

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

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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.



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... 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

- <http://www.brtprojects.org/publications/training-modules>

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

CODE	Content Area	Domain	Cluster (Groups of Standards)	CCSS Standard (1-10)	CCSS Sub-Standard (a-g)	Essentialized Standard	L/M/H
R.11_12.RL.1.1	Reading	Reading Standards for Literature 6-12	1. Key Ideas and Details	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.	None	Answer questions about a text that is read to student, or that student reads.	L - Paragraph of 4 sentences read to student. M - Paragraph of 5 sentences read to student. H - 2 paragraphs that student reads.

CODE	Content Area	Domain	Cluster (Groups of Standards)	CCSS Standard (1-10)	CCSS Sub-Standard (a-g)	Essentialized Standard	L/M/H
W.11_12.W.1.1.a	Writing	Writing Standards 6-12	1. Text Types and Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Identify a claim made in writing, or what a text is about.	L - Paragraph of 4 sentences read to student. M - Paragraph of 5 sentences read to student. H - 2 paragraphs read to student.



EAF Example - Math

CODE	Content Area	Domain	Cluster (Groups of Standards)	Standard (1-10)	Sub-Standards (a-g)	Essentialized Std	L/M/H
MO7RPR1.1	Mathematics	Ratios and Proportional Relationships	1. Analyze proportional relationships and use them to solve real-world and mathematical problems.	1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.	None	Compute unit rates using numbers 0-100 or -1 to -10 with tables, graphs, equations, diagrams, or verbal descriptions.	L- (include 5).
	Mathematics	Ratios and Proportional Relationships	1. Analyze proportional relationships and use them to solve real-world and mathematical problems.	2. Recognize and represent proportional relationships between quantities.	a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.		
	Mathematics	Ratios and Proportional Relationships	1. Analyze proportional relationships and use them to solve real-world and mathematical problems.	2. Recognize and represent proportional relationships between quantities.	b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Addressed in RPR1.1	

Standard not essentialized

Essentialized with cousin standard

Math Key & Scope Tab

KEY	Abbreviation	Definition
	A	Addition
	S	Subtraction
	M	Multiplication
	D	Division
Grade	Content	Scope
3	Numbers	Whole #s, 1 to 20
3	Fractions	$\frac{1}{2}$
3	Operations	A, S (1-10); M, D (1-5)
3	Shapes	Triangle, Circle, Square
3	Graphs	Picture, Pie
3	Digital Time	Hour
3	Length	Inches, Feet
3	Area	Unit Squares, Square Inches, Square Feet
3	Volume	Same, More, Less
3	Temperature	Degrees F
4	Numbers	Whole #s 1 to 40
4	Fractions	$\frac{1}{2}$, $\frac{1}{4}$
4	Operations	A, S (1-20); M, D (1-10)
4	Shapes	Triangle, Circle, Square, Rectangle, Oval
4	Graphs	Picture, Pie, Bar
4	Digital Time	Hour, Half Hour, Quarter Hour
4	Length	Inches, Feet, $\frac{1}{2}$ Inches
4	Area	Unit Squares, Square Inches, Square Feet, Square $\frac{1}{2}$ Inches
4	Weight	Pounds, Ounces
4	Volume	Cups, Pints
4	Temperature	Degrees F

EAF Example - Science

Code	Content	Domain	NGSS Standard	NGSS Clarifications/Assessment Boundary	OR Science Standard(s)	Essentialized Standard	L/M/H
S08PH53.4	Science	Energy	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	(Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same	8.2.P.2 Explain how energy is transferred, transformed, and conserved.	Recognize temperature as a measure of how hot or cold matter is, and that heat is transferable.	L - Recognize the difference between hot and cold (e.g., using objects, outside). M - Recognize that hot and cold are related to measures of temperature, including changes in temperature. H - Identify examples of heat transfer, and how such transfer might be minimized or maximized

NGSS alignment

OR Science alignment



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).

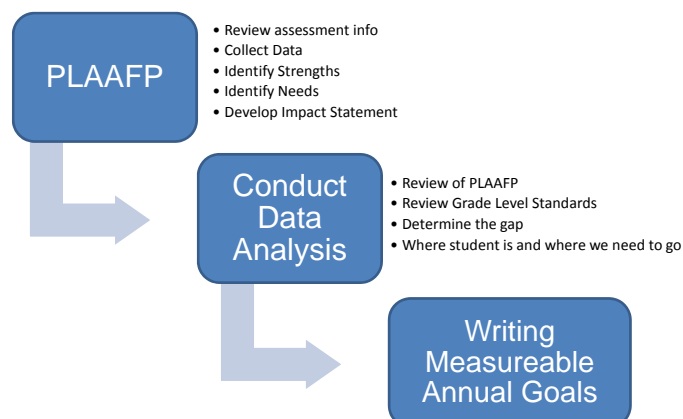
Rationale

- 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)



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?



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