Transitioning to a New Alternate Assessment

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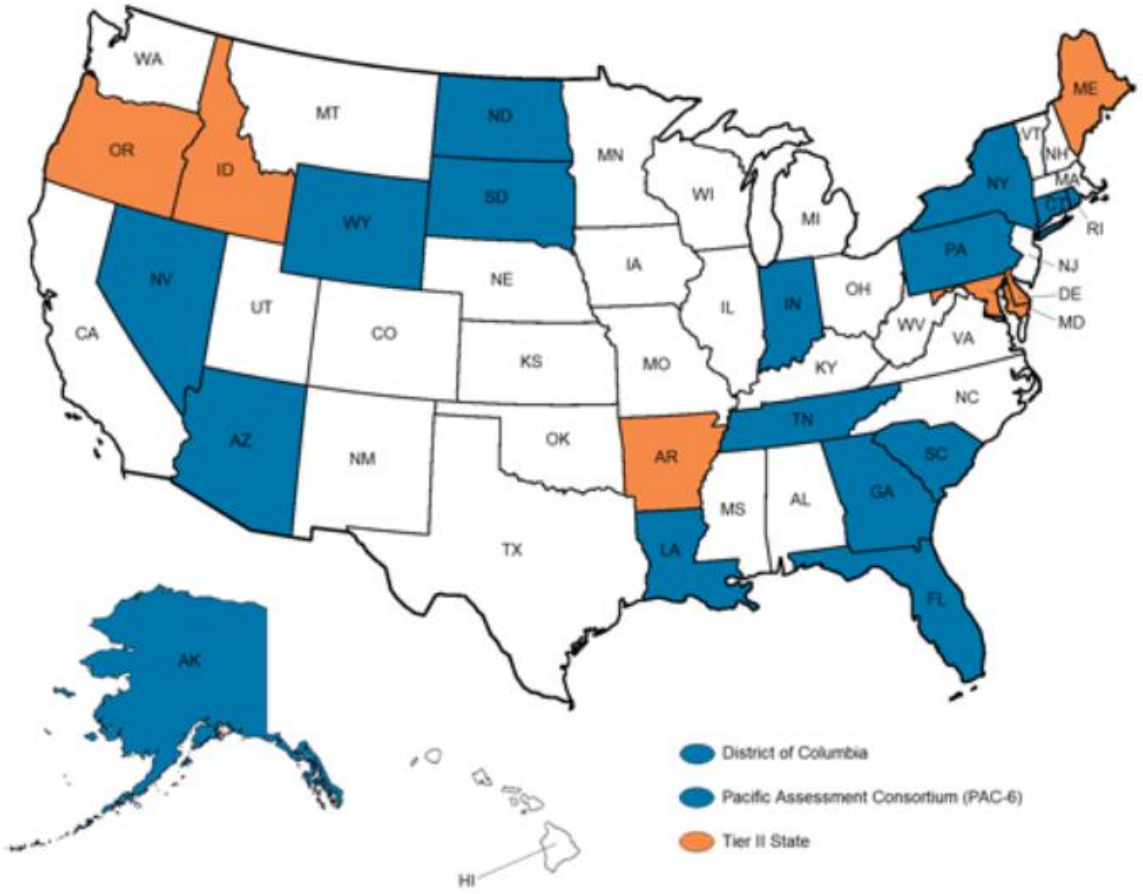
National Center and State Collaborative

National Center and State Collaborative (NCSC)



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National Center and State Collaborative (NCSC) Alternate Assessment Consortia

To develop a system of assessments supported by curriculum, instruction and professional development to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

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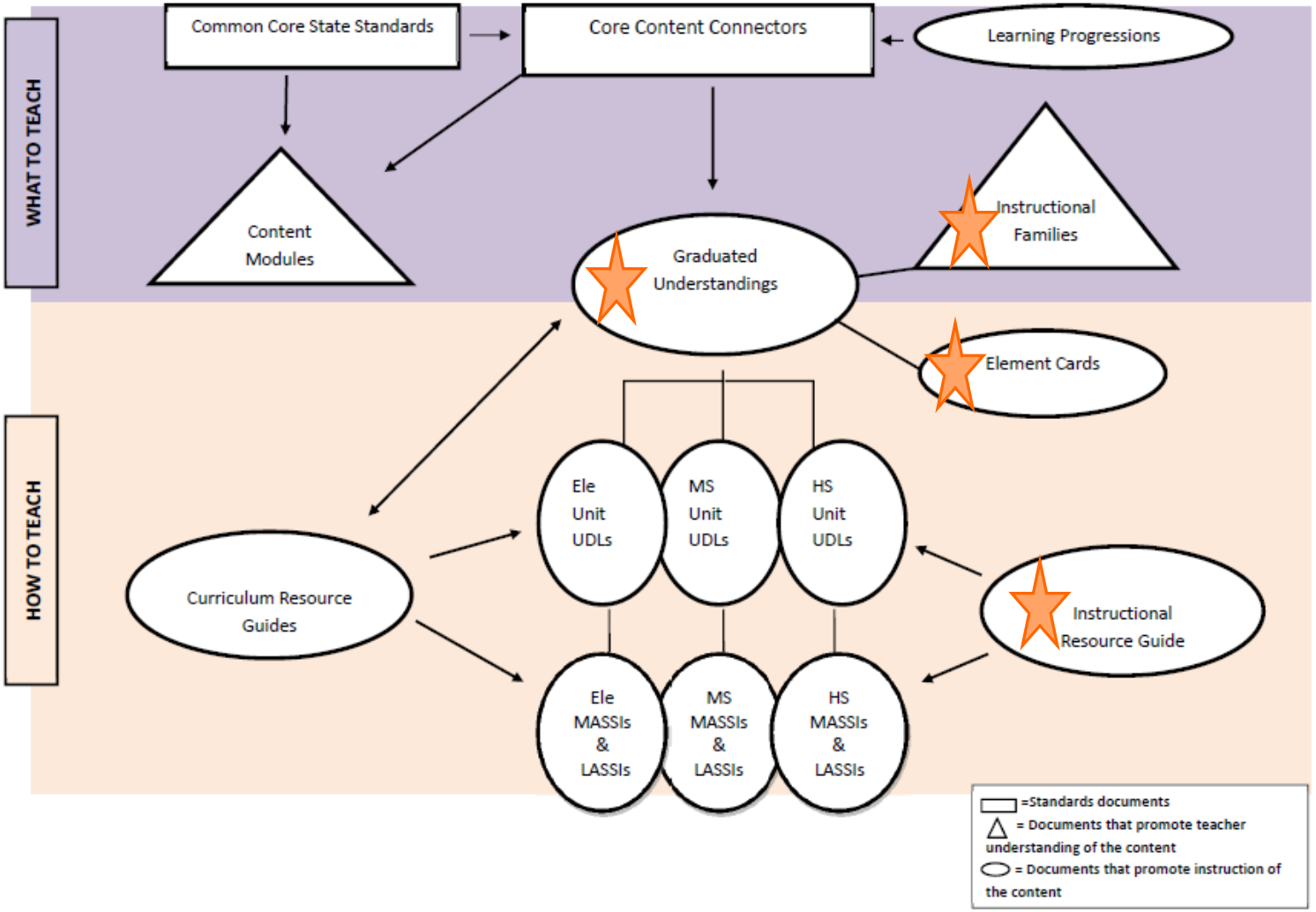
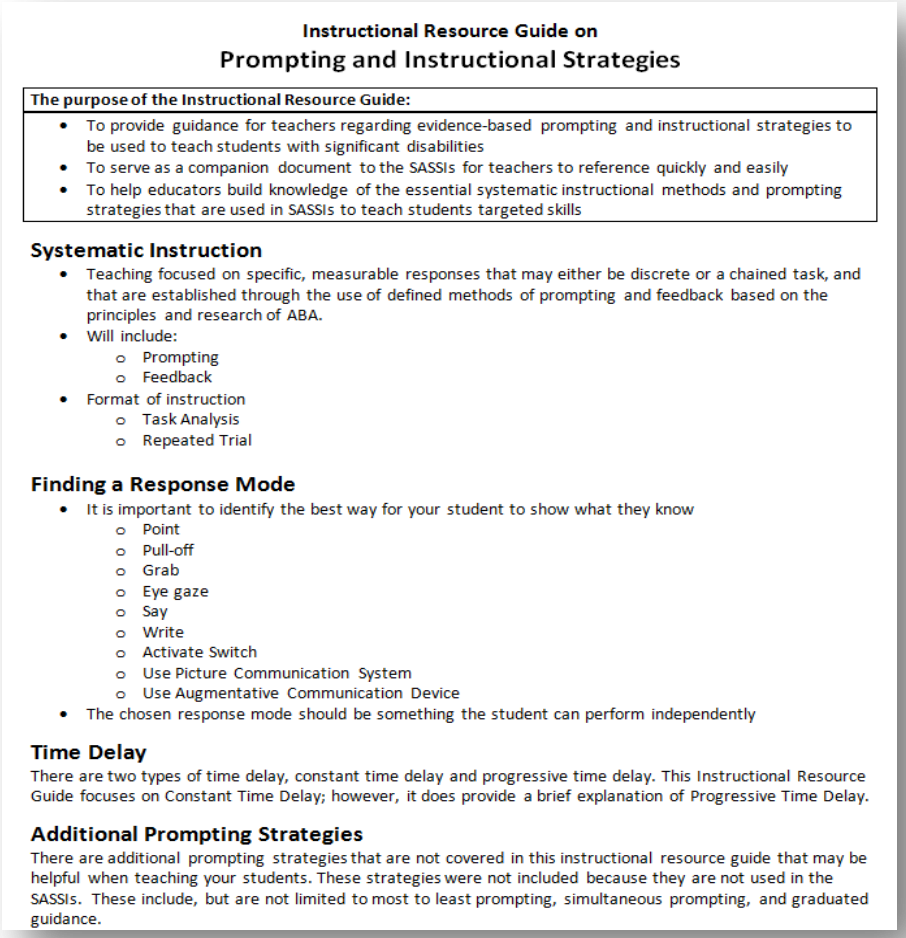
SCHEMA for Common Core State Standards Resources
NCSC Instructional Resources



Instructional Resource Guide

- This resource can be implemented immediately
- Focus on explicit instruction and best practices for teaching students with significant cognitive disabilities



Instructional Resource Guide on

Prompting and Instructional Strategies

The purpose of the Instructional Resource Guide:

- To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant disabilities
- To serve as a companion document to the SASSIs for teachers to reference quickly and easily
- To help educators build knowledge of the essential systematic instructional methods and prompting strategies that are used in SASSIs to teach students targeted skills

Systematic Instruction

- Teaching focused on specific, measurable responses that may either be discrete or a chained task, and that are established through the use of defined methods of prompting and feedback based on the principles and research of ABA.
- Will include:
  - Prompting
  - Feedback
- Format of instruction
  - Task Analysis
  - Repeated Trial

Finding a Response Mode

- It is important to identify the best way for your student to show what they know
  - Point
  - Pull-off
  - Grab
  - Eye gaze
  - Say
  - Write
  - Activate Switch
  - Use Picture Communication System
  - Use Augmentative Communication Device
- The chosen response mode should be something the student can perform independently

Time Delay

There are two types of time delay, constant time delay and progressive time delay. This Instructional Resource Guide focuses on Constant Time Delay; however, it does provide a brief explanation of Progressive Time Delay.

Additional Prompting Strategies

There are additional prompting strategies that are not covered in this instructional resource guide that may be helpful when teaching your students. These strategies were not included because they are not used in the SASSIs. These include, but are not limited to most to least prompting, simultaneous prompting, and graduated guidance.

Disclaimer

- All of the NCSC instructional supports have been developed for students with significant cognitive disabilities.
- The state assessment for students with significant cognitive disabilities is the alternate assessment.

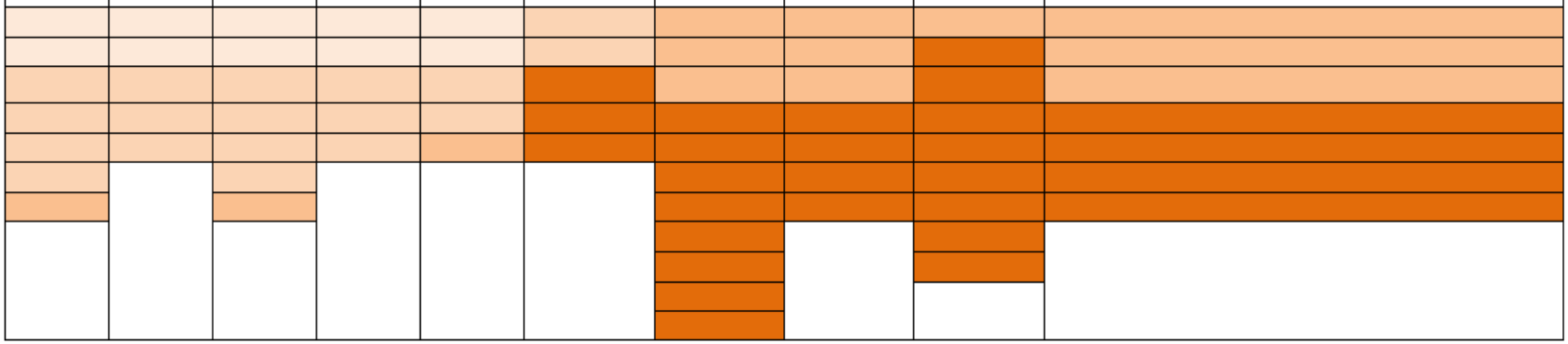
Core Content Connectors (CCCs)

- Identify the most salient grade-level, core academic content in ELA and mathematics found in both the Common Core State Standards (CCSS) and the Learning Progression Framework (LPF);
- Illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the CCSS;
- Focus on the core content, knowledge and skills needed at each grade to promote success at the next; and
- Identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Graduated Understandings (GUs) and Instructional Families

Distribution of Instructional Families: Patterns, Relations and Functions

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
E.PRF-1 *Use concrete, pictorial, and symbolic representations to identify, describe, compare, and model situations that involve change.*	***M.PRF-1*** *Describe and compare situations that involve change and use the information to draw conclusions:* • *Model contextual situations using multiple representations;* • *Calculate rates of change for real-world situations (constant)*	***H.PRF-1*** *Approximate, calculate, model, and interpret change:* • *Use graphical and numerical data resulting from complex situations;* • *Model complex real-world phenomena to make predictions and provide explanations*
E.PRF-2 *Give examples, interpret, and analyze repeating and growing patterns and functions involving the four basic operations*	***M.PRF-2*** *Give examples, interpret, and analyze a variety of mathematical patterns, relations, and explicit and recursive functions*	***H.PRF-2*** *Use trends and analyze a variety of mathematical patterns, relations, and explicit and recursive functions.*



Representing and Modeling Problems	Describing and Extending Patterns	Problem Solving and Using Variables	Proportional Relationships and Graphing

Instructional Families

Graduated Understandings (GUs) and Instructional Families

Instructional Families

Overview of CCCs: Patterns, Relations and Functions

Describing and Extending Patterns	Problem Solving and Using Variables	Proportional Relationships and Graphing

(5-8) Middle School Learning Targets

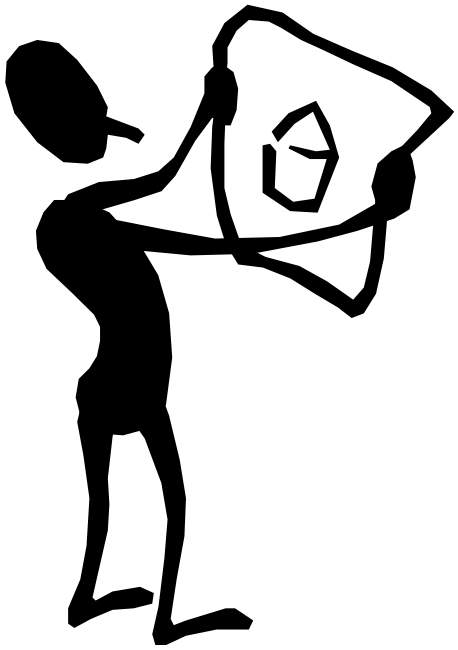
M.PRF-1 *Describe and compare situations that involve change and use the information to draw conclusions:*

- *Model contextual situations using multiple representations;*
- *Calculate rates of change for real-world situations (constant)*

M.PRF-2 *Give examples, interpret, and analyze a variety of mathematical patterns, relations, and explicit and recursive functions*

Grade 5	Grade 6	Grade 7	Grade 8
5.PRF.1b1 Given 2 patterns involving the same context (e.g., collecting marbles) determine the 1st 5 terms and compare the values *5.OA.3*	6.PRF.1d1 Solve real-world single step linear equations *6.EE.7*	7.PRF.1g1 Solve real-world multi step problems using whole numbers *7.EE.3*	8.PRF.1g3 Solve linear equations with 1 variable *8.EE.7*
5.PRF.2a1 Generate a pattern that follows the provided rule *4.OA.5*	6.PRF.2a2 Use variable to represent numbers and write expressions when solving real-world problems *6.EE.6*	7.PRF.1g2 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities *7.EE.4*	8.PRF.1e2 Represent proportional relationships on a line graph *8.EE.5*
5.PRF.1b2 When given a line graph representing two arithmetic patterns, identify the relationship between the two *5.OA.3*	6.PRF.2a3 Use variables to represent two quantities in a real-world problem that change in relationship to one another *6.EE.9*	7.PRF.2d1 Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers *7.EE.4b*	8.PRF.1f2 Describe or select the relationship between the two quantities given a line graph of a situation *8.EE.5*
5.PRF.2b1 Generate or select a comparison between two graphs from a similar situation *5.OA-3*	6.PRF.1a2 Determine whether or not the quotient will increase or decrease based on the divisor *5.NF.5*	7.PRF.1e2 Represent proportional relationships on a line graph *7.RP.2b*	8.PRF.2c1 Given two graphs, describe the function as linear and not linear *8.F.3* *8.F.5*
5.PRF.1a1 Determine whether the product will increase or decrease based on the multiplier *5.NF.5*	6.PRF.1c1 Describe the ratio relationship between two quantities for a given situation *6.RP.1*	7.PRF.1f1 Use proportional relationships to solve multi step percent problems in real-world situations. *7.RP.3*	8.PRF.2e1 Distinguish between functions and non-functions, using equations, graphs or tables *No CCSS linked*
	6.PRF.1c2 Represent proportional relationships on a line graph *6.RP.2*	7.PRF.2a5 Use variables to represent two quantities in a real-world problem that change in relationship to one another *6.EE.9*	8.PRF.2e2 Identify the rate of change (slope) and initial value (y-intercept) from graphs *8.F.4*
	6.PRF.2a4 Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation *6.EE.9*	7.NO.2f4 Use a rate of change or proportional relationship to determine the points on a coordinate plane *7.RP.2d*	8.PRF.2e3 Given a verbal description of a situation, create or identify a graph to model the situation *8.F.5*

Element Card



CCSS: 8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*

CCC:	8.PRF.1e2	Represent proportional relationships on a line graph

Strand: Patterns, Relationships and Functions

Family: Proportional Relationships and Graphing

Progress Indicator: *M.PRF.1e representing and computing unit rates associated with ratios of lengths, areas, and other quantities measured in like or different units*

Essential Understandings

Concrete Understandings:

- Recognize a positive relationship between two variables.

Representation:

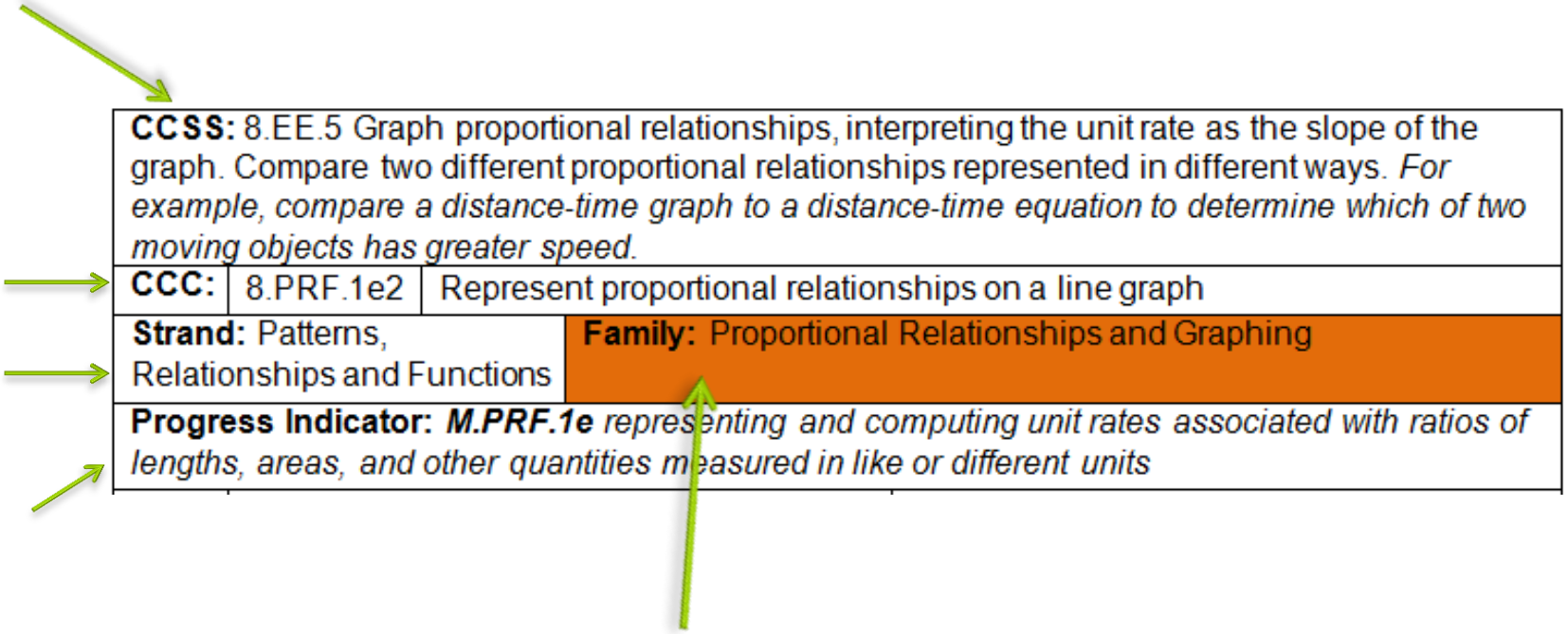
- Graph a series of coordinates on a graph
- Identify given coordinates (x,y) as a point on a graph
- Identify the intercept(s) on a graph
- Understand concepts, vocabulary and symbols: coordinates, ordered pairs (x,y), intercept, grid, axis, point, proportion, line, slope

Suggested Instructional Strategies:

- Teach explicitly that a coordinate grid has two perpendicular lines, or axes, labeled like number lines.
- Teach explicitly how to recognize the relationship between y and x using the coordinates of several points (e.g., y increases as **x** increases; the ratio is the same for all values if they are directly proportional).
- Provide multiple examples of line graphs with different, labeled coordinates and slopes.
- Teach explicitly how to plot coordinates on a grid and draw the line.
- Teach explicitly how to define a line provided on a grid by multiple coordinates.
- Teach explicitly simple distance/time problems that illustrate how the rates of two objects can be represented, analyzed and described graphically.
- Task Analysis
  - Provide a series of proportional coordinates
  - Present a labeled graph
  - Identify the **x** coordinate and **y** coordinate and plot each point
  - List coordinates on a T-chart, (**x** in one column and **y** in the other) for each set of coordinates
  - State the proportional relations; _ : _

Supports and Scaffolds:

- Grid paper with raised perpendicular lines (horizontal and vertical lines) and points
- Models
- T-Chart, graphic organizer



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Strand: Patterns, Relationships and Functions	**Family:** Proportional Relationships and Graphing	
Progress Indicator: ***M.PRF.1e*** *representing and computing unit rates associated with ratios of lengths, areas, and other quantities measured in like or different units*		

Essential Understandings	**Concrete Understandings:** • Recognize a positive relationship between two variables.	**Representation:** • Graph a series of coordinates on a graph • Identify given coordinates (x,y) as a point on a graph • Identify the intercept(s) on a graph • Understand concepts, vocabulary and symbols: coordinates, ordered pairs (x,y), intercept, grid, axis, point, proportion, line, slope

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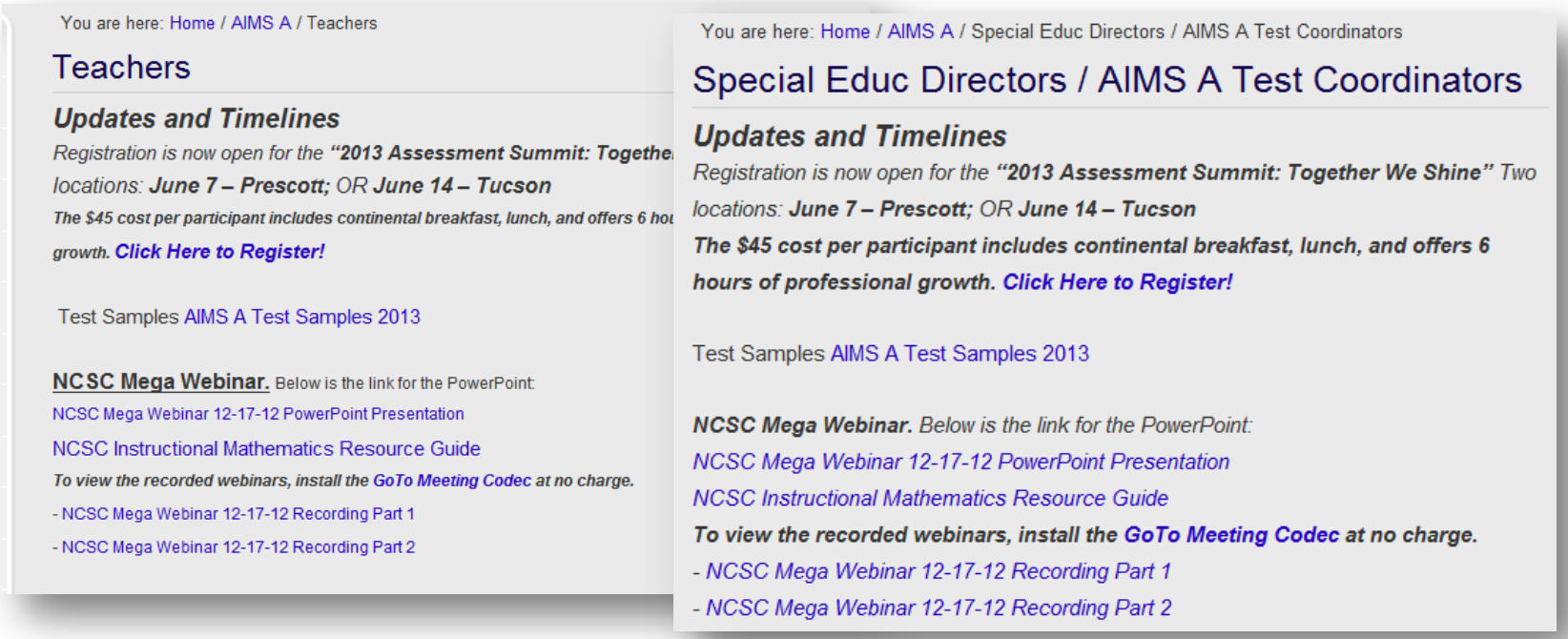
Where you can find the NCSC Resources



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Teachers

Updates and Timelines

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locations: ***June 7 – Prescott;*** *OR* ***June 14 – Tucson***

The $45 cost per participant includes continental breakfast, lunch, and offers 6 hou

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Test Samples AIMS A Test Samples 2013

NCSC Mega Webinar. Below is the link for the PowerPoint:

NCSC Mega Webinar 12-17-12 PowerPoint Presentation

NCSC Instructional Mathematics Resource Guide

To view the recorded webinars, install the GoTo Meeting Codec at no charge.

- NCSC Mega Webinar 12-17-12 Recording Part 1

- NCSC Mega Webinar 12-17-12 Recording Part 2

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http://www.azed.gov/special-education/aimsa/teachers/ or
http://www.azed.gov/special-education/aimsa/special-education-directors/

Immediate, 3, and 6

- Write down 2-3 things you will do *immediately* when you return to the classroom
- 2-3 things you will do in *3 months* in reference to NCSC materials and supports
- 2-3 things you will do in *6 months*

Questions and Contact Information

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