Alternate Eligible Content: More Essentialization Samples

ELA/Reading and Math

Pennsylvania Training and Technical Assistance Network

Questions during the webinar

For Content :

AlternateAssessment@pattan.net

- Reference : 5/25/2016
- Questions and answers will be posted as an FAQ with the recorded webinar following this presentation

For Tech Support:
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Learner Outcomes

Participants will:

- Identify additional examples of alternate eligible content that have been written:
  - To reflect targets at the level of most complexity as written
  - To reflect targets reduced in complexity to a mid and least complex level
- Identify application of the targets to classroom instruction

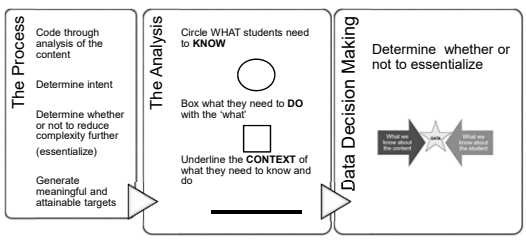
Alternate Eligible Content
and

Essentialization:
The Process

Know the Alternate Eligible Content

- For each of your assigned student grade levels
- In ELA/Reading AND Math
- In relation to IEP goals/objectives
- In correlation with your instruction

Essentialization:
1st- Select the Alternate Eligible Content- Next…



THEN…

Write your Target for Mastery

- Stay aligned to the intent
- Determine the criteria for mastery
  - **Be prescriptive:** define specifically what the student will learn as a result of instruction
- Base the target on challenging, realistic, meaningful expectations for mastery based on the student's current levels of performance in regard to the selected alternate eligible content: **Be prescriptive!**
- Know the target is the end result of the instruction given through a lesson or multiple lessons within a unit of study
  - Demonstrates an increase of performance from the student's starting, current level of performance

Generating Meaningful Targets

Targets that reflect Alternate Eligible Content:

✓ Can be written at various levels of complexity and the student can still demonstrate proficiency of the alternate eligible content. Our examples today will include:

- as written, at its fullest complexity
- at a mid-level of complexity, yet still aligned to the intent
- at the least complex level, yet still aligned to the intent

✓ There is a continuum of targets that can be written
- Targets should reflect INDIVIDUAL consideration of student mastery

Reducing complexity

- Analyze the components of the alternate eligible content determined through the coding process
  - Know
  - Do
  - Within what context
- Consider the vocabulary and language
  - Use of familiar, frequent, core vocabulary for individual students
- Apply complexity reduction tips for ELA/Reading and Math
  - Consider modifications of the text
  - Consider the complexity of the concepts/content and ways to reduce it
  - Focus on ways to reduce the complexity of the content by increasing the use of supports

Essentialization Examples

ELA/Reading

Pennsylvania Training and Technical Assistance Network

Informational text

E03BK1.1.2b Retell key ideas from the text

Intent:

Recount the big thoughts of the text after reading/hearing it.

Sample student data to consider: What do they know and do in regard to:

What are the receptive input and expressive modes of communication?
What vocabulary is familiar and core for the student that can be used?
Do they understand basic concepts (big/small, colors, jobs, same different)
How does the student interact with text?
How much text? (words, phrase, sentence, paragraph, short story, etc.)
Can they answer factual questions with or without picture support?
Is answering questions part of the current IEP goals and objectives?
Can the content, as written, be the target for learning?

Text

Always select text that reflects and matches the content of the alternate eligible content

3rd Grade Informational Text (no modifications)

Title: Ants

There are lots of different kinds of ants: carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more. They are different colors, too. They can be red, or brown, or black. Some are very, very small, and some are rather big. Whatever their differences, though, all ants are social creatures. They live in large groups called colonies. Some ant colonies are big and have millions of ants. There are different types of ants in the colony, and they each have different jobs. The queen lays eggs. Soldier ants protect the queen and the colony. They also gather food and attack other colonies if they need new nesting space. Worker ants take care of babies, look for food, and build ant homes (anthills or mounds). Soldier and worker ants are female.

Most Complex Level of Content Example

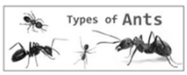
Target

Given a modified text, the student will tell (communicate) the big ideas or thoughts heard or read.

Demonstration of Mastery :

Student will read or listen to the modified text and communicate the major ideas or thoughts about the text

Modified text and demonstration of mastery



Ants can look different. They can be different colors. They can be red, or brown, or black. Some are very, very small and some are rather big. They live in large groups called colonies. Some colonies are big and have millions of ants who live there. Ants have different jobs. The queen lays eggs. Soldier ants protect the queen and the colony. Worker ants take care of babies, look for food, and build ant homes.

1.
2.
3.

What makes it a most complex level of content

- A numbering system provides a clue to a number of big ideas to share
- A visual is used to provide access and ensure the student is connected to the topic but not too much information as the student needs to rely on the words to relay the information about the key idea or ideas about ants
- The text is modified below a 3rd grade level to a 2.5 or can be reduced even further if substituting familiar language such as defining colony as a group home

Mid Complexity Level of Content Example

Target

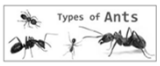
Given a modified text, the student will select (using pictures and words) the big ideas or thoughts heard or read.

Demonstration of Mastery:

Student will read or listen to the modified text and will use pictures and if possible their own words to share the major ideas or thoughts about the text

Modified text

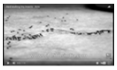
Ants look different from one another.

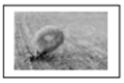


Ants may be different colors.
Ants are small and big.

Ants have different jobs.

Some lay eggs.
Some help other ants.
Some look for food.





Demonstration of Mastery

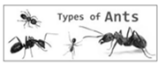
Show me the big ideas or thoughts you heard about ants: Pick the ones that help you tell the story

Jobs

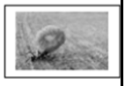
Play

Look Different

What makes this a mid level of complexity?



- The text is reduced in depth and breadth to include the information you are highlighting with the target…remember you want the student to retell the key ideas.
- The text is organized to support and isolate the key ideas that relate to the target
- There are fewer key ideas presented (2 instead of 3)
- Additional pictures and supports such as a video are used to enhance and ensure understanding of the key ideas.
- Demonstration of mastery is supported by providing the student with choices



Least Complexity Level of Content Example

Target

Given a modified text, using pictures and/or objects, the student will select the response to indicate one key/big idea/thought from the text

Demonstration of Mastery:

Student will listen to the modified text and will use pictures/objects and any other means to assist with understanding and will select the picture/object/video that represents a key idea about ants.

Modified text

Ants look different.

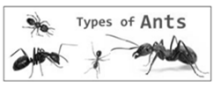
Some are red. 

Some are black. 

Some are big and some are small.  

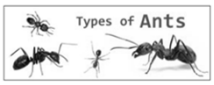
Demonstration of Mastery

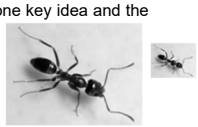
Show me something (a key (or big) idea) about ants: Pick the one that helps you tell the story



What makes this a least level of complexity?

- The text is reduced to very simple sentences
- The supports (visuals, objects, videos, textures etc.) are enhanced and provided with each part of the content
- There is only one key idea presented
- Demonstration of mastery is reduced in complexity to one key idea and the choices limit the correct response to one





Informational text

CC1.2.1112.La Read and answer a question about informational material (e.g., schedules, maps, manuals)

Intent:

To demonstrate the ability to utilize a document such as a schedule, map or manual to locate requested information

Sample student data to consider: What do they know and do in regard to:

Informational documents such as schedules, maps and manual
Words and phrases- do they decode? Do they have a mastered sight word list?
Picture identification under different conditions
Meaning of unknown words
Map legends
Manual keys/glossaries/abbreviations

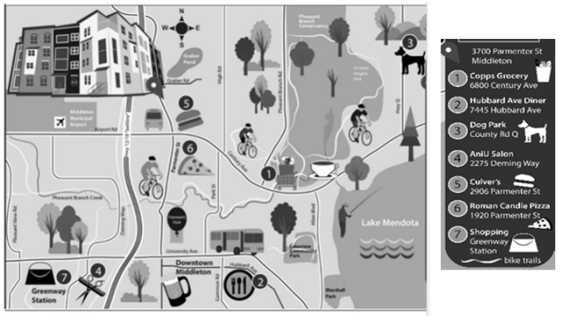
Most Complex Content Level Example

Target:

Answer indirect questions using a community map with multiple sites identified, using a legend, some words and picture supports.

Demonstration of Mastery

Provide a community map with a minimum of 4-6 a specific locations. The student is asked a series of questions such as:



Demonstration of Mastery

- Where could you go to eat?
- Where can you get your hair cut?
- Where can you go shopping?

What makes this most complex?

- The questions asked are not direct commands and require the student process the information within the question and relate it to reading the map
- The map is provided in its complete form or a larger section with multiple options are provided
- The legend is not a direct match with the map (e.g., colors, orientation)
- Demonstration of mastery requires the student to interpret the question to information presented on the map

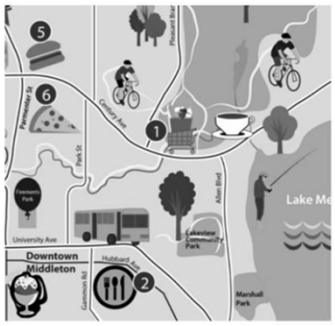
Mid Complexity Content Level Example

Target:

Using a modified map with picture supports, the student will locate areas requested when given a direct question(s)

Demonstration of Mastery

Provide a community map (reduced in size to contain a portion of the content) with a minimum of 3 specific locations identified with icons The student is asked a series of questions such as:



Demonstration of Mastery

- Where can you eat pizza? (show me where you eat pizza)
- Where is the man fishing? (show me where the man is fishing)
- Where can you eat ice cream? (show me where you can eat ice cream)
- Where can you drink coffee? (show me where you can drink coffee)

What makes this a mid level of complexity?

- The map has been reduced in complexity and only a portion is used
- The amount of information appearing on the reduced version is less breadth
- Objects and/or visual icons are used to interpret the map. They could be paired with simple or familiar words depending on the student
- The questions are directly related to the visual or object icons used
- Demonstration of mastery provides direct information in the question but requires the student to connect it to the map

Least Complexity Content Level Example

Target:

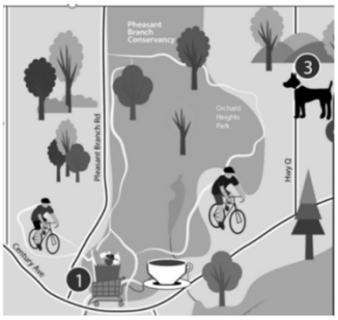
Using a modified map with picture/objects supports, the student will respond to information on the map when requested, and select/match a picture icon to the map that has been labeled

Demonstration of Mastery

Using a community map with a legend and 2 locations marked.

Provide the student with 2 cards with matching icons on separate cards

When given the directive, the student will locate and match the item on the map with their card



Demonstration of Mastery

- Find the dog
- Find the bike
- Find the water
- Find the coffee
- Find the trees

What makes this the least level of complexity?

- The map is reduced and modified. The amount of information provided is reduced demonstrating less breadth
- Familiar objects and/or visual icons are used to interpret the map
- The student is provided with direct command of what they are looking for on the map
- Demonstration of mastery ensures the student makes a connection between the visual/object support and the representation on the map

Essentialization Examples

Math

M03.A-T.1.1.4.a **Order 3 numbers under 10**

Intent:
Demonstrate understanding of sequence of values from least to most or most to least with values under 10.

Student data to consider- What do they currently know and do in regard to :
1:1 correspondence
Numeral recognition
Number value
Use a number line
Understand terms order
What comes next, sequencing
Least/most, less/more, big/small
Can the student count to 10

Most Complex Content Level Example

Target:
Put these numbers in order from least to most
_|_|_|_|_|_|_|_|_|_|_____
☐ ☐ ☐

Present the display: 3 9 5

Demonstration of Mastery
Put these numbers in order from least to most. Student puts numerals in order

What makes this the most complex level?

- Uses digits with minimal support
- Requires the student to know and understand the symbol and the quantitative amount
- Does not provide much additional support such as groups of object
- Demonstration of mastery allows student to manipulate the digits from least to most or most to least

Mid Level of Complexity of Content Example

Target:

Put number sets in order (least to most or most to least)

Present the display of unifix blocks (or other blocks) OR present a picture of the blocks

Demonstration of Mastery

Say: This 1, this is 5, this is 3. Put these sets of blocks in order. (Least to most or most to least)

Student puts in order 1, 3, 5 or 5, 3, 1

What makes this a mid level of complexity?

- The student no longer needs to just manipulate digits but is given quantitative amounts. These can be paired with digits if student data suggests it, but it is not necessary
- Symbolic understanding is removed
- Demonstration of mastery allows the student to arrange the quantitative amounts from least to most or most to least

Least Level of Complexity of Content Example

Target:

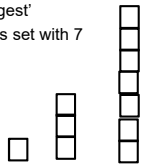
When viewing an ordered number set the student can identify the biggest or highest numbered set

Present the display of unifix blocks (or 2 –D representation)

Demonstration of Mastery :

Say, 'Find Biggest'

Student selects set with 7



What makes this the least level of complexity?

- The student demonstrates mastery (understanding of order) by selecting the largest (biggest) or smallest of the set. (or *middle* depending on the student)
- Distinct quantitative amounts are used

CC.2.1.HS.F.4.a

Determine the necessary units and solve a real-world problem

Intent:

Given a real life problem, decide what standard quantity of measurement to use and find the answer to the problem

Student data to consider- What do they currently know and do in regard to :

Quantities of measurement

Background knowledge in regard to real life problems

What is a meaningful problem

Most Complex Level of Content

Target:

Solve a real life problem by selecting the unit of measurement to solve it and determining the solution

Demonstration of Mastery:

Given a real life problem and choices, the student will select the unit of measurement needed to solve the problem.

The student will provide a correct answer to the problem

Demonstration of Mastery

Provide the student with this real life problem:

You have a room that is 9 ft. by 4 ft. and you need to fill it with carpet. How much carpet do you need?

Options:

A. The student can compute the problem and select the unit of measurement that represents the answer (*9 ft. multiplied by 4 ft. equals 36 square feet)*

B. Provide the student with 40 squares blocks, 40 inch blocks, 40 yard blocks and have the student set up the problem and solve providing the answer (*36 square feet)*

What makes this the most complex level?

- The student is provided the scenario with some clues but no other visual
- The student can be provided a variety of manipulatives (more than he/she needs) but needs to select the correct manipulative to use to calculate the solution
- The student needs to know the measurement unit, not only to solve the problem but with the solution
- The student can be manipulating digits

Mid Complexity Level of Content

Target:

Select the unit of measurement and solution of a real life problem when provided choices.

Demonstration of Mastery:

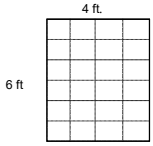
Given a real life problem and choices, the student will select the unit of measurement with the correct answer needed to solve the problem.

Demonstration of Mastery

Provide the student with this real life problem:

You have a room that is 6 ft. by 4 ft. and you need to fill it with carpet. How much carpet do you need?

Provide the student with visuals or objects that represent the solution. The student selects the correct answer including unit of measurement and solution from choices.



How much carpet do you need to cover the whole floor?

6 inches by 4 inches = 24 square inches

6 feet by 4 feet = 24 square feet

6 yards by 4 yards = 24 square yards

What makes this a mid level of complexity?

- The solution is provided as choices, though the student still needs to know the unit of measurement to select the correct one
- The manipulatives and/or picture of the solution and calculation is provided for the student

Least Complex Level of Content

Target:

Select the unit of measurement when provided choices given the solution of a real life problem when provided choices.

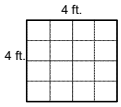
Demonstration of Mastery:

Given a real life problem and possible solutions, the student will select the unit of measurement with the correct solution needed to solve the problem.

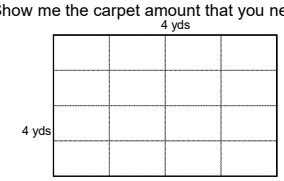
Demonstration of Mastery

Provide the student with this real life problem:

You have a room that is 4 **ft.** by 4 **ft. square** and you need to fill it with carpet. How much carpet do you need? Show me the carpet amount that you need



16 square feet



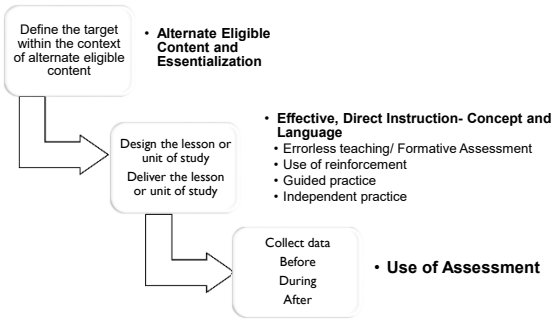
16 square yards

What makes this a least level of complexity?

- Reduced number of choices.
- The answer option is provided explicitly within the mastery question. This would be a summation of instruction with the language/vocabulary and concept of feet, yards and inches being introduced across the years and through the lesson and unit instruction prior to demonstration of mastery. No computation needs to be completed, though an understanding of the unit of measure is expected.
- Distinct differentiation of the choices

Classroom Application

Using Targets to Define Learning and Design the Instruction



1. **Define the target** using alternate eligible content:
Be Prescriptive

When you are prescriptive:

- You analyze the situation by examining student data and what the student already knows as you determine the content you will teach.
- From the results of this analysis, you define what is a meaningful, achievable, yet challenging target that will increase the student's level of performance.
- You collect and record your starting point and **INDICATE** the point that will meet mastery and what it 'looks like'

2. Design the Lesson or Unit of Study

- Ensure the student understands the language/vocabulary of the content you are addressing under a variety of conditions before instructing
  - Pre- teach vocabulary
  - Card sorts
  - Direct instruction
- Use evidence based practices such as:
  - Direct instruction
  - Errorless teaching
  - Reinforcement
  - Guided practice
  - Ensure active student engagement

2. Design the Lesson or Unit of Study

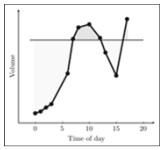
- Use large and small group instruction
  - Differentiate your instruction
    - Use repetition and peer supports
  - Scaffold instructional skills needed to reach the target
    - Specific skills can build towards the target but are not typically the end target
  - Use assistive technology, visual, auditory and tactile supports during instruction, fading as appropriate and designed towards the target
- Release to independent practice as appropriate always measuring the mastery towards the target

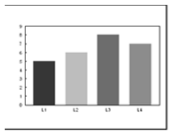
3. Data Collection

- Collect data of where you are starting with the student based on the content you are going to teach
- Determine mastery and indicate it on your chart
- Instruct
  - Use formative assessment to shape the instruction
    - Check in regularly with each student to have them demonstrate along the way
    - Change your instruction if needed, reteach, back up or accelerate, based on the student response
- Collect and RECORD data at the end of each lesson
  - Helps to find your place when you begin teaching again
  - Helps to re-shape or redefine the target
  - Assists with determining where to go next

3. Data Collection

- Display target data in a chart





- Easy to read and share
- Demonstrates progress
- Helps with instructional decisions for the IEP team

YOUR TURN

Alternate Eligible Content

Essentialization

Seeking Volunteers

- Essentialization samples from teachers
  - Send to: AlternateAssessment@pattan.net
- Teachers to share their experience and essentialization samples and lesson application for:
  - Fall 2016 webinars
  - Contact Sharon Leonard and/or Audrey Kappel
    - slleonard@pattan.net
    - akappel@pattan.net

Resources to Support Use of the Alternate Eligible Content for Instruction

Previously Recorded Webinars and Handouts

- www.pattan.net
- Educational Initiative: Students with Significant Cognitive Disabilities

Communication: The Most Up to Date Information and Volunteer Opportunities

- Listserv for teachers administering the PASA and others
- Opportunities to participate with design of instructional resources to support the Alternate Eligible Content
- **Sign up on PaTTAN website under Students with Significant Cognitive Disabilities - Listserv/Volunteer**

Learner Outcomes

Participants will:

- Identify additional examples of alternate eligible content that have been written:
  - To reflect targets at the level of most complexity as written
  - To reflect targets reduced in complexity to a mid and least complex level
- Identify application of the targets to classroom instruction

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