

Getting Ready: Annual PA Alternate System of Assessment (PASA) Updates

Instructional Resources

11/20/17

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Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Pennsylvania Alternate Assessment and Instruction Project (PA-AIP) Resources, Professional Development Opportunities: Alternate Eligible Content and Essentialization



Pennsylvania Training and Technical Assistance Network

Alternate Assessments-Alternate Achievement Standards

- Alternate assessments with alternate achievement standards (AA-AAS) were first identified in IDEA Reauthorization, 1997
- AA-AAS have continued to be included in ESEA, NCLB, ESSA
- AA-AAS are intended for those students who cannot participate in the general assessment even with accommodations
- Students must meet eligibility requirements as determined by the IEP Team

Alternate Assessments-Alternate Achievement Standards

- The AA-AAS must be aligned to grade level standards
- The PA Alternate System of Assessment (PASA) is aligned to grade level PA Core Standards in ELA and Math and PA Academic Standards in Science
- It modifies targets relative to the PSSA Eligible Content (EC) through reduced depth, breadth, and complexity
- The modified target is the Alternate Eligible Content (AEC) and represents the **highest** level of achievement for students taking the PASA

Assessment and Instruction

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Resources to Support Understanding of AEC:

- PSSA Mathematics glossary
- PSSA ELA 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

Getting Started:
Review AEC



Alternate Eligible Content

Students with Significant Cognitive Disabilities

Alternate Eligible Content
and the... from the... of the... of the...

ACROSS THE GRADES - ELA & MATH

ELA - ALTERNATE ELIGIBLE CONTENT

Grade 1 ELA Alternate Eligible Content (1.1.1.1)

Grade 2 ELA Alternate Eligible Content (2.1.1.1)

Grade 3 ELA Alternate Eligible Content (3.1.1.1)

Grade 4 ELA Alternate Eligible Content (4.1.1.1)

Grade 5 ELA Alternate Eligible Content (5.1.1.1)

Grade 6 ELA Alternate Eligible Content (6.1.1.1)

Grade 7 ELA Alternate Eligible Content (7.1.1.1)

Grade 8 ELA Alternate Eligible Content (8.1.1.1)

Grade 9 ELA Alternate Eligible Content (9.1.1.1)

Grade 10 ELA Alternate Eligible Content (10.1.1.1)

PSSA English Language Arts Glossary

Assessment Anchors and Eligible Content
aligned to the Pennsylvania Core Standards

Pennsylvania Department of Education
www.pdesas.org
June 2016

PASA

Significant Cognitive Disabilities

Version: 10.0.0.0

Alternate test or alternate content item is a test and analyzes their development over the cluster of the test, provide an objective summary of the test.

Eligible Content: 3 Total

Alternate Eligible Content: 6 Total

Assessments: Materials & Resources: Questions

AEC Resource

AEC Across the Grades with intent

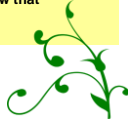
Examples:

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 ELA

Literature across the Grades: Key Ideas and Details <small>Continued...</small>						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
RI.3.1 Cite specific textual evidence to support analysis of what the text says explicitly and about what it implies.	RI.4.1 Cite specific textual evidence to support analysis of what the text says explicitly and about what it implies.	RI.5.1 Cite specific textual evidence to support analysis of what the text says explicitly and about what it implies.	RI.6.1 Cite specific textual evidence to support analysis of what the text says explicitly and about what it implies.	RI.7.1 Cite specific textual evidence to support analysis of what the text says explicitly and about what it implies.	RI.8.1 Cite specific textual evidence to support analysis of what the text says explicitly and about what it implies.	RI.11.1 Cite specific textual evidence to support analysis of what the text says explicitly and about what it implies.
RI.3.2 Analyze how major characters develop over the course of the text, explaining how and why they change or stay the same.	RI.4.2 Analyze how major characters develop over the course of the text, explaining how and why they change or stay the same.	RI.5.2 Analyze how major characters develop over the course of the text, explaining how and why they change or stay the same.	RI.6.2 Analyze how major characters develop over the course of the text, explaining how and why they change or stay the same.	RI.7.2 Analyze how major characters develop over the course of the text, explaining how and why they change or stay the same.	RI.8.2 Analyze how major characters develop over the course of the text, explaining how and why they change or stay the same.	RI.11.2 Analyze how major characters develop over the course of the text, explaining how and why they change or stay the same.
RI.3.3 Analyze how the text's structure contributes to its meaning, examining how it is divided into sections or parts and how these parts relate to one another.	RI.4.3 Analyze how the text's structure contributes to its meaning, examining how it is divided into sections or parts and how these parts relate to one another.	RI.5.3 Analyze how the text's structure contributes to its meaning, examining how it is divided into sections or parts and how these parts relate to one another.	RI.6.3 Analyze how the text's structure contributes to its meaning, examining how it is divided into sections or parts and how these parts relate to one another.	RI.7.3 Analyze how the text's structure contributes to its meaning, examining how it is divided into sections or parts and how these parts relate to one another.	RI.8.3 Analyze how the text's structure contributes to its meaning, examining how it is divided into sections or parts and how these parts relate to one another.	RI.11.3 Analyze how the text's structure contributes to its meaning, examining how it is divided into sections or parts and how these parts relate to one another.

AEC ELA Across the Grades with Intent PDF#6 7/13/17

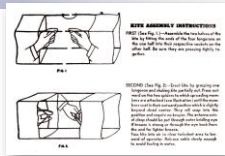
Across the Grades and Intent Math

Using Data Displays						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
MD.3.1.1a Interpret a line graph showing data over time.	MD.4.1.1a Interpret a line graph showing data over time.	MD.5.1.1a Interpret a line graph showing data over time.	MD.6.1.1a Interpret a line graph showing data over time.	MD.7.1.1a Interpret a line graph showing data over time.	MD.8.1.1a Interpret a line graph showing data over time.	MD.11.1.1a Interpret a line graph showing data over time.
MD.3.1.1b Interpret a bar graph showing data over time.	MD.4.1.1b Interpret a bar graph showing data over time.	MD.5.1.1b Interpret a bar graph showing data over time.	MD.6.1.1b Interpret a bar graph showing data over time.	MD.7.1.1b Interpret a bar graph showing data over time.	MD.8.1.1b Interpret a bar graph showing data over time.	MD.11.1.1b Interpret a bar graph showing data over time.
MD.3.1.1c Interpret a circle graph showing data over time.	MD.4.1.1c Interpret a circle graph showing data over time.	MD.5.1.1c Interpret a circle graph showing data over time.	MD.6.1.1c Interpret a circle graph showing data over time.	MD.7.1.1c Interpret a circle graph showing data over time.	MD.8.1.1c Interpret a circle graph showing data over time.	MD.11.1.1c Interpret a circle graph showing data over time.
MD.3.1.1d Interpret a scatter plot showing data over time.	MD.4.1.1d Interpret a scatter plot showing data over time.	MD.5.1.1d Interpret a scatter plot showing data over time.	MD.6.1.1d Interpret a scatter plot showing data over time.	MD.7.1.1d Interpret a scatter plot showing data over time.	MD.8.1.1d Interpret a scatter plot showing data over time.	MD.11.1.1d Interpret a scatter plot showing data over time.
MD.3.1.1e Interpret a pictograph showing data over time.	MD.4.1.1e Interpret a pictograph showing data over time.	MD.5.1.1e Interpret a pictograph showing data over time.	MD.6.1.1e Interpret a pictograph showing data over time.	MD.7.1.1e Interpret a pictograph showing data over time.	MD.8.1.1e Interpret a pictograph showing data over time.	MD.11.1.1e Interpret a pictograph showing data over time.

What makes ELA meaningful?



What makes Math meaningful?



Science and ELA/Writing Intent



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Essentialization

Developed by Gerald Tindal, Ph.D.
University of Oregon

- Essentialization provides teachers with a systematic process to...
- Create content targets that are...

Challenging Realistic Meaningful

Prescriptive Measurable

Aligned to the Alternate Eligible Content



Train: Essentialization

Essentialization provides teachers with a systematic process to...

- Reduce content complexity while remaining aligned to the intent of the Alternate Eligible Content.
- Guide instruction, assessment and supports for instruction.
- Plan student grouping within content targets.



AEC Essentialized: ELA/Reading

- E07BV41.1a

Use context to determine the meaning of an unknown or multiple meaning word

- E08AC3.1.1a

Identify similarities or differences in a modern work of fiction and a traditional story



AEC
Essentialized:
ELA/Writing

PA Writing Definition for AEC:
Development of a permanent product demonstrating
independent thoughts

Sherry and I had the best day ever.

• E05C1.3.5a

Provide a concluding statement

• CC.1.4.112Ka

Identify and/or use vocabulary specific to a real-world topic

Florist
Delivery Bouquet Arrangements



AEC
Essentialized:
Math

• M03AT1.1.4a

Order 3 numbers under 10



CC.2.1.HSF4a

Determine the necessary units and solve a real-world problem



AEC
Essentialized:
Science

• S4C1.1.2a

Compare objects by shape, size, weight, or texture.



• S8D1.3.1a

Recognize processes in the water cycle

(limited to evaporation, condensation, precipitation, transpiration, runoff, and infiltration).



ELA EXAMPLE Retell key ideas from the text

Abstruse Eligible Content Section

Inter Statement

Most content complexity

Mid-content complexity

Least content complexity

Graphic Text Tables Symbols

The following images are from the text. They are arranged in order of increasing complexity from left to right. The first image is a simple line drawing of a fly. The second image is a photograph of a fly. The third image is a photograph of a fly with a magnifying glass over it. The fourth image is a photograph of a fly with a magnifying glass over it and a label 'Fly'.

Mid-content complexity

The following images are from the text. They are arranged in order of increasing complexity from left to right. The first image is a photograph of a fly. The second image is a photograph of a fly with a magnifying glass over it. The third image is a photograph of a fly with a magnifying glass over it and a label 'Fly'.

Least content complexity

The following images are from the text. They are arranged in order of increasing complexity from left to right. The first image is a photograph of a fly. The second image is a photograph of a fly with a magnifying glass over it. The third image is a photograph of a fly with a magnifying glass over it and a label 'Fly'.

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Draft Writing Example

DRAFT WRITING EXAMPLE

ELA Core Standards: CC.1.2.1.1-1.2.1.2

Content Target: Write at least 1 word sentence to introduce a subject of interest.

Example:

1. I have a cat.

2. I like to eat it.

3. I play with it.

Writing prompt:

What can you tell me about your cat?

Where is the place you like to eat? Tell about what you eat.

What do you play with? Tell about what you do.

Most difficult writing example

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Draft Writing Example cont.

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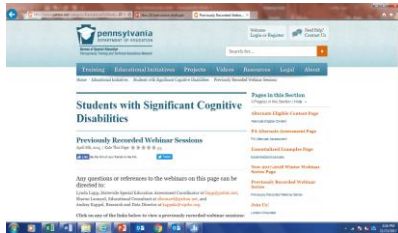
Where is the place you like to eat? Tell about what you eat.

What do you play with? Tell about what you do.

NOTE: All selections shown above are demonstrated as "finished" and to have been experienced by the most student for the purpose of this example.

Previously Recorded Webinar Trainings

- Twenty webinars are currently available for staff development, department meetings, etc.



Up and Coming in 2017-18



New Trainings 2017-18

Training	Type	When
Writing AEC and Instruction Alternate Eligible Content 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
Science AEC and Instruction 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 Making AEC Meaningful for Students with the Most Significant Cognitive Disabilities	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

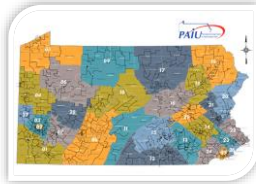
Projects



Teacher Workgroup

Development of Additional
Essentialized Examples
Intensive Training: PaTTAN
Central: Feb. 14-15
West: Feb. 15-16
East: Feb. 20-21

Partnerships
Developing PD Resources
for:
Writing AEC/Instruction
Science AEC/Instruction
Essentialization/Instruction



Collaboration



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

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Commonwealth of Pennsylvania

Tom Wolf, Governor