

Alternate Eligible Content: Defining Expectations and Intent



Pennsylvania Training and Technical Assistance Network

Questions during the webinar

For Content :

AlternateAssessment@pattan.net

- Reference : 1/20/2016
- Questions and answers will be posted as an FAQ with the recorded webinar following this presentation

For Tech Support:

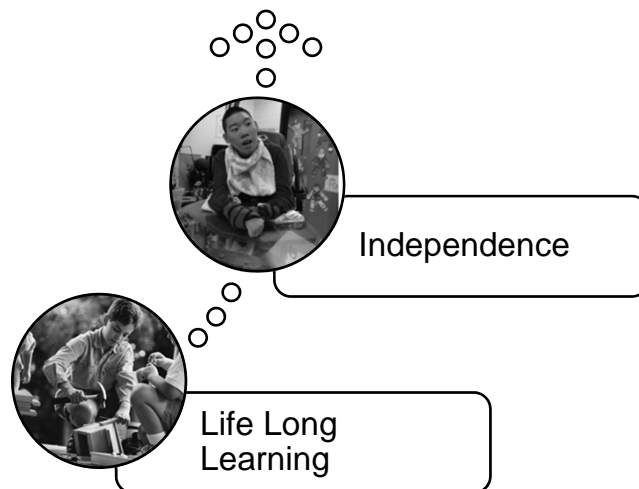
support@pattan.net

Learner Outcomes

Participants will:

- Identify the intent of alternate eligible content across grades and across ELA/Reading and Math content
- Identify the connection between alternate eligible content and lifelong learning and independence

Alternate Eligible Content: Expectations and Intent



Why are expectations important?

- Assists with setting goals
- Goals ensure targets of measureable achievement
- Achievement ensures success at a variety of ability levels



Examples

- Meaningful employment
- Lifelong learning
- Independence to the highest degree possible
- Relationships
- Impact on the quality of life

Why is intent important?

- Intent provides understanding of the conceptual undertones of the academic content
- Intent opens the doors to multiple ways to demonstrate proficiency at varying levels of ability
- Intent leads to understanding of life long importance for work and independent living through learning the content



Examples



E07AK1.1.2b
Summarize
the text

To pull together meaningful parts
of a story in a cohesive manner



M05AT1.1.4a
Compare two
numbers up
to the
hundredths
place

To determine same and different
of two numbers represented as
decimals to the hundreds place



CC1.2.1112Ea
Identify an
argument or
claim in a text

To identify an opposing
view or assertion made
within a text

Today's focus:

- Examine the content through an eye for discovering intent
- Determine the impact of the intent for expectations of lifelong learning and independent living and working



Components

- Alternate Eligible Content
 - Determining **Intent**
 - Applying the Intent to **Life Expectations**
- Writing Targets to Demonstrate Proficiency Towards Life Expectations (Essentialization Process)

Determining the Intent

- How are the alternate eligible content, eligible content, assessment anchor and standard connected?
- What is the common thread?
- What is the conceptual learning?
- What vocabulary and language is referenced? How does this impact the content?
- When considering different scenarios, does it remain aligned?
- Is it broad enough to meet the needs of the range of students eligible for PASA?

English Language Arts/Reading

Literature across the Grades: Craft and Structure						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
E03AC2.1.1a Identify who is telling the story	E04AC2.1.1a Identify who told the story in two different texts	E05AC2.1.1a Identify the narrator's point-of-view	E06AC2.1.1a Identify how the narrator's point-of-view affects the story	E07AC2.1.1a Determine the points-of-view of two or more characters in text	E08AC2.1.1a Determine the points-of-view of two or more characters or narrators in text	
		E05AC2.1.1b Describe the author's purpose (entertain, inform or persuade) in text			E08AC2.1.1b Determine how the characters in the story make the reader respond	
			E06AC2.1.3a Identify the meaning of a word or phrase in context and how it makes the reader feel	E07AC2.1.3a Determine how word choice changes the meaning of a text	E08AC2.1.3a Identify the impact of word choice on the meaning in a text	CC1.3.1112Fa Identify the impact of word choice on meaning in a text

E03AC2.1.1a

Identify who is telling the story

PA Reporting Category: E03.A Literature Text

PA Core Standard:

CC.1.3.3.D Explain the point of view of the author.

Assessment Anchor

E03.A-C.2 Craft and Structure

DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
E03.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. Note: "Story" means narration of events told through the text types of story, drama, or poem.	E03AC2.1.1a	Identify who is telling the story

CONNECTIONS/Common Thread/Vocabulary

Who is telling

Point of view

First and third person

E03AC2.1.1a

Identify who is telling the story

CONCEPTUAL LEARNING/INTENT

Who is telling a story?

Perspective sharing?

Understanding first and third person?



THINK BROADLY

Knowing (naming) the lens through which the story is told (person, animal, someone not in the story, etc.)

Why is this important?

- Knowing (naming) the lens through which the story is told (person, animal, someone not in the story, etc.)

Relationships:

Being able to recognize the source of a conversation
 Being able to follow a conversation/story being told and interact
 Sharing in understanding of text

LifeLong Learning and Work:

Problem solving based on understanding the perspective of the story
 Making decisions based on the perspective of a story

Quality of Life:

Enjoying a story through some comprehension
 Interacting and recognizing a source of a story or words being read

Let's look at another in this strand across the grades

Literature across the Grades: Craft and Structure						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
E03AC2.1.1a Identify who is telling the story	E04AC2.1.1a Identify who told the story in two different texts	E05AC2.1.1a Identify the narrator's point-of-view	E06AC2.1.1a Identify how the narrator's point-of-view affects the story	E07AC2.1.1a Determine the points-of-view of two or more characters in text	E08AC2.1.1a Determine the points-of-view of two or more characters or narrators in text	
		E05AC2.1.1b Describe the author's purpose (entertain, inform or persuade) in text			E08AC2.1.1b Determine how the characters in the story make the reader respond	
			E06AC2.1.3a Identify the meaning of a word or phrase in context and how it makes the reader feel	E07AC2.1.3a Determine how word choice changes the meaning of a text	E08AC2.1.3a Identify the impact of word choice on the meaning in a text	CC1.3.1112Fa Identify the impact of word choice on meaning in a text

E04AC2.1.1a**Identify who told the story in two different texts****E03AC2.1.1a****Identify who is telling the story****CONCEPTUAL LEARNING**

Who is telling a story?

Perspective sharing?

Understanding first and third person?

THINK BROADLY

Knowing (naming) the lens through which the story is told (person, animal, someone not in the story, etc.)

**What changes in Grade 4?**

Are they still identifying who told the story?

What is different?

Is the conceptual learning the same?

Does the intent change?

E04AC2.1.1a**Identify who told the story in two different texts****PA Reporting Category: E04.A Literature Text****PA Core Standards:**CC.1.3.4.D. Compare and contrast an event or topic told from two different points of view.**Assessment Anchor**

E04.A-C.2 Craft and Structure

DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
E04.A-C.2.1 <u>Demonstrate understanding of craft and structure in literature.</u>	E04.A-C.2.1.1 Compare and contrast <u>the point of view from which different stories are narrated, including the difference between first and third person narrations</u> Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	E04AC2.1.1a	<u>Identify who told the story in two different texts</u>

Conceptual Learning/ Intent

- Using language from third grade:

Using two texts or stories, know the lens (name) through which each story is told (person, animal, someone not in the story, etc.)

Why is this important?

Increasing expectations across the grades by adding another source

Using two texts or stories, know the lens (name) through which each story is told (person, animal, someone not in the story, etc.)

Relationships:

Being able to recognize the source of different conversations
 Being able to follow a conversation/story being told and interact
 Sharing in understanding of text

LifeLong Learning and Work:

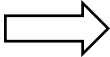
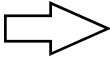
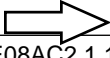
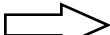
Problem solving based on understanding the perspective of each story
 Making decisions based on the perspective/lens of each story

Quality of Life:

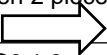
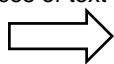
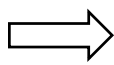
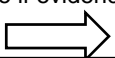
Enjoying a story through some comprehension
 Interacting and recognizing a source(s) of stories or words being read
 Having the opportunity exert some control over the environment

English Language Arts/Reading

Literature across the Grades: Craft and Structure						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
E03AC2.1.1a Identify who is telling the story	E04AC2.1.1a Identify who told the story in two different texts	E05AC2.1.1a Identify the narrator's point-of-view	E06AC2.1.1a Identify how the narrator's point-of-view affects the story	E07AC2.1.1a Determine the points-of-view of two or more characters in text	E08AC2.1.1a Determine the points-of-view of two or more characters or narrators in text	
		E05AC2.1.1b Describe the author's purpose (entertain, inform or persuade) in text			E08AC2.1.1b Determine how the characters in the story make the reader respond	
			E06AC2.1.3a Identify the meaning of a word or phrase in context and how it makes the reader feel	E07AC2.1.3a Determine how word choice changes the meaning of a text	E08AC2.1.3a Identify the impact of word choice on the meaning in a text	CC.1.3.1112Fa Identify the impact of word choice on meaning in a text

Alternate Eligible Content	Intent	Expectations
E05AC2.1.1a Identify the narrator's point-of-view 	Name the speaker of the story (who is relaying the story-not in the story)	Understands where a story comes from Helps to problem solve to know the source of the conversation at work or in the home Assists with maintaining a conversation or relationship Provide some control over the environment
E06AC2.1.1a Identify how the narrator's point-of-view affects the story 	A speaker's (relaying the story) thoughts influence the story (cause/effect)	Understand why things happen the way they do Helps to problem solve and make good decisions Provide some control over the environment
E07AC2.1.1a Determine the points-of-view of two or more characters in text 	Name specific thoughts of two or more persons with roles in a story	Helps to problem solve and make good decisions (separating different views) Provide some control over the environment
E08AC2.1.1a Determine the points-of-view of two or more characters or narrators in text 	Name the specific thoughts of two or more speakers (relaying the story) or persons involved in a story	Helps to problem solve and make good decisions (separating different views) Understand why things happen the way they do Provide some control over the environment

Additional Examples of Intent/Expectations: ELA/Reading

Alternate Eligible Content	Intent	Expectations
E03BC3.1.2a Identify similarities or differences between 2 pieces of text on the same topic 	Gather information from two sources about the same topic, examining same and different	Informed consumer Good decision making in regard to a specific topic Some control of the environment
E05BC3.1.2a Combine information from 2 or more pieces of text on the same topic 	Gather information and put it together from multiple sources about the same topic	Informed consumer Good decision making in regard to a specific topic Some control of the environment
E08BC3.1.2a Identify conflicting information presented in two texts about the same topic 	While gathering information, decide what doesn't appear to align together and seem to be opposite or against each other	Informed consumer Good decision making in regard to a specific topic Problem solving in regard to work environment and independent living Some control of the environment
E06BC3.1.1b Determine if evidence is fact or opinion 	Make a decision about information you read or hear: is it true or what someone thinks?	Good decision making and problem solving in regard to work environment and independent living Some control of the environment

Math

Using Data Displays						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	M04DM2.1.2a Answer a question about data in a pictograph, line plot, or bar graph	M05DM2.1.2a Interpret one set of data given in 2 different displays	M06DS1.1.3a Compare points in a line plot, histogram, or on a number line	M07DS2.1.1a Compare two sets of data within a single pictograph, line plot, or bar graph	M08BE2.1.1a Compare two proportional relationships shown in graph form	
				M07AR1.1.5a Interpret an ordered pair in a real-world problem	M08BF2.1.1a Determine the missing value in a graph showing a real-world linear relationship	CC.2.2.HSC5b Interpret a graphical representation of a linear model in a real-world problem
					M08BF2.1.2a Describe the relationship between two variables with a linear relationship displayed in graph form	CC.2.2.HSC3a Describe the linear relationship between two variables displayed in a table of values
					M08DS1.1.2a Identify a statement that describes the relationship between variables displayed in a scatterplot	
					M08DS1.2.1a Answer a question using data from a two-way table	CC.2.4.HSB5a Draw a conclusion about data presented in a two-way table representing a real-world problem

M04DM2.1.2a**Answer a question about data in a pictograph, line plot, or bar graph**

PA Reporting Category: M04.D-M Measurement and Data

PA Core Standards:

CC.2.4.4.A.2. Translate information from one type of data display to another.

CC.2.4.4.A.4. Represent and interpret data involving fractions using information provided in a line plot.

ASSESSMENT ANCHOR

M04.D-M.2. Represent and interpret data

DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
M04.D-M.2.1 Organize, display, and answer questions based on data.	M04.D-M.2.1.1 Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{8}$).	M04DM2.1.1a	Organize data into a pictograph, line plot, or bar graph
	M04.D-M.2.1.2 Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be labeled with common denominators, such as $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$).	M04DM2.1.2a	Answer a question about data in a pictograph, line plot, or bar graph
	M04.D-M.2.1.3 Translate information from one type of display to another (table, chart, bar graph, or pictograph).		

CONNECTIONS/COMMON THREAD/VOCABULARY

Answer questions
Data
Line Plot

M04DM2.1.2a**Answer a question about data in a pictograph, line plot, or bar graph****CONCEPTUAL LEARNING/INTENT**

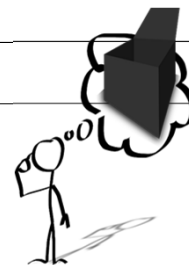
Count data?

Answer questions?

Understanding the difference between bar graphs, line plots and pictographs??

THINK BROADLY

Information can be displayed in different ways to help us answer questions and gain understanding



Why is this important?

Information can be displayed in different ways to help us answer questions and gain understanding

Relationships:

Being able to share information learned with another (ie leisure or safety reasons)
Sharing in understanding of information

LifeLong Learning and Work:

Problem solving at home or work based on understanding what information the graph or chart is sharing
Making decisions based on the information the graph or chart is sharing (ie lunch choice)

Quality of Life:

Having some control over the environment through interaction and identification
Developing independence skills based upon the information learned in the graph/chart

Math

Using Data Displays						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	M04DM2.1.2a Answer a question about data in a pictograph, line plot, or bar graph	M05DM2.1.2a Interpret one set of data given in 2 different displays	M06DS1.1.3a Compare points in a line plot, histogram, or on a number line	M07DS2.1.1a Compare two sets of data within a single pictograph, line plot, or bar graph	M08BE2.1.1a Compare two proportional relationships shown in graph form	
				M07AR1.1.5a Interpret an ordered pair in a real-world problem	M08BF2.1.1a Determine the missing value in a graph showing a real-world linear relationship	CC.2.2.HSC5b Interpret a graphical representation of a linear model in a real-world problem
					M08BF2.1.2a Describe the relationship between two variables with a linear relationship displayed in graph form	CC.2.2.HSC3a Describe the linear relationship between two variables displayed in a table of values
					M08DS1.1.2a Identify a statement that describes the relationship between variables displayed in a scatterplot	
					M08DS1.2.1a Answer a question using data from a two-way table	CC.2.4.HSB5a Draw a conclusion about data presented in a two-way table representing a real-world problem

M05DM2.1.2a

Interpret one set of data given in 2 different displays

M04DM2.1.2a

Answer a question about data in a pictograph, line plot, or bar graph

CONCEPTUAL LEARNING

Count data?

Answer questions?

Understanding the difference between bar graphs, line plots and pictographs??

THINK BROADLY

Information can be displayed in different ways to help us answer questions and gain understanding



What changes in Grade 5?

Are they still answering questions about data?

What is different?

Is the conceptual learning the same?

Does the intent change?

M05DM2.1.2a

Interpret one set of data given in 2 different displays

PA Reporting Category: M05.D-M Measurement and Data

PA Core Standards:

CC.2.4.5.A.2. Represent and interpret data using appropriate scale.

CC.2.4.5.A.4. Solve problems involving computation of fractions using information provided in a line plot.

Assessment Anchor

M05.D-M.2. Represent and interpret data

DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
M05.D-M.2.1 Organize, display, and answer questions based on data.	M05.D-M.2.1.1 Solve problems involving computation of fractions by using information presented in line plots.		
	M05.D-M.2.1.2 Display and interpret data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and use a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.	M05DM2.1.2a	Interpret one set of data given in 2 different displays

CONNECTIONS/COMMON THREAD/VOCABULARY

Interpret (answer questions)

Data

Conceptual Learning/ Intent

- Using language from fourth grade:

Information can be displayed in different ways to help us answer questions and gain understanding

Why is this important?

Increasing expectations across the grades

Information can be displayed in different ways to help us answer questions and gain understanding

Relationships:

Being able to share information learned in two different ways with another (ie leisure or safety reasons)

Sharing in understanding of information

LifeLong Learning and Work:

Problem solving at home or work based on understanding what information the graphs or charts are sharing

Making decisions based on the information the graphs or charts are sharing (ie lunch choice)

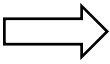
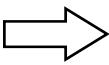
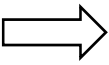
Quality of Life:

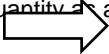
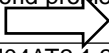
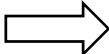

Having some control over the environment through interaction and identification

Developing independence skills based upon the information learned in the graphs/charts

Math

Using Data Displays						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	M04DM2.1.2a Answer a question about data in a pictograph, line plot, or bar graph	M05DM2.1.2a Interpret one set of data given in 2 different displays	M06DS1.1.3a Compare points in a line plot, histogram, or on a number line	M07DS2.1.1a Compare two sets of data within a single pictograph, line plot, or bar graph	M08BE2.1.1a Compare two proportional relationships shown in graph form	
				M07AR1.1.5a Interpret an ordered pair in a real-world problem	M08BF2.1.1a Determine the missing value in a graph showing a real-world linear relationship	CC.2.2.HSC5b Interpret a graphical representation of a linear model in a real-world problem
					M08BF2.1.2a Describe the relationship between two variables with a linear relationship displayed in graph form	CC.2.2.HSC3a Describe the linear relationship between two variables displayed in a table of values
					M08DS1.1.2a Identify a statement that describes the relationship between variables displayed in a scatterplot	
					M08DS1.2.1a Answer a question using data from a two-way table	CC.2.4.HSB5a Draw a conclusion about data presented in a two-way table representing a real-world problem

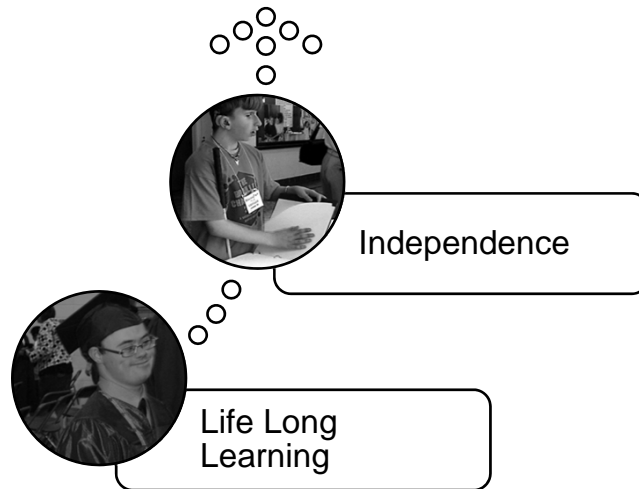
Alternate Eligible Content	Intent	Expectations
M06DS1.1.3a Compare points in a line plot, histogram, or on a number line 	Understand connections between two displayed pieces of information	Use information to problem solve/make decisions about two or more pieces of information at work or home Assists with understanding information in real life situations (i.e. thermometer, weather charts) Provide some control over the environment
M07DS2.1.1a Compare two sets of data within a single pictograph, line plot, or bar graph 	Understand connections between two displayed pieces of information	To help understand why things happen the way they do Gather information to help problem solve and make good decisions at work/home Provide some control over the environment
M08BE2.1.1a Compare two proportional relationships shown in graph form 	Understand connections between two displayed pieces of information	Gather information to help problem solve, draw conclusions and make good decisions Understand why things happen the way they do Provide some control over the environment (cause/effect)

Additional Examples of Intent/Expectations: Math		
Alternate Eligible Content	Intent	Expectations
M06AR1.1.5a Calculate a percent of a quantity at a rate per 100 	Demonstrate the ability to determine one part (percentage) of an amount based on 100	Informed consumer Assist with work and home environment decision making
CC.2.1.HSF2a Convert between fractions and decimals in a real-world problem 	Understand that decimals can be represented as fractions (and vice versa) but the real world results are the same	Judgment, problem solving and decision making in home and work environments
M04AT2.1.2a Demonstrate understanding of multiplication or division with small sets 	Understand that multiplication is repeated addition with equal amounts to make a whole and division involves taking a whole and splitting it into equal amounts	Assist with decision making in home and work environments Provides understanding of quantity even when supporting with a calculator
M05BO2.1.1b Generate a pattern that follows 1 or more rules provided 	Repeat a given pattern when given the structure of the pattern	Problem solving in work and home environments Job skills Partial control over one's environment

Bottom Line: Making the Connection for Intent and Expectations

- Do the intent and expectation demonstrate meaningfulness for the student(s)?
- Why would any student need to learn this content?
- What are the implications of learning this content 10-25 years from now?
- How will learning this content make my student(s) independent and lifelong learners?

Alternate Eligible Content: Expectations and Intent



Contact Information

www.pattan.net

Dr. John Machella
412-851-0413
jmachella@pa.gov

Sharon Leonard
sleonard@pattan.net

Audrey Kappel
akappel@pattan.net



Commonwealth of Pennsylvania

Tom Wolf, Governor

Today's code

AEC1516