



Alternate Eligible Content:

High Expectations, Effective Instruction, and Lifelong Learning



Pennsylvania Training and Technical Assistance Network

Presentation Objectives

- Identify and locate resources and tools available for teachers to support delivery of instruction aligned to alternate eligible content
- Use essentialized examples to support lesson plan development
- Identify updates and changes with the 2018 PASA

Alternate Eligible Content

- Standards Aligned content in ELA Math and Science
- Reduced in depth and breadth from the PA Core and Academic Standards to ensure students eligible for the alternate assessment have access to the general education curriculum

Alternate Eligible Content

- Represents modified targets for learning in general education classrooms and other settings
- Can be essentialized to provide standards aligned learning for a variety of abilities within the 1% range of student population

Using Alternate Eligible Content for Instruction



-06- Steps for Getting Started



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STEP 1 ➔

Review and Become Familiar with the AEC for ELA



***REALISTICALLY**

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Examine the Content

Students with Significant Cognitive Disabilities

Alternate Eligible Content

April 8th, 2012 | Raw This Page: ☆☆☆☆☆ (0)

ACROSS THE GRADES – ELA & MATH

ELA Across the Grades 7-12-17

Math Across the Grades 7-12-17

ELA – ALTERNATE ELIGIBLE CONTENT

Grade 3 ELA Alternate Eligible Content 11-24-15

Grade 4 ELA Alternate Eligible Content 11-24-15

Grade 5 ELA Alternate Eligible Content 11-24-15

Grade 6 ELA Alternate Eligible Content 11-24-15

Grade 7 ELA Alternate Eligible Content 11-24-15

Grade 8 ELA Alternate Eligible Content 11-24-15

Grade 11 ELA Alternate Eligible Content 11-24-15

PSSA English Language Arts Glossary to the
Assessment Anchors and Eligible Content
Aligned to the Pennsylvania Core Standards

Pennsylvania Department of Education
www.pdesas.org www.education.state.pa.us
June 2014

SAS

English Language Arts
7th Grade

Standards - CC.12.7.A
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Eligible Content: 3 Total Alternate Eligible Content: 6 Total

Assessments Materials & Resources Options

English Language Arts
7th Grade

Standards - CC.12.7.B
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Eligible Content: 3 Total Alternate Eligible Content: 6 Total

Assessments Materials & Resources Options

Resources to Support Understanding of AEC:

**Getting Started:
Review AEC**

- PSSA Glossaries
 - ELA glossary
 - Mathematics glossary
- AEC Across the Grades/Intent Documents
- Essentialized Examples

These resources will enhance your understanding of the meaning and intent of the alternate eligible content.

Your Turn

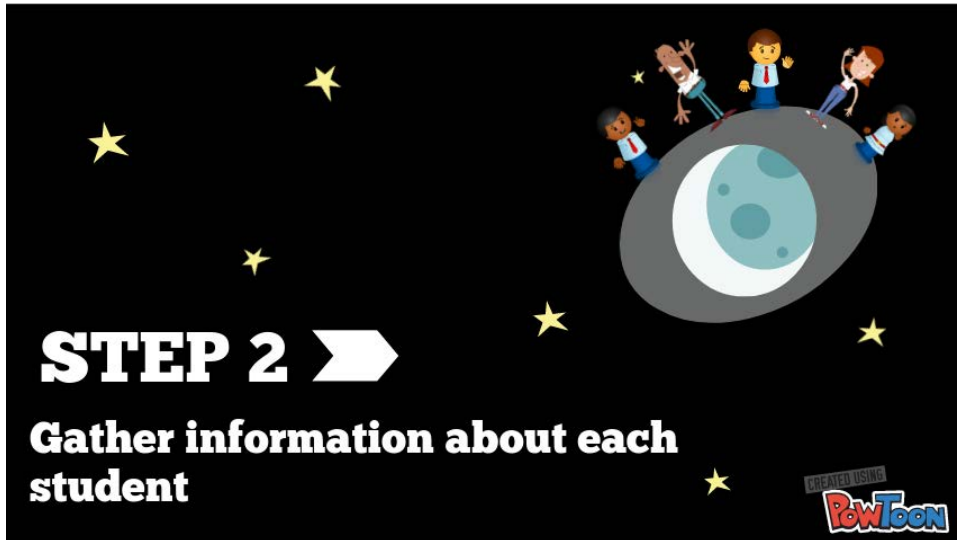
- PaTTAN.net
- Pdesas.org

**Examine ELA:
Reading and Writing
*Also available:
Math and Science
Consider connections to
previous sessions**

Helix ELA Strand Considerations

- Literacy was described in various ways this week.
- How does your learning of literacy in earlier sessions connect to instruction of the ELA AEC?





Gather Information About Each Student

- Present education levels/data in ELA as it relates to the AEC for the student's assigned grade level
- Communication, Language and Vocabulary
 - How the student takes information in
 - How the student demonstrates what they know



Example:

E07AK1.1.2a (Literature)

Identify the theme/central message of a story, drama, or poem using key details/evidence from the text

Pre-Planning Instructional/Data Questions

- How does my student access text ? (read or read to?) What is the length of text appropriate for my student(s)?
- How does this student comprehend? Words, visuals, objects?
- Is this student familiar with any grade appropriate Literature?
- Does this student know what theme is? Theme in Literature?
- Do I know what theme is in Literature?
- Does my student know what a detail is? Evidence?



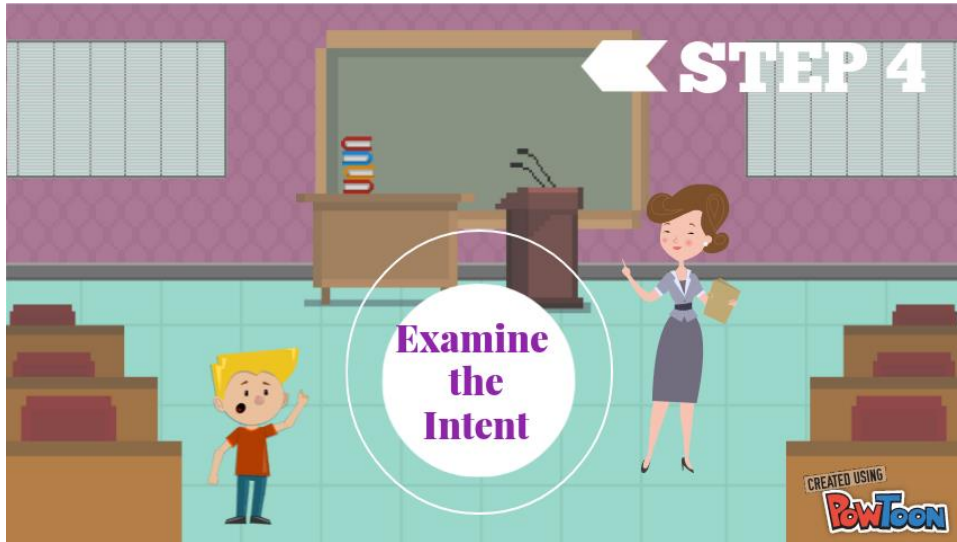
What Are Your Students Assigned Grade Levels?



Your Turn

- Select a piece of AEC at your students assigned grade level
 - (or near if you are Grades K-2, 9,10)

**Examine ELA AEC:
Reading and Writing
What questions would you need to ask
and answer in relation to your student's
current performance levels?**



New Tools to Support Unit/Lesson Design

AEC Across the Grades with Intent

Examples:

Math Grade 7

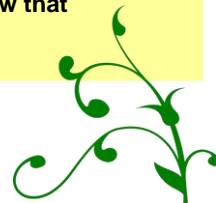
AEC: M07AR1.1.3a Represent a proportional relationship on a line graph

AEC Intent: Use a graph to show a relationship between characteristics (example- for every hour worked you earn \$1)

ELA Grade 6

AEC: E06AC2.1.1a Identify how the narrator's point-of-view affects the story

AEC Intent: Show the way the narrator thinks and feels and how that affects/influences the story



Across the Grades and Intent

Across the Grades: Key Ideas and Details							
Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12	Grade 11-12
EA4AK1.1.2a Identify the theme/central message of a text.	E5AK1.1.2a Identify the theme/central message of a story, drama, or poem using key details/evidence from the text.	E6AK1.1.2a Identify the theme/central message of a story, drama, or poem using key details/evidence from the text.	E7AK1.1.2a Identify the theme/central message of a story, drama, or poem using key details/evidence from the text.	E8AK1.1.2a Identify the theme/central message of a story, drama, or poem using key details/evidence from the text.	E9AK1.1.2a Identify the theme/central message of a story, drama, or poem using key details/evidence from the text.	E11AK1.1.2a Identify the theme/central message of a story, drama, or poem using key details/evidence from the text.	E12AK1.1.2a Identify the theme/central message of a story, drama, or poem using key details/evidence from the text.
Intent: Show the underlying message being communicated by the author.	Intent: Show the overarching big idea of the text and/or the underlying message being communicated by the author.	Intent: Show the overarching big idea of the text and/or the underlying message being communicated by the author in the story, drama, or poem citing details/evidence from the text.	Intent: Show the overarching big idea of the text and/or the underlying message being communicated by the author in the story, drama, or poem citing details/evidence from the text.	Intent: Show the overarching big idea of the text and/or the underlying message being communicated by the author in the story, drama, or poem citing details/evidence from the text.	Intent: Show the overarching big idea of the text and/or the underlying message being communicated by the author in the story, drama, or poem citing details/evidence from the text.	Intent: Show the overarching big idea of the text and/or the underlying message being communicated by the author in the story, drama, or poem citing details/evidence from the text.	Intent: Show two overarching big ideas of the text and/or two underlying messages being communicated by the author in the story, drama, or poem citing details/evidence from the text.
E03AK1.1.2b Retell stories from literature, including literature from different cultures.	E04AK1.1.2b Summarize the text.	E05AK1.1.2b Summarize the text.	E06AK1.1.2b Summarize the text.	E07AK1.1.2b Summarize the text.	E08AK1.1.2b Summarize the text.	E09AK1.1.2b Summarize the text.	CC.1.3.11-12ab Summarize the text.
Intent: Describe the key events in a text in a logical sequence using the author's words including facts representing different cultures.	Intent: Describe key elements of the text relating the overarching big idea in your own words in an order that makes sense.	Intent: Describe key elements of the text relating the overarching big idea in your own words in an order that makes sense.	Intent: Describe key elements of the text relating the overarching big idea in your own words in an order that makes sense.	Intent: Describe key elements of the text relating the overarching big idea in your own words in an order that makes sense.	Intent: Describe key elements of the text relating the overarching big idea in your own words in an order that makes sense.	Intent: Describe key elements of the text relating the overarching big idea in your own words in an order that makes sense.	Intent: Describe key elements of the text relating the overarching big idea in your own words in an order that makes sense.

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Questions

How does it make the content understandable

Which ones do I still not understand?

What makes the content meaningful?

Your Turn

- Match your piece (s) of AEC to its intent

**Examine ELA:
Reading and Writing**
Does this provide additional understanding? If so what?
Turn to a partner and share



New Tools to Support Unit/Lesson Design

- Essentialized Examples
- Currently ELA/Math

ELA Essentialized Examples as of 4/20/17			
Grade	# of AEC Addressed	# of Examples	Totals
3	5	8	34 ELA AEC 45 ELA Essentialized Examples
4	4	7	
5	4	7	
6	4	4	
7	8	8	
8	5	7	
11	4	4	

Math Essentialized Examples as of 4/20/17			
Grade	# of AEC Addressed	# of Examples	Totals
3	4	7	38 MATH AEC 47 MATH Essentialized Examples
4	5	7	
5	5	7	
6	5	6	
7	5	5	
8	5	6	
11	9	9	

TOTAL AEC ADDRESSED: 72
TOTAL ESSENTIALIZED EXAMPLES: 92

Purpose of Essentialized Examples

- To provide understanding of the content
- To provide ideas for reducing complexity
- To support design of content targets
 - You will add the mastery criteria and conditions specific for your student(s)
- To support design of assessment tools

Examples: Aid Understanding of AEC By Varying Levels of Complexity

Students with Significant Cognitive Disabilities

Essentialized Examples
October 18th, 2016 | Rate This Page: ★★★★★ (0)

Like Sign Up to see what your friends like Tweet

On this page you will find essentialized examples. Essentialized examples are resources that provide ways to think about content [targets](#) and [sample](#) tasks related to alternate eligible content. The examples offer a demonstration of what alternate eligible content can look like in practice. The essentialized examples are intended as guides and can be used to support lesson and unit [planning](#) and development. These are just examples. They can be adapted and modified to meet the unique needs of your student(s). There are nearly unlimited ways to address the content, all of which could be acceptable, aligned activities. The examples are organized by grade and content. You will [find examples](#) available for each grade level and within the content of [ELA](#)/Reading and Math. While there is not one example for each piece of alternate eligible content yet, we will continue to populate this site as examples are received.

To view the Essentialized Examples for ELA or Math, please click on the appropriate link. Click on link for [General Information](#) for the Essentialized Examples.

ELA – Essentialized Examples
Grade 3 – ELA

- › E03AC2.1.1a Identify who is telling the story
- › E03AK1.1.3a Identify characters and what they do during events in a story
- › E03AV4.1.2a Identify the literal or nonliteral meanings of a word or phrase
- › E03BC2.1.1a Identify one point-of-view in the text
- › E03BK1.1.2b Retell key ideas from the text

Grade 4 – ELA

- › E04AK1.1.3a Identify details from the text to answer questions related to the characters, setting or events
- › E04AV4.1.2a Identify nonliteral meanings of words or phrases
- › E04BC3.1.1a Identify a piece of evidence that an author uses to support a specific point in the text
- › E04BV4.1.2b Use relationships between words to aid comprehension

Grade 5 – ELA

- › E05BC2.1.2a Use text structure or feature to identify events ideas concepts
- › E05BK1.1.2a Summarize the text
- › E05BV4.1.1a Use context to determine the meaning of unknown or multiple meaning word
- › E05BV4.1.2b Use relationships between words to aid comprehension

Feedback From the Field: Teacher Survey Results



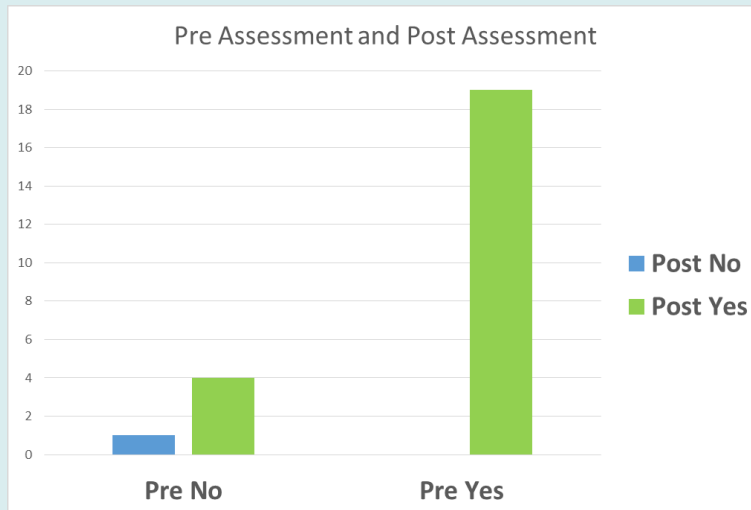
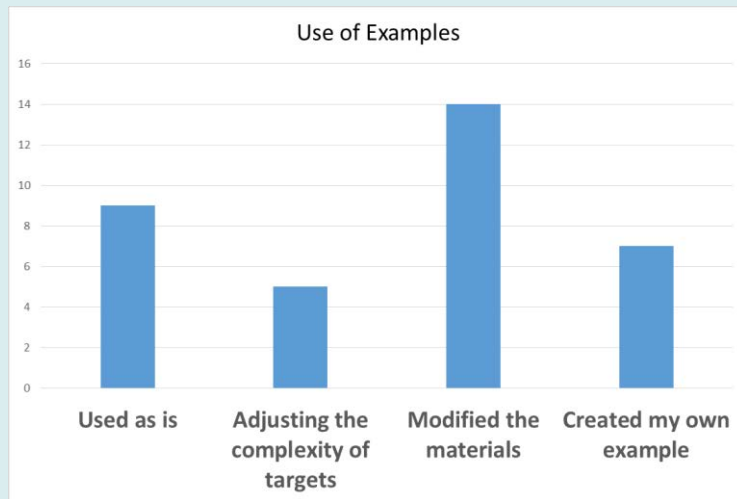
Essentialization Example Tryouts

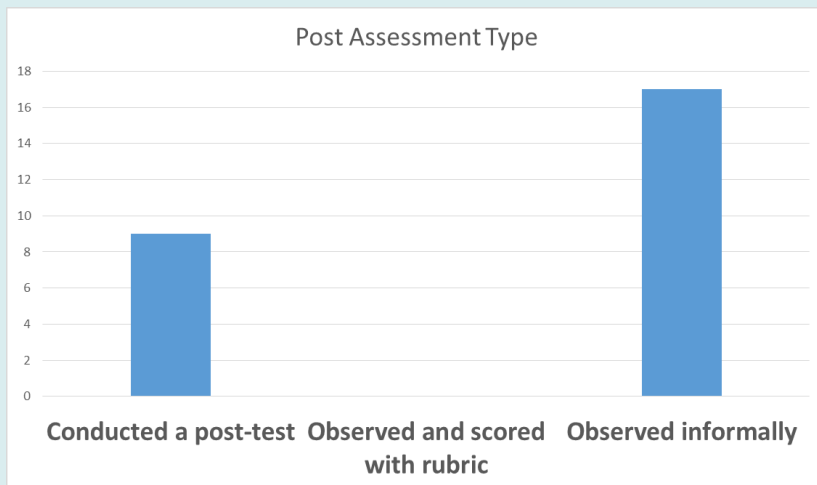
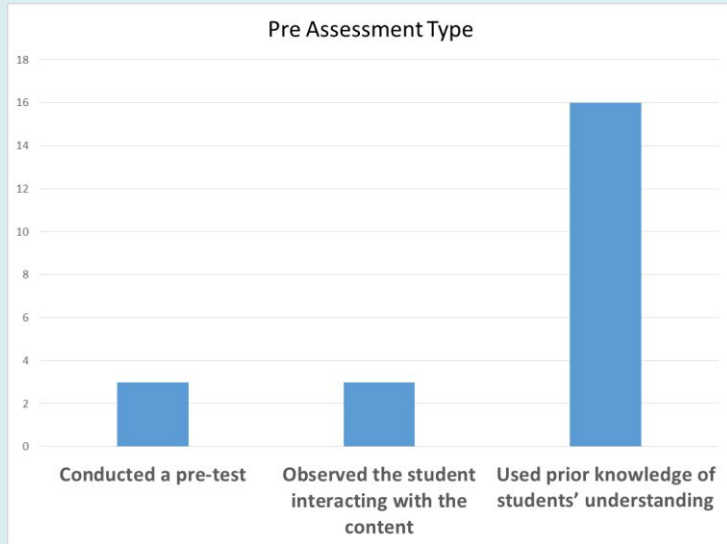
ELA/Reading

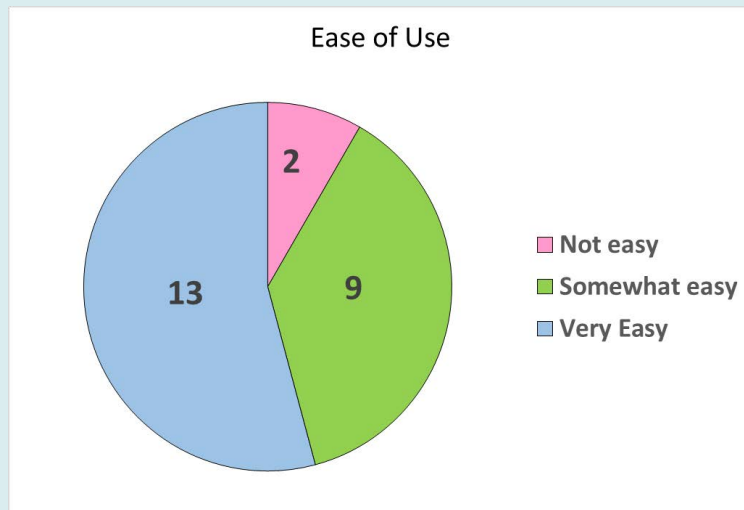
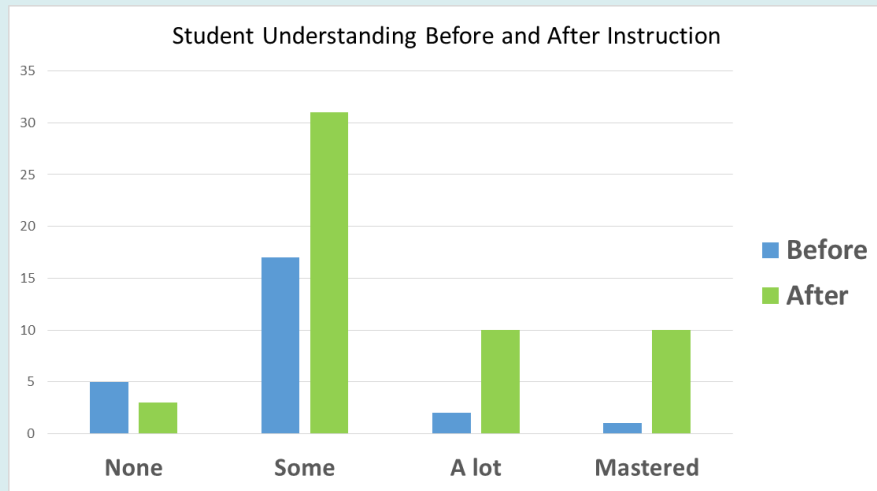
Grade	# of AEC with Examples	# of AEC tried out	% tried out	# of students
3	5	3	60.0	6
4	4	1	25.0	1
5	4	2	50.0	5
6	4	0	0.0	0
7	8	1	12.5	4
8	5	3	60.0	5
11	4	2	50.0	7

Math

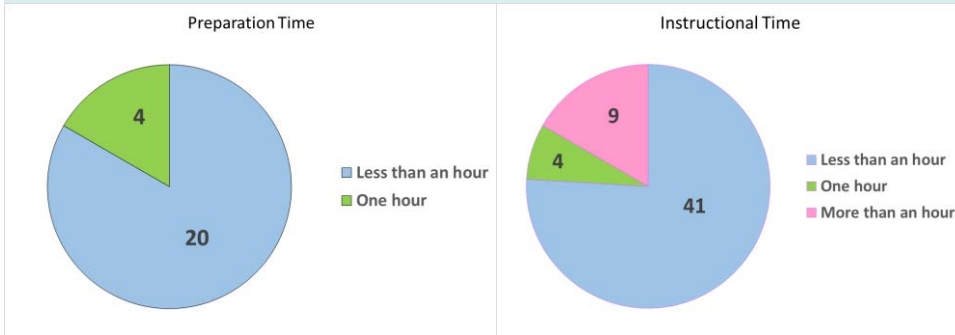
Grade	# of AEC with Examples	# of AEC tried out	% tried out	# of students
3	4	2	50.0	3
4	5	1	20.0	2
5	5	1	20.0	4
6	5	1	20.0	2
7	5	2	40.0	6
8	5	3	60.0	4
11	9	3	33.3	5



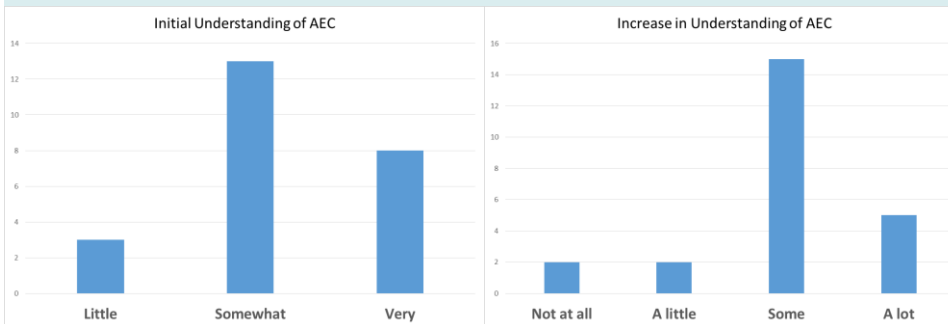




Time Investment



Teacher Knowledge



ELA EXAMPLE

Mid-content complexity

PA Reporting Category: EOs A Literature Text

PA Core Standards:

- CC.1.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
- CC.1.3.B Ask and answer questions about the text and make inferences from text; referring to text to support responses.
- CC.1.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

Assessment Anchor: EOs A-K.1 Key Ideas and Details

Descriptor: EOs A-K.1.1 Demonstrate understanding of key ideas and details in literature.

Eligible Content: EOs A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: "Story" means narration of events told through the text types of story, drama, or poem.

Alternate Eligible Content Code: EOsAK1.1.3a

Alternate Eligible Content: Identify characters and what they do during events in a story.

Know	DO	Context
Character and what they do	Identify	During the events of a story

... on, animal, or inanimate object portrayed in a literary work

Attack of the Leftovers
<https://www.youtube.com/watch?v=Jt8k-8f9f9s>

... and the characters in a story or story parts and describe what the characters did in the story

1. Most Complex Level (at the level as written):

- Content Target:** To name the characters in the story and describe two things that each one said.
- Example:** Student will read or listen to modified text.

Modified Text:

During Thanksgiving, Caroline and Stewart ate mashed potatoes. They also ate mashed potatoes during the five days after Thanksgiving. Stewart was not happy; he crossed his arms and asked for different food. He said, "Please!" to his mother when he asked for new food. His mother fried the mashed potatoes in vegetable oil. Caroline tasted the fried mashed potatoes. When Stewart ate the mashed potatoes, he said they tasted like a crispy cloud that was creamy and fluffy.

Question Example:
Name two characters in this story (who is the story about?) Tell me one thing that each character did.

Most content complexity

Least-content complexity

3. Mid-Complex Level:

- Content Target:** Given modified text and pictures of two characters, identify the character whose actions are being described.
- Example:** Student will read or listen to modified text.

Modified text:
During Thanksgiving, Caroline and Stewart ate mashed potatoes. They also ate mashed potatoes after Thanksgiving. They got tired of eating mashed potatoes. Stewart was not happy; he asked for different food.

His mother fried the mashed potatoes in a pan.

Caroline ate the fried mashed potatoes. When Stewart ate the fried mashed potatoes, he said they tasted creamy and crispy.

Sample questions:
Who ate mashed potatoes?
Who cooked fried mashed potatoes?

Mom Caroline and Stewart Grandfather

3. Least Complex Level:

- Content Target:** Given a passage from the text that describes a behavior of a character, picture cues with a choice of two characters, identify the character whose actions are being described.
- Example:** Listen to modified text with pictures/objects of characters.

Modified text:
The boy and the girl ate mashed potatoes all the time. They did not want any more mashed potatoes.

The mother made different potatoes. (or new potatoes)
The boy and the girls liked the different (or new) potatoes.

Sample questions:
Read Text: "The boy and the girl ate mashed potatoes."
Questions: Who ate mashed potatoes?
Student selects picture or object

Text: "The mother made a different kind of potatoes."
Questions: Who made the potatoes?
Student selects picture or object

Text Considerations


Before the lesson

- Determine if there is a need to reduce/scaffold the complexity of the text (sentence length, prefixes, complexity of content).
- Have students look at text, pictures and make guesses and predictions about what the story is about OR introduce the characters via pictures and/or objects.
- What is the AEC wanting the student to know? Does the text reflect this?
- Is the AEC referencing Literature (expository text) or Informational Text?

Vocabulary Considerations

Before the lesson

Modifying Text

- Based on students common high frequency words (student data), reduce complexity ex. *Wolf* = 'outside' dog
- Explicitly teach vocabulary in context ex. read the sentence and emphasize the word- use questioning, video, or other visual sources to have students understand meaning 
- Provide a variety of activities to practice new vocabulary ex. find the word and match it to a picture from a group of pictures to demonstrate understanding
- Teach the vocabulary to fluency under a variety of conditions

Original text: The Attack of the Leftovers

<https://www.readworks.org/article/Attack-of-the-Leftovers/2fe02e8e-3c66-4a05-8e1e-44e7b4b869ce#!articleTab:content/>

"We have too many mashed potatoes," said Caroline.

"I know!" said her brother, Stewart. "I am sick of them."

"We've had mashed potatoes for lunch."

"We've had mashed potatoes for dinner."

"We've even," said Caroline with a grimace, "had them for breakfast."

"Thanksgiving is over," said her brother, crossing his arms. "We want new food."

Thanksgiving had happened five days earlier. Everyone came over to their house: aunts and uncles and cousins. Even a long-lost aunt from Alabama. They ate turkey and mashed potatoes and stuffing and gravy. Lots and lots of gravy. It was great. It made everyone sleepy.

But when everyone left, the food was still there. Turkey. Mashed potatoes. Stuffing. Gravy. Everywhere! The counters were covered. Food invaded the fridge. It sat on Caroline and Stewart's plates for days and days. Eventually, it got boring.

"Pleeeeeeeeeee," said Stewart. "Make us something else!"

"Not mashed potatoes."

"Anything but that!"

"Hmm," said Mom. She was quiet for what seemed like a long time. Her finger tapped against her mouth. "I think I have an idea."

She took out a container. Stewart's mouth fell open.

"Mom!" he shouted. "Are you crazy? Those are the mashed potatoes."

"They sure are," said Mom. "I think I just remembered something my grandmother used to do."

Mom pulled out a frying pan and a jug of vegetable oil. She poured the oil in the pan. It went *glug, glug, glug*. She turned on the heat. Stewart and Caroline backed away. They are not allowed near the stove when hot oil is in the pan.

While the oil got hot, Mom fixed the potatoes. She turned the container upside down. "Plop!" went the potatoes. They fell onto the counter in a cold, hard block. With her sharpest knife, Mom sliced the potatoes into squares. She dusted them with flour. She sprinkled them with salt. She covered them with pepper.

And then she slid them into the oil.

Sizzle! went the oil. *Sizzle, sizzle, sizzle!*

"Whoa, Mom," said Caroline. "What are you doing?"

"I'm frying the potatoes. The same way you would make French fries. It's a good way to get rid of leftovers."

When the potatoes stopped sizzling, they were done. Mom lifted them from the oil and let them dry. Once they were cool, Caroline picked one up in her hands.

"Don't you want one, Stewart?"

"No!" he said. "I told you. No more mashed potatoes."

Caroline lifted the block of crisp, brown potato to her mouth. She took a tiny bite—the tiniest bite in the world.

"Oh boy," she said. "Oh boy, Stewart. These are good."

He took a bite, too. She was right. The potatoes didn't taste like mashed potatoes at all. They were crisp and brown on the outside. They were creamy and fluffy on the inside. It was like eating a crispy cloud.

"See?" said Mom. "Leftovers aren't the end of the world."



Modified Text

1. Most Complex Level (at the level as written):

- **Content target:** To name the characters in the story and describe two things that each one said or did.
- **Example:** Student will read or listen to modified text.

Modified text:

During Thanksgiving, Caroline and Stewart ate mashed potatoes. They also ate mashed potatoes during the five days after Thanksgiving. Stewart was not happy; he crossed his arms and asked for different food. He said, "Please" to his mother when he asked for new food. His mother fried the mashed potatoes in vegetable oil. Caroline tasted the fried mashed potatoes. When Stewart ate the mashed potatoes, he said they tasted like a crispy cloud that was creamy and fluffy.

Question Example:
Name two characters in this story (who is the story about?) Tell me one thing that each character did.

Most Complex Content

During Thanksgiving, Caroline and Stewart ate mashed potatoes. They also ate mashed potatoes during the five days after Thanksgiving. Stewart was not happy; he crossed his arms and asked for different food. He said, "Please" to his mother when he asked for new food. His mother fried the mashed potatoes in vegetable oil. Caroline tasted the fried mashed potatoes. When Stewart ate the mashed potatoes, he said they tasted like a crispy cloud that was creamy and fluffy.

Modified Text

Mid Complex Content

During Thanksgiving, Caroline and Stewart ate mashed potatoes. They also ate mashed potatoes after Thanksgiving. They got tired of eating mashed potatoes. Stewart was not happy; he asked for different food.

His mother fried the mashed potatoes in a pan.

Caroline ate the fried mashed potatoes. When Stewart ate the fried mashed potatoes, he said they tasted creamy and crispy.

Modified Text

Least Complex Content

The boy and the girl ate mashed potatoes all the time. They did not want any more mashed potatoes.

The mother made different potatoes. (or new potatoes)

The boy and the girl liked the different (or new) potatoes.

Sample Probes Across Complexity Levels

Most content complexity

Question Example:

Name two characters in this story (who is the story about?) Tell me one thing that each character did.

Mid-content complexity

Sample questions:

Who ate mashed potatoes?

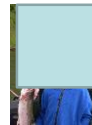
Who cooked fried mashed potatoes?



Mom



Caroline and Stewart



Grandfather

Least-content complexity

Sample questions:

Read Text: "The boy and the girl ate mashed potatoes."

Question: Who ate mashed potatoes?

Student selects picture or object



Text: "The mother made a different kind of potatoes."

Question: Who made the potatoes?

Student selects picture or object



BEFORE Designing Unit/Lesson

- Determine each student's measurable targets aligned to the AEC
- Use the AEC as written

OR

Consider Essentialization of the AEC

If the present ed levels indicate you need to reduce the complexity further



Designing Measurable Content Targets

- Essentialized examples give you a **SAMPLE**
 - You can design your own
- Reduce complexity through the coded variables
- Remain aligned to the alternate eligible content through the intent
- Add measurement and conditions specific for your student(s)

ELA EXAMPLE

Mid-content complexity

PA Reporting Category: E03.A.Literature Text

PA Core Standards:

- CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text
- CC.1.3.3.B Ask and answer questions about the text and make inferences from text; referring to text to support responses
- CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events

Assessment Anchor: E03.A.K.1 Key Ideas and Details

Descriptor: E03.A.K.1.1 Demonstrate understanding of key ideas and details in literature

Eligible Content: E03.A.K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: "Story" means narration of events told through the text types of story, drama, or poem.

Alternate Eligible Content Code: E03AK1.1.3a


Alternate Eligible Content: Identify characters and what they do during events in a story.

Alternate Eligible Content - Coded		
Know	DO	Context
<ul style="list-style-type: none"> Character and what they do 	<ul style="list-style-type: none"> Identify 	<ul style="list-style-type: none"> During the events of a story

Intend Statement: Identify characters in a story or story parts and describe what the characters did in the story

1. Most Complex Level (at the level as written):

- Content Target:** To name the characters in the story and describe two things that each one said or did.
- Example:** Student will read or listen to modified text.

Modified Text: 

During Thanksgiving, Caroline and Stewart ate mashed potatoes. They also ate mashed potatoes during the five days after Thanksgiving. Stewart was not happy; he crossed his arms and asked for different food. He said, "Please" to his mother when he asked for new food. His mother fried the mashed potatoes in vegetable oil. Caroline tasted the fried mashed potatoes. When Stewart ate the mashed potatoes, he said they tasted like a crispy cloud that was creamy and fluffy.

Question Example:
Name two characters in this story (who is the story about?) Tell me one thing that each character did.

2. Mid-Complex Level:

- Content Target:** Given modified text and pictures of two characters, identify the character whose actions are being described.
- Example:** Student will read or listen to modified text.

Modified text:
During Thanksgiving, Caroline and Stewart ate mashed potatoes. They also ate mashed potatoes after Thanksgiving. They got tired of eating mashed potatoes. Stewart was not happy; he asked for different food.

His mother fried the mashed potatoes in a pan.

Caroline ate the fried mashed potatoes. When Stewart ate the fried mashed potatoes, he said they tasted creamy and crispy.

Sample questions:
Who ate mashed potatoes?
Who cooked fried mashed potatoes?

3. Least Complex Level:

- Content Target:** Given a passage from the text that describes a behavior of a character, picture cues with a choice of two characters, identify the character whose actions are being described.
- Example:** Listen to modified text with pictures/objects of characters.

Modified text:
The boy and the girl ate mashed potatoes all the time. They did not want any more mashed potatoes.

The mother made different potatoes. (or new potatoes)
They boy and the girls liked the different (or new) potatoes.

Sample questions:
Read Text: "The boy and the girl ate mashed potatoes."
Questions: Who ate mashed potatoes?
Student selects picture or object

Text: "The mother made a different kind of potatoes."
Questions: Who made the potatoes?
Student selects picture or object

Most content complexity

Least-content complexity

Content Target Examples

Alternate Eligible Content: E03AK1.1.3a
Identify characters and what they do during events in a story.

Intend Statement: Find the characters in a story or story parts and describe what the characters did in the story

- 1. Most Complex Level (at the level as written):**

 - Content Target:** To name the characters in the story and describe two things that each one said or did.
 - Example:** Student will read or listen to modified text.
- 2. Mid-Complex Level:**

 - Content Target:** Given modified text and pictures of two characters, identify the character whose actions are being described.
 - Example:** Student will read or listen to modified text.
- 3. Least Complex Level:**

 - Content Target:** Given a passage from the text that describes a behavior of a character, picture cues with a choice of two characters, identify the character whose actions are being described.
 - Example:** Listen to modified text with pictures/objects of characters.

Setting Targets Mastery Criteria

Alternate Eligible Content: E03AK1.1.3a Identify characters and what they do during events in a story.

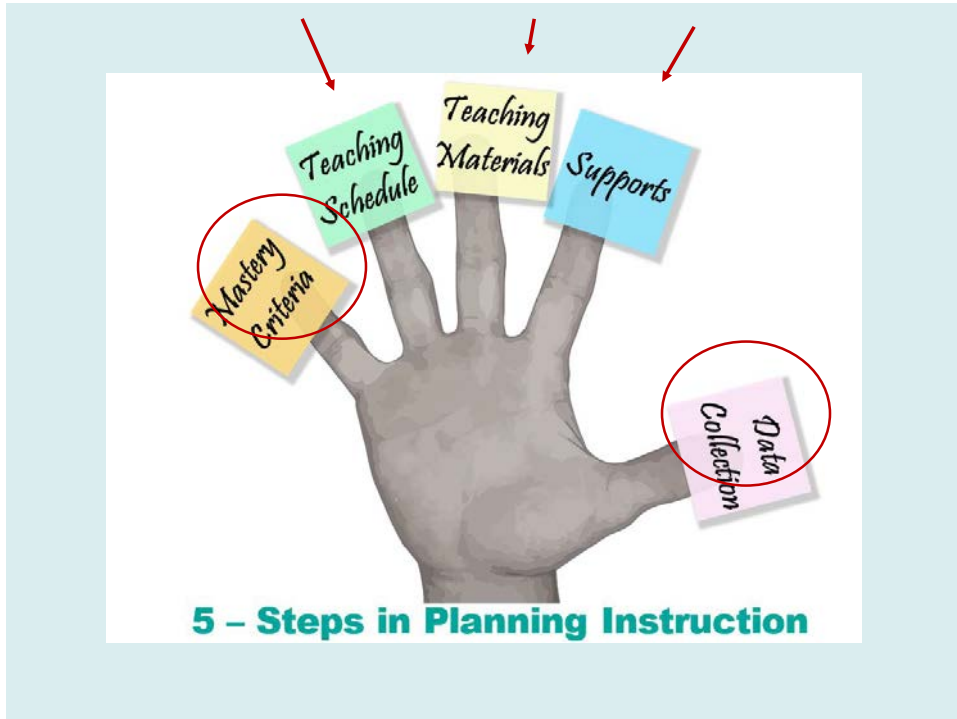
Most Complex Level	Mid-complex Level	Least Complex Level
<p>After reading an unfamiliar story, the student will identify/find 2 characters in a story part and describe, show or find what the characters did (with the option of a picture selection as needed) at 100% correct in 3 consecutive probes.</p> <ul style="list-style-type: none"> • Independent reading/story read • ID/find 2 characters and actions of each • Pic supports as needed 	<p>After hearing or reading unfamiliar modified text of a story and when presented with pictures/words of two characters in the text, the student will identify the characters whose actions are being described 100% correct in 3 consecutive probes.</p> <ul style="list-style-type: none"> • Hearing or reading • ID 2 characters from a selection of 2 pics • Actions of characters described • Vocabulary reduced 	<p>After listening to an unfamiliar significantly modified passage that describes the action of a character and when presented with pictures of 2 characters, the student will identify the character whose actions are being described. 100% correct in 3 consecutive probes.</p> <ul style="list-style-type: none"> • Listening to text • Select 1 character from a selection of 2 pics • Actions specifically described • Vocabulary further reduced
reduction in complexity from most to least complexity		

Your Turn

Using the AEC, Coding, Essentialized Examples and the Across the Grades/Intent:

Write at least two content targets specific for one or more students.

What text would you use? Where would you find it?



SCHEDULE EXAMPLE

E03AK1.1.3a - Identify characters and what they do during events in a story.	<ul style="list-style-type: none"> Two, 15 min sessions/day (one short reading per session with probes)
	<ul style="list-style-type: none"> One, 30 min session/day (2-3 short readings per session with probes)

TEACHING MATERIALS EXAMPLE

<ul style="list-style-type: none"> ▪ E03AK1.1.3a - Identify characters and what they do during events in a story. ▪ After being read to (using an unfamiliar story), the student will identify/find 2 characters in a story part and describe, show or find what the characters did (with the option of a picture selection as needed) at 100% correct in 3 consecutive probes. ▪ One, 30 min session/day (1 - short readings per session with probes) 	<ul style="list-style-type: none"> ▪ Specific instruction for identifying characters and what they do (more on this in future webinar) ▪ 5- Readings, 3 grade reading level: <ul style="list-style-type: none"> ▪ Readworks.org: Attack of the Leftovers ▪ Book: Sheila Rae, the Brave by Kevin Henkes ▪ Book: Mr. George Baker by Amy Hest ▪ Book: Amber Brown is Not a Crayon by Paula Danziger ▪ Book: Doctor DeSoto by William Steig
<p>Paired activities:</p> <ul style="list-style-type: none"> ▪ Short phrases for extra practice. The student selects the character and what the character is doing. ▪ Definition of character review and additional practice. 	<p>Pictures/objects:</p> <ul style="list-style-type: none"> ▪ Photocopy picture of characters and actions from each reading from the selected <u>part</u> of the reading to support a picture selection response.

EXAMPLE SUPPORTS

<ul style="list-style-type: none"> ▪ E03AK1.1.3a - Identify characters and what they do during events in a story. ▪ One, 30 min session/day (1 - short readings per session with probes) 	<ul style="list-style-type: none"> ▪ Lessons, paired activities and probes: <ul style="list-style-type: none"> ▪ Photocopy picture of characters and potential actions from selected parts of the reading for picture selection response (as necessary). <ul style="list-style-type: none"> ▪ Objects to teach unfamiliar actions. ▪ Include extra pics/actions as distractors.
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Your Turn

Consider how you would use the content targets during instruction:

- **Measuring achievement- what, when and how to collect data**
 - **When, where, how long to instruct**
 - **Materials and resources to support instruction**



















Essentialized Examples for Writing Instructional Considerations



- Important considerations
 - Defining writing
 - Providing a look at '*across the grades*' for writing
 - Providing access to writing
 - Varying levels of complexity through the essentialization process

Grade 5 AEC E05C1- Introduce a topic

DRAFT WRITING EXAMPLE								
<p>PA Reporting Category: Writing</p> <p>PA Core Standards: CC.1.4.5.B Identify and introduce the topic clearly.</p> <p>Assessment Anchor: E05.C.1 Text Types and Purposes</p> <p>Description: E05.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Eligible Content: E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.</p> <p>Alternate Eligible Content Code: E05C1</p> <p>Alternate Eligible Content: Introduce a topic.</p>								
<p>Alternate Eligible Content - Coded</p> <table border="1"> <thead> <tr> <th>Know</th> <th>Do</th> <th>Context</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> topic introduce </td> <td> <ul style="list-style-type: none"> introduce </td> <td> <ul style="list-style-type: none"> topic </td> </tr> </tbody> </table>			Know	Do	Context	<ul style="list-style-type: none"> topic introduce 	<ul style="list-style-type: none"> introduce 	<ul style="list-style-type: none"> topic
Know	Do	Context						
<ul style="list-style-type: none"> topic introduce 	<ul style="list-style-type: none"> introduce 	<ul style="list-style-type: none"> topic 						
<p>Definition Notes</p> <ul style="list-style-type: none"> Topic: The subject of a piece of writing. Introduce: to provide a brief statement that gives your audience an idea or information about the subject. 								
<p>Draft Intent Statement: Tell your audience about a subject through a brief written product.</p>								
<p>Most Complex Content</p> <p>Content Target: Write at least 2 brief sentences to introduce a subject of interest.</p> <p>Example:</p> <ul style="list-style-type: none"> Provide the student with writing prompts of specific student interest (see examples below) and/or allow self-selection. Note: Every writing prompt (text/picture/object selection) needs to be in the student's repertoire and he/she should have also demonstrated experiences with the selected picture/object selected. Use a writing graphic organizer, or other writing tool, as necessary to assist the student in producing the written product. Provide support, as necessary, to assist the student in finding resources, gathering information, and/or structuring the writing task. 								
<p>Writing prompt examples:</p> <p>Write about one of the following:</p> <ol style="list-style-type: none"> A place you have visited. Tell about what you did there. A friend, special person or character you like. Tell why you like them. Your favorite animals (farms, pets, zoo, characters in books). Tell what it looks like. An activity you like (sports, music, art, cooking). Tell what you like about it. Your favorite game (video, board game, (that or another device). Tell something about it. A food you like (favorite, not a favorite food, restaurant, dessert). Tell something about it. <p>Mock student writing example:</p> <p>Writing Prompt selected by the student: #1. Write about a place you have visited. Tell about what you did there.</p> <p><u>I am writing about Disneyworld. Disneyworld is fun.</u></p>								

DRAFT WRITING EXAMPLE														
<p>Mid Complex Content</p> <p>Content Target: Write at least 1 brief sentence to introduce a subject of interest.</p> <p>Example:</p> <ul style="list-style-type: none"> Provide the student with writing prompts of specific student interest (see examples below) and/or allow self-selection. Note: Every writing prompt (text/picture/object selection) needs to be in the student's repertoire and he/she should have also demonstrated experiences with the selected picture/object selected. Writing prompts can be pictures/objects and/or text that support the unique needs of the student in producing a writing product. Provide any additional support, as necessary, to assist the student in finding resources, gathering information, and/or structuring the writing product. <p>Using one of the fill-in sentences below, support the student in selecting a picture/object and/or text writing prompt to help him/her to complete the introduction sentence. Use the fill-in that matches the student's selection.</p> <ol style="list-style-type: none"> I have a pet _____. I like to eat at _____. I play with _____. <p>Example writing prompt:</p> <p>What pet do you have? Tell about your pet.</p> <table border="1"> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>Whiskers</td> <td>Toys</td> </tr> </tbody> </table> <p>Where is the place you like to eat? Tell about what you eat.</p> <table border="1"> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>Pizza Hut</td> <td>Pizza</td> </tr> </tbody> </table> <p>Who do you play with? Tell about you do.</p> <table border="1"> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>Jeff</td> <td>Gameboy</td> </tr> </tbody> </table>					Whiskers	Toys			Pizza Hut	Pizza			Jeff	Gameboy
														
Whiskers	Toys													
														
Pizza Hut	Pizza													
														
Jeff	Gameboy													

DRAFT WRITING EXAMPLE


Least Complex Content
Content Target: Given a pic/object/text prompt, select a subject to introduce a topic of shared writing. Add at least a word or picture/object to complete the sentence.

Example:


- Provide the student with writing prompts of specific student interest (see examples below). **Note:** Every writing prompt (picture/object selection) needs to be in the student's repertoire and he/she should have also demonstrated experiences with the selected pic/objects selected.
- Writing prompts can be pictures/objects and/or text that support the unique needs of the student in producing a writing product.
- Provide support, as applicable, to help the student complete the content target writing product.
Options:
 - The student makes the selection and places in the blank.
 - The student makes the selection and the teacher scribes or places the selection in the blank.

I am writing about _____.


Writing prompt choices:



Whiskers



Grandma



M & M's

NOTE: All selections shown above are demonstrated as "known" and to have been experienced by the mock student for the purposes of this example.

AEC and Science Considerations: Varying Complexity Through Essentialization



- Code to isolate the Know, Do and Context
 - Manipulate these variables to meet the needs of your students based upon current levels of performance and background knowledge
 - Ensure understanding of the definitions

AEC and Science
Considerations:
language and
vocabulary

- Reduce complexity of vocabulary
 - Ensure understanding
 - Focus on the conceptual learning



4th Grade science
– S4B2.1.1a
Identify plants or
animals that live in
different
environments
(limited to
grasslands, tundra,
desert, aquatic,
forest, and
rainforest)

DRAFT SCIENCE EXAMPLE

PA Reporting Category: Biological Sciences
PA Core Standards: 4.7.4.8 Analyze the needs of plants and animals as they relate to climate and soil conditions
Assessment Anchor: 84.8.1 Continuity of Life
Descriptor: 84.8.2.1 Identify and explain how adaptations help organisms to survive
Eligible Content: 84.8.2.1.1 Identify characteristics for plant and animal survival in different environments (e.g., wetland, tundra, desert, prairie, deep ocean forest)
Alternate Eligible Content Code: 8482.1.1a

Alternate Eligible Content: Identify plants or animals that live in different environments (limited to grasslands, tundra, desert, aquatic, forest, and rainforest).

Know	DO	Context
<ul style="list-style-type: none"> Plants OR Animals 	<ul style="list-style-type: none"> Identify 	<ul style="list-style-type: none"> That live in different environments (limited to grasslands, tundra, desert, aquatic, forest, and rainforest)

Definition notes:


- Environment:** the circumstances, objects, or conditions by which one is surrounded
- Grassland:** an ecological community in which the characteristic plants are grasses
- Tundra:** a level or rolling treeless plain that is characteristic of arctic and subarctic regions, consists of black mucky soil with a permanently frozen subsoil, and has a dominant vegetation of mosses, lichens, herbs, and dwarf shrubs, also: a similar region confined to mountainous areas above timberline
- Desert:** arid land with usually sparse vegetation, especially: such land having a very warm climate and receiving less than 25 centimeters (10 inches) of sporadic rainfall annually
- Aquatic:** growing or living in or frequenting water
- Forest:** a dense growth of trees and underbrush covering a large tract
- Rainforest:** a tropical woodland with an annual rainfall of at least 100 inches (254 centimeters) and marked by lofty broad-leaved evergreen trees forming a continuous canopy—called also tropical rain forest

<https://www.merriam-webster.com/dictionary/>


Draft Intent Statement: Given a grassland, tundra, desert, aquatic, forest or rainforest, select the animal or plant that lives in these places.

Most Complex Level (at the level as written):

- Content target:** Given tundra and desert definitions, select the correct plants that grow and thrive in these environments
- Example**



Tundra: a level or rolling treeless plain that is characteristic of arctic and subarctic regions, consists of black mucky soil with a permanently frozen subsoil.



Desert: land having a very warm climate and receiving less than 25 centimeters (10 inches) of patchy rainfall annually.

DRAFT SCIENCE EXAMPLE

- Here are some plant names.
- Select the ones that grow in a tundra and list them under the heading tundra.
- Select the ones that grow in deserts and list them under the heading desert.
- Remember there may be some that do not belong in either category.


PLANTS			
Arctic moss	Cactus	Bearberry	Daisy
Palm tree	Rose	Desert sage	Caribou moss

Tundra	Desert


DRAFT SCIENCE EXAMPLE

Mid-Complex Level:

- Content target:** Given Forest and Aquatic definitions/descriptions and visuals/objects, select the animals that live in each respective place
- Example**
 - Use a picture of a forest familiar to the student (if available)
 - Use a picture of a natural water environment familiar to the student (if available)




Aquatic (living in water)





Forest: Lots of trees, bushes and plants growing together in a large area


- Select the animals from the box below and place them in the correct column under the environment (place) where they live.
- Make choices of animals that are familiar/meaningful for the student. Add one choice that doesn't belong.


Animals:




Frog


Deer


Turtle


Fox


Dinosaur



Forest	Aquatic (water)
	




DRAFT SCIENCE EXAMPLE

Least Complex Level:

- Content target:** Given an environment that is meaningful and familiar, select the animals that make their home there.
- Example**

(use a picture/object and environment representation meaningful for the student)

PA-AIP
Professional Development Opportunities:
Alternate Eligible Content and Essentialization



Pennsylvania Training and Technical Assistance Network

Up and Coming in 2017-18

New Trainings 2017-18

Training	Type	When
AEC for Writing: Getting Familiar and Going Deeper	Series: Regional Large Group with Virtual/Application Follow-Up	PaTTAN Pgh: Dec. 14, 2017 East: Dec. 18, 2017 Hbg: Dec. 19, 2017
Alternate Eligible Content: Essentialization for PASA Science	Series: Regional Large Group with Virtual/Application Follow-Up	PaTTAN East: Jan. 24, 2018 Hbg: Jan. 25, 2018 Pgh: Jan. 30, 2018
Advanced Essentialization and Instruction for Reading and Math	2018 Webinar Series	Jan 17: Making AEC meaningful for Students with the Most Significant Cognitive Disabilities Feb 21: Complex math Concepts March 28: Complex ELA Concepts

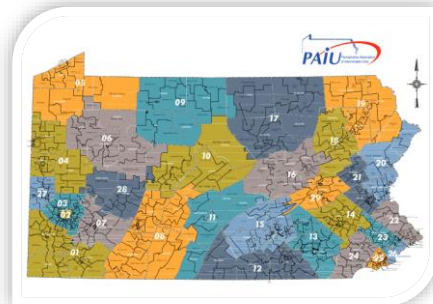
Projects

Teacher Workgroup

Development of Additional Essentialized Examples
Intensive Training: PaTTAN
East: Feb.
Hbg: Feb. 14-15, 2018
Pgh: Feb.

Partnerships Developing PD Resources

for:
Writing AEC/Instruction
Science AEC/Instruction
Essentialization/Instruction



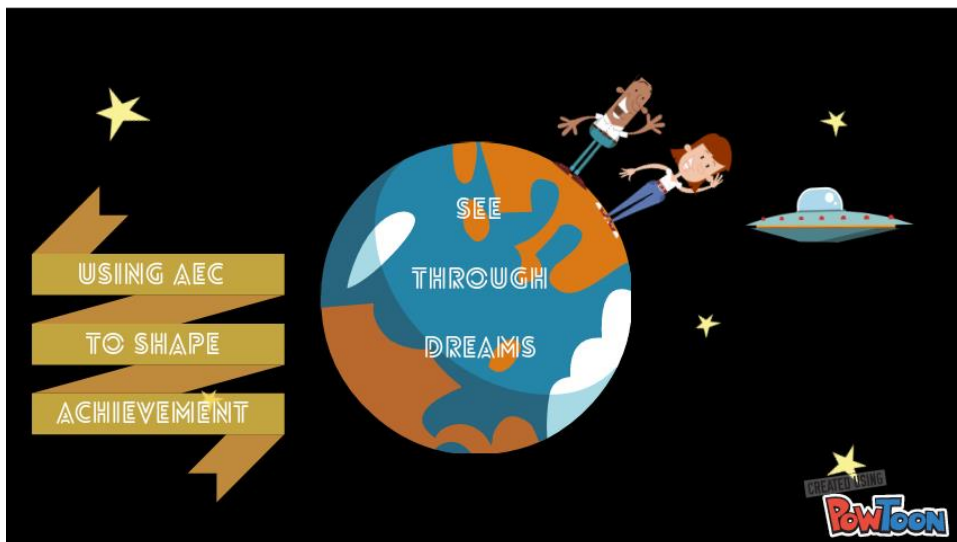
Collaboration

The screenshot shows the SAS website interface. A red arrow points from the 'Standards' icon in the bottom navigation bar to the text 'AEC aligned with Eligible Content and PA Core Standards'. Another red arrow points from the 'Standards' icon to the text 'Essentialized examples aligned with AEC'. A green arrow points from the 'Standards' icon to a yellow star icon. A third red arrow points from the yellow star icon to the text 'New in 2018 PLC to support teachers with AEC and instruction'.

AEC aligned with Eligible Content and PA Core Standards

Essentialized examples aligned with AEC

New in 2018 PLC to support teachers with AEC and instruction



PASA Updates



Pennsylvania Training and Technical Assistance Network

PASA Project

- The PASA Project through the University of Pittsburgh serves as the test vendor
 - New leadership at the PASA Project
 - New website was initiated August 1st
 - www.pasaassessment.org
 - Technical assistance email and phone number will be available to LEAs and Service Providers



PASA Testing Window

- PASA Testing Window for 2018-2020 are posted to the BSE website at:
<http://www.education.pa.gov/K-12/Special%20Education/Pages/PA-Alternate-System-of-Assessment.aspx#tab-1>
- The 2018 PASA window is February 19-April 13.
- All students must be assessed during this window.

PASA Enrollment and Administration



- One enrollment system for all subject areas
- Three options for test delivery of all subjects (like PASA Science)
 - Digital, non-digital, or combination
- BSE is strongly recommending digital uploading of video rather than returning media
- All subject areas will have student response entered into the digital system (like PASA Science)

FUTURE Developments of PASA

- PASA Writing will be field tested in 2018
- PASA Writing will be operational in 2019
- A placement test into the PASA is being developed. This would replace the current process of reviewing Tier and performance level descriptions.

FUTURE Developments of PASA

- Teachers and professionals will develop test items for PASA
 - More details will be forthcoming. Persons interested now, may submit name and contact information to AlternateAssessment@pattan.net
- A continuous loop of item development, review, and improvement occur as industry standard

Professional Development



- A face to face training is scheduled for November 20, 2017
 - The purpose is to provide details about enrollment processes, online-training requirements, test administration procedures, test security, policy changes, instructional resources and frequently asked questions
 - The training will incorporate information from the newly developed PASA Handbook for Assessment Coordinators

Presentation Objectives

- Identify and locate resources and tools available for teachers to support delivery of instruction aligned to alternate eligible content
- Use essentialized examples to support lesson plan development
- Identify updates and changes with the 2018 PASA

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 Pennsylvania

Tom Wolf, Governor

