

Alternate Eligible Content : Tips for Reducing Complexity Across ELA/Reading and Math

Alternate Eligible Content
Spring Series 2016



Pennsylvania Training and Technical Assistance Network

Questions during the webinar

For Content :

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- Reference : 4/27/2016
- Questions and answers will be posted as an FAQ with the recorded webinar following this presentation

Today's Focus



- Examining coded content and its link to reducing complexity
- Connecting complexity with students' current level of performance
- Examining language and vocabulary and its link to reducing complexity
- Tips specific within ELA/Reading content
- Tips specific within Math content

Tips and Helpful Clues



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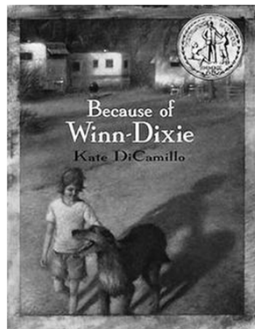
Reduction of Complexity

- Designing Targets
 - Essentialization
- Designing Instruction
 - Building skills towards mastery of the determined target while reducing complexity



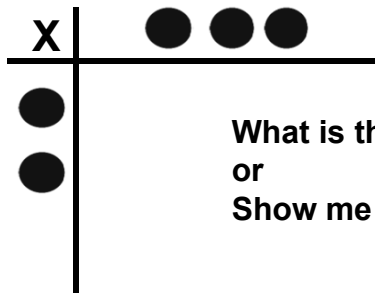
Keeping in Mind

- How we provide opportunities for students to understand the content and show what they know does not necessarily reduce the complexity of the content



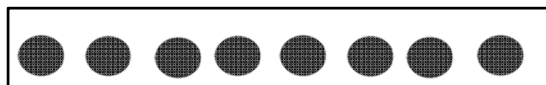
Math example

$2 \times 3 = ?$ What is 2 times 3?



$2 \times 3 =$

What is the product (total) of 2 times 3?
or
Show me 2 times 3.



$2 \times 3 =$

Show me 2 times 3

Coding through
Essentialization
and Complexity of
Content



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How to Use Coding and Reduce Complexity of Content when Essentializing

- Isolate what students need to know, do and in what context
- Examine the pieces in relationship to student current level of performance.
- Refer to questions that link student current performance to the content



Essentialization Coding

- Select and read a piece of Alternate Eligible Content
- Refer to the PA ELA/Math glossaries to understand terms and intent



Circle WHAT students need to **KNOW**



Box what they need to **DO** with the 'what'



Underline the **CONTEXT** of what they need to know and do

Grade 5 Numbers and Operations

Across the grades: Operations with 2 Numbers

M05AT2.1.1a

Multiply single-digit whole numbers

M05AT2.1.1a

Multiply single-digit whole numbers

Questions to link student performance to assist with designing complexity:

- What does the student **know** conceptually what it means to multiply?
 - Do they understand addition? What can they perform with addition concepts or with digits?
- Is the student multiplying already? How is the student demonstrating the process?
- What numbers, digits or numerical concepts does the student already know, if any?
- Does the student understand the vocabulary of 'multiply' or does this need to be reduced to familiar and frequently used language? (access)
- Determine how the student indicates comprehension of language and determine how the student expresses himself

Grade 8 Informational text

Informational Text Across the Grades:
Integration of Knowledge and Ideas

E08BC3.1.1a

Identify an argument or claim that the author makes

E08BC3.1.1a

Identify an argument or claim that the author makes

Questions to link student performance to assist when designing complexity:

- What does the student know about an argument or a claim?
 - Can they define either term?
- Can the student identify? How do they identify?
- How does the student interact with text? Author infers someone 'wrote' or designed what is being read. Can they define who an author is?
- How much text?
- What vocabulary and language may need to be addressed? Identify? Argument? Claim? Author?
- Determine how the student indicates comprehension of language and determine how the student expresses himself

Language, Vocabulary and Complexity Considerations When Essentializing Alternate Eligible Content



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Reducing Complexity of Language/Vocabulary

Use frequent, familiar vocabulary considering each student




The more additional support (pictures, objects, photos, videos, etc.) used to define vocabulary the more likely the content is reduced in complexity

Ask yourself....

Has the use of vocabulary/language and additional supports altered the level of complexity of **the intent** of the alternate eligible content I will be teaching?

Supporting vocabulary and language

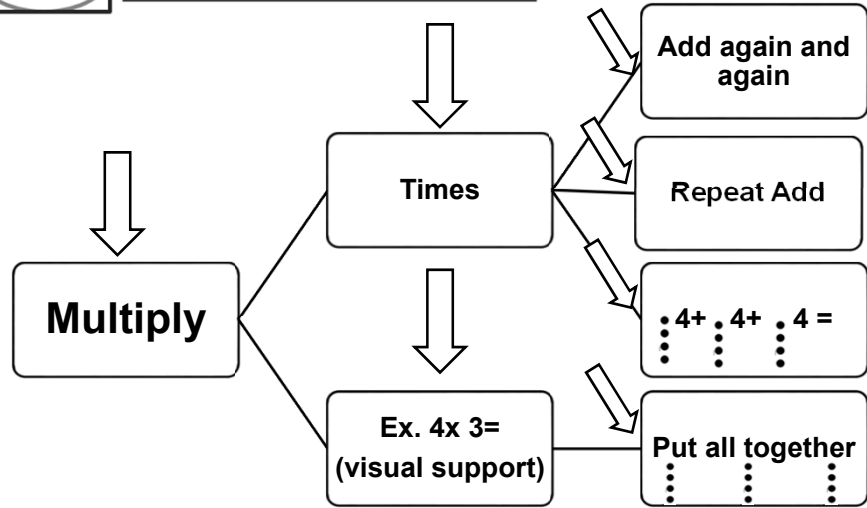
- Considerations for support of content with videos, pictures, sound, textures and real life objects
 - Identify student symbol knowledge
 - Does the student recognize letters, words, 2D pictures, line drawings, photos, 3D pictures, objects ?
 - Think about the symbols- are the symbols you are using based on adult symbol knowledge or what is known about the student knowledge for example
 - Background knowledge 
 - Limited background knowledge may lead you to use videos, actual objects, sound effects, etc.
 - Pre-teach background knowledge and concepts as necessary to the intent of the alternate eligible content
 - Avoid overuse of pictures
 - Use authentic pictures, age appropriate pictures, objects, sensory input, etc.

Vocabulary/Language Examples



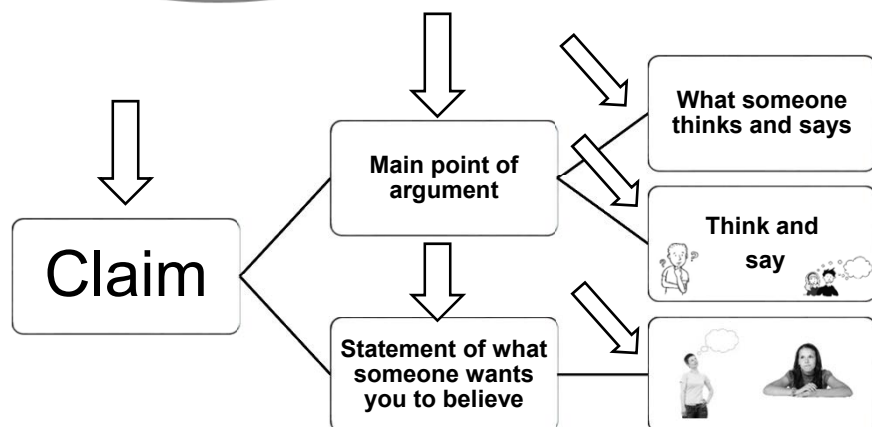
M05AT2.1.1a

Multiply single-digit whole numbers



E08BC3.1.1a

Identify an argument or claim that the author makes



Pulling it all together



Connecting Coding, Data, Language and Accessing Supports to Reduce Complexity

- ✓ Content is coded to determine essentialization
- ✓ Data questions related to the content have been asked and student current level of performance related to the data has been determined
- ✓ How the student indicates comprehension of language and how the student expresses himself has been determined
- ✓ Vocabulary and language has been considered and modified to reflect the student's frequent, familiar and core vocabulary

Coded Alternate Eligible Content and Supports



Instruction

**Alternate Eligible
Content Targets
(may be essentialized)**



Supports and Complexity Instruction

When **instructing** towards designed targets:

Any support can be used to ensure students learn to the fullest possible extent.

Supports will be used more heavily during instruction while shaping learning



Targets typically reflect less supports than instruction

Supports and Complexity Alternate Eligible Content Targets



- When **designing targets** consider *supports* for access to demonstrate the intent of the content
 - Considerations include how the student understands the content and how the student demonstrates mastery of the target
- When **designing targets** and potentially reducing complexity consider what has been added to ensure the understanding of the content and demonstration of mastery
 - Has the use of supports changed the complexity of the intent?

Supports and Complexity

When designing targets aligned to the alternate eligible content and supports have been added to **ensure** understanding and demonstration of the intent at a **reduced level of the content**, the **complexity has been significantly reduced from the original intent** of the alternate eligible content

- ✓ Consider the features of the target and the complexity with which they have been supported
 - ✓ What are important components (coding)
 - ✓ What is the vocabulary/language
 - ✓ Using student data, how are you setting mastery



Reducing Content

Common Tips for Reducing Complexity of ELA/Reading Alternate Eligible Content



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Tips for ELA/Reading: General



- ✓ Partner authentic text with modified text when possible
- ✓ Always use modified versions of text or text excerpts when addressing specific alternate eligible content targets and essentialized alternate eligible content targets
- ✓ Include the language of alternative input to support verbal input, such as visuals, pictures, objects, videos in your target statement to indicate level of complexity

Tips for ELA/Reading: Reducing Complexity of Targets



Most Complex Content

(level of complexity the Alternate Eligible content is written)

- ✓ Use pictures/visual supports minimally
- ✓ Whenever possible, use **authentic** pictures, **authentic** visuals and other **authentic, age appropriate** supports that directly align to text and partner with the print text when designing your target, instruction and mastery criteria
- ✓ Always modify and check readability
- ✓ Don't assume the student understands all the vocabulary- check for understanding and pre-teach vocabulary/language as needed

Tips for ELA/Reading: Reducing Complexity of Targets



Most Complex Content

(level of complexity the Alternate Eligible content is written)

- ✓ Student mastery can be demonstrated through:
 - ✓ Selection from choices (provided there are at least 3)
 - ✓ Open ended question/answer
 - ✓ Drawing, verbal response, pointing, eye gaze, etc.
- ✓ Any mode of response to demonstrate mastery is acceptable

Tips for ELA/Reading: Reducing Complexity of Targets

Mid Level of Complexity of Content

(reduced depth and breadth of the Alternate Eligible content as written)



- ✓ Use pictures/visual and other supports as needed, **more heavily** though partnered with text with demonstration of mastery of the designed **target**
 - ✓ Be clear on the intent of the alternate eligible content.
 - ✓ Complexity of the intent of the alternate eligible content should be reduced in depth and breadth from how the alternate eligible content is written
- ✓ Whenever possible, use authentic pictures with your targets, instruction and mastery criteria but use other grade appropriate visuals, videos, objects that increase understanding and that align to text.
 - ✓ Example: The boy is happy



Tips for ELA/Reading: Reducing Complexity of Targets

Mid Level of Complexity of Content

(reduced depth and breadth of the Alternate Eligible content as written)



- ✓ Whenever possible, use authentic text
- ✓ Always modify text. Reduce complex sentences to simple sentences.
 - ✓ Target the most **relevant portion of the text that matches the intent** of the alternate eligible content you are teaching
- ✓ Reduce the complexity of the vocabulary to core vocabulary for individual students and check readability

Tips for ELA/Reading: Reducing Complexity of Targets



Mid Level of Complexity of Content

(reduced depth and breadth of the Alternate Eligible content as written)



- ✓ Student mastery can be demonstrated through:
 - ✓ Selection from choices (provided there are at least 3) with visual or other cues to assist with understanding
 - ✓ Verbal response, pointing, eye gaze, etc.
- ✓ Any mode of response to demonstrate mastery is acceptable

Tips for ELA/Reading: Reducing Complexity of Targets



Least Level of Complexity of Content

(reduced depth and breadth of the Alternate Eligible content as written)

- ✓ Use pictures/visual or other supports as needed, with defining the target and demonstration of mastery of the designed target
 - ✓ Be clear on the intent of the alternate eligible content.
 - ✓ Complexity of the intent of the alternate eligible content should be significantly reduced in depth and breadth from how the alternate eligible content is written
 - ✓ Supports may appear more obviously connected to the content-see example below
- ✓ Whenever possible, use authentic pictures but use other visuals, videos, objects, songs that increase understanding and that align to text for instruction, targets and mastery criteria
 - ✓ Example: The boy is happy 
 - ✓ Example: The girl is happy 

Tips for ELA/Reading: Reducing Complexity of Targets

Least Level of Complexity of Content

(reduced depth and breadth of the Alternate Eligible content as written)



- ✓ Whenever possible, use authentic text
- ✓ Always modify text significantly. Use simple sentences, phrases, words and visuals, objects, etc. that support understanding. Repetitive sentence patterns can be used to increase predictability
 - ✓ Target **the most relevant portion of the text that matches the intent** of the alternate eligible content you are teaching
- ✓ Reduce the complexity of the vocabulary to core vocabulary for individual students and check readability

Tips for ELA/Reading: Reducing Complexity of Targets

Least Level of Complexity of Content

(reduced depth and breadth of the Alternate Eligible content as written)



- ✓ Student mastery can be demonstrated through:
 - ✓ Selection from choices (can be as few as 2) with visual, objects, pictures, sound, etc. as cues to assist with understanding
 - ✓ Less reliant on abstract symbols
 - ✓ Verbal response, pointing, eye gaze, manipulation of objects and /or pictures, etc.
- ✓ Any mode of response to demonstrate mastery is acceptable

ELA/Reading Target Examples

E08BC3.1.1a

Identify an argument or claim that the author makes

Intent: Indicate the view or belief that the writer of the text is sharing

Most Complex Content:

Name, show, point to the statement that the person who wrote the article wants you to believe using modified text. (provide 3 choices)

Mid Level of Complexity of Content:

Show, name, point to, select, the thought (idea) someone who wrote the newspaper gave (said) to us as we read it, using heavily modified text, visual supports and choices.

Least level of complexity:

Show, point to, select the idea in the newspaper story using heavily modified text with visual supports, real life objects and obvious clues.

Reducing Content

Tips for Reducing Complexity of Math Alternate Eligible Content



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Tips for Math: General



- ✓ Digits represent the most abstract form of math
 - ✓ Typically paired or can stand alone with mathematical problems at the most complex alternate eligible content level
 - ✓ Gradually faded across levels of content complexity
 - ✓ Even when content reflects the vocabulary of 'numerical', this can be represented in other ways
- ✓ Math alternate eligible content represents concepts.
 - ✓ Focus on reducing the complexity of the process while staying aligned to the intent
 - ✓ The intent should reflect a broad construct in which to consider various levels of complexity
- ✓ The target should reflect the alternate eligible content **as it is written**. Add context within your target only when referenced within the content selected

Tips for Math: Reducing Complexity of Targets



Most Complex Content

(level of complexity the Alternate Eligible content is written)

- ✓ Use digits or digits paired with quantitative amounts
 - ✓ Remember the quantitative amount of the digit is not necessarily important as the demonstration of the concept unless indicated within the piece of alternate eligible content.
- ✓ Don't assume the student understands all the vocabulary- check for understanding and pre-teach vocabulary as needed

Tips for Math: Reducing Complexity of Targets



Most Complex Content

(level of complexity the Alternate Eligible content is written)

- ✓ Focus on designing a target that reflects the most complex constructs and the intent within the alternate eligible content
- ✓ Use student data and background knowledge to drive the numerical perimeter
 - ✓ If there is an indicated range- you would lean towards the higher end of the range.

Tips for Math: Reducing Complexity of Targets



Most Complex Content

(level of complexity the Alternate Eligible content is written)

- ✓ Student mastery can be demonstrated through:
 - ✓ Selection from choices (provided there are at least 3)
 - ✓ Open ended question/answer
 - ✓ Drawing, verbal response, pointing, manipulation of objects, eye gaze, etc.
- ✓ Any mode of response to demonstrate mastery is acceptable

Tips for Math: Reducing Complexity of Targets



Mid Level of Complexity of Content

(reduced depth and breadth of the Alternate Eligible content as written)

- ✓ Use pictures/visual and manipulatives as needed
- ✓ Digits are used much less frequently being replaced through quantitative amounts
 - ✓ Use representations familiar to a student
- ✓ Maintain the intent based on the concept
 - ✓ Keep double checking the statement to the intent
 - ✓ Is it still aligned and have I reduced the depth and breadth
- ✓ Use core and familiar vocabulary for mathematical terms
- ✓ Whenever possible, use authentic pictures but use other grade appropriate visuals, videos, objects that increase understanding and that align to the content.

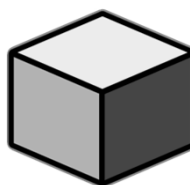
Tips for Math: Reducing Complexity of Targets



- Example: Identifying 2D to 3D



to



- Example: Multiplying single digit numbers



(2 dice with 5)

(5 + 5 or 5 x 2) =



10 (digit blocks)

Tips for Math: Reducing Complexity of Targets



Mid Complex Content

(level of complexity the Alternate Eligible content is written)

- ✓ Student mastery can be demonstrated through:
 - ✓ Selection from choices (provided there are at least 3)
 - ✓ Drawing, verbal response, pointing, manipulation of objects, eye gaze, etc.
- ✓ Any mode of response to demonstrate mastery is acceptable

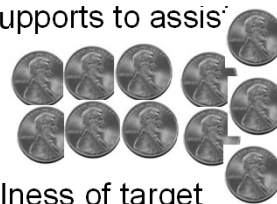
Tips for Math: Reducing Complexity of Targets



Least Level of Complexity of Content

(reduced depth and breadth of the Alternate Eligible content as written)

- ✓ Reduce the complexity of the vocabulary to core and familiar vocabulary for individual students
- ✓ Pre-teach vocabulary as needed
- ✓ Use of manipulatives to demonstrate understanding of the concept
 - ✓ Use objects that are familiar, relevant and age appropriate for student
- ✓ Use of large discrimination and additional supports to assist with mastery of target
- ✓ Use of familiar objects to assure meaningfulness of target

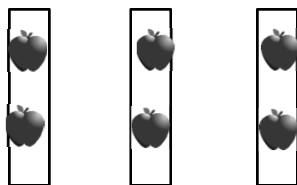


Tips for Math: Reducing Complexity of Targets



Example: Multiply single digit numbers

- Prompt: Put together



is $2 + 2 + 2$ or 3×2

For example: Identifying 2D to 3D

- Prompt: Find same



to



Tips for Math: Reducing Complexity of Targets



Mid Complex Content

(level of complexity the Alternate Eligible content is written)

- ✓ Student mastery can be demonstrated through:
 - ✓ Selection from choices (can be as few as 2) with visual, objects, pictures, sound, etc. as cues to assist with understanding
 - ✓ Abstract symbols rarely used unless specified in the alternate eligible content
 - ✓ Verbal response, pointing, eye gaze, manipulation of objects and /or pictures, etc.
- ✓ Any mode of response to demonstrate mastery is acceptable

M05AT2.1.1a**Multiply** single-digit whole numbers

Intent: Demonstrate understanding of the process of repeated addition with single digit whole numbers

Most Complex

- M05AT2.1.1a Solve the multiplication (times) problem using a single-digit whole number equations paired with a model template and manipulatives
- M05AT2.1.1a Solve the multiplication (repeated addition) problem using reduced vocabulary by using repeated addition (add again and again) and manipulatives with quantitative amounts no larger than 5.
- M05AT2.1.1a Solve a repeated addition problem of up to 3 sets with numerical amounts no more than 2 using reduced familiar vocabulary such as 'put together'.

Today's Focus

- Examining coded content and its link to reducing complexity
- Connecting complexity with students' current level of performance
- Examining language and vocabulary and its link to reducing complexity
- Tips specific within ELA/Reading content
- Tips specific within Math content

Next webinar

- May 25, 2016
- Viewing window opens at 3:00pm on May 25, 2016 and closes at 8:00am on May 26, 2016
- Alternate Eligible Content: **Additional Examples of Essentialization-ELA/Reading and Math**

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