

**ALIGNMENT STUDY REPORT:  
RHODE ISLAND'S ALTERNATE ASSESSMENT**

**Report Presented to  
The Rhode Island Department of Education**

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## Introduction

In February 2007, the Rhode Island Department of Education sponsored a study of the alignment between the RI content standards (New England Common Assessment Program Grade Level Expectations/NECAP GLEs) and Rhode Island's Alternate Assessment for four grade spans: grades K-2, grades 3-5, grades 6-8, and high school. Specifically, alternate assessment content and administration protocols for three content areas - reading, writing, and mathematics – were reviewed for students taking the assessments in grades 2, 4, 7, and 10. Rhode Island has developed “extensions” of the NECAP GLEs for the grade spans assessed with the RI Alternate Assessment Portfolio. These extensions of the NECAP content standards, called Alternate Assessment GSEs (AA GSEs), provide guidance to teachers for designing instruction and assessment for students with significant cognitive disabilities.

The alignment study was designed by the National Center for Assessment, applying (and in some cases adapting) the Links for Academic Learning conceptual framework and coding protocols developed by the National Alternate Assessment Center (NAAC) and the University of North Carolina at Charlotte. A committee of Rhode Island general education and special education teachers conducted the alignment study. General education teachers reviewed alignment between the content and depth of knowledge of the NECAP GLEs and the RI Alternate Assessment Grade Span Expectations. Special education teachers reviewed alignment between the content and depth of knowledge of the RI Alternate Assessment Grade Span Expectations (AA GSEs) and the content-specific Structured Performance Tasks that comprise RI's Alternate Assessment (RI AA) Datafolio System. Secondary codings and surveys related to accessibility, accommodations and scoring protocols, and differentiated expectations across the grade spans were also completed and analyzed as part of this alignment study.

### **The alignment study was designed to answer these questions:**

1. Is the RI AA content academic, and does it include the major strands of the content area as reflected in state standards (NECAP GLEs)?
2. Is the content of the RI AA referenced to the student's assigned grade level (based on chronological age)?
3. Does the focus of achievement maintain fidelity with the content (content centrality) of the original (NECAP) grade level expectations and when possible, the specified performance (performance centrality)?
4. Given that the breadth and range of content and Depth of Knowledge (DOK) of the AA is expected to differ from general education at corresponding grade levels, are there still high expectations set for students with significant cognitive disabilities?
5. Is there some differentiation in content of the RI AA across grade spans?
6. Is the expected achievement for the students to show learning of grade-referenced academic content?
7. Are there potential barriers to demonstrating what students know and can do in the RI AA?
8. Does the instructional program for students with significant cognitive disabilities promote learning in the general curriculum (NECAP GLEs)?

**The Rhode Island alternate assessment alignment study is documented at several levels:**

**Part I:**

**A General Summary** describes the background, selection of reviewers, methodology, and overall results of the alignment study. Part I begins with a brief executive summary of findings and explanation of each criterion. This section of the report should provide sufficient information for most persons interested in the general process and the overall results of the alignment study.

**Part II:**

**Discussion of Findings and Conclusions** contains detailed information about each criterion reviewed in the alignment study. This information includes tables that summarize information in each of the content areas, by grade span. A narrative provides information about the coding processes, notes any specific related issues, and captures some selected observations and/or comments from the reviewers. This information would be useful to persons interested in understanding specific aspects of the alignment study in greater detail and the underlying rationales for conclusions drawn.

**Part III:**

**Appendices:** Appendices following Part II include samples of coding forms, surveys, and templates, and training materials used by reviewers. It also includes a summary of demographic information about reviewers involved with the study. A detailed Table of Contents is provided at the beginning of these Appendices.

**Original Documentation and Full Program Evaluation Report:** All raw data, documentation and initial analyses have been submitted to RIDE. These documents, not included with the final Alignment Study Report, contain detailed information generated by the alignment study, including reviewer ID codes, raw data/coding sheets produced by the content and special education reviewers, as well as the individual demographic information about the reviewers. This documentation, as well as the actual coding sheets with raw data and individual demographic background information, is important as an historical record of this alignment study. Because they contain confidential and individual/personal information, these materials should be restricted to the use of the Rhode Island Department of Education and those it authorizes.

**Additional notes** describing any miscoding or incomplete information discovered in examination of the raw data during the data analysis phase that needed to be corrected or reconciled are included with Part III. This information is important for documenting the analyses and summarization of results from the specific coding sheets to the overall summaries of findings.

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## Part I: General Summary

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### Executive Summary/ Overall Findings

#### *Overall Findings of the Alternate Assessment Alignment Study*

This summary briefly describes the conceptual underpinnings, general processes, and overall results of the alignment study. It should provide sufficient information for persons interested in the general methodology and findings for each of the questions investigated. Explanations of each criterion draw heavily from the work of the National Alternate Assessment Center's (NAAC) Links for Academic Learning model (2007), as well as from traditional general education alignment models (Achieve, Inc. and Webb). Analyses of findings and data summaries related to the overall findings in the executive summary can be found in Part II of this report.

#### ***Criterion 1: Is the RI AA content academic, and does it include the major strands of the content area as reflected in state standards (NECAP GLEs)?***

The core construct of academic content is not assumed, but instead evaluated as a first step in the alignment process. Academic content has been underrepresented in past instruction and research with students with significant cognitive disabilities. RI recognizes that the “extension” of content standards (meaning the Alternate Assessment Grade Span Expectations/AA GSEs) may produce assessment targets that sometimes “miss the mark” of being academic - reading, writing, or mathematics - even though a deliberate process was used in their development, using the New England Common Assessment Program Grade Level Expectations/NECAP GLEs.

To define “what is academic,” and to determine to what degree the RI AA includes academic content, several steps were used to explore links between NECAP GLEs and RI's AA GSEs. Pivotal Skills (skills that are not content-specific, such as – listening or sitting in a chair) and Foundational Skills (skills that are *the assumed competence at all grade levels* specific to an academic context such as, orienting a book or turning a page as precursors to learning to read) were also identified under Criterion #1.

#### **Findings for Criterion #1:**

Identification of Pivotal Skills, Foundational Skills, and academic content provides a new lens through which to examine the balance of emphasis of targeted skills for assessment across all content areas and grade spans.

According to NAAC, “to be inclusive of students with the most significant disabilities, states sometimes target Foundational Skills for assessment. These skills are commonly embedded in academic instruction and *are important and appropriate* to capture early academic achievement; but these skills are *not* aligned to academic content, because they are outside the construct. Most extended standards (AA GSEs) and assessment tasks/items (SPTs) should be academic, but not necessarily 100%, given the need to include some Foundational Skills to capture early learning. It also would be questionable to assess proficiency based on achievement of Foundational Skills alone.”

It is important to note that all Foundational and Pivotal Skills identified at one grade span will continue to be identified at subsequent grade spans due to “carrying forward” of all prior content in AA GSEs. For example, 4 Pivotal Skills identified at grades K-2 will include the same 4 Pivotal Skills identified at grades 3-5, plus any additional ones.

**Identification of Pivotal Skills:** While Pivotal Skills may be appropriate and important for instruction, they should not be targeted for the AA, as they are not considered content-specific.

- **Reading:** No Pivotal Skills were identified by the content experts at any grade span.
- **Writing:** One Pivotal Skill was identified by the content experts, but is not targeted for assessment:  
*SL 1.2 Identifying materials used for writing (e.g., pencils, assistive technology).*
- **Mathematics:** Four Pivotal Skills identified in AA GSEs in the Geometry and Measurement strand are targeted for *potential assessment* in Structured Performance Tasks at grades K-2; at grades 3-5, *1.1a* and *8.2a* are targeted for *potential assessment* in Structured Performance Tasks. These Pivotal Skills are:  
*GM 1.1a Use 2-D shapes (e.g., pattern blocks) for informal play.*  
*GM 3.1a Engage in play with 3-D solids (e.g., geo- blocks, prisms, pyramids).*  
*GM 8.1a Listen and/or participate in calendar activities.*  
*GM 8.2a Listen to others “talk time” (e.g., “It is 2:30, time to get ready to go home”)*

**Identification of Foundational Skills:** Secondary coding of all Foundational Skills by special education experts indicates that students functioning at early and pre-symbolic levels can access most Foundational Skills included in assessment tasks.

- **Reading:** Most Foundational Skills identified were from the Word Identification, Informational Text, and Early Reading strands, with most of them coming from the Early Reading strand. Examples of Foundational Skills identified by content experts in reading included:  
*WID 1.5 Recognizing some letters in text and in the environment (Word Identification);*  
*IT 7.1a Identifying the cover, text, and illustrations (Informational Text); and*  
*ER 9.1 Discriminating among the sounds of language (Early Reading).*
- **Writing:** Foundational Skills were identified primarily within Structures of Language and Writing Conventions strands. Examples of Foundational Skills identified by content experts in writing included:  
*SL 1.6 Writing letters.*  
*N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.*  
*IW 7.1 Using picture, symbols, objects, and/or words to create meaning.*  
*WC 9.2 Recognizing the difference between a punctuation mark and a letter.*
- **Mathematics:** Most Foundational Skills were identified from the Number & Operations strand in mathematics. This strand also has the greatest number of AA GSEs. Examples of Foundational Skills identified by content experts in mathematics included:  
*NO 1.1 Represent and number small collections (1-4 items).*  
*NO 3.1 Demonstrate an understanding of a whole unit (e.g., Show one whole brownie (area model)*  
*NO 5.1 Recognize more and less of a quantity.*

Tables 1.1 (Reading), 1.2 (Writing), and 1.3 (Mathematics) show the percent of AA GSEs identified as academic content or as Foundational and/or Pivotal Skills at grade spans K-2 and 3-5 (in left columns). Columns to the right show the percent of targeted AA GSEs (a subset of all AA GSEs) that might be assessed with the Structured Performance Tasks (SPTs) for each grade span. One SPT is required for each grade span and the second SPT is selected from the remaining two SPTs. For each SPT assessed, teachers identify two AA GSEs from the targeted AA GSEs listed, making a total of 4 AA GSEs assessed in each content area and grade span. The tables illustrate the balance of emphasis between academic content and Foundational/Pivotal Skills.

*Table 1.1: Summary of Reading AA GSEs that are Academic Content or Foundational Skills*

Reading		AA GSEs		AA Structured Performance Tasks: Targeted AA GSEs	
Grade Span	Academic Content	Foundational or Pivotal Skills	Academic Content Assessed (by each SPT)	Foundational Skills Assessed (by each SPT)	
K-2	62%	38%	Task 02-4: 50%* Task 02-5: 11% Task 02-6: 10% <b>* Task 02-4 required</b>	Task 02-4: 50%* Task 02-5: 89% Task 02-6: 90% <b>* Task 02-4 required</b>	
3-5	70%	30%	Task 35-4: 69%* Task 35-5: 90% Task 35-6: 100% <b>* Task 35-4 required</b>	Task 35-4: 31%* Task 35-5: 10% Task 35-6: 0% <b>* Task 35-4 required</b>	

*Table 1.2: Summary of Writing AA GSEs that are Academic Content or Foundational Skills*

Writing		AA GSEs		AA Structured Performance Tasks: Targeted AA GSEs	
Grade Span	Academic Content	Foundational or Pivotal Skills	Academic Content Assessed (by each SPT)	Foundational Skills Assessed (by each SPT)	
3-5	41%	59% (includes 1 pivotal skill)	Task 04-1: 15%* Task 04-2: 83% Task 04-3: 83% <b>* Task 04-1 required</b>	Task 04-1: 85%* Task 04-2: 17% Task 04-3: 17% <b>* Task 04-1 required</b>	
6-8	17%*	83% (includes 1 pivotal skill)	Task 07-1: 24%* Task 07-2: 40% Task 07-3: 40% <b>* Task 07-1 required</b>	Task 07-1: 76%* Task 07-2: 60% Task 07-3: 60% <b>* Task 07-1 required</b>	

\* **NOTE:** In 3, the number of Foundational Skills increased significantly at this grade span for Writing, however the 17% academic content has 100% content and performance alignment

<i>Mathematics</i>	AA GSEs		AA Structured Performance Tasks:  Targeted AA GSEs	
<b>Grade Span</b>	<b>Academic Content</b>	<b>Foundational or Pivotal Skills</b>	<b>Academic Content Assessed (by each SPT)</b>	<b>Foundational Skills Assessed (by each SPT)</b>
<b>K-2</b>	77%	23% (includes 4 Geometry pivotal skills)	Task 02-1: 50%* Task 02-2: 60% Task 02-3: 78% <b>* Task 02-1 required</b>	Task 02-1: 50%* Task 02-2: 40% Task 02-3: 22% <b>* Task 02-1 required</b>
<b>3-5</b>	64%	36% (includes 1 N&O and 4 Geometry pivotal skills)	Task 35-1: 71%* Task 35-2: 50% Task 35-3: 72% <b>* Task 35-1 required</b>	Task 35-1: 29%* Task 35-2: 50% Task 35-3: 18% <b>* Task 35-1 required</b>

**Criterion 2: Is the content of the RI AA referenced to the student’s assigned grade level (based on chronological age)?**

The alignment study provides feedback on the extent to which Rhode Island has been successful in referencing AA GSEs and the content assessed by AA tasks to specific grade span academic content. Inclusion of the same NECAP content strands, as well as grade-referenced content, is considered here. This step is used as a means to prepare for completing Criterion #3 when content centrality is determined for each AA GSE coded as academic. Skills identified for Criterion #1 as Foundational or Pivotal Skills were not matched to the closest grade level, since they are not considered “academic” for the purpose of the alignment study.

Content experts identified the “closest content match” between NECAP GLE content descriptions and AA GSE content. For example, an AA GSE within the grades 3-5 grade span might have content that most closely matches specific NECAP grade 4, grade 3, or even grade 2 content.

<b><i>An example to illustrate a decision about the closest grade-referenced content match</i></b>			
<b>NECAP Grade 2</b>	<b>NECAP Grade 3</b>	<b>NECAP Grade 4</b>	<b>AA GSE Gr 3-5</b>
R–2–4: Demonstrate initial understanding of elements of literary texts by...  R–2–4.1 Identifying or describing <b>character(s)</b> , <b>setting</b> , problem, solution, or <b>major events</b> , as appropriate to text	R–3–4: Demonstrate initial understanding of elements of literary texts by...  R–3–4.1 Identifying or describing character(s), setting, problem/solution, major events, or <b>plot</b> , as appropriate to text	R–4–4: Demonstrate initial understanding of elements of literary texts by...  R–4–4.1 Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or <u>identifying any significant changes in character(s) over time</u>	LT 4.1 Identifying <b>and/or describing</b> literary elements in a story.  LT 4.1a Identifying the <b>characters</b> or <b>setting</b> . LT 4.1b <b>Major events</b>

**Findings for Criterion #2:**

There is evidence to support the conclusion that RI is not promoting a “one size fits all ages” assessment system (meaning that the same AA GSEs would apply to all students at all grade spans, which is undesirable).

- The development process and format used by RI to create their extended standards/AA GSEs has resulted in the overall system being organized by grade span and content strands that are consistent with NECAP GLE content and content strands.
- The RI Alternate Assessment includes some (but not always all) of the major NECAP content strands for assessments that are included in NECAP at corresponding grade levels.
- Underlining of descriptions in the AA GSEs show new content being introduced for the first time at the next grade span, as does the NECAP format. (See above example in chart.)
- Generally, grade-referenced links become more distant in middle school and high school, more so in mathematics than in reading and writing.
- The approach of organizing AA GSE content (“carrying forward” all prior grade content in AA GSEs) allows for students functioning at a variety of levels to access learning.
- The degree to which new and appropriate academic content is also increasing across grade spans and the degree to which new content is targeted for assessment in the AA is important to know and may warrant closer review and ongoing oversight by RIDE, using data from this study.

***Criterion 3: Does the focus of achievement maintain fidelity with the content (content centrality) of the original (NECAP) grade level expectations and when possible, the specified performance (performance centrality)?***

This criterion draws upon alignment processes developed by Achieve (Achieve. Inc.), and is based on a group of experts reaching consensus as to whether the test item and the intended objective(s) correspond fully, partially, or not at all. For this criterion, AA GSEs in all content areas were compared to the NECAP GLEs for content and performance centrality. Content and performance centrality were only considered for AA GSEs that were coded as academic.

**Content centrality (based on NAAC definitions)** is rated using a three-point scale (near, far, none) in which the content experts rate the quality of the link between the AA GSE and the grade level NECAP GLE. For example, an AA GSE of *Identify weather conditions* may have no link to a grade level NECAP GLE, *Analyze and identify types of clouds*. An AA GSE of *Identify clouds* may be considered a “far” link, because even though it is dealing with clouds, it still does not address the total content domain of the original NECAP GLE that is types of clouds. A “near” link for an extended standard would be something like, *Identify cumulous and not cumulous clouds*. Information obtained from coding grade-referenced content for Criterion #2 is used to make decisions about the degree of the content link – near/far/none. A strong alternate assessment system is one that expects the content fidelity to remain high.

**Performance centrality (based on NAAC definitions)** concerns the expected performance described in the AA GSEs. Alternate assessments are expected to allow for

an alternate level of performance (meaning not the same as grade level performance in NECAP/general education assessments), due to the difficulty of creating ways for students who do not yet have fluent use of printed symbols (e.g., words, pictures) to show achievement. Therefore, an AA GSE of “identify” would have some of the same performance expectations as a NECAP GLE with “analyze and identify” for the same content, and would be acceptable. Performance centrality is rated on a three-point rating scale (exact match, partial match, no match), using identified Depth of Knowledge levels for NECAP GLEs and AA GSEs.

**Findings for Criterion #3:**

Content and performance centrality are only considered for those AA GSEs identified as academic. Writing had a large number of Foundational Skills identified (83%), and therefore may explain why the remaining academic content had the strongest content and performance links of the three content areas.

**Content centrality** percents reflect the total of near + far links with NECAP content. The goal of content centrality is to have a 100% link (near + far) of grade-referenced content. Percents lower than 100% for content centrality reflect content that has not been identified as Foundational or Pivotal, but is considered “too watered down” so content links are lost between AA GSEs and NECAP. Generally these AA GSEs include content that is not assessed by NECAP (e.g., “use vocabulary for pragmatic functions” or “use vocabulary to identify objects” in the Vocabulary strand of reading; and “demonstrate understanding that 10 is a special number” in the Number and Operations strand of mathematics).

**Performance centrality** percents show the total of exact match + partial match; most AA GSEs were matched for partial performance (DOK) being similar to NECAP performance. With the exception of middle school mathematics, performance centrality was generally high across content areas and grade spans.

<b>Grade Span</b>	<b>Reading</b>		<b>Writing</b>		<b>Mathematics</b>	
	<b>Content</b>	<b>Performance</b>	<b>Content</b>	<b>Performance</b>	<b>Content</b>	<b>Performance</b>
<b>K-2</b>	85%	100%			93%	95%
<b>3-5</b>	79%	94%	100%	100%	90%	64%
<b>6-8</b>	81%	94%	100%	100%	50%	92%
<b>HS</b>	87%	87%	100%	100%	96%	92%

***Criterion 4: Given that the breadth and range of content and Depth of Knowledge (DOK) of the AA is expected to differ from general education at corresponding grade levels, are there still high expectations set for students with significant cognitive disabilities?***

Criterion #4 applies the work of Norman Webb’s Alignment Protocols for categorical concurrence, balance of representation, and depth of knowledge (DOK). Working together, content and special education raters identified DOK levels for all AA GSEs, using Webb’s definitions for Depth of Knowledge levels established for special education. AA Test blueprints (NECAP strands targeted for assessment and content of required Structured Performance Tasks) served to define categorical concurrence and balance of representation of the AA.

**NOTE:** When NAAC researchers study the alignment of these more flexible portfolio systems, they sample from a large number of actual portfolios submitted to judge categorical concurrence and other alignment criteria. That type of analyses, while valuable, was beyond the practical scope of this study, since RI had only collected about 190 datafolios across 8 grades in the pilot year.

#### **Findings for Criterion #4:**

##### **Depth of Knowledge**

The majority of AA GSEs were identified as DOK 1 (recognize, reproduce, and/or recall); some were DOK 2 (basic reasoning/basic concepts). A small number of AA GSEs were coded as DOK 3 (complex reasoning) in reading and writing only. Reading AA GSEs targeted for assessment had the greatest breadth of DOK (Levels 1 through 3); mathematics AA GSEs targeted for assessment had a limited breadth of DOK (almost all at level 1).

##### **Vague AA GSEs**

In some cases, AA GSEs were coded as too vague. “Vague” AA GSEs should be revisited and clarified for instruction and assessment. No writing or reading AA GSEs were coded as too vague to identify the DOK levels. Several mathematics AA GSEs were coded as too vague. Some examples are:

*GM 10.1 Create mental images of geometric shapes.*

*GM 8.1 Develop concept of time*

*GM 8.2 Develop ways to measure time.*

*NO 2.1 Demonstrate an understanding of grouping.*

##### **Categorical Concurrence**

The Categorical Concurrence criterion provides a very general indication of alignment if both the standards and assessment incorporate the same content. The criterion of Categorical Concurrence is met if the same or consistent categories/strands of content appear in both. For the purpose of this study, and due to the flexible nature of the RI AA assessment tasks and small sample size (which only require assessment of 2 targeted AA GSEs for each Structured Performance Task/content area), the range and balance of the RI AA is compared to the state’s priorities for NECAP, with consideration given to *some*

*coverage in all major strands of content.* Content strands identified in the RI AA blueprint and SPTs were compared to the state’s priorities for NECAP in Table 4.3.

<b>Grade Span</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
<b>K-2</b>	50% of NECAP reading strands	No assessment	50% of NECAP mathematics strands
<b>3-5</b>	100% of NECAP reading strands	60% of NECAP writing strands	50% of NECAP mathematics strands
<b>6-8</b>	100% of NECAP reading strands	60% of NECAP writing strands	50% of NECAP mathematics strands
<b>HS</b>	100% of NECAP reading strands	60% of NECAP writing strands	50% of NECAP mathematics strands

**Balance of Representation:**

In addition to comparable depth and breadth of knowledge, aligned standards and assessments require that assessment of knowledge (content and skills) be distributed with intent. The Balance of Representation criterion is used to indicate the degree to which one standard/objective is given more emphasis on the alternate assessment than another.

**Balance of Representation:**

- **Reading** places the greatest emphasis on the Word Identification and Vocabulary strands, assessing them at all grade spans. All NECAP strands are assessed in the RI AA at grade levels 3-5, 6-8, and high school.
- **Writing** places the greatest emphasis on the Structures of Language and Writing Conventions strands, assessing them at all grade spans. Assessment of genre-specific writing changes with grade spans. Reflective Writing is the only NECAP strand that is never assessed with the RI AA.
- **Mathematics** places the greatest emphasis on the Number and Operations strand, assessing it at all grade spans. It is the intent of RIDE to emphasize mathematical skills for instruction and assessment that could be applied in the real world (e.g., making change, telling time, using schedules). All 4 NECAP strands are eventually assessed K-high school.

**Criterion 5: Is there some differentiation in content of the RI AA across grade spans?**

Criterion #5 captures whether the achievement level standards and actual AA Structured Performance Tasks (SPTs) show changing expectations over time and are age appropriate. For example, students may learn to recognize and use coins in elementary school, but there should be some change in expectation by middle and secondary levels (e.g., using dollars, recognizing prices, etc.). Extending standards for access with students

with significant cognitive disabilities *should not lead to achievement (meaning instruction and assessment) of the same academic skills year after year.*

Content experts coded AA GSEs for differentiation across grade spans; special education experts coded Structured Performance Tasks (AA GSEs targeted for assessment) for differentiation across grade spans and for age appropriateness. The Center for Assessment staff analyzed RI alternate achievement level standards and definitions of proficiency by examining differences between four performance levels at each grade span, as well as differences across grade spans, using NAAC guidelines.

Age-appropriateness decisions were based on descriptions recommended by NAAC:

<b>Age-Appropriateness Coding Descriptions for Structured Performance Tasks (NAAC)</b>
1- Adapted from grade level content (e.g., Roll of Thunder, Hear My Cry)
2- Not grade specific; neutral; themes are appropriate for all ages (e.g., pets)
3- Inappropriate for teens (e.g., circus)
4- Inappropriate even for elementary age (e.g., Barney)

#### **Findings for Criterion #5:**

**Content Experts** identified some changes in AA GSEs across grade spans, especially in terms of performance expectations. Reading and writing AA GSEs include basic reasoning skills at all grade spans (partly due to carry forward of these same skills), but some changes were seen at middle and high school with more complex reasoning, in a small number of AA GSEs. Underlining used in the AA GSE documents shows when and where new content is being introduced at each grade span. Mathematics raters noted differences in content, more so than in performance across grade spans. Different strands assessed at different grade spans were not noted, since this review looked at all AA GSEs, not those only targeted for assessment.

**Special Education Experts** also noted changes in AA GSEs targeted for assessment across grade spans, in terms of performance expectations, stating that they moved from foundational to more abstract concepts in reading, for example. All three content areas noted some differences in the content strands being assessed at different grade spans. Additionally, special educators stated that the contexts for skills applications (e.g., vocational settings at middle school) change in SPTs across grades, even when content might remain the same. In mathematics, there was a general feeling that targeted AA GSEs for Number and Operations did not demonstrate much change at all for assessment across grade spans. The inclusion of the same AA GSEs for assessment at different grade spans gives the impression that a student could be assessed on the same content in successive grade spans if the same strand and same AA GSEs are targeted. The mathematics committee recommended that expectations for counting increase in difficulty across grade spans, for example.

**Age-appropriateness was reviewed for all SPTs.** Across all content areas, none of the contexts suggested for Structured Performance Tasks (in the sample standards-based activities found in the administration manual) were identified as inappropriate for the age of students, although some of the contexts were quite vague, making age-appropriate determinations difficult (e.g., grade 6-8 mathematics: participate in science experiments; grade 10 reading: use story box materials to identify characters or setting). Reviewers flagged a small number of writing and mathematics AA GSEs at grades 7 and 10 as “inappropriate content” for teens.

### Achievement Level Standards (Achievement Level Descriptors)

RI AA Achievement Level Standards address 4 performance levels: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient. Differences in achievement level descriptors across grade spans are articulated as differences in the content strands assessed. The remaining descriptions of performance levels are the same for comparable levels across content areas and grade spans. Additional specific findings related to strengths of AA Achievement Level Standards are discussed in more detail under Criterion #6.

#### ***Criterion 6: Is the expected achievement for the students to show learning of grade-referenced academic content?***

States’ alternate achievement standards must link to grade level content. This means that what is actually counted toward a score that will be classified as “proficient” should evidence learning of the academic content and include scoring for accuracy. Scoring rubrics, the AA technical manual, and AA Achievement Level Standards were analyzed for information related to how inferences are made about student learning.

#### **Findings for Criterion #6:**

This discussion focuses on Achievement Level Standards and scoring protocols for Structured Performance Tasks (SPTs). Using NAAC guidelines, this review looked for indicators with the potential to make high inferences that the student learned the content. (See Appendix B.4 for details on NAAC guidelines.)

#### **The strongest indicators identified in RI’s Alternate Assessment Achievement Level Standards** for having the potential to make high inferences about student learning were:

- Inclusion of *separate* measures for accuracy and independence, so that each may be considered when making inferences about progress and learning;
- Depending on how assessment tasks (SPTs) are designed, they *have the potential* for demonstrating generalization across people or settings when/if contexts are varied for each of the three data collections;
- Some differences in content strands assessed at each grade span imply that new content (meaning teacher selection of different/new AA GSEs) is targeted for assessment at each grade span;
- Multiple (3) data collection periods can provide a baseline for measuring progress; and

- Inclusion of measures in Alternate Achievement Standards for describing degrees of progress for each performance level:
  - little/no progress = Substantially Below Proficient;
  - inconsistent progress = Partially Proficient; and
  - consistent progress = the 2 highest performance levels: Proficient and Proficient with Distinction.

**Areas for closer examination of RI Achievement Level Standards:**

- The terminology used in Achievement Level Standards (e.g., inconsistent progress/consistent progress) and terminology used in AA scoring protocols and rubrics for the same thing (e.g., a range from no progress, to progress across 2 data collection periods, to progress across 3 collection periods) is not consistently applied. Greater clarity and consistency of use of terms and descriptions are needed for ensuring that inferences about student learning are consistent.
- All performance levels in Achievement Level Standards include distinctions for “degree of connections to grade-level content” (e.g., little/no, inconsistent, suitable, and strong connections). This aspect of performance is more an influence of teacher task design and program quality than of student performance and *may not lead to high inferences* about student learning (based on NAAC guidelines for measuring this criterion). There are alternatives to including this descriptor as a criterion for determining proficiency and should be considered.
- Because it is early in the implementation phase of the RI AA, the administration manual does not appear to address *selection of different AA GSEs when the same content strands and same targeted AA GSEs are included for assessment at the next grade span*. This clarification could be built into later versions of the AA administration manual guidelines.

***Criterion 7: Are there potential barriers to demonstrating what students know and can do in the RI AA?***

**Source of Challenge** is often included as a criterion for alignment studies (Achieve, Inc.). For the purpose of this study, Source of Challenge is being defined as “potential barriers” to demonstrating learning. Because of the complex disabilities that students in this population sometimes have, it can be difficult to demonstrate achievement. This is especially true if the only means to show learning is through symbolic representation, such as using words and pictures. Consideration also needs to be given to know how students with a variety of sensory and physical challenges can both access the test materials and demonstrate their learning. Accommodations allow greater access, but do not change the construct being assessed (e.g., a scribe might write words the student dictates); modifications are changes that are likely to alter the construct being assessed.

Special education experts completed a survey, *Minimizing Barriers for Students*, after a review of the AA administration manual guidelines related to accommodations, modifications, and scoring protocols for all content areas.

## **Findings for Criterion #7:**

### **Source of Challenge**

One strength of the RI AA datafolio system is its flexibility in designing assessment tasks to meet the individual needs of students with significant cognitive disabilities. There was agreement among the special education reviewers for Criterion # 7 that the design of the AA “allows for extreme flexibility” in allowing for accommodations and modifications when designing Structured Performance Tasks (SPT), so that students can demonstrate what they have learned through a variety of response modes. Administration guidelines were found to be consistent across all three content areas and provided flexibility for all examples of disabilities included on the survey (e.g., visually impaired/legally blind; hearing impaired; nonverbal – responds using printed words, pictures, manual signs, etc.).

Special education reviewers also raised an issue of note - a perception (or misconception) about scoring for level of assistance in completing the SPT: “We feel strongly that students should not be penalized for level of independence.” These perceptions - not validated by anything in the AA administration manual - could be addressed by RIDE through professional development opportunities and support materials for teachers, and targeted oversight during the early years of implementation of the RI AA - analyzing data collection, documentation, and student work samples.

### ***Criterion 8: Does the instructional program for students with significant cognitive disabilities promote learning in the general curriculum (NECAP GLEs)?***

Instructional alignment is especially important given the conceptual shift many educators must make to teach this population content that links to NECAP GLEs. For this criterion, consideration is also given to whether professional development materials link to NECAP expectations and promote overall program quality. The professional development review identifies how well the training materials provided to teachers of students with significant cognitive disabilities include information regarding academic content (NECAP) and best instructional practices for this population. To gather data for this criterion, special education experts completed two surveys –*Program Quality Indicators* and *Professional Development Resources*. Center for Assessment staff reviewed a sampling of current professional development materials.

## **Findings for Criterion #8:**

Information about instructional programs and professional development support is not required by NCLB and was collected by RIDE for internal analysis and discussion only. For this reason, and because the sampling of special education teachers was so small, no summary of findings for the surveys related to Criterion 8 is included in this report. Part II of this report does identify some potential issues to be addressed through ongoing professional development provided by RIDE.

## **Current Professional Development and Instructional Support**

- RIDE has developed several training modules to support teachers in developing both curriculum and instruction for students with severe cognitive disabilities. Informal drop-in sessions are offered across the state to provide targeted assistance in reviewing student work and documenting data collection.
- It has taken patience on the part of the state to “bring teachers along” in this process to change old belief systems that say, “These kids can’t learn academic content.” The state is to be commended for this ongoing effort.

## **Background<sup>1</sup>**

The Rhode Island Department of Education (RIDE) is responsible for implementing an extensive state assessment program to support learning, accountability, and compliance with state and federal laws. To that end, the Department proposed an alignment study for their alternate assessment be conducted in February 2007. Specifically, the RIDE proposal called for an external expert to assemble a team of diverse stakeholders to: 1) review links between RI’s AA GSEs and NECAP GLEs/GSE; and 2) to analyze links between AA GSEs and the AA Structured Performance Tasks, as well as examine the relationship between the tasks and the overall datafolio design for mathematics, reading, and writing (“Rhode Island’s Response to Peer Review Findings: Proposed Activities and Timelines,” August 1, 2006).

Underlying the Rhode Island Department of Education’s assessment system is an emphasis on validity as an essential requirement for the state to adopt and/or develop any assessment instrument for use in its statewide program. Validity has been broadly conceived of as the extent to which the interpretations and uses of the assessment results are defensible and meaningful. An essential aspect of validity is the degree to which the assessment is designed to assess the intended knowledge and skills. Rhode Island has identified the intended knowledge and skills, as well as cognitive complexity (Depth of Knowledge), as described in the New England Common Assessment Program Grade Level and Grade Span Expectations (NECAP GLEs/GSEs) for the general education assessment at grades 3-8 and high school. NECAP GLEs/GSEs have received national recognition for their thoughtful development and clear alignment to national standards.

RIDE has systematically evaluated the alignment between the state’s content standards, test specifications, test items, and the assessment instruments used in NECAP. In anticipation of this review, RIDE contracted with the Center for Assessment for support in conducting an alignment study of its alternate assessment. The Center for Assessment is a 501(c)(3) non-profit organization located in Dover, NH that has worked with over half the states, as well as six Pacific Island entities, to help them develop technically sound and educationally powerful assessment and accountability systems. The Center’s work has included extensive work with content standards, test design, and alignment studies. Dr. Karin Hess, Senior Associate at the Center for Assessment, was the primary staff responsible for working with the Department on this alternate assessment alignment study.

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<sup>1</sup> The background and results of the alignment study have been selected and condensed for this summary.

This final report summarizes findings to be presented to the State Board for approval in April 2007. Recommendations from the alignment study will be carefully reviewed by RIDE and if warranted, modifications will be made to AA GSEs, RI alternate assessment procedures or assessment tasks, and/or related support materials (“Rhode Island’s Response to Peer Review Findings: Proposed Activities and Timelines,” August 1, 2006).

## **Materials and Reviewers**

### **Documents and Interviews**

Data were collected using document analysis (outside reviewers, as well as Center for Assessment staff) and interviews with RIDE staff most familiar with the alternate assessment. The Center for Assessment interviewed key Department staff from the Office of Special Populations and the Office of Assessment and Accountability as part of the planning process, prior to designing the alignment study. Interview questions were intended to help clarify/explain the documents, RI’s alternate assessment guidelines and procedures, use of AA GSEs, and related policies.

Documents used to inform data collection included:

- a. Documentation of development of Rhode Island’s Alternate Assessment - procedures used to develop the Rhode Island Alternate Assessment (RI AA)
- b. Development of RI Alternate Assessment Grade Span Expectations (AA GSEs) – procedures used for transformation and prioritizing of the NECAP grade level expectations, for use by teachers of students who participate in the RI AA
- c. RI Alternate Assessment administration manual (including participation guidelines for the RI AA, assessment task specifications, allowable accommodations/modifications, and the RI AA blueprint)
- d. The most current RI AA for grades 2, 4, 7, and 10 – three (3) Structured Performance Tasks (SPTs) for each content area at each grade span (Appendix C.5)
- e. Information about scoring the alternate assessment SPTs, including the scoring rubrics for accuracy and independence, and guidelines for teacher assistance/support
- f. State grade level content standards (NECAP GLEs and GSEs) for reading, writing, and mathematics – NOTE: Rhode Island, New Hampshire, and Vermont all use the same Grade Level Expectations for their large-scale assessment (New England Common Assessment Program/NECAP)
- g. Alternate assessment technical manual (currently in revision, 2/2/07 version), which includes technical information about alternate achievement standards, performance descriptors, validity and reliability, and pilot standard setting
- h. Sample professional development materials for teachers about implementing the RIAA

While the use of some documents is self evident, others were included in the process as a way to understand the assessment system and values of the state regarding content, instruction, and assessment of students with significant cognitive disabilities. The RI AA

administration manual and AA GSEs provided the alignment team (content and special education reviewers) essential information on the prioritized content areas of the state.

### **Data and Coding Forms**

Data were compiled for analysis using reviewer responses and coding. Coding templates and surveys were used to capture the necessary information (e.g., academic content, DOK, content and performance centrality) from the reviewers. Unique identifiers for the information listed (e.g., distinctive codes, grade levels, etc.) were used on the forms for clarity whenever possible. Content experts and special education experts generally completed different tasks, using forms focusing on different aspects of the AA. All coding forms and surveys were color-coded by content area (to avoid reviewer confusion).

The Center for Assessment facilitator operationalized the level of specificity of the coding for all of the documents and materials used in the review and provided examples and guidelines for coding. Prior to conducting the study, decisions were made about how to document the extended standards/AA GSEs. For example, when reviewing AA GSEs, it was necessary to examine AA GSE *sublevels* (e.g., **NO 2.1**, **NO 2.2**, etc.) for content and depth of knowledge, since the AA GSEs themselves were too broadly stated for this purpose (e.g., **NO 1** *Develops an understanding of cardinal numbers and counting*). Complicating this decision somewhat was determining how to deal with the even finer breakdowns of AA GSEs into a second level of smaller “a-b-c” parts (e.g., **WC 9.3a** *Recognizing his/her own name*, **WC 9.3b** *Spell first name*, **WC 9.3c** *Spell last name*). When compiling summaries, the finest-grained (a-b-c) subparts were only counted once for the same AA GSE in an attempt to make discussions of findings more manageable and meaningful.

Development and preparation of coding forms by the Center for Assessment included things such as embedding NECAP GLEs and their intended DOK levels, and identifying the content “essence” for each GLE prior to beginning the coding process. Coding forms and surveys were pilot tested by the Center for Assessment to develop training examples and ensure a smooth data collection process. The forms and documents used by the reviewers for each criterion are summarized at the end of this section. Examples of the forms can be found in the Appendices.

### **Reviewers**

The Rhode Island Department of Education recruited educators to participate in the AA alignment study. Reviewers included an almost equal balance of educators who had experience as classroom teachers/general education or as special educators. All reviewers self-identified a content area of expertise (reading, writing, or mathematics), so that 6 work groups could be formed – three for general education (reading, writing, or mathematics) and three for special education (reading, writing, or mathematics).

Individual demographic information was collected from each reviewer (Appendix A.2) and rater identification numbers were assigned for coding and confidentiality purposes. Altogether, 30 Rhode Island educators (representing 25 RI school districts) were involved in the AA alignment study. In addition to having experience in the content area and grade

spans reviewed, reviewers had other extensive experience: involvement in development of NECAP GLEs or AA GSEs, participation on state test development committees and bias review committees, received other training or professional development on Webb's Depth of Knowledge levels, participation in Alternate Assessment Pilot Scoring, teaching at multiple grade levels, and/or serving in a variety of district capacities (e.g., curriculum or special education curriculum leadership, administration, etc.). A summary of reviewer demographics is included in Appendix A.3.

Reviewers all received common orientation by staff from RIDE on the development of the RI AA and AA GSEs and administration guidelines for the AA; and from the National Center for Assessment on the purpose for the alignment study, as well as general policies (e.g., confidentiality, roles) and procedures for coding. A Codebook (Appendix B.4) was developed by the Center for Assessment, with support from NAAC, which provided training examples and non-examples for each criterion reviewed. The Codebook also provides detailed information for each step in the alignment study process.

Content experts and special education experts received further in-depth training on task-specific coding. For example, special education reviewers received training specifically on the AA administration manual and coding of AA Structured Performance Tasks for accessibility; content experts were trained in how to determine a "content match" between NECAP GLEs and AA GSEs.

The reviewers generally worked in teams of two or more persons, organized by content area, to review each grade span's materials. Content experts worked separately from special education experts for most tasks, as recommended by the NAAC model. Working together, the teams' codings were expected to reflect consensus on their ratings and comments. Reviewer teams sometimes worked in slightly different configurations for two reasons: sometimes tasks were divided within a work group, such as content experts reviewing different grade spans simultaneously; and there were a small number (4) of reviewers who were not present for all of both days, due to variety of unforeseen reasons (e.g., inclement weather, family illness). The absences were minimal and did not appear to impact the completion of tasks or the overall results.

Reviewers were supported by RIDE staff from the Special Populations and Assessment and Accountability offices, who provided: logistical support, such as preparing documents and coding and training materials for the review; and making presentations related to AA GSE and RI AA development and administration guidelines (Appendix B.1). The RIDE professional staff was available to provide clarification about AA administration procedures or the intent of the AA GSEs and RI AA, but did not participate in the alignment study discussions or coding and was not present in the work room with the reviewers most of the time.

## **Alignment Study Design and Procedures**

The alignment study, designed by the Center for Assessment, was intended to evaluate the correspondence between Rhode Island's state content standards (NECAP GLEs) and test specifications and assessment tasks for the RI AA (e.g., content, balance of emphasis, DOK, etc.). The study's design and methods apply (and in some cases adapt) the Links for Academic Learning conceptual framework and coding protocols developed by the National Alternate Assessment Center (NAAC). Eight criteria recommended by NAAC, as well as applications drawn from traditional general education alignment models (Achieve and Webb) were employed in the design. All coding done by content and special education experts was closely reviewed by Center for Assessment staff and in some cases, corrected (e.g., incorrect DOK level identified, incorrect totals) and/or completed (e.g., coded information not transferred completely from one form to the next) before final analysis.

The study consisted of several analyses that focused on these alignment criteria:

**Criterion 1:** The Content is Academic

**Criterion 2:** Referenced by Grade Level

**Criterion 3:** Fidelity with Grade Content and Performance Level

**Criterion 4:** The Content Differs in Range, Balance, and Depth of Knowledge (DOK)

**Criterion 5:** Differentiation across Grade Spans

**Criterion 6:** Expected Achievement of Students is Grade Referenced Academic Content

**Criterion 7:** Barriers to Performance

**Criterion 8:** Instructional Program Promotes Learning in the General Curriculum

Thirty reviewers, divided into two groups – content experts and special education experts – were assigned different roles and responsibilities, based on their areas of expertise.

**Content experts** investigated most of the questions under the first two alignment criteria for all grade spans and content areas, using content analysis and coding. A training codebook with examples and errors/ non-examples was used during training to illustrate coding procedures for content experts. For example, since the NECAP GLEs often include multiple levels of DOK, a decision was made to code all possible levels of AA GSEs before determining and coding performance centrality.

**Special educators** have insight into the characteristics of the student population, as well as best instructional practice; therefore, their role in the alignment study process was unique. Their coding responsibilities included: rating the age/grade appropriateness of each Structured Performance Task (SPT); coding the specific symbolic level of those items identified by the content experts as Pivotal of Foundational Skills; using the *Minimizing Barriers for Students* survey to code an overall rating for the assessment regarding any source of challenge present in the RI AA; and indicating whether there is evidence in the professional development materials that quality indicators for instructional programs have been considered (*Program Quality Indicators Checklist*).

An overview of the eight criteria, materials used to review each one, and coding responsibilities are provided on the following page.

## RI Alternate Assessment Alignment Study

### Summary of Alignment Criteria, Coding Materials, & Reviewer Responsibilities

<i>Criterion</i>	<b>Materials needed</b> (in addition to Codebook)	<b>Who measures criterion</b>
1) The content is academic and includes the major domains/strands of the content area as reflected in state/NECAP standards	<ul style="list-style-type: none"> <li>-<i>Content-specific coding templates for reading, writing, mathematics at 4 grade spans</i></li> <li>-NECAP standards – reading, writing, mathematics at all grade levels (K-HS)</li> <li>-RI AA GSEs – reading, writing, mathematics at all grade spans with instructional terms</li> </ul>	<p>Content Experts – split by content area</p> <p>Spec Ed Experts – split by content area (see also #3)</p>
2) The content is referenced to the student’s assigned grade level (based on chronological age).	<ul style="list-style-type: none"> <li>(same as above)</li> <li>-Content-specific coding templates: identify grade references between NECAP &amp; AA GSEs</li> </ul>	Content Experts – split by content area
3) The focus of achievement maintains fidelity with the content of the original grade level standards (content centrality) and when possible, the specified performance (category of knowledge).	<ul style="list-style-type: none"> <li>(same as above)</li> <li>-Content-specific coding templates: ratings of content centrality</li> <li>-Templates – AA GSEs Subparts: “F” or “P”</li> <li>-Summary - explain ratings for F/P (either an back-mapping, a mismatch to the standard, or an overstretched skill)</li> </ul>	<p>Content Experts – split by content area</p> <p>Spec Ed Experts – split by content area – review nonacademic content</p>
4) The content differs from grade level in range, balance, and DOK, but matches high expectations set for students with significant cognitive disabilities.	<ul style="list-style-type: none"> <li>-Content-specific coding templates for reading, writing, mathematics 4 grade spans</li> <li>-Content-specific coding templates: DOK for AA GSEs, all grade spans</li> <li>-DOK Handouts – by content areas</li> <li>-Templates for Structured Performance Tasks (admin manual pp 75-139) &amp; AA GSEs DOK</li> </ul>	<p>Content Experts</p> <p>Spec Ed Experts</p> <p>Work together in content area groups</p>
5) There is some differentiation in CONTENT across grade levels or grade bands.	<ul style="list-style-type: none"> <li>-RI AA GSEs – all grades and content areas</li> <li>-Alternate Assessment Achievement Level Standards by Content and Grade</li> <li>-Age-Appropriateness of Tasks checklist (SPTS)</li> <li>-Structured Performance Tasks across grades – (admin manual pp 75-139)</li> </ul>	<p>Content Experts (review AA GSEs)</p> <p>Spec Ed Experts (review SPTS)</p> <p>Center for Assessment (Achievement Level Standards)</p>
6) The expected achievement for students is for students to show learning of grade referenced academic content.	<ul style="list-style-type: none"> <li>-Alternate Assessment Achievement Level Standards by Content and Grade</li> <li>-Scoring rubrics and protocols – pp 67-71</li> <li>-<i>Degree of Inference about Student Learning</i> checklist</li> </ul>	<p>Special Ed Experts</p> <p>Center for Assessment (Achievement Level Standards)</p>
7) The potential barriers to demonstrating what students know and can do are minimized in the assessment.	<ul style="list-style-type: none"> <li>-<i>Minimizing Barriers for Students</i> survey</li> <li>-Symbolic/Non-symbolic checklist (SPT)</li> <li>-Admin Manual – accommodations/modifications</li> <li>-Power Point #3</li> </ul>	Special Ed Experts
8) The instructional program promotes learning in the general curriculum.	<ul style="list-style-type: none"> <li>-Prof development materials (including examples)</li> <li>-Power Point #4</li> <li>-Administration Manual: p. 3 - Blueprint; p. 4 - Design; pp. 7-14 - Instructional Process; p. 29 - Tip Sheet; p. 67 - Rubric; Data chapter prompts, p. 166 – 167.</li> <li>-<i>Program Quality Indicators</i> Checklist</li> <li>- adapted <i>PD Resources</i> survey</li> </ul>	Spec Ed Experts

## Overview of Each Criterion with Related Coding Procedures

### Criterion 1: The Content is Academic

The conceptual foundation for the Rhode Island Alternate Assessment (RI AA) alignment study builds upon several national alignment models for general and alternate assessment (NAAC, Achieve, and Webb). The core construct of academic content is not assumed, but instead evaluated as a first step in the process. Because academic content has been underrepresented in past instruction and research with students with significant cognitive disabilities, the “extension” of content standards (meaning the AA Grade Span Expectations/GSEs) may produce assessment targets that sometimes “miss the mark of being academic - reading, writing, or mathematics - even though a deliberate process was used in their development, using the NECAP GLEs as a starting point in the case of RI.

NECAP GLEs (grades 3-8) and NECAP GSEs (grade 10) for reading, writing, and mathematics have previously undergone rigorous alignment review (conducted by WestEd/2004 and Achieve/2005, respectively); therefore, this study began with the assumption that RI’s state standards (NECAP) were in alignment with national standards for the content areas of reading, writing, and mathematics. To define “what is academic,” and to determine to what degree the RI AA includes academic content, several steps were used to compare NECAP expectations with AA GSEs and the RI AA.

- Content experts, working in 3 content-specific work groups, reviewed each AA GSE (and AA GSE subpart) to find the best content match with NECAP GLEs at the grade level assessed by the AA (grades 2, 4, 7, or 10). Best content matches were often not “exact” matches with NECAP content, nor were they expected to be; however, reviewers used the “content essence” intended to be assessed by NECAP as a guide in making these decisions. For example, the essence of a reading GLE might be “decoding multi-syllabic words” but the examples and range of words included the NECAP GLE would generally be broader in scope and complexity than what was described in the AA GSE.
- During this first step of the review process, content experts also identified any AA GSEs (or subparts) that would be considered either Pivotal Skills or Foundational Skills, as defined by NAAC. These skills would be difficult to match with NECAP GLE content because they are either not content specific, although important for learning (e.g. pivotal skill – sitting in a chair) or considered foundational - those skills that are *the assumed competence at all grade levels* specific to an academic context (e.g., orienting a book or turning a page as precursors to learning to reading). Because the AA GSEs “carry forward” all skills from the previous grade span, once identified at one grade span, Pivotal and Foundational Skills continue to be identified at all higher grade spans.
- The identified Pivotal and Foundational Skills then received a secondary coding from special education experts (as to accessibility). From this point forward, Foundational and Pivotal Skills were not be considered “academic” for the purpose of the alignment study\*. Foundational Skills are, however, valued as providing access for those students functioning at awareness, pre-symbolic, or early symbolic levels to show partial achievement or early learning, thus the usefulness of the secondary coding.

- Finally, special education experts reviewed the “targeted” AA GSEs for all 3 AA Structured Performance Tasks (SPT) for each content area in order to note the degree to which the SPTs assess academic content or Foundational Skills.

**\*NOTE:** According to NAAC, to be inclusive of students with the most significant disabilities, states sometimes target Foundational Skills for assessment. These skills are commonly embedded in academic instruction and *are important and appropriate* to capture early academic achievement; but these skills are *not* aligned to academic content, because they are outside the construct. Most extended standards (AA GSEs) and assessment tasks/items (SPTs) should be academic, but not necessarily 100%, given the need to include some Foundational Skills to capture early learning. It also would be questionable to assess proficiency based on achievement of foundational skills alone.

At the beginning of the coding process, the content raters worked together on the grade 2 coding forms to determine how to reach agreement on the coding of NECAP GLE match to AA GSEs, grade-referenced content match, and identification of Foundational Skills. For the other grade spans (grades 4, 7, and 10), the content experts split up into smaller work groups to complete parallel tasks.

### **Criterion 2: Referenced by Grade Level**

Students with significant cognitive disabilities have often been served in ungraded classes, so thinking about content - by grade level or grade span - can be new for many educators. The extent to which Rhode Island has been successful in referencing AA GSEs and the content assessed by AA tasks to specific grade span/NECAP academic content is the focus of this criterion. Inclusion of the same NECAP content strands, as well as grade-referenced content, is considered. This step in the alignment process is also used as a means to prepare for completing Criterion #3, when content centrality is determined for each AA GSE coded as academic. Skills identified for Criterion #1 as Foundational or Pivotal were not matched to the closest grade level, since they are not considered “academic” for the purpose of the alignment study.

Using the same content-specific templates for each grade span as for Criterion #1, content experts reviewed NECAP GLEs from all grade levels at and below grade spans referenced in the template. For example, the templates for Grade Span 3-5 had NECAP GLEs for grade 4 as a reference point for Criterion #1. Raters reviewed descriptions in NECAP GLEs for grade 4, then grade 3, then grade 2, and so on until they felt there was a close content match with the corresponding AA GSE. Raters were to begin with the highest grade level and work backwards to find the best content match. Because AA GSEs are broken into many small-grained parts, several AA GSE subparts could be mapped to different grade levels of NECAP. Raters were told to give the highest grade-level match possible, given the NECAP content descriptions.

<b>An example to illustrate a decision about the closest grade-referenced match</b>			
<b>NECAP Grade 2</b>	<b>NECAP Grade 3</b>	<b>NECAP Grade 4</b>	<b>AA GSE Gr 3-5</b>
<b>R–2–4: Demonstrate initial understanding of elements of literary texts by...</b>  R–2–4.1 Identifying or describing <b>character(s)</b> , <b>setting</b> , problem, solution, or <b>major events</b> , as appropriate to text	<b>R–3–4: Demonstrate initial understanding of elements of literary texts by...</b>  R–3–4.1 Identifying or describing character(s), setting, problem/solution, major events, or <b>plot</b> , as appropriate to text	<b>R–4–4: Demonstrate initial understanding of elements of literary texts by...</b>  R–4–4.1 Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or <b>identifying any significant changes in character(s) over time</b>	<b>LT 4.1 Identifying and/or describing literary elements in a story.</b>  LT 4.1a Identifying the <b>characters</b> or <b>setting</b> . LT 4.1b <b>Major events</b>

Summaries for each grade span in each content area were totaled to reflect how many content matches were made and then used to determine content centrality (Criterion #3). Only strands assessed with the RI AA were reviewed, even though AA GSEs exist for all content stands. This meant, for example, that only two mathematics strands were reviewed for each grade span, since only two strands are assessed with Structured Performance Tasks (SPTs) in the RI AA.

**Criterion 3: Fidelity with Grade Content and Performance Level**

Extending content and defining performance for the heterogeneous population of students who participate in RI’s AA is challenging and can produce targets for learning that “miss the mark.” This criterion draws upon alignment processes developed by Achieve (Achieve. Inc.), based on a group of experts reaching consensus on the degree to which the assessment-by-standard mapping conducted by a state or district is valid. For Content Centrality and Performance Centrality, reviewers reach a consensus as to whether the item and the intended objective(s) correspond fully, partially, or not at all. For this criterion, RI’s extended standards/AA GSEs were compared to the NECAP GLEs for content and performance centrality.

**Content centrality (based on NAAC definitions)** was rated using a three-point scale (near, far, none) in which the content experts rated the quality of the content link between the AA GSE and the grade level NECAP GLE. For example, an AA GSE of *Identify weather conditions* may have no content link to a grade level NECAP GLE, *Analyze and identify types of clouds*. An AA GSE of *Identify clouds* may be considered a “far” link, because even though it is dealing with clouds, it still does not address the total content domain of the original NECAP GLE that is types of clouds. A “near” link for an extended standard would be something like, *Identify cumulous and not cumulous clouds*.

Information obtained from coding grade-referenced content for Criterion #2 was used to make decisions about the degree of the content link – near/far/none. A strong alternate assessment system is one that expects the content fidelity to remain high.

**Performance centrality (based on NAAC definitions)** concerns the expected performance of the AA GSEs. Alternate assessments are expected to allow for an alternate level of performance (meaning not the same as grade level performance in general education assessments), due to the difficulty of creating ways for students who do not yet have fluent use of printed symbols (e.g., words, pictures) to show achievement.

Therefore, an AA GSE of “identify” would have some of the same performance expectations as a NECAP GLE with “analyze and identify” for the same content, and would be acceptable. Performance centrality is rated on a three-point rating scale (exact match, partial match, no match), using Webb’s definitions for Depth of Knowledge levels established for special education. (See discussion of Criterion #4 for more information on Depth of Knowledge levels.)

Content and performance centrality were only considered for items coded as academic. An item can be academic, but not have content centrality for several reasons. It may be *mismatched* to the wrong grade level standard (e.g., clerical error or miscoded to a different content strand) or, sometimes the targeted AA GSE has been *overextended* or “watered down” so that the link is lost.

#### **Criterion 4: The Content Differs in Range, Balance, and Depth of Knowledge (DOK)**

This criterion closely resembles the work of Norman Webb’s Alignment Protocols (1997). Measures of categorical concurrence, balance of representation, and depth of knowledge (DOK) are addressed in Criterion #4.

To establish DOK levels of AA GSEs, content and special education experts worked together, using a modified version of Norman Webb’s DOK levels for Special Education (source: CCSSO presentation 2006). AA GSEs that were too vague for coding were also identified. The assumption is that the DOK between the RI AA and AA GSEs should match, but will be skewed to lower DOK levels than the NECAP standards. This is a key difference between grade level achievement and alternate achievement.

The Modified Webb DOK extends the scale downward to incorporate 3 sublevels for Webb’s Depth of Knowledge Level 1. These three sublevels capture the response processes for students with the most significant cognitive disabilities. They are: 1a) Respond; 1b) Reproduce; and 1c) Recall. Content specific DOK descriptors were provided for reading, writing, and mathematics. The six-level taxonomy is included in the Codebook (page 2, Appendix B.4) and in content specific descriptors (Appendix B.5).

Webb generally defines *acceptable* categorical concurrence as an assessment sampling each standard with at least 6 test items. For the purpose of this study, and due to the flexible and variable nature of the RI AA (which only requires assessment of 2 targeted AA GSEs for each Structured Performance Task), NAAC recommends that the range and balance of the RI AA is compared to the state’s priorities for NECAP, with consideration given to *some coverage in all major strands of content*.

#### **Criterion 5: Differentiation across Grade Spans**

This criterion captures whether the achievement level standards and actual AA Structured Performance Tasks (SPTs) show changing expectations over time and are age appropriate. For example, students may learn to recognize and use coins in elementary school, but there should be some change in expectation by middle and secondary levels (e.g., using dollars, recognizing prices, etc.). Use of extended standards/AA GSEs for access with students with significant cognitive disabilities *should not lead to achievement of the same academic skills year after year*.

To address this criterion, content experts coded RI AA GSEs for differentiation of extended standards across grade spans; special education experts coded RI AA Structured Performance Tasks for differentiation across grade spans and for age appropriateness of assessments (Appendix C.6). Surveys asked reviewers to first describe each grade span’s content and performance in general terms (strands, content focus, etc.) and then look for and describe differences across spans, if any. Both the AA GSEs and SPTs were reviewed because SPTs address only a subset of targeted AA GSEs. It could be possible to see grade span differences in AA GSEs and not to see those differences reflected in AA GSEs targeted for assessment.

Using NAAC guidelines, Center for Assessment staff analyzed RI AA achievement level standards and definitions of proficiency for the alternate assessment, examining differences between four performance levels at each grade span, as well as differences across grade spans.

Age-appropriateness decisions were based on descriptions recommended by NAAC, as seen in the table below. Both targeted AA GSEs and sample standards-based activities included in the AA administration manual for each SPT were reviewed.

<b>Age-Appropriateness Coding Descriptions for Structured Performance Tasks (NAAC)</b>
1- Adapted from grade level content (e.g., Roll of Thunder, Hear My Cry)
2- Not grade specific; neutral; themes are appropriate for all ages (e.g., pets)
3- Inappropriate for teens (e.g., circus)
4- Inappropriate even for elementary age (e.g., Barney)

**Criterion 6: Expected Achievement of Students is Grade Referenced Academic Content**

What is actually counted toward a score that will be classified as “proficient” should evidence learning of the academic content. Inferences about student learning are more difficult to make when these scores incorporate aspects of teachers or program performance.

Center for Assessment staff analyzed scoring rubrics, Achievement Level Standards, and the AA technical manual for information related to how inferences are made about student learning. Using NAAC guidelines (*Degree of Inference about Student Learning* checklist included in Codebook, Appendix B.4), this review looked for indicators of strongest inference that the student learned the content, including:

- a) there is evidence the student did not already have the skill (e.g., through use of pretest, baseline or previous year’s learning);
- b) the skill is performed without teacher prompting;
- c) the skill is performed across materials/lessons to show mastery of the concept versus rote memory of one specific response; and
- d) considering the difficulty level of the skills performed.

**Criterion 7: Barriers to Performance**

Because of the complex disabilities that students in this population sometimes have, it can be difficult to demonstrate achievement. This is especially true if the only means to show learning is through symbolic representation, such as using words and pictures. Consideration also needs to be given to know how students with a variety of sensory and physical challenges can both access the test materials and demonstrate their learning. Accommodations allow greater access, but do not change the construct being assessed (e.g., a scribe might write words the student dictates); modifications are changes that are likely to alter the construct being assessed.

Special education experts completed a survey, *Minimizing Barriers for Students* (Appendix C.7), after a review of the AA administration manual guidelines related to accommodations, modifications, and scoring protocols for all content areas.

**Criterion 8: Instructional Program Promotes Learning in the General Curriculum**

The NAAC model of alignment gives consideration to instructional alignment. This is especially important given the conceptual shift many educators must make to teach this population content that links to RI's NECAP GLEs. For Criterion 8, consideration is also given to whether professional development materials link to NECAP expectations and promote overall program quality. The professional development review identifies how well the training materials provided to teachers of students with significant cognitive disabilities include information regarding academic content, assessment information, and best instructional practices for the population.

To gather data for this criterion, special education experts completed two surveys – *Program Quality Indicators* and *Professional Development Resources* – (Appendix C.8 and C.9). The sampling of comments on these surveys was from a very small group of educators and information gleaned from them was minimal. RIDE will use this information for internal discussions and future planning only.

Center for Assessment staff reviewed a sampling of current/ongoing professional development materials related to implementation of the RI AA.

## Part II: Discussion of Findings and Conclusions

### Results of Alignment Study

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#### Discussion of Findings for Criterion #1:

Analyses for criterion #1 included a detailed review of all AA GSEs codes as academic content, Foundational, or Pivotal Skills. In some cases, miscoding was corrected and documented. Numerical counts and percents were calculated; however, the fine grain sizes and number of “a-b-c- subparts” of AA GSEs presented some calculation issues that had to be resolved when only some subparts of AA GSEs were identified as Foundational.

AA GSEs rated as *not academic* (meaning all identified Pivotal and Foundational Skills in each content area) were given a secondary coding, completed by special education experts to show which of these AA GSEs could be accessed by students functioning at the pre-symbolic (e.g., communicates with gestures), early symbolic (e.g., beginning to use pictures, symbols), or symbolic (e.g., speaks or has vocabulary of pictures) levels.

Because Foundational Skills are included for assessment in Structured Performance Tasks, special education experts were also asked to review each Structured Performance Task at each grade span, for each content area. The objective of this task was to determine to what degree Foundational Skills were assessed in the AA compared to the number of academic skills assessed. Overall numbers of Pivotal and Foundational Skills tended to drop slightly across grades because “new” content – mostly academic - is added at successive grades.

#### Reading Summary

**Pivotal Skills:** No Pivotal Skills were identified by the content experts at any grade span.

**Foundational Skills:** Most Foundational Skills identified were from the Word Identification, Informational Text, and Early Reading strands, with the majority of them coming from the Early Reading strand. Examples of Foundational Skills identified by content experts in reading included:

*WID 1.5 Recognizing some letters in text and in the environment (Word Identification);  
IT 7.1a Identifying the cover, text, and illustrations (Informational Text); and  
ER 9.1 Discriminating among the sounds of language (Early Reading).*

Foundational Skills represent 38% of the total Reading AA GSEs for the K-2 grade span and 30% of the grades 3-5 span. Tables R.1 and R.2 show the percent of Foundational Skills accessible to students functioning at the Awareness/Pre-symbolic, Early Symbolic, and Symbolic Levels.

<b>Table R.1 Content Area: Reading</b>				<b>Grade Span: K-2</b>		
<b>Non Academic AA GSE (subparts): Coded as Foundational or Pivotal Skills (Criterion #1) and Secondary Coding to Determine Access (ONLY “F” or “P” AA GSEs)</b>						
<b>Reading Strands</b>	<b>Total Foundational + Pivotal Skills/strand</b>	<b>Are there AA GSEs that represent Foundational or Pivotal Skills?</b>		<b>How many of the identified Foundational Skills can be accessed by students functioning at these levels?</b>		
		<b>Foundational Skills –F</b>	<b>Pivotal Skills -P</b>	<b>Awareness/ Pre-Symbolic</b>	<b>Early Symbolic</b>	<b>Symbolic</b>
<b>Word ID</b>	<b>5 (of 8)</b>	<b>5</b>	<b>0</b>	<b>3</b> <b>60%</b>	<b>5</b> <b>100%</b>	<b>5</b> <b>100%</b>
<b>Vocabulary</b>	<b>0 (of 5)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Literary Text</b>	<b>0 (of 7)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Informational Text</b>	<b>1 (of 8)</b>	<b>1</b>	<b>1?</b> (Unclear)	<b>1</b> <b>100%</b>	<b>1</b> <b>100%</b>	<b>1</b> <b>100%</b>
<b>Early Reading</b>	<b>9 (of 11)</b>	<b>9</b>	<b>0</b>	<b>7</b> <b>78%</b>	<b>9</b> <b>100%</b>	<b>9</b> <b>100%</b>
<b>Totals</b>	<b>15 of 39 Total AA GSEs = 38%</b>	<b>15</b>	<b>1?</b> Not included in totals	<b>11</b> <b>73%</b>	<b>15</b> <b>100%</b>	<b>15</b> <b>100%</b>

<b>Table R.2 Content Area: Reading</b>				<b>Grade Span: 3-5</b>		
<b>Non Academic AA GSE (subparts): Coded as Foundational or Pivotal Skills (Criterion #1) and Secondary Coding to Determine Access (ONLY “F” or “P” AA GSEs)</b>						
<b>Reading Strands</b>	<b>Total Foundational + Pivotal Skills/strand</b>	<b>Are there AA GSEs that represent Foundational or Pivotal Skills?</b>		<b>How many of the identified Foundational Skills can be accessed by students functioning at these levels?</b>		
		<b>Foundational Skills –F</b>	<b>Pivotal Skills -P</b>	<b>Awareness/ Pre-Symbolic</b>	<b>Early Symbolic</b>	<b>Symbolic</b>
<b>Word ID</b>	<b>5 (of 10)</b>	<b>5</b>	<b>0</b>	<b>3</b> <b>60%</b>	<b>5</b> <b>100%</b>	<b>5</b> <b>100%</b>
<b>Vocabulary</b>	<b>0 (of 8)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Literary Text</b>	<b>0 (of 11)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Informational Text</b>	<b>1 (of 10)</b>	<b>1</b>	<b>1?</b> (Unclear)	<b>1</b> <b>100%</b>	<b>1</b> <b>100%</b>	<b>1</b> <b>100%</b>
<b>Early Reading</b>	<b>10 (of 14)</b>	<b>10</b>	<b>0</b>	<b>7</b> <b>78%</b>	<b>9</b> <b>90%</b>	<b>10</b> <b>100%</b>
<b>Totals</b>	<b>16 of 53 AA GSEs = 30%</b>	<b>16</b>	<b>1?</b> Not included in totals	<b>11</b> <b>68%</b>	<b>15</b> <b>93%</b>	<b>16</b> <b>100%</b>

Table 1.1 summarizes the percent of Reading AA GSEs identified as academic content or as Foundational and/or Pivotal Skills at grade spans K-2 and 3-5 (in left columns). Columns to the right show the percent of targeted AA GSEs (a subset of all reading AA GSEs) that might be assessed with the Reading Structured Performance Tasks (SPTs) for each grade span. One SPT is required for each grade span in each content area, and the second SPT is selected from the remaining two SPTs. For each SPT assessed, teachers identify two AA GSEs from the targeted AA GSEs listed, making a total of 4 AA GSEs assessed in each content area.

<b>Table 1.1: Summary of Reading AA GSEs that are Academic Content or Foundational Skills</b>				
<b>Reading</b>	<b>AA GSEs</b>		<b>AA Structured Performance Tasks: Targeted AA GSEs</b>	
<b>Grade Span</b>	<b>Academic Content</b>	<b>Foundational or Pivotal Skills</b>	<b>Academic Content Assessed (by each SPT)</b>	<b>Foundational Skills Assessed (by each SPT)</b>
<b>K-2</b>	62%	38%	Task 02-4: 50%* Task 02-5: 11% Task 02-6: 10% <b>* Task 02-4 required</b>	Task 02-4: 50%* Task 02-5: 89% Task 02-6: 90% <b>* Task 02-4 required</b>
<b>3-5</b>	70%	30%	Task 35-4: 69%* Task 35-5: 90% Task 35-6: 100% <b>* Task 35-4 required</b>	Task 35-4: 31%* Task 35-5: 10% Task 35-6: 0% <b>* Task 35-4 required</b>

### Writing Summary

**Pivotal Skills:** One Pivotal Skill was identified by the content experts: *SL 1.2 Identifying materials used for writing (e.g., pencils, assistive technology)*. It is not targeted for assessment in any SPT.

**Foundational Skills:** A large number of Foundational Skills were identified, primarily within the Structures of Language and Writing Conventions strands. Examples of Foundational Skills identified by content experts in writing included:

*SL 1.6 Writing letters.*

*N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.*

*IW 7.1 Using picture, symbols, objects, and/or words to create meaning.*

*WC 9.2 Recognizing the difference between a punctuation mark and a letter.*

Writing had the most Foundational Skills identified of the three content areas reviewed. Foundational Skills represent 59% of the total Writing AA GSEs for the 3-5 grade span and 83% of the grades 6-8 span. Tables W.1 and W.2 show the percent of Foundational Skills accessible to students functioning at the Awareness/Pre-symbolic, Early Symbolic, and Symbolic Levels.

<b>Table W.1 Content Area: Writing</b>				<b>Grade Span: 3-5</b>		
<b>Non Academic AA GSE (subparts): Coded as Foundational or Pivotal Skills (Criterion #1) and Secondary Coding to Determine Access (ONLY “F” or “P” AA GSEs)</b>						
<b>Writing Strands</b>	<b>Total Foundation -al + Pivotal Skills/strand</b>	<b>Are there AA GSEs that represent Foundational or Pivotal Skills?</b>		<b>How many of the identified Foundational Skills can be accessed by students functioning at these levels?</b>		
		<b>Foundational Skills –F</b>	<b>Pivotal Skills -P</b>	<b>Awareness/ Pre-Symbolic</b>	<b>Early Symbolic</b>	<b>Symbolic</b>
<b>Structures of Language</b>	9 (of 9)	8	1	5 62%	7 88%	8 100%
<b>Response to Literary or Informational Text</b>	1 (of 6)	1	0	1 100%	1 100%	1 100%
<b>Narratives</b>	3 (of 5)	3	0	3 100%	3 100%	3 100%
<b>Informational Writing</b>	2 (of 7)	2	0	2 100%	2 100%	2 100%
<b>Writing Conventions</b>	5 (of 7)	5	0	5 100%	5 100%	5 100%
<b>Totals</b>	20 of 34 AA GSEs = 59%	19	1	16 84%	18 95%	19 100%

<b>Table W.2 Content Area: Writing</b>				<b>Grade Span: 6-8</b>		
<b>Non Academic AA GSE (subparts): Coded as Foundational or Pivotal Skills (Criterion #1) and Secondary Coding to Determine Access (ONLY “F” or “P” AA GSEs)</b>						
<b>Writing Strands</b>	<b>Total Foundation -al + Pivotal Skills/strand</b>	<b>Are there AA GSEs that represent Foundational or Pivotal Skills?</b>		<b>How many of the identified Foundational can be accessed by students functioning at these levels?</b>		
		<b>Foundational Skills –F</b>	<b>Pivotal Skills -P</b>	<b>Awareness/ Pre-Symbolic</b>	<b>Early Symbolic</b>	<b>Symbolic</b>
<b>Structures of Language</b>	9 (of 9)	8	1	5 62%	7 88%	8 100%
<b>Response to Literary or Informational Text</b>	3 (of 6)	3	0	1 33%	1 33%	3 100%
<b>Narratives</b>	3 (of 5)	3	0	3 100%	3 100%	3 100%
<b>Informational Writing</b>	5 (of 7)	5	0	5 100%	5 100%	5 100%
<b>Writing Conventions</b>	6 (of 8)	6	0	4 67%	5 83%	6 100%
<b>Totals</b>	26 of 35 AA GSEs = 83%	25	1	18 72%	21 84%	25 100%

Table 1.2 shows the percent of Writing AA GSEs identified as academic content or as Foundational and/or Pivotal Skills at grade spans 3-5 and 6-8 (in left columns). There is no

writing assessment for the grade K-2 span. Columns to the right show the percent of targeted AA GSEs (a subset of all writing AA GSEs) that might be assessed with the Writing Structured Performance Tasks (SPTs) for each grade span.

Writing	AA GSEs		AA Structured Performance Tasks: Targeted AA GSEs	
Grade Span	Academic Content	Foundational or Pivotal Skills	Academic Content Assessed (by each SPT)	Foundational Skills Assessed (by each SPT)
<b>3-5</b>	41%	59% (includes 1 pivotal skill)	Task 04-1: 15%* Task 04-2: 83% Task 04-3: 83% <b>* Task 04-1 required</b>	Task 04-1: 85%* Task 04-2: 17% Task 04-3: 17% <b>* Task 04-1 required</b>
<b>6-8</b>	17%	83% (includes 1 pivotal skill)	Task 07-1: 24%* Task 07-2: 40% Task 07-3: 40% <b>* Task 07-1 required</b>	Task 07-1: 76%* Task 07-2: 60% Task 07-3: 60% <b>* Task 07-1 required</b>

### Mathematics Summary

**Pivotal Skills:** Four Pivotal Skills identified in AA GSEs in the Geometry and Measurement strand are targeted for *potential assessment* in Structured Performance Tasks at grades K-2; at grades 3-5, *1.1a* and *8.2a* are targeted for *potential assessment* in Structured Performance Tasks. Additionally, in the Number and Operations strand beginning at grades 3-5, *NO 7.5 Use a calculator for computation* was identified by content experts as a Pivotal skill, as it was interpreted as using a mathematical tool. This was seen much like the use of assistive technology for communication. This AA GSE is not targeted for assessment in any SPTs at grades 3-5, but it is targeted at grades 6-8 (with a new or mis-coding *NO 7.6*). RIDE should consider revising this AA GSE to ensure that the focus of the assessment task is not the use of the tool, but the computation skills. For example, consider the differences between “measure with a ruler” versus “measure accurately, using a ruler.” Pivotal Skills identified are:

- GM 1.1a Use 2-D shapes (e.g., pattern blocks) for informal play.*
- GM 3.1a Engage in play with 3-D solids (e.g., geo- blocks, prisms, and pyramids).*
- GM 8.1a Listen and/or participate in calendar activities.*
- GM 8.2a Listen to others “talk time” (e.g., “It is 2:30, time to get ready to go home”).*

**Foundational Skills:** Most Foundational Skills were identified from the Number & Operations strand in mathematics. This strand also has the greatest number of AA GSEs. Examples of Foundational Skills identified by content experts in mathematics included:

- NO 1.1 Represent and number small collections (1-4 items).*
- NO 3.1 Demonstrate an understanding of a whole unit (e.g., Show one whole brownie (area model))*
- NO 5.1 Recognize more and less of a quantity.*

Foundational Skills represent 23% of the total Mathematics AA GSEs for the K-2 grade span and 36% of the grades 3-5 span. Tables M.1 and M.2 show the percent of Foundational Skills

accessible to students functioning at the Awareness/Pre-symbolic, Early Symbolic, and Symbolic Levels.

<b>Table M.1 Content Area: Mathematics</b>				<b>Grade Span: K-2</b>		
<b>Non Academic AA GSE (subparts): Coded as Foundational or Pivotal Skills (Criterion #1) and Secondary Coding to Determine Access (ONLY “F” or “P” AA GSEs)</b>						
<b>Mathematics Strands</b>	<b>Total Foundational + Pivotal Skills/strand</b>	<b>Are there AA GSEs that represent Foundational or Pivotal Skills?</b>		<b>How many of the identified Foundational Skills can be accessed by students functioning at these levels?</b>		
		<b>Foundational Skills –F</b>	<b>Pivotal Skills -P</b>	<b>Awareness/ Pre-Symbolic</b>	<b>Early Symbolic</b>	<b>Symbolic</b>
<b>Number &amp; Operations</b>	<b>6 (of 31)</b>	<b>6</b>	<b>0</b>	<b>5 83%</b>	<b>6 100%</b>	<b>6 100%</b>
<b>Geometry &amp; Measurement</b>	<b>4 (of 12)</b>	<b>0</b>	<b>4</b>	<b>None are Foundational</b>	<b>None are Foundational</b>	<b>None are Foundational</b>
<b>Data, Statistics, Probability</b>	<b>No AA GSEs assessed</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Functions &amp; Algebra</b>	<b>No AA GSEs assessed</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Totals</b>	<b>10 of 43 AA GSEs (2 strands) 23%</b>	<b>6</b>	<b>4</b>	<b>5 83%</b>	<b>6 100%</b>	<b>6 100%</b>

<b>Table M.2 Content Area: Mathematics</b>				<b>Grade Span: 3-5</b>		
<b>Non Academic AA GSE (subparts): Coded as Foundational or Pivotal Skills (Criterion #1) and Secondary Coding to Determine Access (ONLY “F” or “P” AA GSEs)</b>						
<b>Mathematics Strands</b>	<b>Total Foundational + Pivotal Skills of Total AAGSE/strand</b>	<b>Are there AA GSEs that represent Foundational or Pivotal Skills?</b>		<b>How many of the identified Foundational Skills can be accessed by students functioning at these levels?</b>		
		<b>Foundational Skills -F</b>	<b>Pivotal Skills – P</b>	<b>Awareness/ Pre-Symbolic</b>	<b>Early Symbolic</b>	<b>Symbolic</b>
<b>Number &amp; Operations</b>	<b>16 (of 70)</b>	<b>15</b>	<b>1</b>	<b>8 53%</b>	<b>14 93%</b>	<b>15 100%</b>
<b>Geometry &amp; Measurement</b>	<b>15 (of 17)</b>	<b>11</b>	<b>4</b>	<b>1 9%</b>	<b>2 18%</b>	<b>11 100%</b>
<b>Data, Statistics, Probability</b>	<b>No AA GSEs assessed</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Functions &amp; Algebra</b>	<b>No AA GSEs assessed</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Totals (for 2 strands only)</b>	<b>31 of 87 AA GSEs =36%</b>	<b>26</b>	<b>5</b>	<b>9 35%</b>	<b>16 62%</b>	<b>26 100%</b>

Table 1.3 shows the percent of Mathematics AA GSEs identified as academic content or as Foundational and/or Pivotal Skills at grade spans 3-5 and 6-8 (in left columns). Columns to

the right show the percent of targeted AA GSEs (a subset of all writing AA GSEs) that might be assessed with the Mathematics Structured Performance Tasks (SPTs) for each grade span. Most pivotal skills are currently targeted for assessment.

<b>Mathematics</b>	<b>AA GSEs</b>		<b>AA Structured Performance Tasks: Targeted AA GSEs</b>	
<b>Grade Span</b>	<b>Academic Content</b>	<b>Foundational or Pivotal Skills</b>	<b>Academic Content Assessed (by each SPT)</b>	<b>Foundational Skills Assessed (by each SPT)</b>
<b>K-2</b>	77%	23% (includes 4 Geometry pivotal skills)	Task 02-1: 50%* Task 02-2: 60% Task 02-3: 78% <b>* Task 02-1 required</b>	Task 02-1: 50%* Task 02-2: 40% Task 02-3: 22% <b>* Task 02-1 required</b>
<b>3-5</b>	64%	36% (includes 1 N&O and 4 Geometry pivotal skills)	Task 35-1: 71%* Task 35-2: 50% Task 35-3: 72% <b>* Task 35-1 required</b>	Task 35-1: 29%* Task 35-2: 50% Task 35-3: 18% <b>* Task 35-1 required</b>

**Discussion of Findings for Criterion #2:**

All content strands were reviewed for reading and writing, since most or all are assessed across grade spans. Only strands assessed with the RI AA were reviewed for mathematics, meaning that only two mathematics strands were reviewed for each grade span, since only two of four strands are assessed with Structured Performance Tasks in the AA in mathematics.

Summaries for each grade span in each content area were totaled to reflect the number and percent of content matches made to each grade level. This resulted in a range of grade level content referenced for each grade span. Generally speaking, grade-referenced links become more distant in middle school and high school, due to “carry forward” of prior grade content in AA GSEs (e.g., high school AA GSEs still include all early reading skills). This approach to organizing AA GSE content, by carrying it forward, allows for students functioning at a variety of levels to access learning; however, it can make it difficult to clearly reference a student’s “assigned grade” in terms of content with *all earlier learning expectations also embedded in AA GSEs*.

Findings for Criterion #2 show evidence to support the conclusion that RI is not promoting a “one size fits all ages” assessment system (meaning that the same AA GSEs would apply to all students at all grade spans, which is undesirable).

- The development process and format used by RI to create their extended standards/AA GSEs has resulted in the overall system being organized by grade span and content strands that are consistent with NECAP GLE content and content strands.
- The RI Alternate Assessment includes some (but not always all) of the major NECAP content strands for assessments that are included in NECAP at corresponding grade levels.

- Underlining of descriptions in the AA GSEs show new content being introduced for the first time, as does the NECAP format.
- The degree to which new and appropriate academic content is increasing across grade span AA GSEs and the degree to which new content is targeted for assessment in the AA is important and may warrant a closer review by RIDE, using data from this study.

### **Discussion of Findings for Criterion #3:**

For this criterion, AA GSEs in all content areas were compared to the NECAP GLEs for content and performance centrality. Content and performance centrality were only considered for AA GSEs that were coded as academic content. The conceptual foundation developed by NAAC suggests that the goal is to have close to 100% match (meaning near links + far links) on content centrality with NECAP content. Since all Foundational and Pivotal Skills are removed from consideration, 100% match is possible.

In contrast, the performance centrality match may be lower than expected for content centrality due to the difficulty of creating ways for students who do not yet have fluent use of printed symbols (e.g., words, pictures) to show achievement. For example, if the NECAP content is “Compare and contrast genres of literature,” a student who does not recognize printed words can show achievement related to the content (e.g., experiences with genres of literature like poetry, plays, stories), but may have few options to compare and contrast. S/he may indicate a preference for a genre, for example. Performance centrality percentages show the total of exact match + partial match.

- Percents lower than 100% for content centrality in the RI AA reflect content that has not been identified as Foundational or Pivotal, but is considered “too watered down” so content links are lost between AA GSEs and NECAP. Generally these AA GSEs include content that is not assessed by NECAP (e.g., in reading: “use vocabulary for pragmatic functions” or “use vocabulary to identify objects”; and in mathematics: “demonstrate understanding that 10 is a special number”). Overall content might warrant further review.
- Overall, the performance centrality was stronger than the content centrality for Reading.
- Most AA GSEs were matched for partial performance centrality (meaning some DOK levels similar to NECAP).
- Because writing had a large number of Foundational Skills identified (83%), the remaining academic content had the strongest links to NECAP for both content and performance centrality.
- With the exception of middle school mathematics, performance centrality was generally high across all content areas and grade spans.

Table 3.1 shows a summary of content and performance centrality for AA GSEs in all content areas. SPTs were not reviewed, due to the very small sampling of AA GSEs.

<b>Table 3.1: Summary of Content and Performance Centrality of AA GSEs</b> (Centrality review does not include any Foundational or Pivotal Skills)						
<b>Grade Span</b>	<b>Reading</b>		<b>Writing</b>		<b>Mathematics</b>	
<b>AA GSEs</b>	<b>Content</b>	<b>Performance</b>	<b>Content</b>	<b>Performance</b>	<b>Content</b>	<b>Performance</b>
<b>K-2</b>	85%	100%			93%	95%
<b>3-5</b>	79%	94%	100%	100%	90%	64%
<b>6-8</b>	81%	94%	100%	100%	50%	92%
<b>HS</b>	87%	87%	100%	100%	96%	92%

#### **Discussion of Findings for Criterion #4:**

##### **Depth of Knowledge**

Depth of Knowledge examines the consistency between the cognitive demands of the standards and cognitive demands of assessment items. Aligned assessments should be designed to measure in some way the full range of expected knowledge for each content area. Working together, content and special education raters identified DOK levels for all AA GSEs in Reading and Writing and the two strands assessed at each grade span in Mathematics, using Webb’s modified DOK levels for Special Education (Table 4.1).

<b>Table 4.1: Webb’s Modified Depth of Knowledge for Special Education</b>	
<b>Codes</b>	<b>Depth of Knowledge (DOK) Levels</b>
<b>1a</b>	<b>Respond</b> - touch, look, vocalize, attend, recognize
<b>1b</b>	<b>Reproduce</b> – copy, repeat, follow directions
<b>1c</b>	<b>Recall</b> - list, describe, identify, state, define, label, locate facts or details, perform routine operation (measure, compute) (e.g., identify proper names that begin with capital letters)
<b>2</b>	<b>Basic Reasoning</b> – focus on skills and concepts, categorize, classify, compare, organize information, perform multi-step task, explain, restate, summarize, translate, choose strategy, comprehend, make basic interpretations (central idea) or predictions
<b>3</b>	<b>Complex Reasoning</b> – requires planning and/or complex reasoning, make inferences across a passage (e.g., interpret theme or purpose), analyze, conduct experiment, test hypothesis, create a model or diagram, compose, adapt or modify, make connections, defend, verify, draw conclusions, rate, judge
<b>4</b>	<b>Extended Reasoning</b> – requires investigation/research, apply/analyze/synthesize across multiple contexts/sources, extend to new applications
<b>X</b>	<b>Can’t code/too vague</b>

Coding for DOK was somewhat confusing to reviewers, since they had to remove all identified Foundational and Pivotal Skills after they were identified and not include them in final DOK tallies. Center for Assessment staff carefully re-examined all DOK ratings done by reviewers and made and documented numerous corrections to the data.

Table 4.2 shows DOK totals for AA GSEs in each content area (excluding Foundational and Pivotal Skills) and AA GSEs targeted for assessment. In several cases, AA GSEs were identified as having more than one DOK level (e.g., identify = DOK 1 and classify = DOK

2), so are “double counted” in totals in the columns on the left. The majority of AA GSEs were coded as DOK 1 (respond, reproduce, recall) or DOK 2 (basic reasoning). Very few AA GSEs were identified as DOK 3 (complex reasoning). In some cases, AA GSEs were identified as being too vague to code. AA GSEs identified as vague should be revisited and clarified for instruction and assessment.

<b>Table 4.2: Total DOK levels identified for each Academic AA GSE (Foundational not included) and Targeted AA GSEs in Assessment Tasks</b>								
[Some AA GSEs have more than one DOK level – e.g., identify (1) and compare 2)]								
Content Area	Respond	Reproduce	Recall	Basic Reasoning	Complex Reasoning	Too Vague	Targeted AA GSEs in (SPTS) Assessment Tasks	
	DOK 1a	DOK 1b	DOK 1c	DOK 2	DOK 3		DOK 2	DOK 3
<b>Reading</b>							<b>Reading</b>	
<b>K-2</b>	10	4	21	10	1	1 (?)	2	0
<b>3-5</b>	11	9	25	18	1	1 (?)	10	1
<b>6-8</b>	11	9	27	21	2	1 (?)	18	2
<b>HS</b>	11	9	27	21	2	1 (?)	18	2
<b>Writing</b>							<b>Writing</b>	
<b>K-2</b>							--	--
<b>3-5</b>	1	3	10	7	2	1 (?)	4	1
<b>6-8</b>	1	3	12	9	2	1 (?)	1	0
<b>HS</b>	1	3	12	9	3	1 (?)	1	1
<b>Math (only 2 strands)</b>							<b>Mathematics</b>	
<b>K-2</b>	6	25	30	1	0	7	1	0
<b>3-5</b>	16	39	53	8	0	8	0	0
<b>6-8</b>	22	35	67	17	0	5	10	0
<b>HS</b>	25	40	74	18	0	4	3	0

### Vague AA GSEs

No writing or reading AA GSEs were coded as too vague to identify the DOK levels, although a few were questioned as being vague. Several mathematics AA GSEs were coded as too vague:

*GM 10.1 Create mental images of geometric shapes.*

*GM 6.1 Demonstrate conceptual understanding of length/height of a two-dimensional object.*

*GM 8.1 Develop concept of time*

*GM 8.2 Develop ways to measure time.*

*NO 2.1 Demonstrate an understanding of grouping.*

*NO 2.2 Demonstrate an understanding that “10” is a special unit within the base- ten systems (Unitizing- ten represents one unit).*

*NO 3.1 Demonstrate an understanding of a whole unit (e.g., Show one whole brownie (area model).*

*NO 13.3 Knows some number combinations (1-10) for addition and subtraction.*

### **Categorical Concurrence**

Content strands identified in the RI AA blueprint and Structured Performance Tasks were compared to the state's priorities for NECAP (with consideration given to *some coverage in all major strands of content*). The decision to place a high emphasis on the Number and Operations strand in mathematics at all grade spans was done with intent by RIDE to encourage greater instructional focus of mathematics applied in real-world situations (e.g., time, money, etc.). Table 4.3 summarizes categorical concurrence findings.

### **Reading NECAP Strands Assessed**

- Two of the four strands assessed in the general education/NECAP assessment are assessed with AA at the K-2 grade span: Word Identification and Vocabulary. Early Reading is also assessed with the RI AA, but not assessed with NECAP. RIDE's focus on assessing Early Reading at K-2 is to ensure that foundational reading skills will be emphasized for instruction at those grade levels.
- All four strands assessed in the general education/NECAP assessment are sampled with the AA at the other grade spans (3-5, 6-8, and high school): Word Identification, Vocabulary, Literary Text, and Informational Text. It is appropriate that Early Reading is no longer assessed at these grade spans for the AA.

### **Writing NECAP Strands Assessed**

- Three of five strands assessed in the general education/NECAP assessment are sampled with the AA at the 3-5 grade span: Structures of Language, Writing Conventions, Writing in Response to Literary Text. Writing in Response to Informational Text and Narrative Writing are not assessed with the AA at grades 3-5.
- Three of five strands assessed in the general education/NECAP assessment are sampled with AA at the 6-8 grade span: Structures of Language, Writing Conventions, and Narrative Writing. Writing in Response to Informational and Literary Text are not assessed with the AA at grades 6-8.
- At high school, 3 of 5 strands assessed in the general education/NECAP assessment are sampled with AA: Structures of Language, Writing Conventions, and Informational Writing. Reflective Writing and Writing in Response to Informational and Literary Text are not assessed with the AA at high school.

### **Mathematics NECAP Strands Assessed**

- Two of four strands assessed in the general education/NECAP assessment are sampled with the AA at the K-2 and 3-5 grade spans: Number and Operations and Geometry and Measurement. Data, Statistics, and Probability and Functions and Algebra are not assessed with the AA at grades K-2 or 3-5.
- Two of four strands assessed in the general education/NECAP assessment are sampled with AA at the 6-8 grade span: Number and Operations and Data, Statistics, and Probability. Geometry and Measurement and Functions and Algebra are not assessed at middle school.
- At high school, 2 of 4 strands assessed in the general education/NECAP assessment are sampled with AA: Number and Operations and Functions and Algebra. Data, Statistics, and Probability and Geometry and Measurement are not assessed with the AA at high school.

<b>Grade Span</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
<b>K-2</b>	50% of NECAP reading strands	No assessment	50% of NECAP mathematics strands
<b>3-5</b>	100% of NECAP reading strands	60% of NECAP writing strands	50% of NECAP mathematics strands
<b>6-8</b>	100% of NECAP reading strands	60% of NECAP writing strands	50% of NECAP mathematics strands
<b>HS</b>	100% of NECAP reading strands	60% of NECAP writing strands	50% of NECAP mathematics strands

**Discussion of Findings for Criterion #5:**

Content experts coded AA GSEs for differentiation across grade spans; special education experts coded Structured Performance Tasks (AA GSEs targeted for assessment) for differentiation across grade spans and for age appropriateness. The Center for Assessment staff analyzed RI alternate achievement level standards and definitions of proficiency by examining differences between four performance levels at each grade span, as well as differences across grade spans, using NAAC guidelines.

**Content Experts** identified some changes in AA GSEs across grade spans, especially in terms of performance expectations. Reading and writing AA GSEs include basic reasoning skills at all grade spans (partly due to carry forward of these same skills), but at middle and high school some complex reasoning (DOK 3) was noted in a small number AA GSEs. The underlining used in the AA GSE documents shows when and where new content is being introduced at each grade span. Mathematics noted differences in content, more so than in performance across grade spans. Different content strands assessed at different grade spans were not noted, since the content expert review looked at all AA GSEs, not those only targeted for assessment.

**Special Education Experts** also noted changes in AA GSEs targeted for assessment across grade spans, in terms of performance expectations, stating that they moved from foundational to more abstract concepts in reading, for example. All three content areas had some content differences in terms of which strands were assessed at different grade spans. Additionally, special educators noted that the contexts for skills applications (e.g., vocational settings at middle school) change in SPTs across grade spans, even when content might remain the same. In mathematics, there was a general feeling that targeted AA GSEs for Number and Operations did not demonstrate much change at all for assessment across grade spans. The inclusion of many of the same AA GSEs for assessment at different grade spans give the impression that a student could be assessed on the same content in successive grade spans if the same strand and same AA GSEs are included. The committee recommended that expectations for counting increase in difficulty across grade spans, for example.

**Age-appropriateness:** Across all content areas, none of the contexts suggested for Structured Performance Tasks (in the sample standards-based activities found in the administration manual) were identified as inappropriate for the age of students, although some of the contexts were quite vague, making age-appropriate determinations difficult (e.g.,

grade 6-8 mathematics: participate in science experiments; grade 10 reading: use story box materials to identify characters or setting). Reviewers flagged a small number of AA GSEs at grades 7 and 10 as “inappropriate content” for teens. RIDE might consider reviewing age appropriateness for assessment tasks to identify exemplars of tasks designed for the RI AA for professional development purposes.

Content-specific findings for age-appropriateness:

- **Reading:** No reading SPTs were identified as having age inappropriateness.
- **Writing:** Writing SPTs had no age inappropriateness identified at grade 4; however, grades 7 and 10 had a small number identified as inappropriate for teens within the Writing Conventions and Structures of Language AA GSEs (e.g., *SL 1.6 writing upper and lower case letters*).
- **Mathematics:** Mathematics also identified some AA GSE content as inappropriate for teens at grades 7 and 10 (e.g., *NO 13.3 fluently knows number combinations 1-10 for addition and subtraction*).

**Achievement Level Standards (Performance Level Descriptors)**

RI AA Achievement Level Standards address 4 performance levels: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient. Differences across grade spans are articulated by differences in the content strands assessed. All other descriptors in performance levels were the same across content areas and grade spans. Table 5.1 shows Achievement level Standards for Mathematics at the K-2 grade span. Specific findings related to strengths of AA Achievement Level Standards are discussed in more detail under Criterion #6.

<b>Table 5.1 Achievement Level Standards for Mathematics at the K-2 Grade Span</b>	
<b>Proficient with Distinction:</b> Students performing at this level submitted datafolios that demonstrate...	<ul style="list-style-type: none"> <li>➤ strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AA GSEs</li> <li>➤ participation in distinct standards based instructional activities that demonstrate consistent application of the AA GSEs across all entries</li> <li>➤ consistent progress during the year</li> <li>➤ a high level of accuracy on instructional activities and</li> <li>➤ a high level of independence in completing instructional activities</li> </ul>
<b>Proficient:</b> Students performing at this level submitted datafolios that demonstrate...	<ul style="list-style-type: none"> <li>➤ suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AA GSEs</li> <li>➤ participation in distinct standards based instructional activities that demonstrate consistent application of the AA GSEs across most entries</li> <li>➤ consistent progress during the year</li> <li>➤ sufficient level of accuracy in instructional activities and/or</li> <li>➤ sufficient level of independence completing instructional activities</li> </ul>

<p><b>Partially Proficient:</b> Students performing at this level submitted datafolios that demonstrate</p>	<ul style="list-style-type: none"> <li>➤ inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AA GSEs</li> <li>➤ participation in standards based instructional activities that demonstrate consistent application of the AA GSEs across few entries</li> <li>➤ inconsistent progress during the year</li> <li>➤ minimal level of accuracy in instructional activities and/or</li> <li>➤ minimal level of independence completing instructional activities</li> </ul>
<p><b>Substantially Below Proficient:</b> Students performing at this level submitted datafolios that demonstrate</p>	<ul style="list-style-type: none"> <li>➤ little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AA GSEs</li> <li>➤ participation in standards based instructional activities that demonstrate consistent application of the AA GSEs across little or no entries</li> <li>➤ little or no progress during the year</li> <li>➤ low level of accuracy in instructional activities and</li> <li>➤ low level of independence completing instructional activities</li> </ul>

**Discussion of Findings for Criterion #6:**

This criterion used the *Degree of Inference about Student Learning* checklist (included in Codebook, Appendix B.4) for analysis of Achievement Level Standards and information related to how inferences are made about student learning to ascertain the degree to which the alternate achievement standards align to the academic content standards.

Typically, inferences are more difficult to make when scores incorporate aspects of teachers’ or program performance or when there is only a one-time performance. Teacher prompting is allowed during the RI AA, and guidelines are provided in the administration manual related to types of prompts (e.g., auditory, visual, and physical prompts). Scoring documentation includes the criterion of “level of assistance” in addition to scoring for “accuracy.” The separation of these two scores allows for making more accurate interpretations of what students have learned.

The AA administration manual describes three ways to determine student progress:

- Increased accuracy (percent of items correct);
- Increased independence (percent of items completed independently); or
- A change in level of assistance (review of cuing types and degree).

Three data collection periods are documented in the RI AA for the same AA GSE. Scoring protocols of the RI AA include guidelines for measuring growth, such as assessing (collecting student work samples) on the same AA GSEs in multiple collection periods. This is one means of demonstrating how inferences can be made about actual student learning/growth in that a baseline can be established for that AA GSE during the first data collection period.

Samples of data collection included in the administration manual illustrate different contexts for assessing the same AA GSE. For some students, these assessments may show mastery of generalizable skills, but for others they may be rote responses, given the flexibility in task design and AA GSEs chosen for assessment. Differences in task design might be worth

monitoring to determine the degree to which tasks are capturing data on rote memorization or mastery/generalization across contexts.

It does not appear that the difficulty level of skills performed in SPTs is considered when making inferences about student progress or in determining proficiency levels for the AA. This indicator is not required, but one of several suggested by NAAC in making high inferences about student learning.

Based on an analysis of the RI AA Achievement Level Standards, using the NAAC indicators, evidence of strengths and some areas that need further review were identified.

**The strongest indicators identified in RI's Alternate Assessment Achievement Level Standards** for having the potential to make high inferences about student learning were:

- Inclusion of *separate* measures for accuracy and independence, so that each may be considered when making inferences about progress and learning;
- Depending on how assessment tasks (SPTs) are designed, they *have the potential* for demonstrating generalization across people or settings when/if contexts are varied for each of the three data collections;
- Some differences in content strands assessed at each grade span imply that new content (meaning teacher selection of different/new AA GSEs) is targeted for assessment at each grade span;
- Multiple (3) data collection periods can provide a baseline for measuring progress; and
- Inclusion of measures in Alternate Achievement Standards for describing degrees of progress for each performance level (See also Table 5.1 for example.):
  - little/no progress = Substantially Below Proficient;
  - inconsistent progress = Partially Proficient; and
  - consistent progress = the 2 highest performance levels: Proficient and Proficient with Distinction.

**Areas for closer examination of RI Achievement Level Standards:**

- Several different descriptions are currently being used to define progress, probably because some parts of the system are still in development. The terminology used in Achievement Level Standards (e.g., inconsistent progress/consistent progress) and terminology used in AA scoring protocols and rubrics for the same thing (e.g., a range from no progress, to progress across 2 data collection periods, to progress across 3 collection periods) is not consistently applied. Greater clarity and consistency of use of terms and descriptions are needed for ensuring that inferences about student learning are consistent.
- All performance levels in Achievement Level Standards include distinctions for “degree of connections to grade-level content” (e.g., little/no, inconsistent, suitable, and strong connections). This aspect of performance is more an influence of teacher task design and program quality than of student performance and *may not lead to high inferences* about student learning (based on NAAC guidelines for measuring this criterion). There are alternatives to including this descriptor as a criterion for determining proficiency and should be considered.

- Because it is early in the implementation phase of the RI AA, the administration manual does not appear to address *selection of different AA GSEs when the same content strands and same targeted AA GSEs are included for assessment at the next grade span*. This clarification could be built into later versions of the AA administration manual guidelines.

### **Discussion of Findings for Criterion #7:**

Reviewers agreed that students with any of the disabilities listed on the survey would have the ability to demonstrate learning. Administration guidelines were found to be consistent across all three content areas and provided flexibility for all examples of disabilities included:

- visually impaired/legally blind;
- hearing impaired;
- deaf/blind;
- nonverbal – responds using printed words;
- nonverbal – responds using pictures;
- nonverbal – responds using manual signs;
- nonverbal – responds using eye gaze;
- verbal but no use of hands; and
- communicates with objects or by indicating yes/no.

These results can be interpreted as: 1) Flexibility is built into the Structured Performance Tasks, due to teacher choice/design of tasks; 2) Accommodations are not built into tasks, but are described in the test administration materials and may be applied to any type of student; and 3) Modifications are not built into tasks, but are described in the test administration materials and may be applied to any type of student.

These results reveal a strength of the RI AA datafolio system in that there is flexibility in designing assessment tasks to meet the individual needs of students with significant cognitive disabilities. Special education reviewers stated that the design of the AA “allows for extreme flexibility” in allowing for accommodations (which would not change the construct being assessed) and modifications (which might alter the construct being assessed) when designing Structured Performance Tasks (SPT). This means that students can demonstrate what they have learned through a variety of response modes.

Special education reviewers also raised an issue of note - a perception (or misconception) about scoring for level of assistance in completing the SPT: “We feel strongly that students should not be penalized for level of independence.” These perceptions - not validated by anything in the AA administration manual or scoring protocols - could be addressed by RIDE through professional development opportunities and support materials for teachers, and targeted oversight during the early years of implementation of the RI AA - analyzing data collection, documentation, and student work samples. NAAC provides guidelines for the use of level of independence data for making inferences about student learning.

### **Discussion of Findings for Criterion #8:**

The professional development review identifies how well the training materials provided to teachers of students with significant cognitive disabilities include information regarding academic content (NECAP). Program quality, which includes curriculum development and instruction, is explored as well. Information about instructional programs and professional development support is not required by NCLB and was collected by RIDE for internal analysis and discussion only. Survey data collected through the sampling of special education teachers was minimal; therefore, no summary of findings for survey data is included in this report.

RIDE has a long history and commitment to supporting teachers and currently provides on-going professional development and instructional support for implementation of the RI AA. The Department has developed several training modules to support teachers in developing both curriculum and instruction for students with severe cognitive disabilities. Informal drop-in sessions are offered across the state to provide targeted assistance in reviewing student work and documenting data collection. It has taken patience on the part of the state to “bring teachers along” in this process to change old belief systems that say, “These kids can’t learn academic content.” The state is to be commended for this ongoing effort.

### **Recommendations for Continued Professional Development and Instructional Support (not required by NCLB)**

- Collect statewide data from teachers, using the *Program Quality* and *Professional Development* surveys from this alignment study. Data analysis will provide useful insights into areas mentioned in the report: educator perceptions and skills related to designing curriculum and assessment tasks (SPTs), making strong links to NECAP content expectations, and interpreting assessment results.
- Continue to include models and develop materials that make strong links between AA GSEs and NECAP expectations. (One such model worth exploring is the “Step-Wise Process” for designing instructional activities and assessment, a model developed at the University of Kentucky).
- Use on-going monitoring activities to identify exemplars of teacher-designed SPTs for use in professional development settings (e.g., age-appropriate contexts, generalization of skills in different contexts, etc.) and for illustrating meaningful interpretations of student progress.

### **Conclusions**

All states are struggling to find appropriate approaches to address the unique needs of students with severe cognitive disabilities. It has been said that this population of students are more heterogeneous than the other 99% of the population! Tremendous pressure has been placed on educators at all levels of the system to replace old models of teaching only functional skills with instruction of academic content. Rhode Island is to be commended for its efforts to raise the standards for these students, and in doing so, also provide support for their teachers.

## **Strengths of the RI Alternate Assessment System**

The Rhode Island Department of Education has been willing to place their Alternate Assessment system under a microscope in order to learn what is already working well and to find ways to improve the overall system. The major strengths identified in the RI AA are summarized below.

RIDE's development process, intent, and test blueprint are strongly reflected in the overall format of all content areas and content targeted for assessment at each grade span. There is evidence to support the conclusion that RI is not promoting a "one size fits all ages" assessment system (meaning that the same extended standards/AA GSEs would apply to all students at all grade spans, which is undesirable). Both the development process and format used by RI to create their extended standards and the RI AA has resulted in the overall system being organized by grade span and content strands that are consistent with the general education/NECAP GLE content and major content strands.

### **Extended Standards: Alternate Assessment Grade Span Expectations/AA GSEs**

- AA GSEs provide guidance to teachers in designing instruction and assessment.
- All AA GSEs from earlier grade spans are carried forward to each successive grade span. This approach to organizing AA GSE content allows for students functioning at a variety of levels to access early learning skills.
- The majority of Foundational AA GSEs are accessible to students functioning at the awareness, pre-symbolic, and early symbolic levels.
- Overall AA GSE performance centrality is generally high, demonstrating evidence that high expectations are held for all students. While most AA GSEs showed a partial match to performance expectations in NECAP, there were a small number of DOK levels of 3 for AA GSEs in reading and writing at middle and high school.

### **Alternate Assessment Structured Performance Tasks (SPTs) & Administration Guidelines for RI's Alternate Assessment**

- A strength of the RI AA datafolio system is that there is flexibility in designing assessment tasks to meet the individual needs of students with significant cognitive disabilities. Special education reviewers agreed that the design of the AA "allows for extreme flexibility" in allowing for accommodations so that students can demonstrate what they have learned through a variety of response modes.
- Due to flexibility allowed in the designing SPTs and selecting targeted AA GSEs to be assessed, students functioning at symbolic and pre-symbolic levels are able to demonstrate learning. This makes the assessment accessible to all students in this population.
- The RI AA assesses major NECAP strands in all content areas; although not all strands are assessed at all grade spans. The reading and writing assessments show strong evidence of depth and breadth of content and categorical concurrence alignment with NECAP content strands. Mathematics assesses all NECAP content strands, but no more than 2 in the same grade span.
- Data collection protocols for the AA are clear and detailed and require documentation of both accuracy and level of independence in order to have meaningful interpretations about student learning and growth.

### **Alternate Assessment Achievement Level Standards and Scoring Protocols**

- Inclusion of *separate* measures for accuracy and independence provide greater clarity when making inferences about progress and learning;
- Depending on how assessment tasks (SPTs) are designed, they *have the potential* for demonstrating generalization across people or settings when/if contexts are varied for each data collection;
- Some differences in content strands assessed at each grade span, imply that new content is intended for assessment at each grade span;
- Multiple (3) data collection periods provide a baseline for measuring progress; and
- Inclusion of measures for describing degrees of progress for each performance level indicates higher inferences can be made about learning.

### **Professional Development and Instructional Support**

RIDE has a long history and commitment to supporting teachers and currently provides on-going professional development and instructional support for implementation of the RI AA. The Department has developed several training modules to support teachers in developing both curriculum and instruction for students with severe cognitive disabilities. Informal drop-in sessions are offered across the state to provide targeted assistance in reviewing student work and documenting data collection. It has taken patience on the part of the state to “bring teachers along” in this process to change old belief systems that say, “These kids can’t learn academic content.” The state is to be commended for this ongoing effort.

### **Areas of Concern with the RI Alternate Assessment System**

No leading authority or current research has been able to provide definitive descriptions of the exact balance between academic content and Foundational Skills targeted for alternate assessments. NAAC (2007) states, “to be inclusive of students with the most significant disabilities, states sometimes target Foundational Skills for assessment. These skills are commonly embedded in academic instruction and *are important and appropriate* to capture early academic achievement; but these skills are *not* aligned to academic content, because they are outside the construct. Most extended standards and assessment tasks/items should be academic, but not necessarily 100%, given the need to include some Foundational Skills to capture early learning.”

The careful analysis of content and identification of Pivotal Skills, Foundational Skills, and academic content provides a new opportunity to consider the balance of emphasis for the RI AA. Some balance of Foundational Skills and academic content targeted for assessment across all content areas and grade spans is expected in an alternate assessment; data from the study needs careful review *to determine whether it represents the intent of RIDE and the RI AA*. RIDE should provide a rationale that supports the balance of emphasis between academic content and Foundational Skills or establish a balance of emphasis for future RI AA Test Blueprints.

Overall, the reading and writing assessments show stronger evidence of depth and breadth of content and categorical concurrence alignment with NECAP content strands than does

mathematics. Mathematics does not assess all 4 major content strands at each grade span, but all content strands are assessed during the K-12 experience in mathematics. RIDE's development process, intent, and test blueprint are strongly reflected in the overall format of all content areas' AA GSEs and content strands targeted for assessment at each grade span. RIDE should provide the underlying rationale that supports the existing balance of representation in the test blueprint.

Any "questionable content" identified in the study should be eliminated, revised, or replaced. Due to the flexible nature of task development and selection of targeted AA GSEs for Structured Performance Tasks, these content revisions could be accomplished in a fairly short time frame without impacting overall test implementation. Pivotal Skills may be appropriate for instruction, but should not be targeted for the AA, as they are not considered content-specific. Content that is "vague" needs to be clarified or eliminated from assessment tasks.

### **Revise Content Assessed**

- Remove all Pivotal Skills from targeted AA GSEs in Structured Performance Tasks and replace them either with revised AA GSEs that have more clarity about the content focus or replace them with existing AA GSEs not targeted at this time.
- Review all AA GSEs identified as being too vague to identify intended depth of knowledge and revise them for clarity. This will help teachers in lesson planning, as well as assessment task development, and interpretation of results.
- Review content centrality data – especially those AA GSEs considered academic, but lacking content links - to ensure that the targeted AA GSEs reflect the intended content for assessment. This content might be a result of too fine a grain size or being "too watered down" from the grade-referenced content.

### **Administration Guidelines and Test Blueprint for RI's Alternate Assessment**

- Review the balance of Foundational Skills and academic content, as identified in this study, across all SPTs to determine if there is an appropriate balance of emphasis for assessment. *Determine whether it represents the intent of RIDE and the RI AA* and provide a rationale that supports the balance of emphasis between academic content and Foundational Skills or establish a balance of emphasis for future RI AA Test Blueprints.
- Provide the underlying rationale that supports the existing balance of representation (NECAP content strands assessed) in the test blueprint.
- The administration manual does not appear to address selection of different AA GSEs when the same content strands and the same targeted AA GSEs are included for assessment at the next grade span. This clarification could be built into the 2007-2008 version of the AA administration manual guidelines. This could be done in conjunction with any revisions to Structured Performance Tasks and/or the AA GSEs targeted for assessment.

### **Alternate Assessment Achievement Level Standards**

- Clearly define terminology used in Achievement Level Standards and use terms/descriptors consistently in scoring protocols and rubrics and related support materials (e.g., AA administration manual). These clarifications can be built into later versions of the AA administration manual guidelines and AA Technical manual.
- Remove distinctions for “degree of connections to grade-level content” from Achievement Level Standards, since this addresses program quality and may not lead to strong inferences about student learning. There are alternatives to including this indicator in performance level descriptors, such as requiring that all assessment tasks have “suitable” connections to grade-level content strands for inclusion in the RI AA, rather than having to determine the degree of connection for each individually-designed assessment task.

## Sources Cited

Flowers, C., Browder, D., Wakeman, S., & Karvonen, M. (2007). "Links for Academic Learning: The Conceptual Framework." National Alternate Assessment Center (NAAC) and the University of North Carolina at Charlotte.

Webb, N. L. (1997). *Criteria for alignment of expectations and assessments in mathematics and science education* (Council of Chief State School Officers and National Institute for Science Education Research Monograph No. 6). Madison: University of Wisconsin, Wisconsin Center for Education Research.

Webb, N. L. (2002). *Alignment study in language arts, mathematics, science, and social studies of state standards and assessments for four states*. Washington, DC: Council of Chief State School Officers.

**ALIGNMENT STUDY REPORT:  
RHODE ISLAND’S ALTERNATE ASSESSMENT**

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State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
 Shepard Building  
 255 Westminster Street  
 Providence, Rhode Island 02903-3400

Peter McWalters  
 Commissioner

**Date:** January 26, 2007  
**To:** RI Educators  
**From:** Mary Ann Snider, Director of Assessment and Accountability  
 Kenneth G. Swanson, Director of Special Populations  
**Subject:** RI Alternate Assessment Alignment Study

As the Rhode Island Alternate Assessment (RIAA) Program continues to evolve, we are requesting your help and expertise. On **Wednesday, February 14 and Thursday, February 15, 2007**, the Center of Assessment will conduct a two-part study of the RIAA. The first part is to study NECAP Grade Level Expectations and the RIAA Alternate Grade Span Expectations. The second part is to review RIAA to determine its academic rigor. This work is part of Rhode Island's Peer Review process mandated by the United States Department of Education and will provide RIDE with solid feedback as to how well the RIAA covers the content standards on which it is based.

The alignment study will be conducted in two days beginning at 8:00 a.m. and ending at 4:00 p.m. Training will be provided and professional development credits will be given. The meeting will be held at the Sheraton Providence Airport Hotel, 1850 Post Rd., Warwick. It is critical that participants attend both days in their entirety. School districts will be reimbursed up to \$100.00 for substitute expenses.

The study requires that we have 7-8 educators at each of the elementary, middle and high school levels. Further, we would like two special education teachers to represent alternate assessment at each grade level as well as one administrator per grade level.

If you are interested in participating, please complete and return the attached application. The deadline for applying is Wednesday, February 7<sup>th</sup> and we will confirm your attendance by Friday, February 9<sup>th</sup>. For questions about the RIAA or the alignment study, please contact either Cynthia Corbridge (at 222-8497 or [cynthia.corbridge@ride.ri.gov](mailto:cynthia.corbridge@ride.ri.gov)) or Phyllis Lynch (222-4693 or [phyllis.lynch@ride.ri.gov](mailto:phyllis.lynch@ride.ri.gov)).

Please consider being part of this important study. Your input has made the RI State Assessment Program a model of good practice for other states and we rely on your continued involvement to maintain its level of quality. Thank you.

**NOTE:** *In the event that Warwick public schools are closed due to inclement weather, the workshop will be cancelled for that day. For further information, call 401-222-8497. A message will be left on the office voice mail system.*

**Telephone** (401)222-4600    **Fax** (401)222-6178    **TTY** 800-745-5555    **Voice** 800-745-6575

## Rhode Island Alternate Assessment Alignment Study

February 14 and 15, 2007

**Yes, I would like to be considered to participate in the RIAA Alignment Study on February 14 and 15, 2007 from 8:00a.m. until 4:00p.m. at the Sheraton Hotel in Warwick, RI.**

Name: \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

Current Position: \_\_\_\_\_

Current Grade Level: \_\_\_\_\_

Teacher Certification Number or Date of Birth for CEUs: \_\_\_\_\_

### Contact Information:

Home Phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

Email address: \_\_\_\_\_

**Please indicate on which panel you would like to participate. (Select only one)**

Reading

Mathematics

Writing

**Please indicate at which grade level you would like to participate. (Select only one)**

Elementary School

Middle School

High School

Thank you for your interest!

**Please return by Wednesday, February 7, 2007 to:**

Cynthia Corbridge

Fax: 222-6667 or 222-3605

Your participation will be confirmed by February 9<sup>th</sup>, 2007.



RI Alternate Assessment  
Alignment Study  
Panelist Background Data Collection Form (cont.)

- 8) At what grade level(s) do you currently teach or work with?
- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> Preschool             | <input type="checkbox"/> 3 <sup>rd</sup> grade | <input type="checkbox"/> 7 <sup>th</sup> grade  | <input type="checkbox"/> 11 <sup>th</sup> grade |
| <input type="checkbox"/> Kindergarten          | <input type="checkbox"/> 4 <sup>th</sup> grade | <input type="checkbox"/> 8 <sup>th</sup> grade  | <input type="checkbox"/> 12 <sup>th</sup> grade |
| <input type="checkbox"/> 1 <sup>st</sup> grade | <input type="checkbox"/> 5 <sup>th</sup> grade | <input type="checkbox"/> 9 <sup>th</sup> grade  |   |
| <input type="checkbox"/> 2 <sup>nd</sup> grade | <input type="checkbox"/> 6 <sup>th</sup> grade | <input type="checkbox"/> 10 <sup>th</sup> grade |   |

- 9) How long have you been teaching the grade level(s) your currently teach?

\_\_\_\_\_

- 10) Additional comments – List any committees or specialized roles (e.g., related to curriculum, assessment, or special education) you have been involved with in the past 5 years:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you!

RI Alternate Assessment  
Alignment Study  
February 14 and 15, 2007  
Panelist Background Data Collection Form

*The purpose of this form is to collect information on the background of the panelists who served on the Alignment Study Review panel for the RI Alternate Assessment (RIAA). This information will be tabulated and provided in a summary form in the technical report on the RIAA.*

2) Name \_\_\_\_\_

2) Gender    Male - **4**        Female - **26**

4) OPTIONAL: What is your race/ethnicity? (Please choose one.)

- |   |                                      |
|---|--------------------------------------|
| American Indian or Alaska Native - <b>1</b> | Black or African American - <b>1</b> |
| Native Hawaiian or Other Pacific Islander   | Asian                                |
| White - <b>27</b>                           | Hispanic                             |
| No response - <b>1</b>                      | Other                                |

4) Where do you teach/work?

<u>District</u>	<u>School</u>
Warwick	Gorton Jr. High
South Kingstown	2 from Broad Rock
Pawtucket	2 Administrators
Pawtucket	Flora Curtis
Providence	Pleasant View
Providence	Nathanael Greene
Johnston	Ferri Middle
Johnston	All Elementary
Warwick	2 from Aldrich Jr. High
North Smithfield	Halliwell Elem.
Providence	Springfield Middle
Cranston	Edgewood Highland
Private	Groden Center
Tiverton	Tiverton High
North Kingstown	Quidnessett
West Warwick	Wakefield Hills
Providence	Laurel Hill Elem.
Providence	Hope High
State	Davies Career & Technical
North Providence	2 from E. A. Ricci Middle
Providence	Kizirian Elem.
North Kingstown	N. K. High School
East Greenwich	George Hanaford Elementary
Smithfield	Smithfield HS
Private	Cornerstone

RI Alternate Assessment  
Alignment Study  
Panelist Background Data Collection Form (cont.)

5) On which grade level panel are you serving? (Please choose one.):

Elementary - **12**  
Middle - **10**  
High - **7**  
All - **1**

6) Currently, are you a: (check all that apply)

Teacher - **27**  
Regular education - **13**  
ESOL/bilingual education - **0**  
Special education - **14**  
Administrator: Title - **3** (Asst. Sp. Ed. Dir., Sp. Ed. Dept. Chair, Principal)  
Other - **5** (Regular Teachers, 2 Mathematics Coaches, 2 Lead Literacy Coaches, 1 Reading Consultant)

7) *Throughout your career*, for how many years have you been a:

Total Yrs.	0-5	6-10	11-15	16-20	21-25	26-30	31-35
Teacher	7	10	5	1	6		1
Administrator	2	1	1				
Other: RIDE	1						
Coach	1	1					
Rdg. Sp.		1					
Guidance	1						
Spec. Ed. Teach.	3	1	1				
Regular Educ.	2			2	1		

8) At what grade level(s) do you currently teach or work with?

Preschool - **0**      3<sup>rd</sup> grade - **8**      7<sup>th</sup> grade - **8**      11<sup>th</sup> grade - **6**  
Kindergarten - **6**      4<sup>th</sup> grade - **10**      8<sup>th</sup> grade - **9**      12<sup>th</sup> grade - **6**  
1<sup>st</sup> grade - **6**      5<sup>th</sup> grade - **8**      9<sup>th</sup> grade - **6**      District Admin. - **1**  
2<sup>nd</sup> grade - **6**      6<sup>th</sup> grade - **8**      10<sup>th</sup> grade - **8**

9) How long have you been teaching the grade level(s) you currently teach?

0 – 5 yrs. – **16**      11 – 15 - **2**      No response (admin.) - **3**  
6 – 10 - **7**      21 – 25 - **1**

RI Alternate Assessment  
Alignment Study  
Panelist Background Data Collection Form (cont.)

10) Additional comments – List any committees or specialized roles (e.g., related to curriculum, assessment, or special education) you have been involved with in the past 5 years:

- a) Alternate Assessment AGSEs and Alternate Assessment Pilot Scoring
- b) State Special Education Advisory (RISEAC), Alternate Assessment Advisory Committee and Transition Advisory Committee
- c) PBS – Positive Behavioral Support (Sherlock Center)
- d) Alternate Assessment Science Pilot Program
- e) NEASC – School Curriculum Committee, LEA Representative – Special Education, and Faculty Advisory Committee
- f) RIAA Scoring
- g) NECAP Science Bias Review Committee – November 05
- h) Adjunct Faculty at Johnson and Wales University – inclusive teaching of diverse learners, curriculum methods in special education; RI Technical Assistance Program – Professional Development re: Alternative Assessment; Alternate Assessment Scoring; Adjunct Faculty Salve Regina University – Introduction to Assessment; RITER grant – instructor for curriculum & methods; Technical Access Board of Directors
- i) Administered MCAS & Alternative Assessment MCAS and lots of Curriculum Development Workshops & Committees
- j) NECAP & Providence District Interim Assessments & Testing
- k) Bias & Sensitivity NECAP Mathematics & Science and Mathematics Standard Setting
- l) IEP Network – Regional Coordinator
- m) NECAP – Design/Alignment
- n) RITTI – Participant & Trainer
- o) SALT Visit, Alternate Assessment Table Leader and Scorer, and School Improvement Team (SIT) Chair
- p) RI State Curriculum Committee
- q) I am currently on the senior project and electronic portfolio committees; I am also currently a cooperating teacher for a URI student and a mentor to a new teacher at our high school.
- r) Alternate Assessment Standard Setting Committee, NECAP – Item Review, Alignment RI Writing Assessment (scorer, table leader, assistant lead scorer, lead scorer – 1990-95)
- s) NECAP, Statewide Curriculum Committee, and District Mathematics Curriculum Committee
- t) Cranston/Literacy Leadership Consortium, Leadership Team, Co-chair of Assessment Action Team, TST Member and SIT Member
- u) Building Test Coordinator, Alternate Assessment Standard Setting, NECAP Item Review and Alignment, District & Building Level Curriculum Chair (serve as curriculum coordinator for middle school)

RI Alternate Assessment  
Alignment Study  
Panelist Background Data Collection Form (cont.)

11) Additional Comments:

These committees (I've served on more too) are the best professional development. Thank you for including me in the process.

Working on a committee like this is a way to stay abreast of the best teaching practices.

Certified Administrator

The NECAP committee work has been enormously helpful in my role as lead literacy coach in my district.

I am a new first year teacher. Prior to my new career I worked with adults who have severe profound disabilities.

# APPENDIX B.1



APPENDIX B.1

## The Rhode Island Alternate Assessment

Cynthia Corbridge  
Office of Assessment and Accountability  
Rhode Island Department of Education  
*Rhode Island Department of Elementary and Secondary Education*

### Who are the students?

- The decision to administer the RIAA is *not* based solely on the fact that:
  - The student has an IEP.
  - The student's instructional reading level is below grade level expectations.
  - The student is not expected to perform well on the general state assessment.
  - The student is expected to experience distress under testing conditions.
  - The student has excessive or extended absences.
  - The student has a visual or auditory disability, emotional-behavioral disability, specific learning disability, or social, cultural, economic, or language differences.

### What is the RIAA?

The RIAA is

- Part of the state assessment system and required by state and federal law
- Administered at grades 2-8 and 10
- Designed only for students with significant cognitive disabilities who meet grade and participation criteria

### Video Clips

- [Danielle](#)
- [Kaitlyn](#)
- [Mike](#)
- [Bill](#)
- [Classroom teacher](#)

### Who are the students?

To be eligible for the RIAA, a student with a disability must meet the following criteria:

- Student has a disability that significantly impacts cognitive function and is in need of mediated instruction
- The student's IEP is aligned to the RI Alternate Assessment Grade Span Expectations, includes functional skills and short-term objectives/benchmarks.

### The History of Alternate Assessment

- History
  - IDEA 2004
  - Title I, NCLB 2001
  - Rhode Island's Article 31
- The "why"
  - Required by federal and state law
  - Allows children with significant cognitive disabilities to participate in RI's state assessment.

### No Child Left Behind Requirements for Alternate Assessment

- The academic standards required shall be the **same** academic content standards that the State applies to all schools and children in the State.
- Alternate achievement standards must be established for students with significant cognitive disabilities.
- Results from alternate assessment must be aggregated with results from the general assessment.

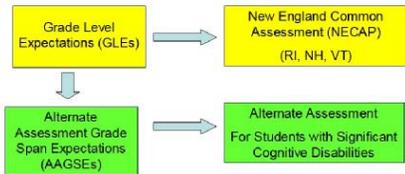


For the RIAA,  
remember...



It's the Law, It's the Law, It's the Law

### The Rhode Island Response to NCLB



### RI Grade Level Expectations and Alternate Assessment Grade Span Expectations

Cynthia Corbridge  
Office of Assessment & Accountability  
Rhode Island Department of Education

*Rhode Island Department of Elementary and Secondary Education*



In real estate they  
say it's all  
about...



Location, Location, Location



### Understanding the AAGSEs

- Created and reviewed by RI teachers as a downward extension of the GLEs.
- AAGSEs were developed in content areas of Reading, Writing, Mathematics and Science.
- AAGSEs are at grade spans K-2, 3-5, 6-8 and 9-12.
- Some AAGSEs are grade span specific.
- AAGSEs meet the needs of students with significant cognitive disabilities across a wide span of abilities.

## Understanding the AAGSEs

- Derived and expanded from the New England Common Assessment Program (NECAP) Grade Level Expectations in Mathematics, Reading, Writing and Science.
- Stem – communicates the main curriculum and instructional focus of the AAGSE across the grade span.
- Language and order of the stems are identical to the language and order of the stems in NECAP GLEs.

## AAGSEs and GLEs Content Strands

Content Area	Title of Content Strand
Mathematics	<ul style="list-style-type: none"> <li>Numbers and Operations (NO)</li> <li>Geometry and Measurement (GM)</li> <li>Data, Statistics and Probability (DSP)</li> <li>Functions and Algebra (FA)</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Word Identification Skills and Strategies (WID)</li> <li>Vocabulary Strategies and Breadth of Vocabulary (V)</li> <li>Early Reading (ER)</li> <li>Initial Understanding, Analysis and Interpretation of Literary Text (LT)</li> <li>OR</li> <li>Initial Understanding, Analysis and Interpretation of Informational Text (IT)</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Structures of Language (SL)</li> <li>Writing Conventions (WC)</li> <li>Response to Literary or Informational Text (WLI)</li> <li>Narratives (N)</li> <li>Informational Writing (IW)</li> </ul>

## NECAP GLEs

- A GLE is a stated objective aligned with NH, RI, and VT standards, by grade.
- A GLE differentiates performance on concepts, skills, or content knowledge between adjacent grade levels.
- As a set, GLEs lead to focused, coherent, and developmentally appropriate instruction without narrowing the curriculum.

## Comparing GLEs and AAGSEs - Sample GLE

Content Area: Writing		Content Strand: Narrative Writing			
End of Grade 3	End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7	End of Grade 8
<p>W-3.4 In written narratives, students organize and relate a story line with a series of events by:</p> <p>W-3.4.1 Creating a clear, understandable story line with a beginning, middle, and end.</p>	<p>W-4.4 In written narratives, students organize and relate a story line with a series of events by:</p> <p>W-4.4.1 Creating a clear, understandable story line with a beginning, middle, and end.</p> <p>W-4.4.2 Establishing a problem and solution.</p>	<p>W-5.4 In written narratives, students organize and relate a story line with a series of events by:</p> <p>W-5.4.1 Creating a clear and coherent (logically consistent) story line.</p> <p>W-5.4.2 Establishing context, problem, conflict, challenge, and resolution.</p> <p>W-5.4.3 Using transition words and phrases to establish clear chronology and to enhance meaning.</p>	<p>W-6.4 In written narratives, students organize and relate a story line with a series of events by:</p> <p>W-6.4.1 Creating a clear and coherent (logically consistent) story line.</p> <p>W-6.4.2 Establishing context, problem, conflict, challenge, and resolution, and maintaining point of view, (I, he, person, she, person, or animal case).</p> <p>W-6.4.3 Using transition words and phrases to establish clear chronology and to enhance meaning.</p>	<p>W-7.4 In written narratives, students organize and relate a story line with a series of events by:</p> <p>W-7.4.1 Establishing context, character motivation, problem, conflict, challenge, and resolution, and maintaining point of view.</p> <p>W-7.4.2 Establishing context, character motivation, problem, conflict, challenge, and resolution, and maintaining point of view.</p> <p>W-7.4.3 Using a variety of effective transitional devices (e.g., ellipses, time transitions) to enhance meaning.</p>	<p>W-8.4 In written narratives, students organize and relate a story line with a series of events by:</p> <p>W-8.4.1 Creating a clear and coherent (logically consistent) story line.</p> <p>W-8.4.2 Establishing context, character motivation, problem, conflict, challenge, and resolution.</p> <p>W-8.4.3 Using a variety of effective transitional devices to enhance meaning.</p>

## NECAP GLEs

- GLEs explicitly indicate cognitive demand (interaction of content and process).
- There is a mix of cognitive demands at all grade levels.
- GLEs are specific and clear enough to know how they will be assessed.

## Comparing GLEs and AAGSEs - Sample AAGSE

Content Area: Writing Content Strand: Narrative Writing

Stem: Creating an original Story Line and Applying Narrative Strategies (N 4)

N 4. In written narratives, students organize and relate a story line, plot, and/or series of events by			
K-2	3-5	6-8	High School
<p>N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.</p> <p>N 4.2 Using pictures, symbols, objects, and/or words to create an understandable story line.</p>	<p>N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.</p> <p>N 4.2 Using pictures, symbols, objects, and/or words to create an understandable story line.</p> <p>N 4.2a Creating a story line with a beginning, middle, and end (may take the form of words or pictures or some combination).</p> <p>N 4.2b Using dialogue to advance plot or story line (e.g., what would this character say?).</p>	<p>N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.</p> <p>N 4.2 Using pictures, symbols, objects, and/or words to create an understandable story line.</p> <p>N 4.2a Creating a story line with a beginning, middle, and end (may take the form of words or pictures or some combination).</p> <p>N 4.2b Using dialogue to advance plot or story line (e.g., what would this character say?).</p>	<p>N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.</p> <p>N 4.2 Using pictures, symbols, objects, and/or words to create an understandable story line.</p> <p>N 4.2a Creating a story line with a beginning, middle, and end (may take the form of words or pictures or some combination).</p> <p>N 4.2b Using dialogue to advance plot or story line (e.g., what would this character say?).</p>

**Writing Example – Instructional Terms**

**Content Area:** Writing  
**Content Strand:** Writing in Response to Literary or Informational Text  
**Stem:** In response to literary or informational text, student shows understanding of plots, ideas, and concepts.  
 If a student is "reading" Romeo and Juliet, a student can summarize by writing the story using pictures:



**RIAA Design**

Phyllis Lynch  
 Office of Special Populations  
 Rhode Island Department of Education

**Writing Example – Instructional Terms**

**Content Area:** Writing  
**Content Strand:** Writing in Response to Literary or Informational Text  
**Stem:** In response to literary or informational text, student shows understanding of plots, ideas, and concepts.  
 If a student is "reading" Romeo and Juliet, a student can summarize by writing the story using symbols:



**RIAA Blueprint**

Content Area	Title of Content Strand	Grades Assessed
Mathematics	Numbers and Operations (NO)	2-8 and 10
	Geometry and Measurement (GM)	2-5
	Data, Statistics and Probability (DSP)	6-8
	Functions and Algebra (FA)	10
Reading	Word Identification Skills and Strategies (WIS)	2-8 and 10
	Vocabulary Strategies and Breadth of Vocabulary (V)	2-8 and 10
	Early Reading (ER)	2
	Initial Understanding, Analysis and Interpretation of Literary Text (LI)	3-4
	Initial Understanding, Analysis and Interpretation of Literary Text (LI)	6-8 and 10
	Initial Understanding, Analysis and Interpretation of Informational Text (IT)	6-8 and 10
Writing	Structure of Language (SL)	4, 7 and 10
	Writing Conventions (WC)	4
	Response to Literary or Informational Text (WLI)	7
Science	Narrative (N)	10
	Informational Writing (IW)	10
Science	TBD	

**Writing Example – Instructional Terms**

**Content Area:** Writing  
**Content Strand:** Writing in Response to Literary or Informational Text  
**Stem:** In response to literary or informational text, student shows understanding of plots, ideas, and concepts.  
 If a student is "reading" Romeo and Juliet, a student can summarize the story by writing using objects:



**Assessment Design For Each Content Area**

Required Content Strand 1					
Structured Performance Task					
AAGSE 1			AAGSE 2		
Data Summary Sheet			Data Summary Sheet		
Collection Period 1	Collection Period 2	Collection Period 3	Collection Period 1	Collection Period 2	Collection Period 3
Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form
Required Content Strand 2					
Structured Performance Task					
AAGSE 1			AAGSE 2		
Data Summary Sheet			Data Summary Sheet		
Collection Period 1	Collection Period 2	Collection Period 3	Collection Period 1	Collection Period 2	Collection Period 3
Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form

## Structured Performance Tasks

- Provide a context in which a student demonstrates what he/she knows and is able to do.
- Targeted AAGSEs are assigned to each SPT.

## Acceptable Student Work

### Criteria:

- Demonstrates a clear connection to the SPT and AAGSE
- Demonstrates application of the SPT and AAGSE
- Demonstrates an application of the AAGSE in a standards-based activity
- Graded or evaluated by teacher
- Includes student's name and date

### Types of student work:

- An actual student work product completed by the student and graded by the teacher (e.g. drawings, journal entries, projects)
- OR
- A photograph of the student participating in the standards-based activity.

Data Summary Sheet Is all identifying information filled out?

Content:		Content Strand:		Structured Performance Task:			Description:
AAGSE #		Description:		Collection Period 1 Oct. 10 – Nov. 17, 2006	Collection Period 2 Jan. 16 – Feb. 16, 2007	Collection Period 3 March 19 – April 13, 2007	
Are the dates within the collection period?	Date						Is the date type first in the report table (date)?
Accuracy %	Accuracy %						
Independence %	Independence %						
Prompt %	Prompt %						
Prompt %	Prompt %						
Prompt %	Prompt %						
Average % for Collection Period	Average % for Collection Period						Are the answers calculated correctly?
Accuracy	Accuracy						
Independence	Independence						

Date Type Key: DP = Data point; SDP = Student Documentation Form

## Examples of Alternate Instructional Terms

Communication	Participation	Application
<b>Communicate:</b> to give, provide, point, touch, explain, respond to work, read out, or identify; to use appropriate communication devices, a large board picture, tactile, printed or a written word/sign/language (audible), or objects.	<b>Participate:</b> to take on an active (particular or active) role in content-related activities, routines, and standards to providing feedback that are observable and measurable, such as directing, oral (visual) engaging, hearing, acting, smiling, laughing, pointing, gesturing, and eye contact.	<b>Apply:</b> to transfer knowledge from abstract concepts to practical, concrete situations, activities, and/or routines through the student's mode of participation.
<b>Analyze:</b> to connect ideas by using student's mode of communication.	<b>Create:</b> to develop an original representation of a concept or an idea or representation of a concept through the student's mode of participation.	<b>Assess:</b> emergent knowledge.
<b>Describe:</b> to give characteristics, examples, or evidence through the student's mode of communication.	<b>Engage:</b> to have the student actively participate in communication.	<b>Compare:</b> to identify similarities and differences between two or more items.
<b>Explain:</b> to give an appropriate response by showing, naming, pointing, or selecting through the student's mode of communication.	<b>Explain:</b> to participate through manipulating or articulating content/assessment materials.	<b>Demonstrate:</b> to apply knowledge that shows comprehension (understanding) of concepts through the student's mode of communication and/or participation.
<b>Discipline:</b> to have the student use known information to make appropriate responses within a group of two or more students.	<b>Locate:</b> to have the student use known information to make an appropriate response.	<b>Distinguish:</b> See discern needs.
<b>Discuss:</b> to socially exchange or compare/contrast information through the student's mode of communication.	<b>Make decisions:</b> to make an appropriate choice related to the task based on given content information.	<b>Evaluate:</b> to apply knowledge to demonstrate comprehension (understanding) of concepts through the student's mode of communication and/or participation.
<b>Identify/locate:</b> See determine.	<b>Observe/locate:</b> to gain information via the student's source.	<b>Obtain:</b> See hearing.
<b>Justify:</b> to support a content concept based on information/data by using the student's mode of communication.	<b>Reproduce:</b> to recreate a representation of a concept through the student's mode of participation.	<b>Reacting:</b> to respond physically response to stimuli.

Student Documentation Form

Do not forget to complete the date, student name, and SPT #, AAGSE # and SDP #.

Check box if Student Product or Photograph is attached

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Data Collection Period: \_\_\_\_\_

CONTENT:  Mathematics    CONTENT STRAND: \_\_\_\_\_ Structured Performance Task#: \_\_\_\_\_

Reading    Description: \_\_\_\_\_

Writing

AAGSE: \_\_\_\_\_ Description: \_\_\_\_\_

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/ school community:  
 How does this activity connect to what students do same age are doing?  
 Does this connect to major events/routines that are happening in the school/day/community?  
 How does this connect to the general curriculum?

Describe the student's application of the AAGSE to the SPT in a standards-based activity:  
 In the description of how my student participates in the activity, identify defined:  
 How does the student apply the knowledge with the content of the SPT?  
 How does the activity demonstrate the student's learning within an age appropriate standards-based activity?

**Evaluation of Student's Performance**

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.  
 How an explanation on how the student performed (correctly/incorrect) been provided using objective and measurable terms? Example: 85% = 85%

Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.  
 How an explanation on how the student performed independently been provided using objective and measurable terms? Example: 75% = 70%

Level of Accuracy \_\_\_\_\_ %      Level of Independence \_\_\_\_\_ %

Teacher's initials \_\_\_\_\_      (How these percentages been accurately calculated)

## Examples of Alternate Instructional Terms

Communication	Participation	Application
<b>Participate:</b> to engage in interaction through the student's mode of communication.	<b>Participate:</b> See empty.	<b>Apply:</b> See empty.
<b>Predict:</b> to identify what comes next or what outcome is possible based on given information through the student's mode of communication.		<b>Use:</b> to apply knowledge to demonstrate comprehension (understanding) of concepts through the student's mode of communication and/or participation.
<b>Reading:</b> to use the student's mode of receptive communication to derive meaning from text, graphics, and/or content.		
<b>Recognize:</b> to show understanding by giving an appropriate response through the student's mode of communication.		
<b>Represent:</b> to show an understanding of a concept through the student's mode of communication.		
<b>Rep:</b> to give information through the student's mode of communication.		
<b>SELECT:</b> See identify.		
<b>Text:</b> pictures, math talks, objects, actions, words.		
<b>Writing:</b> to use the student's mode of expressive communication to create or construct a tangible product that conveys meaning.		

## AAGSE Instructional Terms

Example: In the Reading AAGSE, "text" is expanded to incorporate:

<p>drink (words)</p>	<p>An actual cup (object) (representing drink)</p>
 <p>(symbol representing drink)</p>	 <p>(photograph of a cup representing drink)</p>
 <p>(texture that represents "drink")</p>	 <p>Braille represents c-u-p</p>

## Writing Example – Instructional Terms

Content Area: Writing

Content Strand: Writing in Response to Literary or Informational Text

Stem: In response to literary or informational text, student shows understanding of plots, ideas, and concepts.

If a student is "reading" Romeo and Juliet, a student can summarize the story by writing using objects:



## Writing Example – Instructional Terms

Content Area: Writing

Content Strand: Writing in Response to Literary or Informational Text

Stem: In response to literary or informational text, student shows understanding of plots, ideas, and concepts.

If a student is "reading" Romeo and Juliet, a student can summarize by writing the story using pictures:



## Levels of Assistance

- Are prompt hierarchies used to help the student move toward independence.
- Facilitate student's understanding of how to complete a task.
- Are individualized for each child.
- Can be referred to as instructional prompts.
- Fade and/or modify over time.

## Writing Example – Instructional Terms

Content Area: Writing

Content Strand: Writing in Response to Literary or Informational Text

Stem: In response to literary or informational text, student shows understanding of plots, ideas, and concepts.

If a student is "reading" Romeo and Juliet, a student can summarize by writing the story using symbols:



### Student Documentation Form

Check box if Student Product or Photograph is attached

Student Name: Christine	Date: 2/15	Data Collection Period: 1, 2, 3
CONTENT: <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	CONTENT STRAND: Initial Understanding, Analysis, & Interpretation of Literary Text (L.1)	Structured Performance Task#: 35.2 Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.
AGSE #: L.1.3.2 Description: Responding to simple questions about a story's content (e.g. student draws or re-enacts part of a story). Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community. As part of the third grade curriculum, students are learning about nonfiction stories and demonstrating their comprehension by creating "How to" stories. Christine chose a non-fiction story called The Sandwich.		
Describe the student's application of the AGSE to the SPT in a standards-based activity. Christine read The Sandwich with teacher assistance. She responded to 6 questions about the order of events (e.g. What came first? What came next?). When re-reading the book, Christine selected the picture symbols to answer questions about how to make a sandwich. Christine glued 5 pictures on her "How to" story sheet.		
Evaluation of Student's Performance		
Evaluate the student's accuracy performance on the AGSE. Explain how percentages were determined. Christine answered correctly 4 out of 6 questions for an accuracy level of 67%.	Evaluate the student's independence performance on the AGSE. Explain how percentages were determined. Christine independently answered 4 questions out of 6. She needed an auditory content-related prompt to answer a question about the step involving butter and a visual prompt (pointing to the bread on the plate in the book) for one question. Her independence level was 67%.	
Level of Accuracy: 67%	Level of Independence: 67%	
Teacher's Initials: TT		

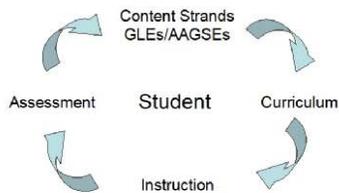
## RIAA Instructional Process

Amy Grattan  
Paul V. Sherlock Center  
Rhode Island College

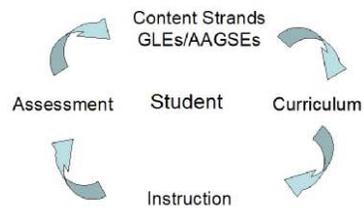
### Assessment

- Shows what the student knows and is able to do.
- Provides information that helps teachers make instructional decisions.
  - Plan instruction
  - Evaluate instruction
  - Refine instruction
- RIAA Datafolio measures achievement during the academic year.

### Instructional Process



### Instructional Process



### Curriculum

- Same for all students regardless of cognitive or academic ability
  - Students experience the curriculum based on their individual strengths and needs.
- Determined by districts and is most effective when aligned with GLEs
- Students should experience age/grade appropriate curriculum.

### Instruction

- Standards-Based
- Context Based
  - Structured Performance Tasks (SPT)
  - Acquisition vs. Application
- Distinct
- Levels of Assistance

### Standards-Based Activities

- Are connected to the district curriculum.
- Provide opportunities for skill development for individual students based on the AAGSEs.
- Are age/grade appropriate.

### Levels of Assistance

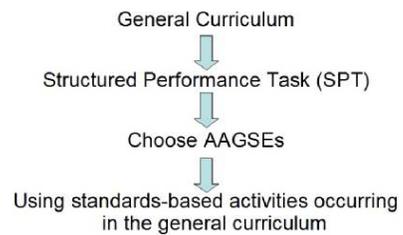
- Define how much help the student requires to participate in an activity.
- Demonstrate movement towards independence.
- Are listed as a hierarchy: most to least assistance.
- Are individualized to meet the student's needs.

### Context Based

RIAA context based instruction utilizes:

- Structured Performance Tasks (SPTs)
- Application activities

### Putting It All Together



### Distinct Activities

- Allows the student to demonstrate his/her AAGSE skills in a variety of contexts and/or differing content areas.
- Factors that contribute to creating distinct activities are different materials, context/content, setting, applications.

### Structured Performance Task (SPT)

- Provide context in which standards-based activities occur.
- Are grade span specific.

**Example of a mathematics SPT for grades 3-5**  
Content strand: numbers and operations  
SPT 35-01: The student will participate in classroom, school or community monetary activities.

## Standards-Based Instruction

**Structured Performance Task #35-01 for Mathematics**  
**Content Strand:** Numbers and Operations (NO)  
 The student will participate in classroom, school or community monetary activities. (grades 3-5)

**Targeted AAGSE NO 12.2: Numbers and Operations**  
 Add collections of like coins together to a sum no greater than \$1.00 (e.g. ten dimes or 4 quarters)

**Description of the Standards-Based Activity:**  
 Fourth grade students run the school store. They plan what to sell, order the materials and work at the store. On Fridays, this student is the school store cashier. The student will make change by adding collections of like coins to a sum no greater than \$1.00.

**Content Area:** Writing  
**Content Strand:**  
 Informational Writing

**SPT # 10-9:**  
 The student will write an informational piece related to vocational experiences.



**Lesson:** Writing a letter to respond to a classified ad.

**AAGSE STEM:** In Informational Writing, the student organizes ideas and concepts by...  
**AAGSE SL 1.6b** ...writing lower case letters.  
**AAGSE WC 9.6d** ...capitalizing proper nouns.  
**AAGSE IW 6.3a** ...creating an introduction.  
**AAGSE IW 8.1d** ...including facts and details.  
**AAGSE WC 9.4** ...spelling common words correctly.

**Content Strand:** Early Reading K-2

**Structured Performance Task # 02-6T** the student will listen to, manipulate, and/or read literacy materials.

**AAGSE Stem: ER 10** Demonstrates awareness of concepts of print during shared and individual reading by...

**Targeted AAGSE ER 10.4** ...demonstrating an understanding that print materials are read top to bottom, left to right, front to back.



**Content Area:** Writing  
**Content Strand:**  
 Informational Writing

**SPT # 10-9:**  
 The student will write an informational piece related to vocational experiences.



**Lesson:** Occupational research project, completed with peer assistance

**AAGSE STEM:** In Informational Writing, the student organizes ideas and concepts by ...  
**AAGSE LT 4.3a** ...retelling key events.  
**AAGSE SL 1.6b** ...writing lower case letters.  
**AAGSE WC 9.6d** ...capitalizing proper nouns.  
**AAGSE IW 6.3** ...creating an introduction.  
**AAGSE IW 1.8d** ...including facts and details.  
**AAGSE WC 9.4** ...spelling common words correctly.

**Content Area:**  
 Reading

**Content Strand:** Literary Text Grades 6-8

**SPT # 68-5** The student will respond in a variety of ways to literary texts.



**AAGSE Stem: LT 4.** Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by ...

**AAGSE LT 4.1...** identifying and/or describing literary elements in a story.

## Resources for Teachers

- Day long workshops
  - Large group PowerPoint presentations
  - Small group activities to reinforce learning
  - Ongoing feedback to verify teacher understanding
- Drop In Sessions
- RIAA Manual
- Additional support materials
  - Datafolio samples
  - Workshop materials
- Telephone and email support

## Conducting an Alignment Study for RI's Alternate Assessments Reading, Writing, & Mathematics

### Agenda Day 1

- 8:00-8:45 Welcome, Introductions, & Charge to Committee Members – Mary Ann Snider, Assessment Director, RIDE  
Logistics - Forms (reimbursement, PD credit), Rater IDs, Materials, etc.  
Overview: History & Rationale for RI's Alternate Assessment – Power Point #1 – Cynthia Corbridge, RIDE
- 8:45-10:00 Conducting Alignment Studies: Comparing General Ed Assessments & Alternate Assessments – Karin Hess, Center for Assessment  
Development of RI's Alternate Assessment GSEs– Power Point #2 – Cynthia Corbridge, RIDE  
Conceptual Foundation of the Eight Alignment Criteria – NAAC (article) handout  
Codebook and Coding Procedures – (goldenrod) handout
- 10:00-10:15 Break
- 10:15-11:00 Using the Codebook  
Tasks for Content & Special Ed Experts  
Measurement of the Criteria and Coding Procedures for Criteria 1-3
- 11:00-12:00 Begin Conducting the Alignment Study by Grade Spans  
Content Experts: Begin Criteria 1-3 (content-specific templates)  
Special Ed Experts: Address Criteria 3 (AA GSE templates – “P/ F”)
- 12:00-12:45 Lunch
- 12:45-3:45 Continue with Alignment Study Coding for Criteria 1-3  
Overview of Measurement of the Criteria and Coding Procedures for Criterion 4 – if time  
Breaks taken when appropriate for each subgroup
- 3:45-4:00 Wrap-Up for the Day & Participant Feedback

### Agenda Day 2

- 7:30-8:00 Coffee & ...
- 8:00-8:30 Address any clarifications needed from Day 1  
Review Day 2 tasks and coding guidelines for each subgroup
- 8:30-11:30 Conducting the Alignment Study  
Content: Complete Criteria 1-4  
Special Ed: Complete Criteria 3 & 4 (P or F secondary coding)  
Breaks taken when appropriate for each subgroup
- 11:30–12:00 Power Point #3 AA Test Blueprint & Test Design – Phyllis Lynch, RIDE  
Overview of Measurement of the Criteria and Coding Procedures for Criterion 5
- 12:00-12:45 Lunch
- 12:45-1:45 Conducting the Alignment Study  
Content & Special Ed: Address Criteria 5
- 1:45-3:45 Power Point #4 – Phyllis Lynch, RIDE  
Completing the Alignment Study  
Special Ed: Address Criteria 6-8  
Breaks taken when appropriate for each subgroup
- 3:45-4:00 Debrief & Wrap-Up

## Overview of RI's Alternate Assessment Alignment Study

Prepared by Karin Hess, National Center for Assessment

Rhode Island's Alternate Assessment alignment study will be modeled after the Links for Academic Learning (LAL) Alignment Protocols developed at the National Alternate Assessment Center (NAAC), University of North Carolina at Charlotte (Flowers, Browder, Wakeman, & Karvonen, 2007). This is a brief overview of materials to be used and responsibilities of alignment team panel members.

### *1. Documents*

During this review, data will be collected using document analysis. These documents include, but are not limited to:

- a. Description of the development of RI's Alternate Assessment – Power Point #1
- b. RI's Alternate Assessment Grade Span Expectations/AA GSEs (including the development process – Power Point #2)
- c. Alternate Assessment Administration Manual – Power Point #3
  - i. Participation guidelines for the alternate assessment
  - ii. Test/task specifications and blueprint for the alternate assessment
  - iii. Guidelines for prioritizing the grade level content standards for use by teachers of students who participate in the alternate assessment
  - iv. The most current alternate assessment for grades 2 through 8, and 10 – Structured Performance Tasks
  - v. Information about scoring the alternate assessment including the scoring rubric
- d. State/NECAP grade level content standards for reading, writing, and mathematics
- e. Alternate Assessment Achievement Standards (performance level descriptors)
- f. Examples of professional development for teachers about implementing the alternate assessment or designing standards-based instruction - Power Point #4

While the use of some documents is self evident, others are included in the process as a way to understand the assessment system and values of the state regarding content, instruction, and assessment of students with significant cognitive disabilities. The test blueprint and extended standards (AA GSEs) provide the alignment team information on prioritized content areas of the state. The alternate assessment, performance descriptors, and scoring rubrics provide information about the alternate achievement standards.

### *2. Database and Forms*

A database will be built using reviewer responses and coding. Columns (and related coding) will be used to capture the necessary information (e.g., academic content, DOK, content and performance centrality) from the experts. The facilitator will operationalize the level of specificity of the coding for all the included documents or materials. Decisions have been made as to the state's extended standards (AA GSEs) and *sublevels* that address different content. Coding to the extended standard and/or the sublevels will provide the state with different alignment information. **It is important that the alignment study capture the level of specificity that is demonstrated within the assessment tasks and content standards.**

### *3. Coding for Content Experts and Special Education Experts*

**Content experts** will investigate most of the questions under the first three alignment components (links between NECAP content standards and extended standards/AA GSEs) using content analysis and coding. A training codebook with examples and errors/nonexamples will be used during training to illustrate coding procedures. It is, however, a dynamic document and will be revised as need to accurately capture the information the assessment system offers. The codebook describes the coding procedures, including any rules that are developed during the process. For example, if the content standards include multiple levels of DOK, a decision has been made to code all potential levels. It is critical that these rules are understood by all reviewers, so that the coding is consistent across content areas.

Because **special educators** have insight into the characteristics of the population, as well as best instructional practice, their role in this process is unique. Their coding responsibilities will include: rating the age/grade appropriateness of each structured performance task; coding the specific symbolic level of those items identified by the content experts as non academic (Foundational or Pivotal); using the *Minimizing Barriers for Students* checklist to code an overall rating for the assessment regarding any source of challenge present in the AA; coding examples (provided to special education teachers) of teaching grade level content across content areas; indicating if there is evidence in the professional development materials that quality indicators for programs have been considered (Program Quality Indicators Checklist); and using the *Degree of Inference about Student Learning* checklist, to ascertain the degree to which the alternate achievement standards align to the academic content standards.

The content experts and special education experts will have copies of all codes and coding examples to be used during the alignment process. Training and practice will occur before each criterion is addressed.

## Summary of Alignment Criteria and Coding Materials

Criterion	Materials needed (in addition to codebook)	Who measures criterion
2) The content is academic and includes the major domains/strands of the content area as reflected in state/NECAP standards	<ul style="list-style-type: none"> <li>-Content-specific coding templates for reading, writing, mathematics at 4 grade spans</li> <li>-NECAP standards – reading, writing, mathematics at all grade levels (K-HS)</li> <li>-RI AA GSEs – reading, writing, mathematics at all grade spans with instructional terms</li> </ul>	<p>Content Experts – split by content area</p> <p>Spec Ed Experts – split by content area (see #3)</p>
2) The content is referenced to the student’s assigned grade level (based on chronological age).	<p>(same as above)</p> <ul style="list-style-type: none"> <li>-Content-specific coding templates: identify grade references between NECAP &amp; AA GSEs</li> </ul>	<p>Content Experts – split by content area</p>
3- The focus of achievement maintains fidelity with the content of the original grade level standards (content centrality) and when possible, the specified performance (category of knowledge).	<p>(same as above)</p> <ul style="list-style-type: none"> <li>-Content-specific coding templates: ratings of content centrality</li> <li>-Templates – AA GSEs Subparts: “F” or “P”</li> <li>-Summary - explain ratings for F/P (either an back-mapping, a mismatch to the standard, or an overstretched skill</li> </ul>	<p>Content Experts – split by content area</p> <p>Spec Ed Experts – split by content area – review nonacademic content</p>
4- The content differs from grade level in range, balance, and DOK, but matches high expectations set for students with significant cognitive disabilities.	<ul style="list-style-type: none"> <li>-Content-specific coding templates for reading, writing, mathematics 4 grade spans</li> <li>-Content-specific coding templates: DOK for AA GSEs, all grade spans</li> <li>-DOK Handouts – by content areas</li> <li>-Templates for Structured Performance Tasks (admin manual pp 75-139) &amp; AA GSEs DOK</li> </ul>	<p>Content Experts</p> <p>Spec Ed Experts</p> <p>Work together in content area groups</p>
5- There is some differentiation in CONTENT across grade levels or grade bands.	<ul style="list-style-type: none"> <li>-RI AA GSEs – all grades and content areas</li> <li>-Alternate Assessment Achievement Level Descriptors by Content and Grade</li> <li>-Age-Appropriateness of Tasks checklist</li> <li>-Structured Performance Tasks across grades – (admin manual pp 75-139)</li> </ul>	<p>Content Experts</p> <p>Spec Ed Experts</p> <p>Work together in content area groups</p> <p>Center for Assessment</p>
6- The expected achievement for students is for students to show learning of grade referenced academic content.	<ul style="list-style-type: none"> <li>-Alternate Assessment Achievement Level Descriptors by Content and Grade</li> <li>-Scoring rubrics and protocols – pp 67-71</li> <li>-<i>Degree of Inference about Student Learning</i> checklist</li> </ul>	<p>Special Ed Experts</p> <p>Center for Assessment</p>
7- The potential barriers to demonstrating what students know and can do are minimized in the assessment.	<ul style="list-style-type: none"> <li>-<i>Minimizing Barriers for Students</i></li> <li>-Symbolic/Nonsymbolic checklist (SPT)</li> <li>-Administration Manual – pp 7-14</li> <li>Power Point #3</li> </ul>	<p>Special Ed Experts</p> <p>Center for Assessment</p>
8- The instructional program promotes learning in the general curriculum.	<ul style="list-style-type: none"> <li>-Prof development materials (including examples) Power Point #4</li> <li>-Administration Manual: p. 3 - Blueprint; p. 4 - Design; pp. 7-14 - Instructional Process; p. 29 - Tip Sheet; p. 67 - Rubric; Data chapter prompts, p. 166 – 167.</li> <li>-<i>Program Quality Indicators</i> Checklist</li> <li>- adapted <i>PD Resources</i> survey</li> </ul>	<p>Spec Ed Experts</p>

**AA Codebook**  
**Explanations for Alternate Assessment Alignment Coding**  
 Prepared by Karin Hess, National Center for Assessment

Table of Contents		
Coding Materials and Examples	Criterion	Page
Coding for Non-Academic (Foundational & Pivotal Skills – Secondary coding levels of Pre-symbolic to Symbolic	<b><i>1</i></b> <b><i>3</i></b>	<b><i>2</i></b>
Webb’s Modified Depth of Knowledge Levels (DOK) See also separate handout for each content area	<b><i>4</i></b>	<b><i>2</i></b>
Content Centrality	<b><i>3</i></b>	<b><i>3</i></b>
Performance Centrality	<b><i>3</i></b>	<b><i>3</i></b>
Code for Reason for Lack of Content and Performance Centrality	<b><i>3</i></b>	<b><i>3</i></b>
Coding for Age Appropriateness	<b><i>5</i></b>	<b><i>3</i></b>
Degree of Inference About Student Learning	<b><i>6</i></b>	<b><i>4</i></b>
Interpreting Definitions of “Proficient”	<b><i>6</i></b>	<b><i>4</i></b>
Codes for Symbolic and Nonsymbolic Communication	<b><i>7</i></b>	<b><i>5</i></b>
Coding Examples and Protocols	<b><i>all</i></b>	<b><i>6-9</i></b>
Content & Performance Centrality Examples	<b><i>3</i></b>	<b><i>10-12</i></b>

**Criterion 1: The Content is Academic**

**Criterion 3: Fidelity with Grade Content and Performance Level – secondary coding  
Coding of Non-Academic**

<b>Code</b>	<b>Description</b>
<b>F</b>	<b>Foundational Skill</b> —skills that students are assumed to be competent in, in order to perform the grade level skill (e.g., turning the page of a book)
<b>P</b>	<b>Pivotal Skill</b> – those skills which cross content areas that are necessary to participate in the curriculum (e.g., activate a switch)
<b>Secondary coding ONLY for Foundational and Pivotal Skills</b>	<i>For all AA GSE subparts coded F or P, do second level of coding for those AA GSEs only – use “F &amp; P” Templates</i>
<b>1</b>	<b>Awareness:</b> Has no clear response and no objective in communication  <b>Pre-symbolic:</b> Communicates with gestures, eye gaze, purposeful moving to object, sounds
<b>2</b>	<b>Early Symbolic:</b> Beginning to use pictures or other symbols to communicate within a limited vocabulary
<b>3</b>	<b>Symbolic:</b> Speaks or has vocabulary of signs, pictures to communicate. Recognizes some sight words, numbers, etc.

**Criterion 4: The Content Differs in Range, Balance, and Depth of Knowledge (DOK)  
Webb’s Modified Depth of Knowledge for Special Education**

<b>Codes</b>	<b>Depth of Knowledge (DOK) Levels</b>
<b>1a</b>	<b>Respond</b> - touch, look, vocalize, attend, recognize
<b>1b</b>	<b>Reproduce</b> – copy, repeat, follow directions
<b>1c</b>	<b>Recall</b> - list, describe, identify, state, define, label, locate facts or details, perform routine operation (measure, compute) (e.g., identify proper names that begin with capital letters)
<b>2</b>	<b>Basic Reasoning</b> – focus on skills and concepts, categorize, classify, compare, organize information, perform multi-step task, explain, restate, summarize, translate, choose strategy, comprehend, make basic interpretations (central idea) or predictions
<b>3</b>	<b>Complex Reasoning</b> – requires planning and/or complex reasoning, make inferences across a passage (e.g., interpret theme or purpose), analyze, conduct experiment, test hypothesis, create a model or diagram, compose, adapt or modify, make connections, defend, verify, draw conclusions, rate, judge
<b>4</b>	<b>Extended Reasoning</b> – requires investigation/research, apply/analyze/synthesize across multiple contexts/sources, extend to new applications
<b>X</b>	<b>Can’t code/too vague</b>

***Criterion 3: Fidelity with Grade Content and Performance Level***

**Content Centrality**

<b>Code</b>	
<b>0</b>	No link is found
<b>1</b>	Far link—the item/task/extended standard partially captures the content found in the standards
<b>2</b>	Near link—the item/task/extended standard clearly captures the content found in the standards

***Criterion 3: Fidelity with Grade Content and Performance Level***

**Performance Centrality**

<b>Code</b>	
<b>No</b>	The performance of the AA IS NOT identical to the performance of the content standard
<b>Yes</b>	The performance of the AA IS identical to the performance of the content standard
<b>Some</b>	The performance of the AA PARTIALLY MATCHES the performance of the content standard (may occur when two different performances are asked in the content standard).

***Criterion 3: Fidelity with Grade Content and Performance Level***

**Code for Reasons for Lack of Content and Performance Centrality**

<b>Code</b>	<b>Description</b>
<b>1</b>	Back-mapping (retrofitting) - the content is the functional activity
<b>2</b>	Mismatch to the wrong grade level standard (e.g., clerical error, different strand)
<b>3</b>	Overstretch - <i>overextended</i> or “too watered down” so that the link is lost

***Criterion 5: Differentiation across Grade Levels or Grade Bands***

**Codes for Age Appropriateness**

<b>Code</b>	
<b>1</b>	Adapted from grade level content (e.g., Roll of Thunder, Hear My Cry)
<b>2</b>	Not grade specific; neutral; themes are appropriate for all ages (e.g., pets)
<b>3</b>	Inappropriate for teens (e.g., circus)
<b>4</b>	Inappropriate even for elementary age (e.g., Barney)

**Criterion 6: Expected Achievement of Students is Grade Referenced Academic Content**

**Degree of Inference About Student Learning (based on scoring for each AA task)**

<b>Criterion</b>	<b>High Student Inference</b> Can clearly infer student showed learning	<b>Low Student Inference</b> Student performance mixed with educator performance	<b>No Student Inference</b> Can clearly infer student did not have to show any learning/ Teacher or program performance rated (“Raggedy Andy” would pass)
<b>Level of accuracy</b>	High level of accuracy (If one response; response is correct. If multiple responses, above 90% correct)	Lower level of accuracy or accuracy intermixed with teacher assistance to extent difficult to determine what student did.	Does not have to get items correct to receive credit.
<b>Level of independence</b>	Only independent response receives credit (Students may receive a verbal question/ direction to respond but not told what response to make)	Credit given for responses in which student performs either without guidance after told or shown the exact response to make (verbal, model prompts, scaffolding) or are done after shown/ told exact response to make and also given some guidance to make the response (partial physical)	Credit given for responses made with hand over hand assistance
New learning (important to AA because alternate achievement is not as clear as grade level)	Baseline or pretest provides support that this is new learning OR One time performance but clear differentiation by grade level (criteria 5)	One time performance AND grade level differentiation was not clear (criteria 5)	No baseline, pretest, and weak differentiation across grade levels suggest student could achieve proficiency by making same response year after year.

**Criterion 6: Expected Achievement of Students is Grade Referenced Academic Content**

**Interpreting Definitions of “Proficient”**

**Use these descriptors to consider the overall alternate assessment content and definitions of “proficient”** (Use with Alternate Achievement Standards/performance level descriptors and scoring of AA SPTs)

Look for these additional criteria for proficiency that strengthen the student inference:

- \_\_\_\_\_ Complexity; proximity to grade level achievement given additional credit
- \_\_\_\_\_ Generalization of response across people and/or settings

\_\_\_\_\_ Conceptual generalization (stronger than simple people/setting generalization) in which student shows response across more than one task format (e.g., understands concept of the number 10 as used in time telling, bus numbers, math problems, etc. vs. simply pointing to 10 on their schedule)

\_\_\_\_\_ Overall accuracy (number correct) needed to be proficient is not substantially low (compare to % correct needed for proficiency in general assessment)

Look for these criteria that weaken the student inference:

\_\_\_\_\_ Program quality indicators are added to the student score (like “extra credit”) for things like choice-making, inclusion with peer, etc.  
(Remember these indicators do receive recognition under criteria 8)

**Criterion 7: Barriers to Performance - coded for each Structured Performance Task (SPT) AA GSE**

**Codes for Symbolic and Nonsymbolic Communication**

<i>Codes</i>	<i>Definitions</i>
<b>S</b>	Symbolic: Item/task is answered through symbolic communication (pictures, symbols, signs, speech)
<b>N</b>	Nonsymbolic: Item/task is answered through nonsymbolic communication (gesture, eye gaze, purposeful moving toward object, sounds)

**Rules, Examples, & Procedures for Coding**

<b>Rule</b>	<b>Example</b>	<b>Error/Non Example</b>	<b>Who</b>
1a. All NECAP grade level content standards GSEs/GLEs <i>have been pre-coded for DOK</i> . If the GLEs/GSEs have multiple DOKs, all levels are included.	Identify literary elements; Compare and contrast text types = <b>DOK 1, 2</b>  <b>DOK 1 =identify</b> <b>DOK 2 =compare</b> (See DOK handout and codes.)	COMMENT: If while coding, content experts want to revise the DOK coding for NECAP GLEs, it should be done by consensus after consultation with NCIEA facilitator – these should be at the same grade level as NECAP	Content expert (in consultation with NCIEA Facilitator)  Content-specific NECAP templates
1b. All NECAP GSEs/GLEs <i>have been pre-coded for</i> “essence” - only to assist raters. “Local” GLEs/GSEs have no	M(N&O)–2–1 <b>Demonstrates conceptual understanding of rational numbers with: whole numbers</b> from 0 to 199 using place value, by...	COMMENT: If while coding, content experts want to revise the NECAP GLEs “essence” descriptions or add others, it should be done by consensus – <u>must be</u>	Content expert (if questions - ask NCIEA facilitator)  Content-specific NECAP templates

descriptions.	ESSENCE: Compose/ decompose whole numbers; Place value, expanded notation	at “grade level” (2, 4, 7, or 10) – <i>these not mandatory</i>	
1c. Review the AA GSEs/extended standards for each grade span. Code each AA GSE as a “best match” to corresponding NECAP GLE.	M(N&O)–10–2 <b>Demonstrates understanding of the relative magnitude of real numbers</b> by solving problems involving ordering or comparing rational numbers,....  CODE: <b>AA GSE #5</b> (do not list all sub parts here!)	COMMENT: Stems will be helpful; math may have several AA GSEs codes matched to same NECAP  ERROR: AA GSE #5.2, 5.12, 5.8, etc.	Content expert  Content-specific NECAP templates AA GSEs
2a. Review the subparts/wording of each AA GSEs coded in step 1. Code each AA GSE as a “best match” to corresponding grade level of NECAP GLE.	R–4–4.1 <b>Demonstrate initial understanding of elements of literary texts</b> by...Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or <u>identifying any significant changes in character(s) over time</u>  AA GSE match (1c above)- LT4  (2a) Overall close to gr 4 GLE	COMMENT: start with current grade, then slowly move to next lower grade Look for highest “level” expected across subparts – numbers 1-199 = grade 2 for corresponding NECAP GLE ERROR: closest to gr 2 due to “retelling” LT 4.3	Content expert  Content-specific NECAP templates AA GSEs
2b. Code the NECAP content link to each AAGSE. <b>Content Centrality</b> 0-no link 1-far link 2- near link (see also page 3 and detailed examples <u>at the end of this handout</u> )	1. GLE: Read and write amounts of money using the dollar sign (\$) and decimal notation (.). AAGSE: Identify the dollar amount in written form = <b>2 (near link)</b> 2. GLE: Apply strategies and skills to create oral, written, and visual texts AA GSE: Compose visual representations = <b>1 (far link)</b>	NON EX: GLE: Demonstrate the ability to respond to texts both orally and in writing. AA GSE: Hold a book while a story is being read = <b>0 (no link)</b>  <i>HOLDING A BOOK DOES NOT EQUATE TO RESPONDING TO TEXT.</i>	Content expert  Content-specific NECAP templates AA GSEs
2b. Review all AA GSEs for potential “0” links – <b>Foundational or Pivotal</b> skills? (see also page 2)	1. AA GSE: Hold a book while a story is being read = <b>0 (no link)</b> <i>HOLDING A BOOK DOES NOT EQUATE TO RESPONDING TO TEXT</i> – Foundational Skill for this grade level 2. AA GSE: activate a	COMMENT: Special educators will compare notes with content experts, but content experts make the final decision	Special Ed expert  Content-specific AA GSE templates AA GSEs

	switch – not reading = Pivotal skill		
3a. For all NOT ACADEMIC, code as F or P (see also page 2)	Turn the page of a book = <b>F- Foundational Skill</b>	ERROR: Make choices = <b>0- No Foundational Skill</b>  COMMENT: All NOT ACADEMIC standards (coded F or P) should not be coded by content expert any further.	Content expert  Content-specific NECAP templates
3b. For all NOT ACADEMIC, code the symbolic level of each item (1=PS, 2=ES, 3=S). (see also page 2)	Turn the page of a book (foundational skill) = <b>Presymbolic</b>	ERROR: Walk in a straight line = <b>symbolic</b> <i>STUDENTS AT A PRESYMBOLIC LEVEL COULD PARTICIPATE IN TASK</i>	Special Ed expert  Content-specific AA GSE templates – F&P secondary coding
3c. Summarize/count: any AA GSE that was rated as “0/no link” for content centrality for either backmapping, standard mismatch, or standard overstretch. All standards that are coded as “0/no link” should not be coded any further. (see also page 3)	1.GLE: Apply strategies to read and write AAGSE: Communicate with peers = <b>backmapping</b> 2. GLE: Compute with rational numbers AAGSE: Change in one quantity relates to change in second quantity = <b>mismatch</b> 3.GLE: Apply strategies to comprehend text AAGSE: Choose text for exploration = <b>overstretch</b>	Mismatches could be other GLEs/other strands (e.g., problem solving, not N&O)  COMMENT: This is summarized on the last page for each grade span and content area - Content-specific NECAP templates	Content expert Special Ed expert  Content-specific NECAP templates
4a. Identify DOK levels for all AA GSE subparts NOT coded as F or P Use DOK content – specific handouts (see also page 2)	DOK 1a – Respond/ Recognize 1b - Reproduce 1c - Recall 2 – Basic Skills & Concepts (apply, explain, compare) 3 – Strategic Thinking Too vague, code it as an X.	ERROR: Identify the character in the story = DOK 2 <i>WRONG CODE: THIS IS SIMPLY RECALL AND SHOULD BE CODED 1c.</i>	Content expert Special Ed expert  DOK content-specific templates DOK handouts for math, reading, writing
4b. Transfer DOK codes from DOK template to larger Content template with NECAP GLEs	These columns align in content templates with NECAP GLEs	COMMENT: Once you have these filled in, you can compare DOK of NECAP and AA GSEs	Content expert Special Ed expert  Content-specific NECAP templates
4c. Determine the performance link of the AAGSEs to the NECAP content standard.	GLE: <i>Read and write</i> whole numbers. AAGSE: <i>Identify</i> numerals up to 10 = <b>1 (code as “some”)</b>	NON EX: GLE: <i>Read and solve</i> simple addition/subtraction word problems AAGSE: <i>Identify</i> the +	Content expert

(see also p. 3) <b>Coding Practice</b> – last page of handout	See examples at end of handout	and – signs in problems = <b>0 (no)</b> <i>THE PERFORMANCE FOR THE AAGSE IS CLEARLY DIFFERENT THAN THE PERFORMANCE EXPECTED IN THE NECAP GLE/CONTENT STANDARD.</i>	
5a. ONCE ALL AA GSEs ARE CODED, <b>rate the overall progression of standards</b> (e.g., emphasis across grade levels, any content changes).	Describe how <b>AA GSEs</b> change across grade spans in terms of content		Content expert
5b. <b>Code all SPTs</b> for each grade span & content area using DOK information already identified; <b>rate the overall progression of assessment</b> (see also pp. 4-5)	Describe how <b>SPTs</b> change across grade spans in terms of content		Content expert Special Ed expert SPT Templates
5c. <b>Rate the overall progression of AA achievement standards</b> (see also pp. 4-5)	Describe how <b>AA achievement standards</b> change within a grade span (performance levels) and across grade spans in terms of content		Content expert Special Ed expert
5d. <b>Code age appropriateness</b> of each alternate assessment SPT (1=adapted from grade level, 2= grade neutral, 3= inappropriate for teens, 4=inappropriate for school age) (see also p. 3)	Identify story characters about a book about planting a garden = <b>2 (grade neutral)</b>	ERROR: Participate in group songs such as “If You’re Happy and You Know It” = <b>2 (grade neutral)</b> <i>SONG IS A PRESCHOOL /EARLY ELEMENTARY SONG AND IS NOT APPROPRIATE FOR MIDDLE /HIGH SCHOOL</i>	Spec Ed expert SPT Templates
6. Code the <b>symbolic /non-symbolic accessibility</b> of each alternate assessment SPT (see also p. 5)	Add two written numbers using manipulatives or pictures, or objects = <b>2= symbolic</b>	ERROR: Rote count to 5 = <b>1 = non symbolic</b> <i>STUDENTS DO NOT NEED SYMBOLIC COMMUNICATION SKILLS TO ROTE COUNT</i>	Spec Ed expert SPT Templates

<p>7. Code the <b>overall accessibility of AA SPTs</b> (e.g., accommodations, supports, adaptations for sensory or physical impairments) (See also p. 5)</p>			<p>Spec Ed expert</p> <p>Minimizing Barriers checklist.</p>
<p>8. Code the <b>professional development materials</b></p>	<p>This is not required for the AA alignment study, but will provide useful information for RIDE</p>	<p>COMMENT: divide resources for this review</p>	<p>Spec Ed expert</p> <p>Professional Development Resource checklist</p> <p>Quality Indicator Checklist</p>

**Determining Content and Performance Centrality (Appendix B.4 continued)**

<b>GRADE LEVEL STANDARD</b>	<b>EXTENDED STANDARD</b>	<b>ALTERNATE ASSESSMENT ITEM</b>	<b>CONTENT CENTRALITY</b>	<b>PERFORMANCE CENTRALITY</b>
1. <i>4<sup>th</sup> grade: Reading Comprehension:</i> The student comprehends selections using a variety of strategies.	Uses strategies to comprehend texts for basic understanding.		<b>2</b>	<b>2</b>
2.	Uses strategies to comprehend texts for basic understanding.	The teacher will read a short excerpt from a newspaper article. After completing the article the teacher will present 3 items (a photo or tactile representation that matches the main idea or topic of the article and two distracters). The student will identify which photo or tactile representation corresponds to the text they heard.	<b>1</b>	<b>2</b> (if the teacher had presented the representation during the reading of the paper, then it would have been a recall performance which would equate to a performance centrality rating of 1, but since the representation is not presented until after the article is finished, it requires the student to understand the article to identify the correct representation)
3. <i>6<sup>th</sup> grade: Patterns, relationships, and algebraic thinking:</i> The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes.	Understands and uses tables, symbols, variables, and formulas.		<b>1</b> (Content is how one quantity changes when related quantity changes. Understanding data in various formats is on the way to understanding relationship of change between variables.)	<b>1</b> ( <i>Understanding</i> the data is a step to be able to <i>describing</i> the change.)
4.	Understands and uses tables, symbols, variables, and formulas.	Each day after gym, a student will be allowed to participate in an activity he or she finds very enjoyable. The student will begin to recognize a pattern by showing anticipation of the enjoyable activity before its onset.	<b>0</b> (No match in content even if stretching to identify a pattern in item)	<b>0</b> (No performance match between the two- show anticipation and understand and use)
5. <i>10<sup>th</sup> grade: Biology.</i> The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions.	Knows that viruses and bacteria can affect the health of organisms.		<b>1</b> (The extended standard only addresses 1 part of the grade level standard.)	<b>1</b> (Performance of knowing information is one piece of recognition difference between cells and viruses.)

6.	Knows that viruses and bacteria can affect the health of organisms.	When presented a poster or table containing information on healthy lifestyles in regard to sleep, exercise, and food and a table of an individual's weekly habits, the student will evaluate the individual's performance (e.g., excellent, good, fair poor).	0 (no content overlap between healthy habits and viruses and bacteria)	0 (knowing information versus evaluation (comparing information))
7. <b>8<sup>th</sup> grade ELA:</b> Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.	Choose a topic about which to write.			
8.	Choose a topic about which to write.	Given the framework of a poem and picture symbols/written words, the student will choose the pictures or words to complete the lines of the poem (e.g., I like _____. It makes me feel _____).		
9. <b>7<sup>th</sup> grade Geometry:</b> Compare and contrast attributes of similar figures and the attributes of congruent figures.	Compare the size (larger/smaller) within the same class and shape of plane geometric figures (circles, triangles, squares, rectangles).			
10.	Compare the size (larger/smaller) within the same class and shape of plane geometric figures (circles, triangles, squares, rectangles).	Given plastic shapes that are the same color and size, student will sort shapes.		
11. <b>5<sup>th</sup> grade science:</b> Explain how water and other substances change from one state to another (including melting, freezing, condensing, boiling, and evaporation).	Recognize and describe water as liquid, solid, or gas.			

12.	Recognize and describe water as liquid, solid, or gas.	When given 3 picture symbols (1 of water and 2 distracters), student will independently identify which picture is water.		
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### **“Analysis of Content Complexity For Special Education”**

Source: Norman L. Webb, Wisconsin Center for Education Research, Presentation at CCSSO Large-Scale Assessment Conference, San Francisco, CA, June 27, 2006

**Major Question:** How to consider content complexity when analyzing assessments and standards for special education (alternate assessments)?

### **Webb’s *Expanded Depth of Knowledge Descriptors for Special Education***

#### **DOK Level 1** Recall of Information

–Stage 1 (**1a**) Respond - touch, look, vocalize, attend, recognize

–Stage 2 (**1b**) Reproduce – copy, repeat, follow direction

–Stage 3 (**1c**) Recall - list, describe, identify, state, define, label, locate facts or details, perform routine operation (measure, compute) (e.g., identify proper names that begin with capital letters)

**DOK Level 2** Basic Reasoning (Stage 4) – focus on skills and concepts, categorize, classify, compare, organize information, perform multi-step task, explain, restate, summarize, translate, choose strategy, comprehend, make basic interpretations (central idea) or predictions

**DOK Level 3** Complex Reasoning (Stage 5) – requires planning and/or complex reasoning, make inferences across a passage (e.g., interpret theme or purpose), analyze, conduct experiment, test hypothesis, create a model or diagram, compose, adapt or modify, make connections, defend, verify, draw conclusions, rate, judge

**DOK Level 4** Extended Reasoning (Stage 6) – requires investigation/research, apply/analyze/synthesize across multiple contexts/sources, extend to new applications

**X Too vague** – Expectation of how student will demonstrate knowledge is unclear; can’t code for DOK level –E.g., “demonstrate understanding” or “use listening skills” – what does this mean the student will actually do?

**Sample Depth-of-Knowledge Level Descriptors for Reading  
(Based on Webb and Wixson, K. Hess, Center for Assessment/NCIEA, 2004)**

<b>Level 1 Recall of Information</b>	<b>Level 2 Basic Reasoning</b>	<b>Level 3 Complex Reasoning</b>	<b>Level 4 Extended Reasoning</b>
<ul style="list-style-type: none"> <li>a. Read words orally in isolation</li> <li>b. Read words orally in connected text</li> <li>c. Read multi-syllabic words</li> <li>d. Locate or recall <u>facts</u> or <u>details</u> explicitly presented in text</li> <li>e. Identify or describe characters, setting, sequence of events</li> <li>f. Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>g. Select appropriate words to use in context (e.g., content-specific words, shades of meaning) when intended meaning is clearly evident</li> </ul>	<ul style="list-style-type: none"> <li>a. Use context cues or resources to identify the meaning of unfamiliar words</li> <li>b. Predict a logical outcome based on information in a reading selection</li> <li>c. Make basic inferences or draw basic conclusions about information presented in text (e.g., According to this report, what caused ___?)</li> <li>d. Recognizing appropriate generalizations about text (e.g., possible titles, main ideas)</li> <li>e. Identify and summarize the major events, problem, solution, conflicts in a literary text</li> <li>f. Determine whether a text is fact or fiction</li> <li>g. Distinguish between fact and opinion</li> <li>h. Describe the characteristics or features of various types of text</li> <li>i. Obtain information using text features of informational text (e.g., Table of Contents, sidebar, chart)</li> <li>j. Organize information presented in informational text using mapping, charting, or summarizing</li> <li>k. Locate information to answer questions related to explicit or implicit <u>central ideas</u> in informational texts</li> <li>l. Identify use of literary devices (e.g., imagery, idioms, exaggeration, alliteration, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>a. Explain, generalize, or connect ideas, using supporting evidence from the text or from other sources</li> <li>b. Draw inferences about author's purpose, author's message or theme (explicit or implied)</li> <li>c. Make and support inferences about implied causes and effects</li> <li>d. Describe how word choice, point of view, or bias affects the interpretation of a reading selection</li> <li>e. Summarize or compare information within and across text passages</li> <li>f. Analyze interrelationships among elements of the text (plot, subplots, characters, setting)</li> <li>g. Analyze or interpret use of author's craft (literary devices) to analyze or critique a literary text</li> </ul>	<ul style="list-style-type: none"> <li>a. Compare or analyze multiple works by the same author, including author's craft</li> <li>b. Compare or analyze multiple works from the same time period or from the same genre</li> <li>c. Gather, analyze, organize, and interpret information from multiple (print and non print) sources for the purpose of drafting a reasoned report</li> <li>d. Evaluate the relevancy and accuracy of information from multiple (print and non print) sources (e.g., verifying factual information or assertions with other sources; researching the source of information)</li> </ul>

RI AA Achievement Level Descriptors  
Content: Mathematics  
Grade 2

**Proficient with Distinction:** Students performing at this level submitted datafolios that demonstrate

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

**Proficient:** Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

**Partially Proficient:** Students performing at this level submitted datafolios that demonstrate

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

**Substantially Below Proficient:** Students performing at this level submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

RI AA Achievement Level Descriptors  
Content: Mathematics  
Grades 3-5

**Proficient with Distinction:** Students performing at this level submitted datafolios that demonstrate

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

**Proficient:** Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

**Partially Proficient:** Students performing at this level submitted datafolios that demonstrate

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

**Substantially Below Proficient:** Students performing at this level submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

RI AA Achievement Level Descriptors  
Content: Mathematics  
Grades 6-8

**Proficient with Distinction:** Students performing at this level submitted datafolios that demonstrate

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

**Proficient:** Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

**Partially Proficient:** Students performing at this level submitted datafolios that demonstrate

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

**Substantially Below Proficient:** Students performing at this level submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

RI AA Achievement Level Descriptors  
Content: Mathematics  
Grades 10

**Proficient with Distinction:** Students performing at this level submitted datafolios that demonstrate

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Functions and Algebra Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

**Proficient:** Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Functions and Algebra Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

**Partially Proficient:** Students performing at this level submitted datafolios that demonstrate

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Functions and Algebra Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

**Substantially Below Proficient:** Students performing at this level submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Functions and Algebra Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

RI AA Achievement Level Descriptors  
Content: Reading  
Grade 2

**Proficient with Distinction:** Students performing at this level submitted datafolios that demonstrate

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

**Proficient:** Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

**Partially Proficient:** Students performing at this level submitted datafolios that demonstrate

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

**Substantially Below Proficient:** Students performing at this level submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

RI AA Achievement Level Descriptors  
Content: Reading  
Grade 3-5

**Proficient with Distinction:** Students performing at this level submitted datafolios that demonstrate

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

**Proficient:** Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

**Partially Proficient:** Students performing at this level submitted datafolios that demonstrate

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

**Substantially Below Proficient:** Students performing at this level submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

RI AA Achievement Level Descriptors  
Content: Reading  
Grade 6-8

**Proficient with Distinction:** Students performing at this level submitted datafolios that demonstrate

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

**Proficient:** Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

**Partially Proficient:** Students performing at this level submitted datafolios that demonstrate

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

**Substantially Below Proficient:** Students performing at this level submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

RI AA Achievement Level Descriptors  
Content: Reading  
Grade 10

**Proficient with Distinction:** Students performing at this level submitted datafolios that demonstrate

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

**Proficient:** Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

**Partially Proficient:** Students performing at this level submitted datafolios that demonstrate

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

**Substantially Below Proficient:** Students performing at this level submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

RI AA Achievement Level Descriptors  
Content: Writing  
Grade 4

**Proficient with Distinction:** Students performing at this level submitted datafolios that demonstrate

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

**Proficient:** Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

**Partially Proficient:** Students performing at this level submitted datafolios that demonstrate

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

**Substantially Below Proficient:** Students performing at this level submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

RI AA Achievement Level Descriptors  
Content: Writing  
Grade 7

**Proficient with Distinction:** Students performing at this level submitted datafolios that demonstrate

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

**Proficient:** Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

**Partially Proficient:** Students performing at this level submitted datafolios that demonstrate

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

**Substantially Below Proficient:** Students performing at this level submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

RI AA Achievement Level Descriptors  
Content: Writing  
Grade 10

**Proficient with Distinction:** Students performing at this level submitted datafolios that demonstrate

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Informational Writing Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

**Proficient:** Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Informational Writing Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

**Partially Proficient:** Students performing at this level submitted datafolios that demonstrate

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Structures of Language/Writing Conventions and Informational Writing Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

**Substantially Below Proficient:** Students performing at this level submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Structures of Language/Writing Conventions and Informational Writing Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

### Alignment with Rhode Island’s Elementary School Grade-Span Expectations - Reading

#### PHASE I: Determine relationship between grade level/span expectations and content used to guide alternate assessment

Grade 2 NECAP GLEs	Essence of NECAP GLE	2. AA GSE - Content linked		1. List AA GSEs that match	Is content of AA GSE academic? If No – code + F or P	3. DOK (range/balance) of AA GSEs extensions					
		Grade ?	Content Central ity 0-1-2			1a Respo nd	1b Repro- duce	1c Recall	2	3	Performance Centrality Y-Some-N
R-9 Demonstrates phonemic awareness [K-2 only]		GR	0	ER 9	Foundational 9.1, 9.2			9.5	9.5		
R 10 Demonstrates concepts of print [K-1 only]		GR	0	ER 10	Foundational 10.1, 10.2, 10.3, 10.4, 10.5, 10.8	10.7					
R 11 Demonstrates accuracy & fluency [Local only]		GR									
R–2–1.1 Applies word identification and decoding strategies by Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., <u>k</u> not, cat <u>ch</u> , flo <u>a</u> t, <u>fi</u> ght; or common suffixes) EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., flower and shower) EXAMPLES (multi-syllabic words): happiness, shower,	Decode multi-syllabic words  DOK 1	GR 2	2	WID 1	all below are Foundational 1.1 1.2 1.4 1.5 1.6			1.3 1.7 1.8			yes

sunshine											
Grade 2 NECAP GLEs Strand:	Essence of NECAP GLE	2. AA GSE - Content linked		1. List AA GSEs that match	Is content of AA GSE academic?	3. DOK (range/balance) of AA GSEs extensions					Performance Centrality Y-Some-N
		Grade ?	Content Centrality 0-1-2			If No – code + F or P	1a Respond	1b Reproduce	1c Recall	2	
<b>R—2—2.1 Students identify the meaning of unfamiliar vocabulary Using strategies to unlock meaning</b> (e.g., knowledge of word structure, including common base words and suffixes, such as “thickest,” “hope-ful;” or context clues, including illustrations and diagrams; or prior knowledge)	Use strategies to make meaning of unknown words  DOK 1, 2  NOTE: only context clues is DOK 2	GR									
<b>R—2—3.1 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ...</b> Identifying synonyms or antonyms; or categorizing words EXAMPLES (of categorizing): Given a T-chart with two “categories” of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes shapes or sizes; or in a multiple choice item, select the best category title for the words listed	Synonyms, antonyms, categorize words  DOK 1, 2  NOTE: only categorizing is DOK 2	GR									

R–2–3.2 Selecting appropriate words to use in context, including words specific to the content of the text EXAMPLE: In a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them.	Identify word meanings when explicit  DOK 1	<b>GR</b>									
Grade 2 NECAP GLEs	<b>Essence of NECAP GLE</b>	<b>2. AA GSE - Content linked</b>		<b>1. List AA GSEs that match</b>	Is content of AA GSE academic?	<b>3. DOK (range/balance) of AA GSEs extensions</b>					
		Grade ?	Content Centrality 0-1-2		<b>If No – code</b>  + <i>F or P</i>	1a Respo nd	1b Repro- duce	1c Recall	2	3	Performance Centrality  Y-Some-N
R–2–4.1 <b>Demonstrate initial understanding of elements of literary texts by...</b> Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text	Identify literary elements  DOK 1	<b>GR</b>									
R–2–5.1 <b>Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b> Making logical predictions EXAMPLE: What might happen next?	Make text-based predictions  DOK 2	<b>GR</b>									
R–2–5.3 Making basic inferences about problem or solution EXAMPLES: What helped Luke to solve his problem in the story? What was Jane’s	Make text-based inferences  DOK 2	<b>GR</b>									

problem?											
Grade 2 NECAP GLEs	Essence of NECAP GLE	2. AA GSE - Content linked		1. List AA GSEs that match	Is content of AA GSE academic?  If No – code + F or P	3. DOK (range/balance) of AA GSEs extensions					Performance Centrality  Y-Some-N
		Grade ?	Content Centrality 0-1-2			1a Respond	1b Reproduce	1c Recall	2	3	
R–2–6: Analyze and interpret author’s craft, citing evidence		<i>GR</i>									
R–2–7.1 Demonstrate initial understanding of informational texts by... Obtaining information, from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations) EXAMPLE: On what page would you find information about snakes?	Use text features  DOK 2	<i>GR</i>									
R–2–7.2 Using explicitly stated information to answer questions EXAMPLE: According to this report, what do dolphins eat?	Locate facts and details  DOK 1	<i>GR</i>									
R–2–8.1 Analyze and interpret informational text, citing evidence as	Compare facts, combine explicitly stated facts or details  DOK 2										

appropriate by...											
Connecting information <i>within</i> a text EXAMPLE: Combining or comparing facts and details presented - What food is eaten by both kinds of fish?											
R-2-8.2 Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)	Main ideas DOK 2	<b>GR</b>									
R-2-8.3 Making basic inferences or drawing basic conclusions EXAMPLE: Based on this report, do turtles make good pets?	Text-based inferences and conclusions DOK 2	<b>GR</b>									
R-2-8.5 Making inferences about causes or effects, when signal words are present EXAMPLE: "The sun came out. <i>Then</i> the puddle dried up." What made the puddle dry up?	Text-based inferences and conclusions DOK 2	<b>GR</b>									
<b>List AA GSEs with "no" match to general ed reading GLEs?</b>	NECAP?	<b>GR</b>									
<b>TOTALS</b>  [Have you listed <u>all</u> <u>10</u> AA GSEs for reading?]		<b>GR</b>	<b>0 1 2</b>		<b>F P</b>						<b>Y- Some- N -</b>

### PHASE I Summary

Grade 2 Reading	Alignment Criteria 1, 2, 3			Alignment Criterion 4	
Strands	NECAP Assessment % by strand	AA GSE extensions linked to GLE/GSE content		Is content of AA GSE academic?	DOK (range/balance) of AA GSEs extensions
		Grade Levels	0-1-2 Content Centrality	List AA GSEs coded: Functional or Pivotal	ONLY include those with Content Centrality (rated 1 or 2)
<b>TOTALS</b> Early Reading R9 R 10 0 NECAP GLEs this strand – gr 2	0/7 =0%		<b>0</b> <b>1</b> <b>2</b>		
<b>TOTALS</b> Word Identification R1 1 NECAP GLEs this strand – gr 2	1/7 = 14%		<b>0</b> <b>1</b> <b>2</b>		
<b>TOTALS</b> Vocabulary R2 R3 2 NECAP GLEs this strand – gr 2	2/7 =28.5%		<b>0</b> <b>1</b> <b>2</b>		
<b>TOTALS</b> Literary Texts R4, R5, R6 2 NECAP GLEs this strand – gr 2	2/7 =28.5%		<b>0</b> <b>1</b> <b>2</b>		
<b>TOTALS</b> Infor Text R7 R8 2 NECAP GLEs this strand – gr 2	2/7 =28.5%		<b>0</b> <b>1</b> <b>2</b>		
<b>Overall TOTALS – Grade 2 Reading</b>			<b>0</b> <b>1</b> <b>2</b>		
<b>Identify reasons for lack of Content or Performance Centrality</b> (1) back-mapping; (2) mismatch; (3) overstretch					

Non Academic AA GSE (subparts): Code as Foundational or Pivotal Skills (C#3)						
None this AAGSE ✓	Foundational Skill -F	Pivotal Skill -P	Awareness/Pre-Symbolic 1	Early Symbolic 2	Symbolic 3	
<b>Reading</b>						
	WID 1.1 WID 1.2 WID 1.4 WID 1.5 WID 1.6	none	WID 1.2 WID 1.5 WID 1.6	WID 1.1 WID 1.2 WID 1.4 WID 1.5 WID 1.6	WID 1.1 WID 1.2 WID 1.4 WID 1.5 WID 1.6	
	none	none				
	none	none				
	none	none				
	none	none				
	7.1a		7.1a	7.1a	7.1a	
	none	none				
	ER 9.1 ER 9.2			ER 9.1 ER 9.2	ER 9.1 ER 9.2	
	ER 10.1 ER 10.2 ER 10.3 ER 10.4 ER 10.5 ER 10.6a ER 10.8		ER 10.1 ER 10.2 (?) ER 10.3 ER 10.4 ER 10.5 ER 10.6a ER 10.8	ER 10.1 ER 10.2 ER 10.3 ER 10.4 ER 10.5 ER 10.6a ER 10.8	ER 10.1 ER 10.2 ER 10.3 ER 10.4 ER 10.5 ER 10.6a ER 10.8	

<b>Non Academic AA GSE (subparts): Code as Foundational or Pivotal Skills (Criterion #3)</b>						
<b>Totals for strands</b>	<b>None this AAGSE</b>	<b>Foundational Skill -F</b>	<b>Pivotal Skill -P</b>	<b>Awareness/ Pre-Symbolic 1</b>	<b>Early Symbolic 2</b>	<b>Symbolic 3</b>
<b>WID (1)</b>		<b>5</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>5</b>
<b>V (2+3)</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>LT (4+5+6)</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>IT (7+8)</b>		<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>ER (9+10)</b>		<b>9</b>	<b>0</b>	<b>7</b>	<b>9</b>	<b>9</b>
<b>Totals</b>		<b>15</b>	<b>0</b>	<b>11</b>	<b>15</b>	<b>15</b>

**Comments -**

**No pivotal skills identified  
15 Foundational Skills identified**

**APPENDIX C.3**

<b>Intended DOK for AA</b>	<b>Respond</b>	<b>Reproduce</b>	<b>Recall</b>	<b>Basic Reasoning</b>	<b>Complex Reasoning</b>	<b>Too Vague</b>
<b>AA GSE</b>	<b>DOK 1a</b>	<b>DOK 1b</b>	<b>DOK 1c</b>	<b>DOK 2</b>	<b>DOK 3</b>	<b>X</b>
<b>1 WID</b>		<b>1.7</b>	<b>1.3</b> <b>1.7</b> <b>1.8</b>	<b>1.3</b> <b>1.8</b>		
<b>2 VOC</b>	<b>2.1</b>	<b>2.1</b>	<b>2.1</b>			
<b>3 VOC</b>	<b>3.1</b> <b>3.3</b>	<b>3.1</b> <b>3.3</b>	<b>3.1</b> <b>3.2</b> <b>3.3</b>	<b>3.4</b>		
<b>4 LT</b>	<b>4.1</b> <b>4.2</b> <b>4.3</b>		<b>4.1</b> <b>4.2</b> <b>4.3</b>			
<b>5 LT</b>			<b>5.1</b> <b>5.2</b>	<b>5.1</b> <b>5.2</b> <b>5.3</b>		
<b>6 LT</b>			<b>6.1</b>	<b>6.1</b>	<b>6.1</b>	
<b>7 IT</b>	<b>7.1</b> <b>7.3</b>		<b>7.1</b> <b>7.3</b>	<b>7.2</b> <b>7.4</b>		
<b>8 IT</b>	<b>8.1 (?)</b>		<b>8.1 (?)</b> <b>8.2</b>	<b>8.2</b> <b>8.3</b> <b>8.4</b>		
<b>9 ER</b>			<b>9.5</b>	<b>9.5</b>		
<b>10 ER</b>	<b>10.7</b> <b>10.8</b>		<b>10.7</b> <b>10.8</b>			
<b>Totals</b>						

**Only academic skills are coded for DOK**

## Alignment with Rhode Island's Grade-Span Expectations - Reading

### PHASE II: Determine relationship between AA Grade Span Expectations and guidelines for SPT

Grade: 2  Content: Reading <b>TASK: 02-4</b> List all AA GSEs below for this SPT (e.g., GM1 or LT 2)	1. AA GSE Strand	2. AA GSE sub-parts for this SPT		5. Age/Grade Appro Rating .1-2-3-4 (C #5)	3. Is content of AA GSE academic?  <b>List any sub-codes</b>  + F or P	4. DOK (range/balance) of AA GSEs extensions Identify AA GSE parts (C#4)					
		Total # Sub-parts	Parts (1.1, 1.2, etc. – not 1.1a)			1a Respond	1b Reproduce	1c Recall	2	3	Symbolic/n on symbolic required?  S-N (C#7)
<b>WID 1</b>	<i>WID</i>	6	1.1 1.2 1.3 1.4 1.5 1.6	1.1 -2 1.2 -2 1.3 -2 1.4 -1 1.5 -1 1.6 -1	1.1 1.2  1.4 1.5 1.6			1.3	1.3		<b>both</b>
<b>V2</b>	<i>V</i>	1	<i>2.1</i>	2.1 -2		2.1	2.1	2.1	2.1		<b>both</b>
<b>V3</b>	<i>V</i>	3	3.1 3.2 3.4	3.1 -2 3.2 -2 3.4 -2		3.1	3.1	3.1 3.2	3.4		<b>both</b>
<b>TOTALS</b>	(by strand)  <i>WID - 1</i> <i>V - 2</i>	<b>10</b>		1 -3 2 -7 3 -0 4 -0	<b>F -5</b>  <i>P -0</i>						<b>S - N - Both - 3</b>

Grade: 2  Content: Reading TASK: 02-5 List all AA GSEs below for this SPT (e.g., GM1 or LT 2)	1. AA GSE Strand	2. AA GSE sub- parts for this SPT		5. Age/ Grade Appro Rating 1-2-3-4 (C #5)	3. Is content of AA GSE academic?  List any sub- codes  + F or P	4. DOK (range/balance) of AA GSEs extensions Identify AA GSE parts (C#4)					
		Total #	Parts (1.1, 1.2, etc. – not 1.1a)			1a Respo nd	1b Reproduc e	1c Recall	2	3	Symbolic/n on symbolic required?  S-N (C#7)
ER 9	ER	3	9.1 9.2 9.5								
ER 10	ER	6	10.1 10.2 10.3 10.4 10.5 10.8								
TOTALS	(by strand)  ER - 2	9		1 2 3 4	F   P						S- N - Both -

Grade: 2  Content: Reading TASK: 02-6 List all AA GSEs below for this SPT (e.g., GM1 or LT 2)	1. AA GSE Strand	2. AA GSE sub- parts for this SPT		5. Age/ Grade Appro Rating 1-2-3-4 (C #5)	3. Is content of AA GSE academic?  List any sub- codes  + F or P	4. DOK (range/balance) of AA GSEs extensions Identify AA GSE parts (C#4)						
		Total #	Parts (1.1, 1.2, etc. – not 1.1a)			1a Respo nd	1b Repro- duce	1c Recall	2	3	Symbolic/n on symbolic required?  S-N (C#7)	
ER 9	ER	3	9.1 9.2 9.5									
ER 10	ER	7	10.1 10.2 10.3 10.4 10.5 10.6 10.8									
TOTALS	(by strand)  ER - 2	10		1 2 3 4	F   P							S- N - Both -

**PHASE II Summary for Alternate Assessment (SPTs)**

<b>Reading Grade 2</b>	<b>Alignment Criterion #7</b>	<b>Alignment Criterion #5</b>		<b>Alignment Criterion # 3</b>	<b>Alignment Criterion #4</b>
<b>List all Structured Performance Task Codes for this Gr Span</b>	% of AA GSEs Symbolic/non symbolic required? <b>S-N</b>	<b>Is content of AA GSE academic?</b>		<b>Age/ Grade Appropriate</b>	<b>Describe DOK (range/balance) of Each SPT</b>
		<b>Percent Academic</b>	<b>Percent Functional or Pivotal</b>	<b>Ratings 1-2-3-4</b>	
02-4	S- N - Both -		F  P	1 2 3 4	
02-5	S- N - Both -		F  P	1 2 3 4	
02-6	S- N - Both -		F  P	1 2 3 4	

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**Task: 35-5****Content: Reading****Grades: 3-5**

**CONTENT STRAND:  
Initial Understanding, Analysis and Interpretation of Informational Text**

**Structured Performance:**

*The student will use informational text to gather and interpret information to gain knowledge and expand knowledge on a specific topic.*

**Targeted AGSEs:**

IT 7.1 Identifying the features of informational texts.

IT 7.1a Identifying the cover, text, and illustrations.

IT 7.1b Headings, charts, maps, diagrams.

IT 7.2 Obtaining information from the features of informational texts (e.g., student gets a phone number from a phone book).

IT 7.3 Using explicitly stated information to answer literal questions.

IT 7.3a Related to the main idea or key details.

IT 7.4 Identifying the differences between different types of informational material (e.g., schedule vs. menu).

IT 7.5 Locating and/or recording information to show understanding when given an organizational format.

IT 8.1 Communicating what was learned.

IT 8.2 Identifying the general topic of a text.

IT 8.2a Identifying main/central idea.

IT 8.3 Drawing basic inferences and/or conclusions.

IT 8.4 Recognizing simple causes and effects within the text.

IT 8.5 Comparing facts and details within a text.

**Sample Standards-Based Activities:**

- Use a newspaper to read and choose weekend activities.
- Read and follow directions to complete a science experiment.
- Research a topic to participate in a group activity or presentation.
- Follow a map or route within the school to get to a location.
- Read a classroom schedule or event program to make a choice.
- Respond appropriately to environmental signs in the school or community.
- Read a website to plan a fieldtrip.

**Task: 07-3**

**Content: Writing**

**Grade: 7**

**CONTENT STRAND:**

Narrative Writing: Creating a Story Line and Applying Narrative Strategies

**Structured Performance Task:**

*The student will develop narrative writing based on real-life experiences.*

**Targeted AGSEs:**

- N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.
- N 4.2 Using pictures, symbols, objects, and/or words to create an understandable story line.
  - N 4.2a Creating a story line with a beginning, middle, and end (may take the form of words or pictures or some combination).
  - N 4.2b Using dialogue to advance plot or story line (e.g., what would this character say?).
- N 5.1 Describing an object and/or experience.
  - N 5.1a Describing a familiar object.
  - N 5.1b Using sensory language to describe objects.
  - N 5.1c Describing a familiar experience.
- N 5.2 Creating character(s) (e.g., student draws a picture when given a description, if needed).
  - N 5.2a Using some details to describe character(s).
- N 5.3 Describing a setting (e.g., student selects the picture that shows where the story takes place).

**Sample Activities:**

- Summarize the sequence of events from a community trip.
- Create a story after a trip to the restaurant including details such as name of restaurant, order of events, details using sensory language.
- Describe a typical day of a community worker.
- Draw or describe a language experience (e.g., after a music class, describing an activity by writing about (identifying) the instruments used; after attending an assembly, describing the event using objects).
- Write about the day's events in a note home to parents, at the end of the school day
- Develop an entry in a school newspaper describing a classroom experience or project.
- Create a story to describe healthy living habits (e.g., clothes washing, physical activity, personal grooming; creating social stories to reduce stress; personal safety).

**Task: 10-3**

**Content: Mathematics**

**Grade: 10**

**CONTENT STRAND:  
Functions and Algebra**

**Structured Performance Task:**

*The student will use mathematical concepts to solve everyday problems.*

**Targeted AGSEs**

**FA 2.1** Identify and/or describe change in a variety of situations.

**FA 2.1a** Recognize change of things in the environment (e.g., taller, colder, darker, or heavier etc.).

**FA 2.1b** Engage in activities to keep track of change (e.g., keep track of outside temperature).

**FA 2.1d** Identify some changes as being predictable and other changes as not (e.g., physical rate of speed can be difficult to predict for some).

**FA 2.1e** Describe change in quantitative terms (e.g., identifying how much taller, colder, or heavier by measuring or weighing).

**FA 3.1** Represent mathematical situations.

**FA 3.1a** Use picture, number and/or words to represent a mathematical situation.

**FA 3.1b** Describe and/or represent quantities in different ways (e.g.,  $10=4+6$  or  $10=5+5$ ).

**FA 3.1c** Recognize equivalent representation (e.g.,  $4+6=5+5$ ).

**FA 3.1d** Represent a mathematical situation with a number sentence.

**FA 3.1e** Recognize a box, letter or other symbol represents unknown quantities.

**FA 3.1f** Find the value that will make an open sentence true (e.g.,  $2+\square=7$ ).

**FA 4.1** Show equivalence representations with two expressions or an equation (e.g., "4+6=10, what two other numbers when added together equal 10?").

**FA 4.2** Recognize a box, letter or other symbol represents unknown quantities.

**FA 4.3** Find the value that will make an open sentence true (e.g.,  $2+\square=7$ ).

**Sample Standards-Based Activities:**

- Complete a class project.
- Determine how many more of an item are needed to complete a project.
- Keep an inventory for a storeroom.
- Double a recipe for a class party.
- Determine how much more money needs to be saved in order to make a purchase.

**Criterion #5: Differentiation across Grade Spans**

Mathematics \_\_\_\_\_

Reading \_\_\_\_\_

Writing \_\_\_\_\_

**I. Review AA GSEs for your content area. Briefly describe the following:**

**a. Describe any content or performance difference ACROSS grade levels:  
Grade 2**

**Grade 4**

**Grade 7**

**Grade 10**

**Criterion #5: Differentiation across Grade Spans**

Mathematics \_\_\_\_\_

Reading \_\_\_\_\_

Writing \_\_\_\_\_

**II. Review Structured Performance Tasks for your content area. Briefly describe the following:**

**b. Describe any content or performance difference ACROSS grade levels:**

**Grade 2**

**Grade 4**

**Grade 7**

**Grade 10**

**Criterion # 7: Minimizing Barriers for Students Checklist**

**Instructions:** Using the assessment as a whole (including assessment materials and administration manual), consider whether a student with each of the characteristics listed in the first column (see table on page 3) would be able to complete the assessment with the level of independence and accuracy expected by the state. Indicate in the other columns whether the student would be able to show what s/he knows on the assessment, based on the kinds of supports provided.

**Definitions:**

**No provision:** This type of student would not be able to demonstrate knowledge/skill on the assessment; needed supports are nonexistent or insufficient to help this type of student demonstrate learning.

*→ If you answer “yes” to “no provision” in the first column for a type of student, skip to the next row.*

**Flexibility built into tasks:** This type of student would be able to demonstrate knowledge/skill because of flexibility in administration. Flexibility is built into the items (e.g., teacher choice/design in portfolio, scaffolding in scripted performance events).

**Accommodations:** This type of student would be able to demonstrate knowledge/skill because of allowable accommodations. Accommodations are not built into items/tasks, but are described in the test administration materials and may be applied to this type of student. Accommodations do not change the construct being measured.

**Modifications:** This type of student would be able to demonstrate knowledge/skill because of modifications in assessment materials, administration procedures, etc. Modifications are not built into items/tasks, but are described in the test administration materials and may be applied to this type of student. Modifications do change the construct being measured.

### Examples for Minimizing Student Barriers

<b>Disability</b>	<b>Can do</b>	<b>w/ accommodation</b>	<b>w/ modify/ support</b>	<b>No provision</b>
<b>VI./ blind</b>	Select cube from mix of items  Select hat from items to indicate what Sara bought in story	Student can use abacus or talking calculator  Braille vs. printed word answers	Student can use objects to count out/ indicate answer  Student can show understanding of story using raised pictures or objects	Item is point to pictures or other printed text and no modification is described
<b>Deaf/ HI</b>	Directions are printed with words/ pictures	Directions can be signed; story can be signed	Alternative provided for listening comprehension or phonics section	Phonemic awareness items and no alternatives given
<b>Deaf/blind</b>	Item requires motor manipulation- e.g., assembly of shape puzzle	Can sign or provide tactile support to show what is expected for task like the shape puzzle	Can use an object book for a story; Can use objects for math problem	Items require hearing or vision and no modification for deaf/blind specifically described
<b>Nonverbal- uses words or pictures</b>	Task does not require a verbal response- e.g., select correct picture	Student can type or sign exact response	An expressive item is made receptive with an array of options to respond (instead of “what sound is first in ‘sun’” changed to which one begins with the “s” sound)	Test requires a verbal response and not directions given for nonverbal students
<b>Nonverbal and nonsymbolic communication</b>	Task can be completed using real life materials/ scenario- e.g., choose a book; give each plate a napkin	(probably not an option as any change to be nonsymbolic will alter content)	Changed to nonsymbolic response, so student can show partial achievement...e.g., select an object that goes with story	Most test items assume at least picture use and no alternatives are described
<b>Verbal –no use of hands</b>	Task requires a verbal answer	Student can verbally direct person to make each response (e.g., to show steps of a math problem)	Task can be simplified for brief verbal response to show some achievement- e.g., indicate yes/ no	Many test items require a motor response and no alternatives are described

**Criterion #7: Minimizing Barriers for Students Checklist**

Circle Subject/Grade: Reading    Writing    Math

Type of student	No provision for students with these characteristics	Can do alternate assessment as designed, with <b>flexibility built into tasks</b>	Can do with <b>accommodations</b> available/ stated (no change in construct measured)	Can do with <b>modifications</b> or supports stated (may alter construct being measured)
Visual impairment/ legally blind	Y	Y    N	Y    N	Y    N
Hearing impaired	Y	Y    N	Y    N	Y    N
Deaf/ blind	Y	Y    N	Y    N	Y    N
Nonverbal; responds using printed words	Y	Y    N	Y    N	Y    N
Nonverbal; responds using pictures	Y	Y    N	Y    N	Y    N
Nonverbal; responds using manual signs	Y	Y    N	Y    N	Y    N
Nonverbal; responds using eye gaze	Y	Y    N	Y    N	Y    N
Verbal but no use of hands	Y	Y    N	Y    N	Y    N
Communicates with objects or by indicating yes/no	Y	Y    N	Y    N	Y    N

Does the assessment include any way of capturing responses or any responses for students who do not yet have clear, intentional communication even at the nonsymbolic level?	Yes	No
Are the accommodations, modifications, and supports that can be used clearly defined to the extent that standardized administration of the assessment is possible?	Yes	No
<b>Comments/Describe where supporting evidence can be found:</b>		

<b>APPENDIX C.7</b>
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**Criterion # 7: Minimizing Barriers for Students Checklist**

**Instructions:** Using the assessment as a whole (including assessment materials and administration manual), consider whether a student with each of the characteristics listed in the first column (see table on page 3) would be able to complete the assessment with the level of independence and accuracy expected by the state. Indicate in the other columns whether the student would be able to show what s/he knows on the assessment, based on the kinds of supports provided.

**Definitions:**

**No provision:** This type of student would not be able to demonstrate knowledge/skill on the assessment; needed supports are nonexistent or insufficient to help this type of student demonstrate learning.

*→ If you answer “yes” to “no provision” in the first column for a type of student, skip to the next row.*

**Flexibility built into tasks:** This type of student would be able to demonstrate knowledge/skill because of flexibility in administration. Flexibility is built into the items (e.g., teacher choice/design in portfolio, scaffolding in scripted performance events).

**Accommodations:** This type of student would be able to demonstrate knowledge/skill because of allowable accommodations. Accommodations are not built into items/tasks, but are described in the test administration materials and may be applied to this type of student. Accommodations do not change the construct being measured.

**Modifications:** This type of student would be able to demonstrate knowledge/skill because of modifications in assessment materials, administration procedures, etc. Modifications are not built into items/tasks, but are described in the test administration materials and may be applied to this type of student. Modifications do change the construct being measured.

<b>Disability</b>	<b>Can do</b>	<b>w/ accommo.</b>	<b>w/ modify/ support</b>	<b>No provision</b>
<b>VI./ blind</b>	Select cube from mix of items  Select hat from items to indicate what Sara bought in story	Student can use abacus or talking calculator  Braille vs. printed word answers	Student can use objects to count out/ indicate answer  Student can show understanding of story using raised pictures or objects	Item is point to pictures or other printed text and no modification is described
<b>Deaf/ HI</b>	Directions are	Directions can be	Alternative provided	Phonemic awareness

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	printed with words/ pictures	signed; story can be signed	for listening comprehension or phonics section	items and no alternatives given
<b>Deaf/blind</b>	Item requires motor manipulation- e.g., assembly of shape puzzle	Can sign or provide tactile support to show what is expected for task like the shape puzzle	Can use an object book for a story; Can use objects for math problem	Items require hearing or vision and no modification for deaf/blind specifically described
<b>Nonverbal-uses words or pictures</b>	Task does not require a verbal response- e.g., select correct picture	Student can type or sign exact response	An expressive item is made receptive with an array of options to respond (instead of “what sound is first in ‘sun’” changed to which one begins with the “s” sound)	Test requires a verbal response and not directions given for nonverbal students
<b>Nonverbal and nonsymbolic communication</b>	Task can be completed using real life materials/ scenario- e.g., choose a book; give each plate a napkin	(probably not an option as any change to be nonsymbolic will alter content)	Changed to nonsymbolic response, so student can show partial achievement...e.g., select an object that goes with story	Most test items assume at least picture use and no alternatives are described
<b>Verbal –no use of hands</b>	Task requires a verbal answer	Student can verbally direct person to make each response (e.g., to show steps of a math problem)	Task can be simplified for brief verbal response to show some achievement- e.g., indicate yes/ no	Many test items require a motor response and no alternatives are described

**Examples for Minimizing Student Barriers**

**RI Alternate Assessment Alignment Study – February 2007**

**Criterion #7: Minimizing Barriers for Students Checklist**

Circle Subject/Grade: Reading    Writing    Math

Type of student	No provision for students with these characteristics	Can do alternate assessment as designed, with <b>flexibility built into tasks</b>	Can do with <b>accommodations</b> available/ stated (no change in construct measured)	Can do with <b>modifications</b> or supports stated (may alter construct being measured)
Visual impairment/ legally blind	Y	Y    N	Y    N	Y    N
Hearing impaired	Y	Y    N	Y    N	Y    N
Deaf/ blind	Y	Y    N	Y    N	Y    N
Nonverbal; responds using printed words	Y	Y    N	Y    N	Y    N
Nonverbal; responds using pictures	Y	Y    N	Y    N	Y    N
Nonverbal; responds using manual signs	Y	Y    N	Y    N	Y    N
Nonverbal; responds using eye gaze	Y	Y    N	Y    N	Y    N
Verbal but no use of hands	Y	Y    N	Y    N	Y    N
Communicates with objects or by indicating yes/no	Y	Y    N	Y    N	Y    N

Does the assessment include any way of capturing responses or any responses for students who do not yet have clear, intentional communication even at the nonsymbolic level?	Yes	No
Are the accommodations, modifications, and supports that can be used clearly defined to the extent that standardized administration of the assessment is possible?	Yes	No
<b>Comments/Describe where supporting evidence can be found:</b>		

University of North Carolina at Charlotte  
 National Alternate Assessment Center (NAAC)  
 Alignment of Professional Development Resources Survey

Below is a list of PD and instructional resources to be reviewed. You and your partner will only use one of these resources when you do your review. Identify the Use codes (A, B, C, etc.) of the resource used. One the following pages, use related page numbers when citing evidence on the attached survey.

Code	Resource	Brief Description of Resource
A	Power Point #4 – Instructional Process	<b>Overview of PD sessions: standards-based instruction, curriculum development, levels of assistance, Structured Performance Tasks (SPTs)</b>
B	AA Administration Manual- Overview (pp 1-5)	<b>AA test blueprint, AA test design</b>
C	AA Administration Manual – Instruction Chapter (pp 7-14)	<b>Narrative of Instructional Process; examples of instruction that connects to Structured Performance Tasks (SPTs)</b>
D	AA Administration Manual- Tip Sheet (p 29)	<b>Student Documentation Form</b>
E	AA Administration Manual- Rubrics (pp 67-71)	<b>Scoring rubrics; connections to content strands</b>
F	AA Administration Manual- SPTs (pp 73-71)	<b>Structured Performance Tasks (SPTs) for each grade span and content area</b>

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G	AA Administration Manual- Data Chapter Prompts (pp 166-167)	<b>Levels of Independence, Prompts</b>
H	(3) AA GSEs Documents for Reading, Writing, Mathematics	<b>Extended GSEs by content area and grade span, glossary of terms</b>
I	Other?	

Resource reviewed in this survey: \_\_\_\_\_

Reviewer(s) ID: \_\_\_\_\_

Date: \_\_\_\_\_

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Part I: Does the format of the professional development/instructional materials promote clear links to state standards? (Criterion #1)

**Where info found**

- |  |          |          |
|--|----------|----------|
| 1. <u>Are the <b>overarching (K-12) NECAP/state standards/ (strands)*</b> stated in instructional materials?</u>   | <u>Y</u> | <u>N</u> |
| 1.1 <u>Are these standards stated on the same/near pages as examples for students with SCD?</u>                    | <u>Y</u> | <u>N</u> |
| 1.2 <u>Are all of the overarching <b>reading</b> standards (strands)* included?</u>                                | <u>Y</u> | <u>N</u> |
| 1.3 <u>Are all of the overarching <b>writing</b> standards (strands)* included?</u>                                | <u>Y</u> | <u>N</u> |
| 1.4 <u>Are all of the overarching <b>math</b> standards (strands)* included?</u>                                   | <u>Y</u> | <u>N</u> |
| <b>* NECAP strands</b>   |          |          |
| 2. <u>Are the <b>NECAP content standards/GLEs</b> stated or specifically referenced?</u>                           | <u>Y</u> | <u>N</u> |
| 2.1 <u>Are the content standards/GLEs on the same/near pages as examples for students with SCD?</u>                | <u>Y</u> | <u>N</u> |
| 2.2 <u>Are all of the <b>reading</b> content standards/GLEs included?</u>  | <u>Y</u> | <u>N</u> |
| 2.3 <u>Are all of the <b>writing</b> content standards/GLEs included?</u>  | <u>Y</u> | <u>N</u> |
| 2.4 <u>Are all of the <b>math</b> content standards/GLEs included?</u>   | <u>Y</u> | <u>N</u> |
| 3. What types of instructional resources are included in the materials (check all that apply) and describe briefly |          |          |
| <input type="checkbox"/> <u>Background information on standards-based instruction</u>                              |          |          |
| <input type="checkbox"/> <u>Classroom activities</u>   |          |          |
| <input type="checkbox"/> <u>Student products/ assessment suggestions</u>   |          |          |
| <input type="checkbox"/> <u>IEP development guidance</u>   |          |          |
| <input type="checkbox"/> <u>Other:</u>   |          |          |
| 4. <u>Are there <b>other links made to state/NECAP, grade-level standards/GLEs?</b></u>                            | <u>Y</u> | <u>N</u> |

Comments:

**RI Alternate Assessment Alignment Study – February 2007**

**Where info  
found**

Part II: To what extent do the professional development materials incorporate the criteria for accessing grade level content?

**1. The content of the professional development materials is academic and includes the major domains/strands of the content area as reflected in state standards/GLEs.**

1.1 Are any examples given for teaching state standards/NECAP GLEs to students with SCD primarily academic? Y    N

---

1.1.1 Do materials include all of the major domains/strands as reflected in state standards/GLEs?

1.1.1.1.1	<u>Early Reading</u>	Y	N
1.1.1.1.2	<u>Reading Fluency &amp; Accuracy</u>	Y	N
1.1.1.1.3	<u>Reading Word Identification</u>	Y	N
1.1.1.1.4	<u>Reading Vocabulary</u>	Y	N
1.1.1.1.5	<u>Reading Lit Text</u>	Y	N
1.1.1.1.6	<u>Reading Info Text</u>	Y	N
1.1.1.1.7	<u>Writing Structures/Conventions</u>	Y	N
1.1.1.1.8	<u>Writing Response to Text</u>	Y	N
1.1.1.1.9	<u>Writing Expressive</u>	Y	N
1.1.1.1.10	<u>Writing Informational</u>	Y	N
1.1.1.1.11	<u>Other state ELA standards?</u>	Y	N

1.1.2 Mathematics

1.1.2.1	<u>Numbers and Operations</u>	Y	N
1.1.2.2	<u>Algebra</u>	Y	N
1.1.2.3	<u>Geometry and Measurement</u>	Y	N
1.1.2.4	<u>Data Statistics, and Probability</u>	Y	N
1.1.2.5	<u>Other state math standards?</u>	Y	N

**Comments:**

**Where info  
found**

**2. The content is referenced to the student’s assigned grade level.**

2.1 Are there examples <b>specific to grade level</b> ?	Y	N
2.1 To <b>grade span</b> ?	Y	N
2.2 To <b>all grade spans</b> for K-12?	Y	N
2.3 To <b>all grade spans</b> covered by NCLB?	Y	N

**Comments:**

**3. The focus of achievement maintains fidelity with the content of the original grade level standards (content centrality) and when possible, the specified performance (category of knowledge).**

3.1 Review any teaching examples and note if they have...		
3.1.1 Reference to a specific standard?	Y	N
3.1.2. If referenced, is there content centrality for most?	Y	N
3.1.3. If referenced, is there performance centrality for most?	Y	N
3.1.4. Or, are examples developed for lower symbolic levels have content centrality only	Y	N

**Comments:**

**4. The content differs from grade level in range, balance, and DOK, but matches high expectations set for students with significant cognitive disabilities.**

4.1 Are examples given that are different than grade level achievement?	Y	N
4.2 Are vertically aligned skills from earlier grade levels used as examples?	Y	N
4.2.1 If so, do the materials describe how to link these to the grade level content?	Y	N
4.3 If some areas of content were omitted from above (#1), is there a rationale for what content is included?	Y	N
4.3.1 Are priorities identified within grade level content to help teachers prepare students for alternate assessments?	Y	N

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**Comments:**

**Where info  
found**

**5. There is some differentiation in content across grade levels or grade bands.**

5.1 <u>Examples are given for different grade levels or grade bands</u>	Y	N
5.1.1 <u>Examples show how students can show growth across grade levels or grade bands</u>	Y	N
5.1.2. <u>Specific examples of teaching activities and materials are given that link to typical grade level content (e.g., how to engage student in a middle school novel like <i>Call of the Wild</i>; how to promote learning in context of mathematics lesson on slope).</u>	Y	N

**Comments:**

**6. The expected achievement for students is for the students to show learning of grade referenced academic content.**

6.1 <u>The materials provide examples of how to generalize learning across content (e.g., use of multiple stories to find main character)</u>	Y	N
6.2 <u>The materials provide examples of how to promote student mastery of skills</u>	Y	N
6.3 <u>The materials provide examples of how to promote independent responses by students</u>	Y	N

**Comments:**

**7. The potential barriers to demonstrating what students know and can do are minimized in the assessment.**

7.1. <u>The materials provide information about allowable accommodations for students with sensory impairment to participate in the assessment.</u>	Y	N
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7.2 The materials provide information about allowable accommodations for students with motor impairments to participate in the assessment. Y N

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Comments:

**Where info  
found**

**8. The instructional program promotes learning in the general curriculum.**

8.1 The materials give examples of how to teach in inclusive contexts, as well as adapting materials for self-contained contexts. Y N

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8.2 The materials give examples of how to teach with typical peers Y N

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8.3 The materials give examples of how to provide opportunities for students to make choices, problem solve, self-advocate, self-evaluate. Y N

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8.4 The materials give examples using assistive technology. Y N

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8.5 The materials give examples using typical classroom resources. Y N

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8.6 The materials give examples that promote literacy across content areas. Y N

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8.7 The materials give examples that use academic skills in a functional context. Y N

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Comments:

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**Criterion #8: PROGRAM QUALITY INDICATORS CHECKLIST**

**APPENDIX C.9**

<b>Does the instructional program provide evidence of:</b>	<b>Yes/No</b>	<b>If so, what is evidence?</b> Note document & page numbers, with brief example(s)
1. Opportunities for instruction in general education classrooms for students with significant cognitive disabilities?		
2. Opportunities for instruction with typical peers for students with significant cognitive disabilities?		
3. Opportunities for students with significant cognitive disabilities to make choices, problem solve, self-advocate, self-evaluate?		
4. The provision of assistive technology for students who need it?		
5. The access and use of typical classroom resources within instruction (e.g., science kits, grade level books, textbooks)?		
6. Literacy being promoted across the content areas for students with significant cognitive disabilities (e.g., the pairing of text with picture symbols and objects)?		
7. The meaningful linking of academic skills in functional contexts?		
8. Other?		