Linking Standards to the IEP for Students Participating in the Oregon Alternate (“Extended”) Assessment

COSA Fall Special Education Conference, 2015
Brad Lenhardt, Oregon Department of Education
Gerald Tindal & Dan Farley, Behavioral Research and Teaching

Learning Outcomes

• In this session, participants will become familiar with...
  • Process of systematically reducing the depth, breadth, and complexity of standards to remain strongly linked to the original standard (“essentialization”).
  • Essentialized Assessment Frameworks (EAFs)
  • Developing Present Levels of Academic Achievement and Functional Performance (PLAAFP) and Individualized Education Program (IEP) goals and objectives that are linked to these essentialized standards.
Standards for SWSCDs: “Essentialization” Process

- A systematic process used to reduce the depth, breadth, and complexity of grade level content standards in order to make them relevant and accessible for students with significant cognitive disabilities.
... Essentialization Process (cont.)

- Select standard
- Code using essentialization system
  - Essential content (nouns) is boxed
  - Essential intellectual operations (verbs) are underlined (with complex verbs also bolded), and
  - Delimiters (of content or intellectual operations) are italicized.
- Reduce depth, breadth, and complexity by:
  - transforming complex verbs
  - limiting scope of content/verbs
  - eliminating extra text
- Generate the essentialized standard

Essentializing Coding System

- (a) Essential content (nouns) is boxed
- (b) Essential intellectual operations (verbs) are underlined (with complex verbs also bolded), and
- (c) Delimiters (of content or intellectual operations) are italicized.
Essentialization Process

- Select CCSS/NGSS
- Code using essentialization system
- Reduce depth, breadth, and complexity by:
  - transforming complex verbs
  - limiting scope of content/verbs
  - eliminating extra text
- Generate the essentialized standard

Example 1: How to Essentialize a Standard

- 4.RF4 - Read with sufficient accuracy and fluency to support comprehension.
- Read [text] with sufficient accuracy and fluency to support comprehension.
- Essentialized standard: Read appropriate [text] with accuracy.
Example 2: How to Essentialize a Standard

- 4.NBT4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Essentialized standard: Add two-digit whole numbers with fluency.

Example 3: How to Essentialize a Standard

- 11-12W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Essentialized standard: Write relevant text with accuracy.
Example 4: How to Essentialize a Standard

- 11-12L1 - Demonstrate command of the conventions of standard English grammar and usage when speaking or writing.
- **Demonstrate command of the conventions of standard English grammar and usage when speaking or writing.**
- Essentialized standard: **Accurately identify icons when using expressive language.**

Example 5: How to Essentialize a Standard

- 5-PS1-3 - Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- **Conduct an investigation to determine whether the mixing of two or more substances results in new substances.**
- Essentialized standard: **Recognize when substances are mixed together.**
Practice Essentialization of Standard #1

• 3.RL1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

• Essential content: questions, understanding

• Essential intellectual operation(s): ask, answer, demonstrate

• Delimiter(s): and, to, referring explicitly to the text as the basis for the answers

Practice Essentialization of Standard #1

• Reduce depth, breadth, and complexity
  • Eliminate unnecessary content, intellectual operations, and delimiters
  • Generate the essentialized standard

• Answer questions about a text.
Practice Essentialization of Standard #2

- 7.NS3 - Solve real-world and mathematical problems involving the four operations with rational numbers.
- Essential content: problems
- Essential intellectual operation(s): Solve
- Delimiter(s): real-world and mathematical, involving the four operations with rational numbers

Practice Essentialization of Standard #2

- Reduce depth, breadth, and complexity
  - Eliminate unnecessary content, intellectual operations, and delimiters
- Generate the essentialized standard:
  - Solve addition and subtraction word problems
Practice Essentialization of Standard #3

- 8.RI.2 – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

- Essential content: central idea, text, summary
- Essential intellectual operation(s): Determine, analyze, provide
- Delimiter(s): a, of a text, and, its development over the course of the text, including its relationship to supporting ideas, an objective, of the text.

Practice Essentialization of Standard #3

- Reduce depth, breadth, and complexity
  - Eliminate unnecessary content, intellectual operations, and delimiters
- Generate the essentialized standard:
  - Identify the central idea and supporting details of a text.
Essentialized Assessment Framework (EAF) Structure

- The CCSS/NGSS standards
  - Domain
  - Standard
  - Sub-standards (where appropriate)
- Relevant EAF standard
- Descriptions of the scope for Low, Medium, and High difficulty levels

EAF Overview

EAF User Guide

- Background
  - EAF development process
  - Vetted by OR teachers
  - Linked to CCSS/ORSci/NGSS
- Intended uses
  - PLAAFP development
  - IEP goals and objectives development
  - Assessment framework for the ORExt (provides structure for item writers to target for item development)
- Essentialization Process

EAF Examples - ELA

<table>
<thead>
<tr>
<th>CODE</th>
<th>Content Area</th>
<th>Domain</th>
<th>Cluster (Groups of Standards)</th>
<th>CCSS Standard (1-10)</th>
<th>CCSS Sub-Standard (p-q)</th>
<th>Essentialized Standard</th>
<th>W/M/H</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.11_12.R.1.1</td>
<td>Reading</td>
<td>Reading Standards for Literature K-12</td>
<td>1. Key Ideas and Details</td>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
<td>None</td>
<td>Answer questions about a text that is read to student, or that student reads.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>Content Area</th>
<th>Domain</th>
<th>Cluster (Groups of Standards)</th>
<th>CCSS Standard (1-10)</th>
<th>CCSS Sub-Standard (p-q)</th>
<th>Essentialized Standard</th>
<th>W/M/H</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.11_12.W.1.1a</td>
<td>Writing</td>
<td>Writing Standards K-12</td>
<td>1. Text Types and Purposes</td>
<td>1. Write arguments to support claims in an analysis of the text. Using valid reasoning and relevant and sufficient evidence.</td>
<td>a. Introduce precise, knowledgeable claims, establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</td>
<td>Identify a claim made in writing, or what a text is about.</td>
<td></td>
</tr>
</tbody>
</table>
### EAF Example - Math

<table>
<thead>
<tr>
<th>CODE</th>
<th>Content Area</th>
<th>Domain</th>
<th>Cluster (Group of Standards)</th>
<th>Standard (a,b)</th>
<th>Sub-Standard (c,d)</th>
<th>Essentialized Unit</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICAL</td>
<td>Mathematics</td>
<td>Numbers and Proportional Relationships</td>
<td>1. Analyze proportional relationships and use them to solve real-world and mathematical problems.</td>
<td>Compute unit rates using manipulatives, including rates of change, including rates of lengths, areas, etc.</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Numbers and Proportional Relationships</td>
<td>2. Recognize and represent proportional relationships between quantities.</td>
<td>Essentialized with cousin standard</td>
<td>Essentialized with cousin standard</td>
<td>Essentialized with cousin standard</td>
<td>Essentialized with cousin standard</td>
</tr>
</tbody>
</table>

### Math Key & Scope Tab

#### Key
- **A**: Addition
- **S**: Subtraction
- **M**: Multiplication
- **D**: Division

#### Grade 6 Content Area
- **Mathematics**
  - **Scope**: Whole Numbers, Fractions, Decimals, Ratios, Proportions, Percents, Exponents, Square Roots, and Algebraic Expressions
  - **Math Key**: Whole Numbers, Fractions, Decimals, Ratios, Proportions, Percents, Exponents, Square Roots, and Algebraic Expressions
  - **Digital Time**: Hour, Minute, Second
  - **Length**: Inches, Feet
  - **Area**: Unit Squares, Square Inches, Square Feet, Square Yards
  - **Volume**: Cubic Units, Cubic Inches, Cubic Feet
  - **Temperature**: Degrees F, Degrees C

#### Essentialized with cousin standard

#### Standard not essentialized
## EAF Example - Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Content</th>
<th>Domain</th>
<th>NGSS Standard</th>
<th>OR Science Standard(s)</th>
<th>Enriched Standard</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAF4.S4</td>
<td>Science</td>
<td>Energy</td>
<td>Plan an investigation to determine the relationship among the energy transferred, the type of objects transferred, and the temperature of the objects.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NGSS alignment

- Recognize temperature as a measure of how hot or cold matter is, and that heat is transferable.

### OR Science alignment

1. Recognize the difference between hot and cool (e.g., using objects, such as MR - Recognize that hot and cold are related to energy transfer and the direction of those transfers, including changes in temperature.
2. Identify examples of heat transfer, and how such transfer might be mechanical or chemical.

---

## Standards-Based IEPs & Students with Significant Cognitive Disabilities
Background

- The Individuals with Disabilities Education Improvement Act (IDEA 2004) and the Elementary and Secondary Education Act (No Child Left Behind Act of 2001 (NCLB)) are designed to provide students with disabilities greater access to the general education curriculum.
- A standards-based Individualized Education Program (IEP) is a process and document that is framed by the state standards and that contains goals aligned with, and chosen to facilitate the student’s achievement of, state grade-level academic standards, according to the National Association of State Directors of Special Education (NASDSE).

Rationale

- Improved exposure to subject matter in the general education curriculum
- Greater collaboration between special and general education teachers
- Changes in teacher’s instructional practices to ensure access to curriculum content for students with diverse needs
- Greater focus on high expectations; less focus on academic deficits
- Improved use of academic interventions, accessibility supports, and test data
Standards-Based IEP

- A standards-based IEP is an IEP that contains goals based on the CCSS/NGSS.
- The term standards-based IEP describes both a document and a process.
- A plan to provide the opportunity for children with disabilities to learn the same challenging academic content as all children.
- A method for joint planning, problem solving and decision making.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

**PLAAFP**
- Review assessment info
- Collect Data
- Identify Strengths
- Identify Needs
- Develop Impact Statement

**Conduct Data Analysis**
- Review of PLAAFP
- Review Grade Level Standards
- Determine the gap
- Where student is and where we need to go

**Writing Measureable Annual Goals**
Standards-based IEP Goals & Objectives

- ORExt results should be more useful in defining PLAAFP, at least in part.
- The PLAAFP will define the gap between what the grade level expectation is compared to the instructional level of the student.
- Once gap is determined, IEP goals and objectives can be set based upon the relevant Essentialized Standards.
- The essentialization process can and oftentimes will need to be customized for each student (though default L/M/H descriptors may prove useful as well)

Curriculum & Instruction

- BRT is working with OR teachers to develop templates that can be used as model units in ELA, Math, and Science
- Instructional approaches are founded within research-based teaching strategies (e.g., Model – Lead – Test)
- Initial templates are developed in ELA and Math, but most work on these materials will occur in the summer of 2015
- All resources will be posted on a new website that all OR teachers will be able to access
Questions?

Contact Information

- Brad Lenhardt: General Supervision & Statewide Assessments Specialist, UAAG Member  
  brad.lenhardt@state.or.us
- Gerald Tindal, BRT Director, University of Oregon  
  gtindal@uoregon.edu
- Dan Farley, Program Manager, Oregon Extended Assessments, BRT, University of Oregon  
  dfarley@uoregon.edu