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

Instructional Resources



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



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





AEC Resource

AEC Across the Grades with intent Examples:

Math Grade 7 <u>AEC:</u> M07AR1.1.3a Represent a proportional relationship on a line graph <u>AEC Intent</u>: Use a graph to show a relationship between characteristics (example-for every hour worked you earn \$1)

ELA Grade 6

<u>AEC</u>: E06AC2.1.1a Identify how the narrator's point- of- view affects the story <u>AEC Interf</u>: Show the way the narrator thinks and feels and how that affects/influences the story

Across the Grades and Intent ELA

| Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EDWK112a Identify the control message of a test | GRANT 1.26 Startfy Se Dama cardial message of a loci | EXEMPT 128 Interfly the barra barried message of a story, drama, or poet army key detailured acce that the last | EDBART 120 Identity the International Pressurage of a sittery, channe, or poeter using key collisioned encor true the least | ESTINCT 124 Identity the themalication reseases of a titry, drama, or poem using key details induced from the fact | EXERCIT 12a (dentity the Premetorstall message of a clinic, observ, or poem using key oferalised according to be bet | CCT3 TITLIAa Invide Ture thermostanetral mesosaper of a fact using key detainmedence from the fact |
| insteel Show the underlying manage being camerus/caled by the author | Interest Shear the concentring hig also of the last addir for underlying message being communicated by the acthor | Indext Since the constanting big size of the last addre the underlang rearrange being communication by the addre in Ene story, dama, or power story detailowing-constraint the last | lawest Bloot the overarching big also of the test and or the entorching rescinge builty communication by the author in the story, dama, or poses about the last the last | Interest Stoor the overamiting big place of the tool and an the according researce being communicated by the active in the story, diamo, or posed plan defailmence from the fail | Edent Door the everancing tig idea of the text and/or the indextylap microscope textyp communicated by the advect in the stress draws, or poets ching decally indexce that the text | Wated Show two overarching big down of the led and/or how and/ethics measures being necessaries being necessaries being necessaries being advantig and and and advantig and and advantig and and advantig and advantig detablisheders bath the led |
| EECAKY 1.2b Retril startes from Identices, including Identices from officered collares | ED44K1.1.2b Summarize the list | Eisakh 526 Termelis Teltor | COGANY, 1.26 Summarize The Soft | Editarit.1.20 Samuelta Bellect | COBARY 1.26 Summarize The fast | CC1.5.1112Ab Samualiza the text |
| leaver Describe the hay meth is a testin a higher leaver or using the subtory rounds including tests representing different calleres | Interest Describe kay electrote of the text relaying the concerting big data in your over vends in an order that realies secon | lamet: Describe kay elements of the test reliang the concretizing top dea in your over vestels is an order that realies series | Effect: Deports hay elements of the test entrying the eventhing top side in your one words is an unter that natives settle | Tablett Describe hay elements of the test relaying the overaithing top thes in your pow works in an order that makes terms | Ident: Disothe key elements of the test solaying the powarching big idea is year own nords in an order that wakes sease | Market Decortine key elements of the fault volwaying the overacting top core is your own words in an order that makes been |

Across the Grades and Intent Math

| | | Us | ing Data Disp | lays | | |
|---------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
| | HEHOMO 1.2m Ancient o question about data in a pictograph, the plat, or bar graph | WOSCAL2, 1.3e interpret one set of data given in 2 diffurent displays | MIXED 51.1.3w Compare points in a line plot, buildprint, or on a number line | MEPDS2.1.1e Compare two sets of defa within a single pictograph, time plot, or box graph | NODEL2.1.1a Campare two proportional relationships shown in graph torm | |
| | Antered: One is grouph to answer is question | latest Show bowtee different graphs can show the same information | Interd? ideally shat is the same or different about him points on a graph | Intest: Identity situat is the same or different about two different units of data | Indext: Recognize shat is the same under offerent about two relationships on a graph | |
| | | | | M07AH1115e Interpret an ordered pair in a mail-world problem | MOREF2.1.1a Determine the meaning value in a graph showing a real-world invest relationship | CC.2.2355C56 Integrat a poperative representation of a linear model in a real world problem |
| | | | | Intently the meaning of a specific paint representing hose characteristics is a real-work its when in g, cost per pound) | Internet Mandfly a missing port on a display inspresenting two characteristics in a mali work shadton (in p., you inser total cost is 5% and sac pound is 25, use the graph to find the imarities information | Telenti Use linear graphs to before understand or rear-vent situation |
| | | | | | MORBF2.1.2x Describe the misticentip between hero variations hip displayed in graph form | CC.2.2.MSC3a Describe the latear relationship between hos verables displayed in a table of values |
| | | | | | Tabled: Using a graph to see the patient batween two sets of numbers quantities | Winel Using a table, see the pattern between two sets of manthemigramities |

What makes ELA meaningful?









What makes Math meaningful?



| ETTE ANNOUNT V INSTRUCTIONS MSC (in: Fp. 1)—Annother the try balance the first first man and of the balance and the ball in new they are present tight, to get a. |
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| BICOMD (See Fig. 1)—first life by proping one longers and baking the period of the first sector of the sector sector of the sector sect |





Science and ELA/Writing Intent



Essentialization

- Developed by Gerald Tindal, Ph.D. University of Oregon Essentialization provides teachers with a systematic process to...
- Challenging Realistic Meaningful



Train: Essentialization

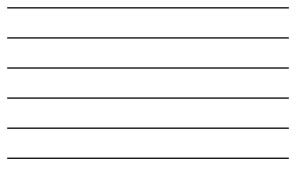
- Essentialization provides teachers with a systematic process to...

- Guide instruction, assessment and supports fo instruction.



















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).



AEC Resource: Essentialized Examples

Essentialized Examples:

Purpose

| Students with Signific Disabilities | ant Cognitive |
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| Essentialized Examples toda att.,ost. bit the fact at the trans- terior att.,ost. bit the fact at the trans- terior att.,ost. at the transmission of the transmission On the paper we will be a sensing attempts for a mean the respective diversity of the transmission of the mean transmission of the transmission of the transmission means the respective diversity of the transmission of the mean transmission of the transmission of the transmission of the mean transmission of the transmission of transmission of the mean transmission of the transmission of transmission of the mean transmission of the transmission of transmission of transmission of transmission of the mean transmission of the transmission of transmission | nahari muqia uz sucuru tar ale matu dan ang ang ang ang ang ang ang ang ang a |
| issues and half growing and development. These are and modified to meet the ansate needs of your stude | Grade 3 - ELA |
| to address the content, all of which would be accepted organized by grade and reveaces. Two will had compa- within the content of ELL Reading and Math. While | DagAC2ss Identify who is telling the story |
| piece of allocrasic cligible content (ct, see will continue sectored | · E03AE1.1.3a Identify characters and what they do during contain in a story |
| To they fin knowlinked Knowpherits \$3.4 or \$640. | · DOLAVA.A. in Identify the literal or nonliteral meanings of a word or planas |
| Click on Rick for Grand Information for the East Sta- | Environmental sectors and a sector in the limit |
| | EXYBELLID Retail law ideas from the text |
| | Grade 4 - ELA |
| | EnqAELs.ga Identify details from the text to answer questions related to the characters, setting or events |
| | · EnqAV4.2.28 Identity nonliteral meanings of words or phrases |
| | EnqBC3.1.1a identify a piece of evidence that an author uses to support a specific point in the text |
| | E044BV4.13b Use relationships between words to aid compenhension |
| | Grade 5 - ELA |
| | · KoyBC2.1.20. Use test structure or feature to identify events ideas concepts |
| | Engliki.i.m Summariae the text |
| | Excisive_4.1.m the content to determine the meaning of axianees or multiple meaning word |
| | · E05BV4.1.th Use relationships between words to aid comprehension |

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Use for:

Examples can be used as a guide to create different content targets/sample items, modified to meet the unique needs of a student or they can be used 'as is.'

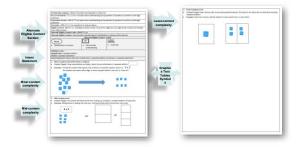
Training and/or sharing with other professionals and parents at meetings.

Support in preparation of students for PASA.

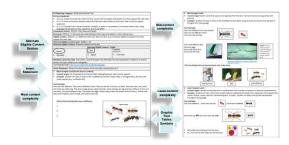
Provides:

- Content targets and sample items at three levels of content complexity: most, mid and least complex.
 Coding and intent statements for the Alternate Eligible Content.
- Definitions, supporting links and graphics for examples shown.
- Word and PDF versions of each example.

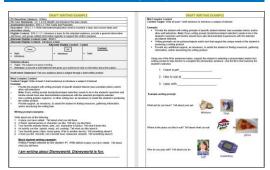
Math Example Demonstrate understanding of multiplication or division with small sets



ELA EXAMPLE Retell key ideas from the text

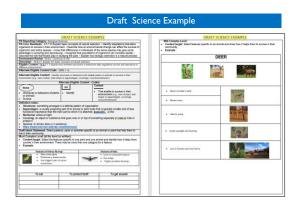


Draft Writing Example



Draft Writing Example cont.







Draft Science Example cont.



AEC and Essentialization TRAINING FOR STAFF

Previously Recorded Webinar Trainings

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

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Up and Coming in 2017-18



New Trainings 2017-18

| Training | Туре | 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



Collaboration



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