab
 - Eye gaze
 - Say
 - Write
 - Activate Switch
 - Use Picture Communication System
 - Use Augmentative Communication Device
- The chosen response mode should be something the student can perform independently

Time Delay

There are two types of time delay, constant time delay and progressive time delay. This Instructional Resource Guide focuses on Constant Time Delay; however, it does provide a brief explanation of Progressive Time Delay.

Additional Prompting Strategies

There are additional prompting strategies that are not covered in this instructional resource guide that may be helpful when teaching your students. These strategies were not included because they are not used in the SASSIs. These include, but are not limited to most to least prompting, simultaneous prompting, and graduated guidance.

- This resource can be implemented immediately
- Focus on explicit instruction and best practices for teaching students with significant cognitive disabilities

What is Included in Instructional Resource Guide?

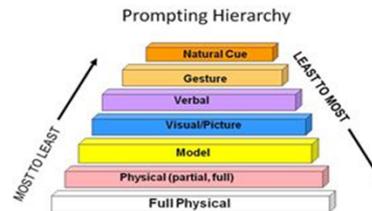
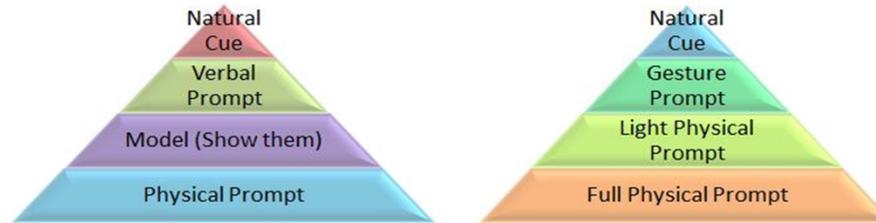
- Overview of Systematic Instruction
- Importance of Finding a Response Mode
- Explanation of Instructional Strategies and “how to”
- Provides sample script for math and ELA skill for each instructional strategy
- Troubleshooting Q&A

Scripts for how to implement:

- **Constant Time Delay (CTD)**
- **System of Least Prompts (LIP)**
- **Model, Lead, Test**
- **Example/Non-example Training**

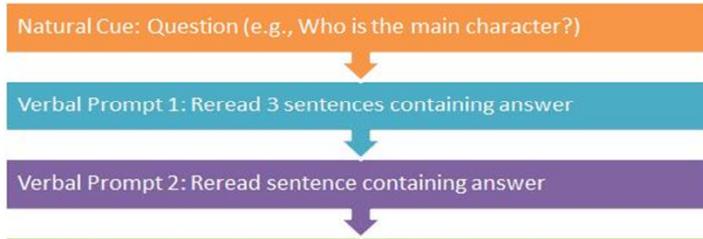
6. Encourage and praise the student after independent, correct responses.

Examples of Prompting Hierarchies

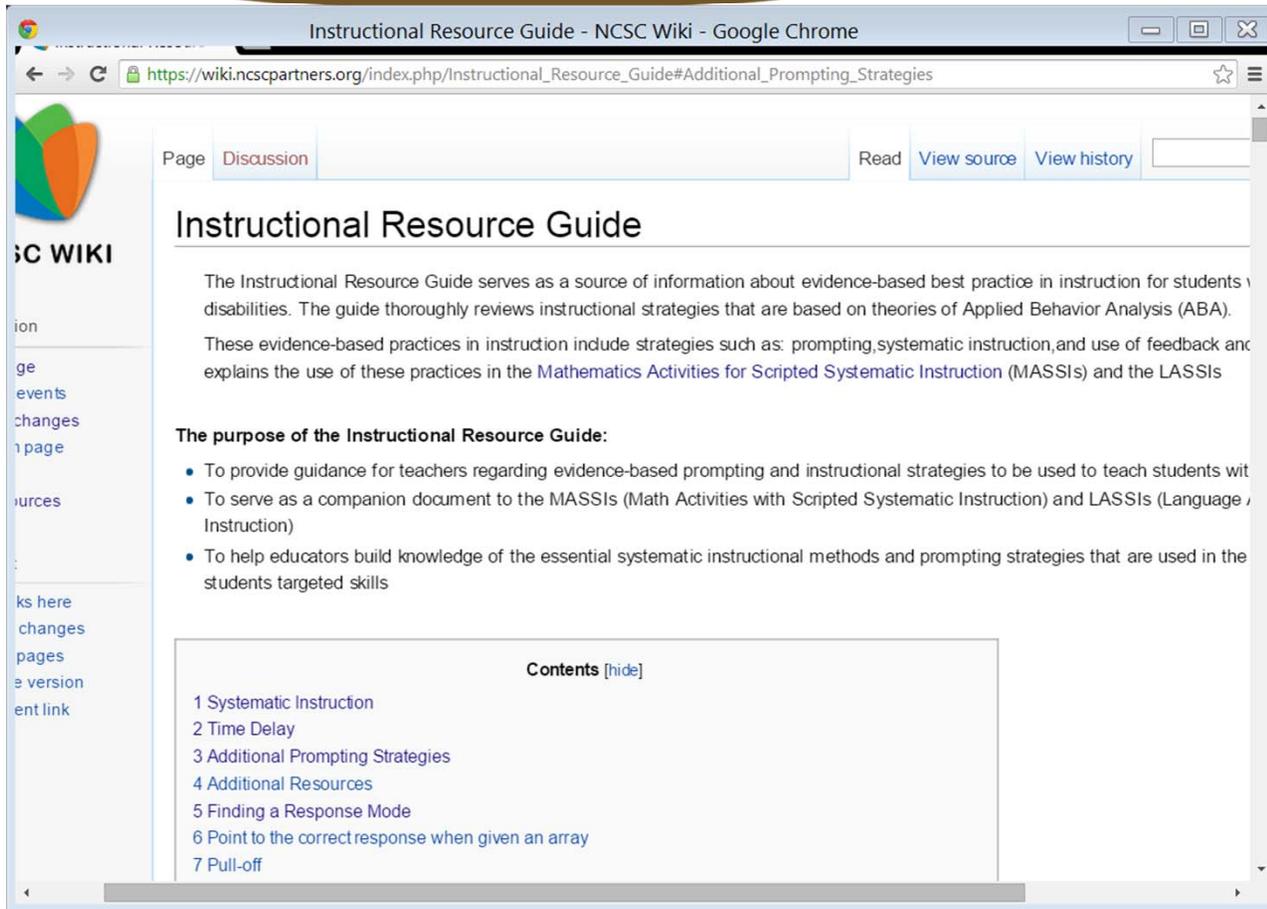


<http://mast.ecu.edu/modules/ta/lib/images/slide11.jpg>

Prompting Hierarchy for Literal Text Recall



Additional Prompting



Instructional Resource Guide - NCSC Wiki - Google Chrome

https://wiki.ncscpartners.org/index.php/Instructional_Resource_Guide#Additional_Prompting_Strategies

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Instructional Resource Guide

The Instructional Resource Guide serves as a source of information about evidence-based best practice in instruction for students with disabilities. The guide thoroughly reviews instructional strategies that are based on theories of Applied Behavior Analysis (ABA). These evidence-based practices in instruction include strategies such as: prompting, systematic instruction, and use of feedback and explains the use of these practices in the [Mathematics Activities for Scripted Systematic Instruction \(MASSIs\)](#) and the [LASSIs](#)

The purpose of the Instructional Resource Guide:

- To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with disabilities
- To serve as a companion document to the MASSIs (Math Activities with Scripted Systematic Instruction) and LASSIs (Language Activities with Scripted Systematic Instruction)
- To help educators build knowledge of the essential systematic instructional methods and prompting strategies that are used in the students targeted skills

Contents [hide]

- 1 Systematic Instruction
- 2 Time Delay
- 3 Additional Prompting Strategies
- 4 Additional Resources
- 5 Finding a Response Mode
- 6 Point to the correct response when given an array
- 7 Pull-off

Remember: In the Wiki, you keep scrolling, there are no breaks in pages.

Learning Progressions Framework

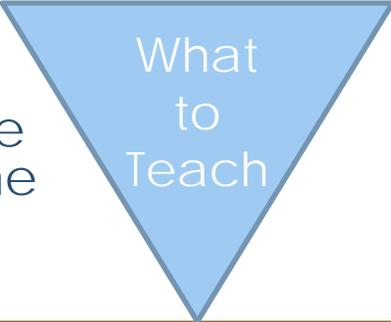
- Define research-based pathways for learning;
- Developed and refined using available research and evidence;
- Have clear binding threads that articulate the essential core concepts and processes of a discipline (sometimes called the 'big ideas' of the discipline); and
- Learning Targets and Progress Indicators



What
to
Teach

Core Content Connectors (CCCs)

- Identify the most salient grade-level, core academic content in ELA and mathematics found in both the Common Core State Standards (CCSS) and the Learning Progression Framework (LPF);
- Illustrate the necessary knowledge and skills you need, in order to reach the learning targets within the LPF and the CCSS;
- Focus on the core content, knowledge and skills needed at each grade to promote success at the next; and
- Identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.



What
to
Teach

Graduated Understandings

- The Graduated Understandings promote teacher understanding of the Common Core State Standards (CCSS) and provide strategies for moving students toward a similar understanding.
- The Graduated Understandings are comprised of two pieces: the **Instructional Families** and the **Element Cards**. These two pieces used together present educators with the progression of content across grades and with instructional strategies that include possible supports and scaffolds.

Core Content Connectors

Progress Indicator: M.RI.g analyzing how an author develops ideas and supports a thesis or reasoning		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.RI.g1 Identify key individuals, events, or ideas in a text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
6.RI.g5 Identify an argument or claim that the author makes.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not .
6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Comprehension and Collaboration	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not 6.SL.3 Delineate a speaker’s argument and

CCCs linked to CCSS

NCSC Curriculum and Instructional Resources Overview for Administrators.pptx Microsoft PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Add-Ins

Table Picture Clip Art Screenshot Photo Album Shapes SmartArt Chart Hyperlink Action Text Box Header & Footer WordArt Date & Time Slide Object Equation Symbol Video Audio

CCSS View: Math

Counting and Cardinality		K.CC
Know number names and the count sequence.		
1. Count to 100 by ones and by tens.		
CCCs linked to K.CC.1	K.NO.1a1	Rote count up to 10
	K.NO.1a2	Rote count up to 31
	K.NO.1a3	Rote count up to 100
	1.NO.1a5	Rote count up to 31
	1.NO.1a6	Rote count up to 100*
	2.NO.1a9	Rote count up to 100
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)		
CCCs linked to K.CC.2	1.NO.1a7	Count forward beginning from any given number below 10
3. Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		
CCCs linked to K.CC.3	K.NO.1d1	Identify numerals 1-10
	K.NO.1d2	Identify the numerals 1-10 when presented the name of the number
	K.NO.1e1	Write or select the numerals 1-10
	1.NO.1d3	Identify numerals 0-31
	1.NO.1d4	Identify the numeral up to 31 when presented the name
	1.NO.1e2	Write or select the numerals 0-31
1.NO.1i1 Recognize zero as representing none or no objects		
Count to tell the numbers of objects		
4. Understand the relationship between numbers and quantities; connect counting to cardinality		
a. When counting objects, say the number names in the standards order, pairing each object with one and only one number name and each number name with one and only one object.		
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.		
c. Understand that each successive number name refers to a quantity that is one larger.		
CCCs linked to K.CC.4	K.NO.1b2	Identify the set that has more.
	1.NO.1c1	Use a number line to count up to 31 objects by matching 1 object per number.

A second view of the CCCs is formatted in a similar fashion to the CCSS. This view begins with the ccss and then list each CCC that is linked to that specific standard. This view shows explicitly

Slide 13 of 100 *NCSC_Powerpoint*

CCCs for All Grades

K.RI.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed. No CCSS link
K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading. K.RF.1
K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text. K.RF.1
K.RI.b7 Identify familiar written words when spoken. K.RF.2
K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences. K.RF.1
K.RI.b9 Recognize that words are separated by spaces in print. K.RF.1
K.RI.d1 With prompting and support, answer questions about key details in a text. K.RI.1
K.RI.e1 During shared literacy activities suggest things you might learn about for a given print or non print text (e.g., What do you think we might learn about in this book?). No CCSS linked
1.RI.b2 During shared reading activities, indicate need to turn the page for continued reading. K.RF.1
1.RI.b3 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text. K.RF.1
1.RI.b4 Recognize that words are separated by spaces in print. K.RF.1
1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts. 1.RF.1
1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed. K.RI.1
2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text. 2.RI.1

Remember: In the Wiki, you keep scrolling, there are no breaks in pages.

RI2: Describing the Main Idea	
K.RI.d2 With prompting and support, identify the main topic. K.RI.2	
K.RI.d3 With prompting and support, retell/identify key details in a text. K.RI.2	
K.HD.d3 Discuss key details and main topic of a preferred text. K.RI.2	
1.RI.d2 Identify the main topic of an informational text. 1.RI.2	
1.RI.d3 Retell/identify key details in an informational text. 1.RI.2	

Graduated Understandings (GUs) and Instructional Families

Overview of CCCs: Patterns, Relations and Functions

Describing and Extending Patterns		Problem Solving and Using Variables		Proportional Relationships and Graphing	
(5-8) Middle School Learning Targets					
<p>M.PRF-1 Describe and compare situations that involve change and use the information to draw conclusions:</p> <ul style="list-style-type: none"> Model contextual situations using multiple representations; Calculate rates of change for real-world situations (constant) 					
<p>M.PRF-2 Give examples, interpret, and analyze a variety of mathematical patterns, relations, and explicit and recursive functions</p>					
Grade 5		Grade 6		Grade 7	
5.PRF.1b1 Given 2 patterns involving the same context (e.g., collecting marbles) determine the 1 st 5 terms and compare the values 5.OA.3		6.PRF.1d1 Solve real-world single step linear equations 6.EE.7		7.PRF.1g1 Solve real-world multi step problems using whole numbers 7.EE.3	
5.PRF.2a1 Generate a pattern that follows the provided rule 4.OA.5		6.PRF.2a2 Use variable to represent numbers and write expressions when solving real-world problems 6.EE.6		7.PRF.1g2 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities 7.EE.4	
5.PRF.1b2 When given a line graph representing two arithmetic patterns, identify the relationship between the two 5.OA.3		6.PRF.2a3 Use variables to represent two quantities in a real-world problem that change in relationship to one another 6.EE.9		7.PRF.2d1 Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers 7.EE.4b	
5.PRF.2b1 Generate or select a comparison between two graphs from a similar situation 5.OA.3		6.PRF.1a2 Determine whether or not the quotient will increase or decrease based on the divisor 5.NF.5		7.PRF.1e2 Represent proportional relationships on a line graph 7.RP.2b	
5.PRF.1a1 Determine whether the product will increase or decrease based on the multiplier 5.NF.5		6.PRF.1c1 Describe the ratio relationship between two quantities for a given situation 6.RP.1		7.PRF.1f1 Use proportional relationships to solve multi step percent problems in real-world situations. 7.RP.3	
		6.PRF.1c2 Represent proportional relationships on a line graph 6.RP.2		7.PRF.2a5 Use variables to represent two quantities in a real-world problem that change in relationship to one another 6.EE.9	
		6.PRF.2a4 Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation 6.EE.9		7.NO.214 Use a rate of change or proportional relationship to determine the points on a coordinate plane 7.RP.2d	
				8.PRF.1g3 Solve linear equations with 1 variable 8.EE.7	
				8.PRF.1e2 Represent proportional relationships on a line graph 8.EE.5	
				8.PRF.1f2 Describe or select the relationship between the two quantities given a line graph of a situation 8.EE.5	
				8.PRF.2c1 Given two graphs, describe the function as linear and not linear 8.F.3 8.F.5	
				8.PRF.2e1 Distinguish between functions and non-functions, using equations, graphs or tables No CCSS linked	
				8.PRF.2e2 Identify the rate of change (slope) and initial value (y-intercept) from graphs 8.F.4	
				8.PRF.2e3 Given a verbal description of a situation, create or identify a graph to model the situation 8.F.5	

Instructional Families

Instructional Families - NCSC Wiki - Google Chrome

https://wikinccpartners.org/index.php/Instructional_Families

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Instructional Families

Instructional Families are a visual representation of the areas of curricular emphasis within and across grade bands, the graphics facilitate perception of related content. The Instructional Families are grouped into the Learning Progressions Framework strands and reference the related Common Core State Standards® (CCSS) for each Core Content Connector (CCC). The CCCs (grade-specific knowledge, skills and abilities) are organized into Instructional Families based on the content students are expected to learn.

The Instructional Families are presented in three different views:

1. By grade band and Learning Progression Strands: table of Learning Progression Framework targets for specific strands and grade bands, instructional families color-coded across the grade bands
2. By grade and CCCs: columnar presentation of CCCs by LPF learning targets, broken out into grade levels, CCCs cross-referenced to related CCSS
3. By Instructional Family and CCCs: columnar presentation of instructional families with references to the related CCSS domain. The CCCs are arranged within each Instructional Family in a vertical ascending progression across grades.

Instructional Families in Mathematics

Instructional Families: Data Analysis, Probability, and Statistics
 Instructional Families: Geometry
 Instructional Families: Measurement
 Instructional Families: Number Operations
 Instructional Families: Patterns

Instructional Families in Reading

Reading Literary Text Distribution Chart
 Reading Foundational Text Distribution Chart
 Reading Informational Text Distribution Chart
 Vocabulary Acquisition Distribution Chart

Instructional Families in Writing

Writing Across Text Types Distribution Chart

Instructional Families: Number Operations - NCSC Wiki - Google Chrome

https://wikinccpartners.org/index.php/Instructional_Families_Number_Operations/Overview_of_CCCs_Number_Operations_28Real_Numbers29_Counting_and_Representing_Numbers38_Understanding_Base_Ten_Number_System38

Overview of CCCs: Number Operations (Real Numbers): Counting and Representing Numbers; Understanding Base Ten Number System; Determining Relative Position of Whole Numbers

HS-12) High School Learning Targets

Understanding Base Ten

HS

HS.N0.1a3 Convert a number expressed in scientific notation
HS.NM.A.2

HS.N0.1a2 Explain the influence of an exponent on the location of a decimal point in a given number
HS.NM.A.2

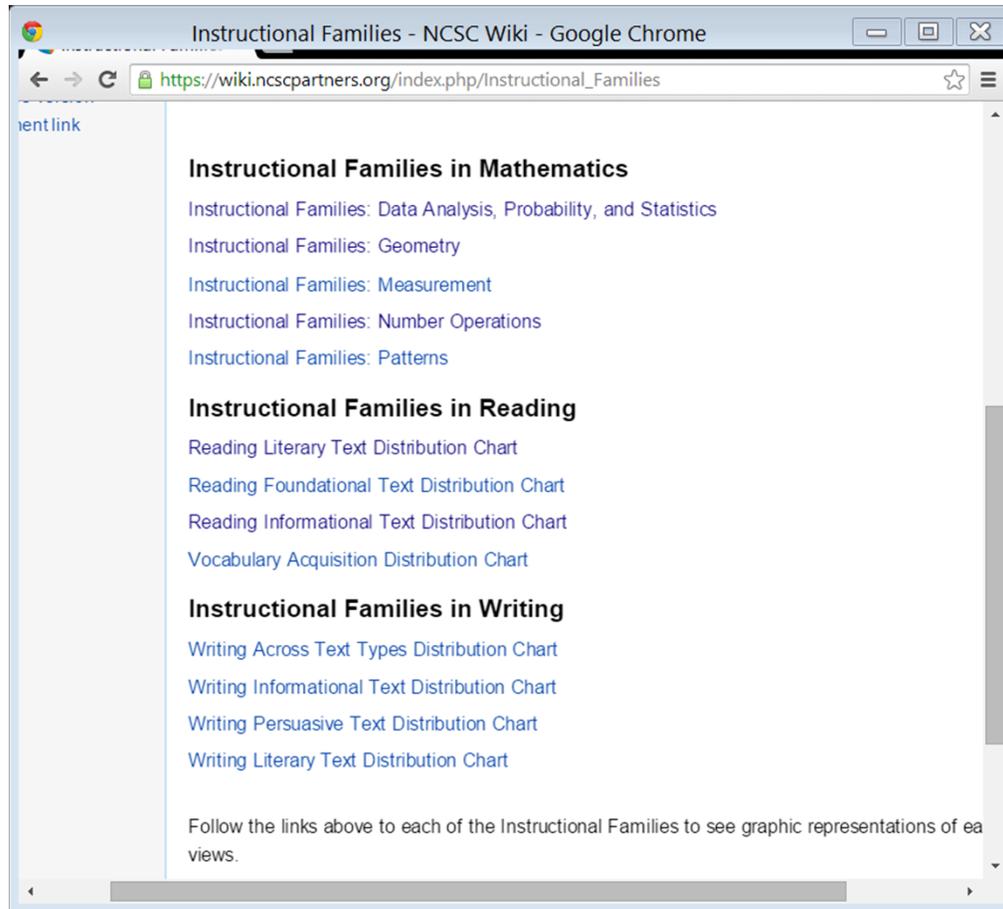
Overview of CCCs: Number Operations (Real Numbers): Counting and Representing Numbers; Understanding Base Ten Number System; Determining Relative Position of Whole Numbers

EL-4) Elementary School Learning Targets

Performing Operations with Whole Numbers

Grade K-1	Grade 2	Grade 3	Grade 4
K.N0.2a1 Count 2 sets to find sums up to 10 K.OA.A.2	2.N0.1a1 Skip count by 5s 2.NBT.A.2	3.N0.1a1 Skip count by 100s 2.NBT.A.2	4.N0.2a2 Solve multi-digit addition and subtraction problems up to 1000 3.NBT.A.2
1.N0.2a5 Count 2 sets to find sums up to 10 K.OA.A.2	2.N0.1a5 Skip count by 10s 2.NBT.A.2		
1.N0.2a6 Count 2 sets to find sums up to 20 1.OA.C.6	2.N0.1a6 Skip count by 100s 2.NBT.A.2		
1.N0.2a4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record of select the answer K.OA.A.4	2.N0.1a8 Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?) 2.NBT.B.8	3.N0.1a2 Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?) 2.NBT.B.8	4.N0.2b1 Identify multiples for a whole number (e.g., 2 × 2, 4 × 6, 8 × 10) 4.OA.A.4 OA.A.5
1.N0.2a5 Count 2 sets to find sums up to 10 K.OA.A.2	2.N0.2a15 Remove objects from a set in a subtraction situation to find the amount remaining up to 20 1.OA.A.8	3.N0.2b15 Use the relationships between addition and subtraction to solve problems. 3.NBT.A.2	4.N0.2c2 Solve multiplication problems up to two digits by one digit 4.NBT.B.6

Areas of curricular emphasis within and across grade bands

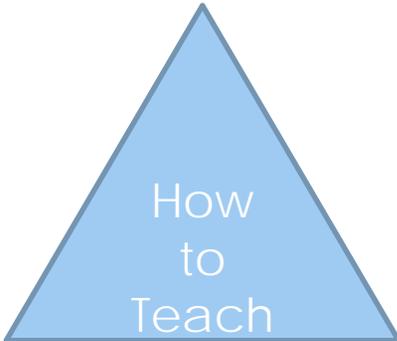


Instructional Families (ELA)

In the Wiki, you keep scrolling, there are no breaks in pages.

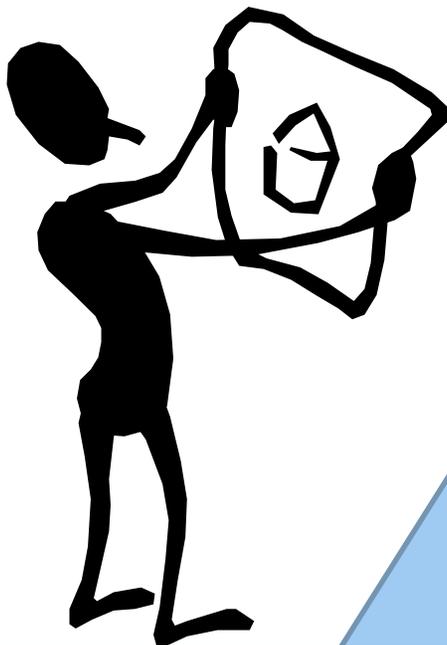
The screenshot shows a web browser window displaying the NCSC Wiki page. The page title is "Instructional Families: Reading Informational Text K-12". Below the title, there is a "Contents [hide]" section with a numbered list of 17 items, including "Labeling Reference Key", "Reading Informational Text: Distribution of Learning Targets, CCSS Anchor Standards, and Instructional Families", and various "Key Ideas and Details" and "Craft and Structure" sections for different grade levels. Below the list, there is a section titled "Labeling Reference Key" which contains a table with two columns: "Reference Format" and "Reference Source".

Reference Format	Reference Source
ME-1	This is the reference format for the learning targets found in Karin Hess's Learning Progressions Frameworks (LPF), the Measurement (ME) strand.
K.ME.1a1	This is a Core Content Connector reference. The Core Content Connector (CCC) references are related to the LPF Progress Indicator references. The first five characters and included periods



- Next are examples of Element Cards developed in the National Center and State Collaborative (NCSC) Alternate Assessment Consortia. The purpose of the element cards is to provide special educators ideas and ways they can provide access to the ELA and Math standards through essential understandings for students with significant cognitive disabilities.

Element Card



<p>CCSS: 8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</p>		
<p>CCC: 8.PRF.1e2 Represent proportional relationships on a line graph</p>		
<p>Strand: Patterns, Relationships and Functions</p>		<p>Family: Proportional Relationships and Graphing</p>
<p>Progress Indicator: M.PRF.1e representing and computing unit rates associated with ratios of lengths, areas, and other quantities measured in like or different units</p>		
<p>Essential Understandings</p>	<p>Concrete Understandings:</p> <ul style="list-style-type: none"> Recognize a positive relationship between two variables. 	<p>Representation:</p> <ul style="list-style-type: none"> Graph a series of coordinates on a graph Identify given coordinates (x,y) as a point on a graph Identify the intercept(s) on a graph Understand concepts, vocabulary and symbols: coordinates, ordered pairs (x,y), intercept, grid, axis, point, proportion, line, slope
<p>Suggested Instructional Strategies:</p> <ul style="list-style-type: none"> Teach explicitly that a coordinate grid has two perpendicular lines, or axes, labeled like number lines. Teach explicitly how to recognize the relationship between y and x using the coordinates of several points (e.g., y increases as x increases; the ratio is the same for all values if they are directly proportional). Provide multiple examples of line graphs with different, labeled coordinates and slopes. Teach explicitly how to plot coordinates on a grid and draw the line. Teach explicitly how to define a line provided on a grid by multiple coordinates. Teach explicitly simple distance/time problems that illustrate how the rates of two objects can be represented, analyzed and described graphically. Task Analysis <ul style="list-style-type: none"> Provide a series of proportional coordinates Present a labeled graph Identify the x coordinate and y coordinate and plot each point List coordinates on a T-chart, (x in one column and y in the other) for each set of coordinates State the proportional relations; $_: _$ 		
<p>Supports and Scaffolds:</p> <ul style="list-style-type: none"> Grid paper with raised perpendicular lines (horizontal and vertical lines) and points Models T-Chart, graphic organizer 		



CCSS: 8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*



CCC: 8.PRF.1e2 Represent proportional relationships on a line graph



Strand: Patterns, Relationships and Functions

Family: Proportional Relationships and Graphing



Progress Indicator: *M.PRF.1e* representing and computing unit rates associated with ratios of lengths, areas, and other quantities measured in like or different units



Essential Understandings

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<p>Progress Indicator: M.PRF.1e Representing and computing unit rates associated with ratios of lengths, areas, and other quantities measured in like or different units</p>			
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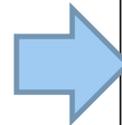
Suggested Instructional Strategies

Suggested Instructional Strategies:

- Teach explicitly that a coordinate grid has two perpendicular lines, or axes, labeled like number lines.
- Teach explicitly how to recognize the relationship between y and x using the coordinates of several points (e.g., y increases as x increases; the ratio is the same for all values if they are directly proportional).
- Provide multiple examples of line graphs with different, labeled coordinates and slopes.
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- Task Analysis
 - Provide a series of proportional coordinates
 - Present a labeled graph
 - Identify the x coordinate and y coordinate and plot each point
 - List coordinates on a T-chart, (x in one column and y in the other) for each set of coordinates
 - State the proportional relations; $_ : _$

Supports and Scaffolds:

- Grid paper with raised perpendicular lines (horizontal and vertical lines) and points
- Models
- T-Chart, graphic organizer



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<p>Supports and Scaffolds:</p> <ul style="list-style-type: none"> • Grid paper with raised perpendicular lines (horizontal and vertical lines) and points • Models • T-Chart, graphic organizer 			

<p>CCSS: 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>		
<p>CCC: 2.PR.F.1c5</p>	<p>Write or select an equation representing the problem and its solution</p>	
<p>Strand: Patterns, Relationships and Functions</p>		<p>Family: Problem Solving and Using Variables</p>
<p>Progress Indicator: <i>E.PRF.1c modeling problem solving situations that involve addition and subtraction of whole numbers using objects, diagrams, and symbols</i></p>		
<p>Essential Understandings</p>	<p>Concrete Understandings:</p> <ul style="list-style-type: none"> Match the action of combining with vocabulary (i.e., in all; altogether) or the action of decomposing with vocabulary (i.e., have left; take away) in a word problem 	<p>Representation:</p> <ul style="list-style-type: none"> Identify a representation of an array that matches the problem State what the numbers represent Understand concepts and vocabulary: adding to, take away, equation
	<p>Suggested Instructional Strategies:</p> <ul style="list-style-type: none"> Teach explicitly the meaning of "add" and "take away" by connecting the vocabulary to known language (e.g., "add" means plus, more, join; "take away" means less, fewer); Teach/model "adding to" a set of object results in a larger set; teach "take away" from a set of objects results in a smaller set; Compare two sets of unequal number of objects and ask the student which set has been added to (larger set) OR which set has objects taken away (smaller set). Model, Lead, Test: <ul style="list-style-type: none"> Model "adding to" and "taking away" using objects. (e.g., "Watch me add to this group of objects....Let's add to this group of objects together...You try adding to this group of objects.") Indicate that the new group of objects is larger if adding to and smaller if taking away. Teach explicitly how to create a group/row/set/array of objects for a given number or for a number provided in a simple word problem Example/Non-example <ul style="list-style-type: none"> Present a row of objects (≤ 10). Present a second row of objects that has a different number of objects. Ask the student to select the row with a specified number of objects. Present three rows of objects (≤ 10), two that are equal and one that is not equal. Ask the student to match the two rows that both include the same number of specified objects (e.g., a row of three hats, a row of three hats, a row of 5 shoes). Present a simple word problem and a set of arrays to match specified numbers of objects in the problem. Ask the student to identify which array matches a specific number of objects. Task Analysis: Provide an equation for a simple addition or subtraction problem and have the student identify the numbers and a corresponding group of objects indicated in the problem (provide cards with numbers and sets of objects related to the problem). <ul style="list-style-type: none"> Present a simple subtraction problem (e.g., There are six eggs in the carton. The cook took away three eggs to make breakfast. How many eggs are left in the carton?) State a number of objects in the problem (e.g., six eggs) Show me the number six in the problem. Six tells how many what in the problem? Make a set of six eggs. 	

Grades 3–5 Reading Element Card – Informational Text – Connecting Diverse Media and Formats

<p>Grade 3 students:</p> <p>CCSS: 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>PI: E.RI.n Analyzing how authors use facts, details, and explanations to develop ideas or support their reasoning.</p> <p>CCCs</p> <p>3.RI.n1 Identify facts that an author uses to support a specific point or opinion.</p> <p>Essential Understanding: Match a fact to a fact given in a text. THEN Identify one fact in an informational text. THEN Differentiate between a fact and an opinion.</p>	<p>Grade 4 students:</p> <p>CCSS: 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>PI: E.RI.k Using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts. E.RI.n Analyzing how authors use facts, details, and explanations to develop ideas or support their reasoning.</p> <p>CCCs</p> <p>4.RI.k5 Identify reasons that the author uses to support ideas in an informational text. 4.RI.n1 Identify facts that an author uses to support a specific point or opinion.</p> <p>Essential Understanding: Identify the main idea in an informational text. THEN Identify one reason or fact that supports the main idea in an informational text.</p>	<p>Grade 5 students:</p> <p>CCSS: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>PI: M.RI.e Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader. M.RI.g Analyzing how an author develops ideas and supports a thesis or reasoning.</p> <p>CCCs</p> <p>5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text. 5.RI.e3 Identify reasons and evidence that support an author's point(s) in a text. 5.RI.g1 Identify the author's stated thesis/claim/opinion. 5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.</p> <p>Essential Understanding: Identify at least one point or claim the author makes in an informational text. THEN Identify examples/evidence (one reason, fact, or statement) that supports a point made by the author in an informational text.</p>
<p>Suggested Instructional Strategies:</p> <p>Write to Understand</p> <ul style="list-style-type: none"> Use a graphic organizer to show an opinion and facts that support an opinion. Use system of least prompts as needed to provide feedback.* 		

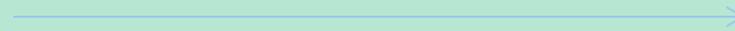
<p>Sort to Understand</p> <ul style="list-style-type: none"> Use example/non-example to teach fact vs. opinion. Provide facts and opinions on a topic to be sorted into categories. <p>Discuss to Understand</p> <p>Question Quandary/Think-Pair-Share</p> <ul style="list-style-type: none"> What words in this sentence, line or paragraph are the most important and why? If you could choose one idea from this page as the most important one, which would it be and why? How can you tell the author thinks a certain idea is the most important and why? What is the most important idea you've gotten from the text and why? Use system of least prompts as needed to provide feedback.* <p>Model to Understand</p> <ul style="list-style-type: none"> Place an informational text on the overhead or interactive whiteboard. While reading aloud, highlight information (maybe in multiple colors—one for claims and one for evidence supporting the claims) such as facts, opinions, or claims. <p>Suggested Scaffolds and Supports</p> <ul style="list-style-type: none"> Highlighted headings, key words or sentences Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions. Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) Add images that represent important information Pictures, objects or tactile representations to illustrate the topic, events or details Graphic organizers Teach using meaningful content from a variety of mediums (e.g., internet)
<p>* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.</p>

Standard: Reading Strand for Literature Grade 5 – Integration of Knowledge and Ideas – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (5.RL.9)

More complex		Less Complex	
Standards-based IEP Goal	With Accommodations	With Modifications	Essential Understandings
Compare and contrast attributes such as setting, plot, and characters in the story, _____ and the play, _____	Compare and contrast attributes such as setting, plot, and characters in the story, _____ and the play, _____ by using a speech to text recognition software	Compare and contrast the attributes such as setting, plot, and characters in the story, _____ and the play, _____ using picture/symbols icons	Reach and grasp icons to match character attributes as directed by peer Activate switch to select choice of literature to be read/discussed Turn head in the direction of speaker

Standard: Mathematics - Grade 3: Measurement and Data – Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and English Units (oz, lb.), and liters

More complex



Less Complex

Standards-based IEP Goal	With Accommodations	With Modifications	Essential Understandings
<p>Measure and estimate standard liquid volume using measuring cups and liquid while conducting experiments</p>	<p>Measure and estimate standard liquid volume using Braille labeled or differently shaped measuring cups while conducting experiments</p>	<p>Match liquid volume to color-coded symbols labeled on measuring cups and containers</p>	<p>Transfer liquid from one container to another without spillage</p> <p>Grasp container while peer pours to desired capacity</p> <p>Select liquid to be transferred</p>
			<p>Request assistance from peer</p>

Examples of Accommodations and Instructional Strategies

Time Scheduling	Setting	Presentation	Response
Testing over multiple days	One on One	Oral reading by testing administrator	Augmentative devices or other Assistive Technology
Extended time	Small group	Large print or magnification device	Adaptive calculators
Multiple or frequent breaks	Study carrel	Sign language	Number or alphabet lines
Change in schedule	Noise buffers	Tactile graphics	Manipulatives
One on one or small group	Adjusted lighting	Manipulatives	Visual/verbal/physical cues
		Audio amplification devices	
		Visual/verbal/	

Putting Your Learning into Action

Standard:

Narrowly or broadly restated

Standard with accommodations:

Same level of cognition but different response format

Critical function of the standard:

Modification of the level and complexity accomplishing the same purpose

Core content of the standard:

Core content connectors and essential understandings break down the standard to the smallest meaningful task.

Pilot 1

- Pilot 1
 - April 14, 2014 – May 16, 2015.
 - 10 schools participated from Maine with 17 students.
- it is the **pre work, the pre teaching** for me, the experience for my kids. During Pilot 1 it came out that I am the only one who would be able to administer the assessment - The past year I completed 10 PAAP portfolios - the paraprofessionals in my classroom are of great assistance in this and under my direction we get it done. 10 Alternative Assessments done on computer by only me..... with my current caseload =60 plus class time/ instructional time that is going to have to have a different structure. It is a process and being part of it, keeps me informed for the future, I am incorporating more computer work for my kids, I am **incorporating more big ideas**, as the **vocabulary was of higher level then I expose my student's to- they can do the process, but need to understand the questions.** I am getting prepared for the future!

Meredith Verrill

NCSC LCI BASELINE DATA ELA

Across all NCSC partner states, approximately 65% of students could read written text or Braille:

- 39% of students read basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille
- 22% of students could read fluently with basic, literal understanding ; and
- 4% of students across all NCSC partner states could read fluently with critical understanding in print or Braille;

However, 16% of students had no observable awareness of print or Braille.

- That leaves @ 19% just beginning to build reading skills

NCSC LCI BASELINE DATA MATH

In mathematics across all NCSC partner states, 66% of students are actively engaged in mathematics:

- 42% of students performed computational procedures with or without a calculator;
- 26% of students could count with 1:1 correspondence to at least 10, /or made numbered sets of items;

However, 15% of students reportedly had no observable awareness or use of numbers

- That leaves @17% just beginning to use numbers

Pilot 2

- Pilot 2 is occurring now. The testing window is from Oct. 20 through November 14th. If you would like a teacher in your school district to have experience with this new assessment, it is not too late to join.
- On-line test administration training takes about 4 hours. Each student enrolled will be assigned 2 content areas for testing, either reading and math – or reading and writing. Each content requires approximately 45 minutes.

NCSC Assessment System

- NCSC Assessment System at teacher-ncscpartners.ctb.com is the home for all test administration information and documents needed to administer the Pilot 2 Test.
 - The Pilot 2 Test Administration Manual (TAM),
 - student sample items, both reading and math
 - student rosters
 - the Test Administrator User Guide
 - Directions for Test Administration (DTA)

Field Test Form Design

- **ELA (Reading and Writing): 2 Forms**
 - Session 1: 3 passages and SR items, writing SR items, Tier 1 prompt, foundational items (Grades 3 and 4 only)
 - Session 2: Tier 2 and Tier 3 prompt
- **Reading (administered with Mathematics): 4 Forms**
 - Session 1: 3 passages and SR items (all grades), foundational items (Grades 3 and 4 only)
 - Session 2: 2 passages and SR items (all grades), foundational items (Grades 3 and 4 only)
- **Mathematics (administered with Reading) 4 Forms**
 - Session 1: 20 items
 - Session 2: 20 items

Description of NCSC AA-AAS Item Types

- In reading, writing, and mathematics, students are assessed using selected-response items.
- Open-response items are used to assess reading foundational skills.
- In writing, all grade levels include constructed-response items.
- In mathematics, some grade levels include constructed-response items.

The ELA Test

Session One	Session Two
<ul style="list-style-type: none">• Reading passages and selected-response items that assess reading literary and informational text• Reading foundational item (Grades 4 and 5 only)• Writing selected-response items that assess writing skills related to various text types	<ul style="list-style-type: none">• Two constructed-response writing items

Note: TAs will be able to pause and resume the ELA Pilot 2 Test as necessary based on student needs.

Sample Items

- Students and TAs have access to practice sample test items for both reading and mathematics. Each content area has three grades of sample test items. Sample test items are located on the NCSC Assessment System main page, or Dashboard.
- teacher-ncscpartners.ctb.com
- This site is password protected and is available to all users only.

Sample ELA Items - Grade 4

- Section 1
- We are going to read a story about a boy named Ben. After we read, you will be asked a question about the theme. Listen for the message of the story.
- Ben's Present Ben wants a dog. He thinks about dogs every day. In the morning, he begs his mom for a dog. His mom says dogs are a lot of work.
- At night, he tells his dad that he will be good if he gets a dog. Ben's dad says that dogs cost a lot of money. Ben's parents ask him what he wants. Ben says he wants a dog. He says he will walk the dog. He will feed the dog. He will play with the dog. He will pay for the dog's food.
- Ben shows his parents he can take care of a dog. He watches a neighbor's dog for a week. He walks the dog. He feeds the dog. He plays with the dog. Ben's parents see his hard work.
- Then one morning, Ben hears a bark. He jumps out of bed. He smiles. He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog!
- Section 1 Item 1
- Remember, the theme is the message of the story.
- What is the theme of this story?
- having a lot of friends
- showing you can take care of a pet
- asking your parents for something
- The story is then reviewed
- Item 2
- What did Ben get?
- a bike
- a dog
- a video game

Mathematics Test

Session One	Session Two
<ul style="list-style-type: none">• Mathematics selected-response and constructed-response items	<ul style="list-style-type: none">• Mathematics selected-response and constructed-response items

Note: TAs will be able to pause and resume the pilot test as necessary based on student needs.

Practice
Test



Session 1

Ability estimate from
Session 1 determines
Session 2 form



Session 2A

Ability estimate refined
by providing items with
difficulty closer to the
student's true ability



Session 2B

Ability estimate
refined by providing
items with difficulty
closer to the
student's true ability

Selected-Response Items

- Selected-response items are presented to students in a standard format. Every item is presented in the following order:
 - Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration)
 - Item question
 - Answer options are presented in stacked formation
- Students select a response from the options in a variety of ways, e.g., using the computer mouse, verbalizing, gesturing, eye gaze, using communication devices and assistive technology, etc. Students may enter their responses or Test Administrators (TAs) may enter responses on behalf of the student with a scribe accommodation into the NCSC Assessment System.

Constructed-Response Items Mathematics

- The Constructed-Response (CR) items require students to construct an answer rather than select an answer from response options. The TA must enter the student CR score into the NCSC Assessment System. All directions and materials needed for administering CR items are in the Directions for Test Administration (DTA) that accompanies each test form. The CR items are presented in novel tasks, using materials and content presented in an on-demand test format. Each item is presented to the student in a standardized, scripted sequence of steps culminating in a TA's scoring of the student performance using the Mathematics Scoring Rubrics. The Mathematics Scoring Rubrics provide scoring standards that must be used to evaluate student responses. Not all grade levels include mathematics CR items.

Open-Response Items (Reading Foundational Items)

- Open-response items are included on the Reading Pilot 2 Test and the ELA Pilot 2 Test in grades 4 and 5 only. The items are word identification tasks. Students identify three to five words as each is presented. Open-response student scores must be entered into the NCSC Assessment System by the TA.
- Students with clear and consistent oral speech are administered the open-response reading foundational Items. Students using means of communication other than oral speech, such as an Augmentative and Alternative Communication (AAC) device, American Sign Language or eye gaze, are administered the selected-response reading foundational Items included on the reading and ELA Pilot 2 Test.

Constructed-Response Items (Writing)

- The writing CRs require students to produce a permanent product in response to a writing prompt. Each item is presented to the student in a standardized, scripted sequence of steps. The student or TA must record each prompt response onto the provided response templates in the NCSC Assessment System.

Overview of Test Administration Manual

The purpose of this Test Administration Manual is to guide Test Administrators and Coordinators to prepare for and administer the assessment in their school or district.

- This Test Administration Manual (TAM) is organized in three parts.
- Part 1: Overview of the Pilot 2 Test
- Part 2: Responsibilities of Test Coordinators Administrators and Test Coordinators
- Part 3: Administration of the Pilot 2 Test

Teacher's Administration Manual

- Only certified teachers may administer the test
- Test coordinators are a necessary part of the test
- Specific responsibilities for TAs and TCs.
- Terms and acronyms
- Assessment Features and Accommodations
- Special procedures for blind, deaf, and blind deaf
- Testing Integrity,
- Administration

Directions for Test Administration (DTA)

- Each content assessment has a specific DTA that provides the teacher a script and directions to administer each item of the Pilot 2 Test. Test Administrators must follow these directions as scripted. Also included, as appropriate: a list of the allowable manipulative and reference materials needed for specific items, and scoring rubrics needed for mathematics constructed response items and the open-response reading foundational items in grades 4 and 5 tests.

Directions for Test Administration (DTA)

- DTAs for the forms assigned to a TA's students may be accessed upon TA successful completion of the NCSC Online Test Administration Training.

- Note: The DTAs are secure documents

Help Desk Support Hours

Please contact the NCSC Pilot 2 Test Help Desk

- Monday through Friday, September 29, 2014-
November 17, 2014.
- **7:00 a.m. to 8:00 p.m. EST**
- 6:00 a.m. to 7:00 p.m. CST and AST
- 5:00 a.m. to 6:00 p.m. MST
- 4:00 a.m. to 5:00 p.m. PST
- 10:00 p.m. to 11:00 a.m. (Next Day) Chamorro
Standard Time (ChST)

⋮

What assessment features can be provided?

Table 7. NCSC Assessment Features

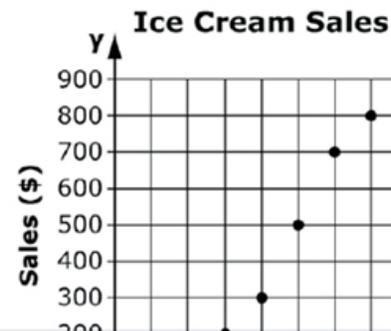
Answer Masking
If TA administers a paper version of the Pilot 2 Test, answer options may be masked by the TA. (Also available in the NCSC Assessment System.)
Audio Player
Background/Font Color (Color Contrast)
Increase Size of Text and Graphics
Increase Volume
Line Reader Tool
Magnification
Read Aloud and Reread Item Directions, Response Options, Passage
The TA may read the directions, response options, or passage. All text must be read to students exactly as written, i.e., no paraphrasing or variation of speed to emphasize words in ways that provide hints as to correct or incorrect responses.

Reviewing the *DTA* allows the TA to provided assessment features for which the TA is responsible **as they are needed** for each item or throughout the test.

How are assessment features activated on the NCSC Assessment System?

This item is about a set of data on a graph.

This is a graph of data collected by an ice cream shop. The graph shows how many dollars were earned by ice cream sales on days of different temperatures.



- Accessibility Options
- Alternate Color Themes >
- Answer Masking
- Audio Content
- Line Reader
- Magnification

Orion Kung v

Navigation and Control Panel:

- Previous (Left Arrow)
- Next (Right Arrow)
- Menu (Three Horizontal Lines)
- Help (Question Mark)
- Close (X)
- Save & Exit (Up Arrow and Exit Icon)

Math Grade 3 / Session 1 / Item 1 of 10 40x

Features a Test Administrator can enable on the computer

Appendix A: Accessibility

NCSC Assessment Features

The following table summarizes available assessment features and the means to provide the feature to the student.

Feature	Embedded in NCSC Assessment System	Browser	Operating System	TA	Feature	Embedded in NCSC Assessment System	Browser	Operating System	TA
Answer Masking NCSC Assessment System supports answer masking. Answer masking allows students to electronically cover individual answer lines as needed.	✓			✓ (for	Line Reader Tool NCSC Assessment System	✓			
Audio Player - Test items are read digitally to the student. The audio player tool reads the item automatically but can be paused, resumed and made to play in segments.					The entire test is read line by line at a time.				
Background/Font Contrast The student can change the onscreen background and/or font color based on need or preference.					(TBD)	✓			
Increase Size of Text and Graphics Computers provide a zoom in or zoom out function. Projection systems or video magnifiers may be used to increase size based on individual student needs.					Read Item Options , read the options, or provide hints to the student's response. All text must be read exactly as it appears, including raising or lowering emphasis to provide hints to the student.				✓
Increase Volume Computers allow the user to adjust the volume on its speakers.									

Answer Masking Assessment Feature

Shelby walked $\bar{2}$ mile each day for 4 days.

How many total miles did Shelby walk in 4 days?

2 miles

 Hide

 Show

 Show

 Previous

Next 

Timothy Weland 

Math Grade 3 / Session 1 / Item 1 of 10 

 Save & Exit 

Background/Font Color (Color Contrast) Assessment Feature?

0 5 10 15 20 25 30 35 40 x

Shelby walked $\frac{1}{2}$ mile each day for 4 days.

How many total miles did Shelby walk in 4 days?

2 miles Hide

2 miles Hide

2 miles Show

Alternate Color Themes

- Black on White
- Black on Cream
- Black on Light Blue
- Black on Light Magenta
- White on Black
- Light Blue on Dark Blue

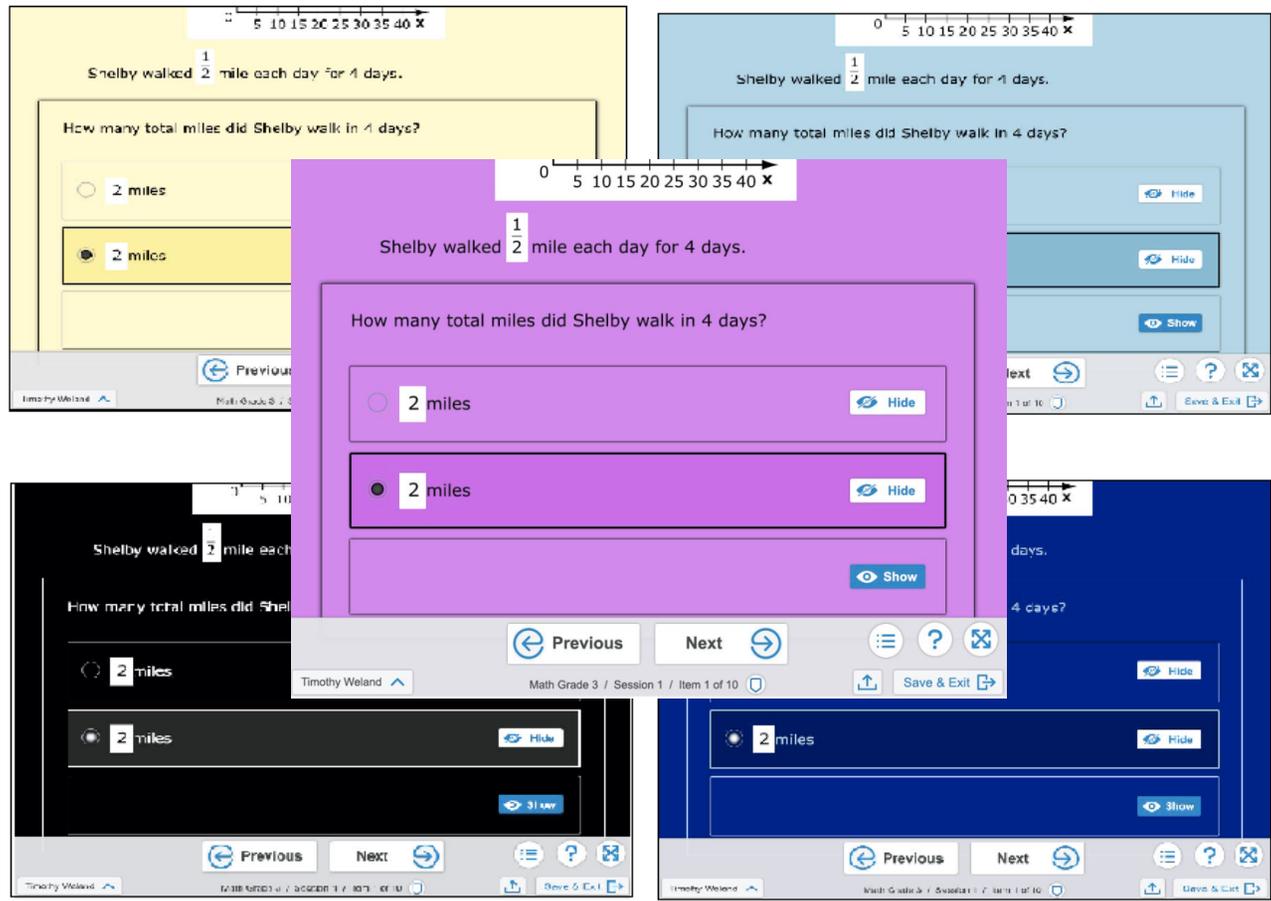
Timothy Weland

Math Grade 3 / Session 1 / Item 1 of 10

Previous Next

Save & Exit

Options for the Background/Font Color (Color Contrast) Assessment Feature?



Line Reader Tool Assessment Feature

This item is about a set of data on a graph.

This is a graph of data collected by an ice cream shop. The graph shows how many dollars were earned by ice cream sales on days of different temperatures.



← Previous

Next →



Sherlock Holmes

Math Grade 3 / Session 1 / Item 1 of 10 tooltip

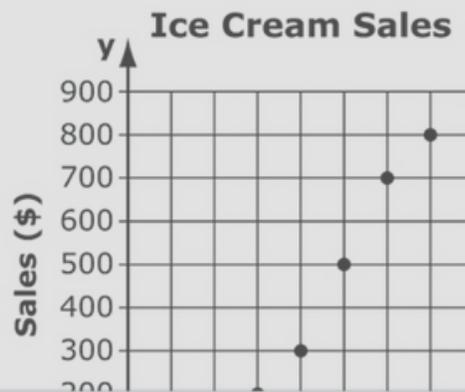
Save & Exit

Magnification

This item is about a set of data on a graph.

This is a graph of data collected by an ice cream shop. The graph shows how many

dollars were earned by ice cream sales on days of different temperatures.



Previous

Next



Sherlock Holmes

Math Grade 3 / Session 1 / Item 1 of 10 tooltip

Save & Exit

Read Aloud Assessment Feature

Appendix A: Accessibility

NCSC Assessment Features

The following table summarizes available assessment features and the means to provide the feature to the student.

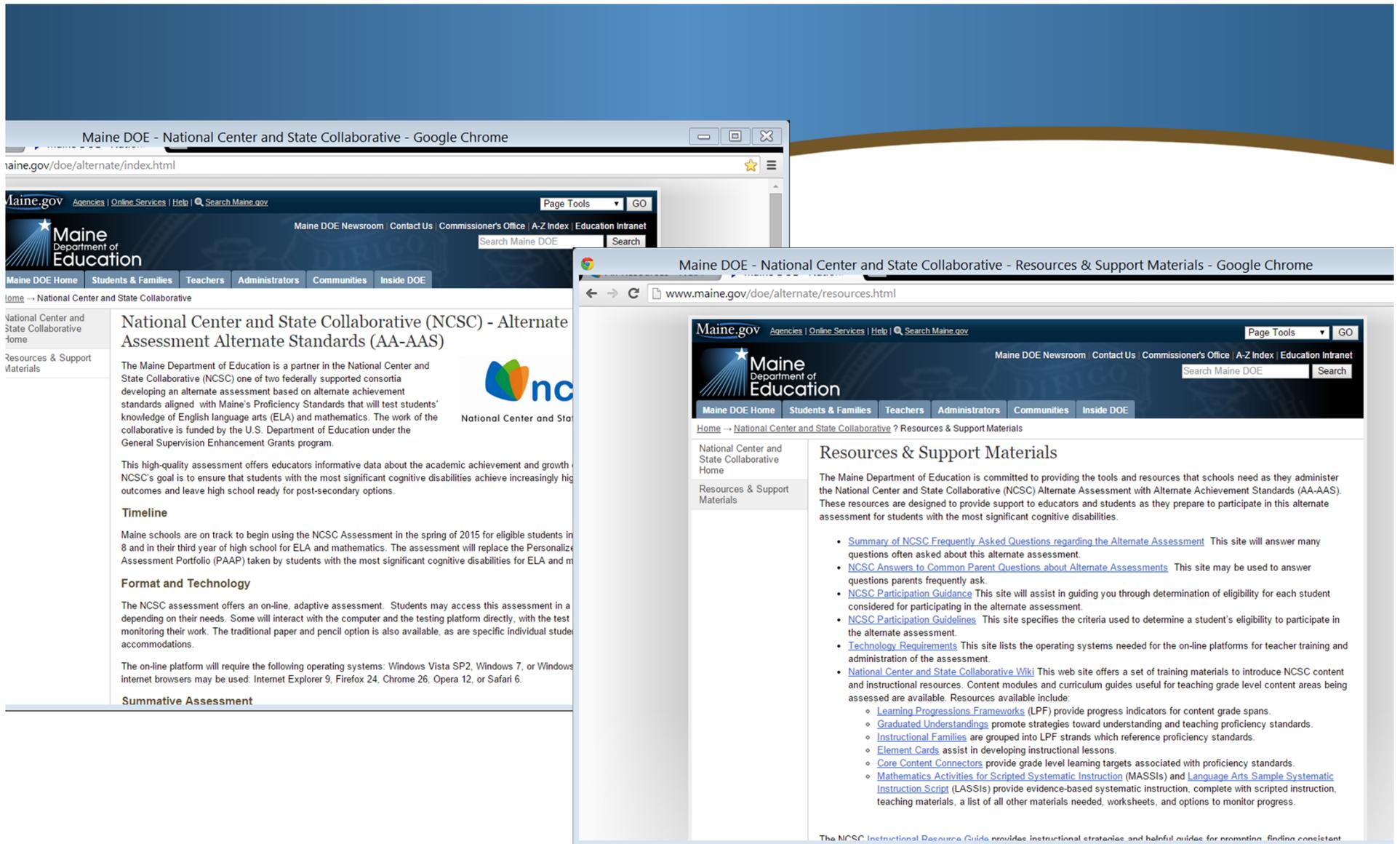
Feature	Embedded in NCSC	Browser	Operating System	TA	Feature	Embedded in NCSC Assessment System	Browser	Operating System	TA	
Answer Masking NCSC Assessment System supports answer masking. Answer masking allows students/TAs to electronically cover and reveal individual answer options as needed					<p>Read Aloud and Reread Item Directions, Response Options, Passage The TA may read the directions, response options, or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, i.e., no paraphrasing or variation of speed to emphasize words in ways that provide hints as to correct or incorrect responses.</p>					
Audio Player - Text is read aloud digitally to the student. The Audio player tool reads each line automatically but can be paused, resumed and made to repeat segments.						<p>em ie entire cused lines at a</p>	✓			
Background/Font Color (Color Contrast) The student or TA changes the onscreen background and/or font color based on need or preference.						3D)	✓			
Increase Size of Text and Graphics Computers provide a zoom in or zoom out function. Projection systems or video magnifiers may be used to increase size based on individual student needs.						Item ptions, ad the ons, or				✓
Increase Volume Computers allow the user to adjust the volume on its speakers		✓	✓			udent's ext must ly as ing or hasize e hints				

Table 8. NCSC Accommodations

Accommodations	How to Access
<p>Assistive Technology Student may use assistive technology devices for viewing, responding, or interacting with the test items. The student and TA should use the AT device with the sample items to assure that it functions properly with the NCSC Assessment System.</p> <p>The NCSC Assessment System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.</p>	<p>Refer to NCSC Assessment System User Guide for Test Administrators for information about:</p> <ul style="list-style-type: none"> • Compatibility of NCSC Assessment System with Assessment Features and • Compatibility of NCSC Assessment System with Assistive Technology Devices.
<p>Paper Version of Item/s</p>	<p>TA may print a copy of an item or items. This copy must be given to the TC, as specified by the state, for secure shredding upon completion of the test. Large print forms are not available. Please refer to the NCSC Assessment System User Guide for Test Administrators for directions to use the assessment feature, Increase Size of Text and Graphics</p>
<p>Scribe Selected-Response Items and Writing Test Constructed-Response Items</p>	<p>Refer to</p> <ul style="list-style-type: none"> • Appendix A. Protocol for Administration of Writing Constructed-Response Items • Appendix B. National Center and State Collaborative Scribe Protocol for ELA, Mathematics, and Writing • Appendix C. Augmentative and Alternative Communication Guidelines for Writing Constructed-Responses
<p>Sign Language (e.g., ASL, PSE, SEE)</p>	<p>TA may provide sign language interpretation to student</p>

Recognition for much of this presentation goes to NCSC for providing various power points to be used for professional development.

Thank you for your time, your patience, and your dedication to students with the most significant, cognitive disabilities.



<http://www.maine.gov/doe/alternate/index.html>



Contact Information

- Sue Nay
- Alternate Assessment Coordinator
- Maine State Department of Education
- sue.nay@maine.gov
- 207.624.6774