

# College, Career and Community Readiness Alternate Achievement Standards: Consideration for Board Adoption

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# Life Skills Curriculum Review: History

The BSD 7 Life Skills Curriculum is geared towards students with “the most significant cognitive disabilities.” Historically, these students were excluded from public education until special education laws guaranteed a free appropriate public education. “State of the art” best practices have evolved in the 40 years since the passage of the first Individuals with Disabilities Education Act.

# Life Skill Curriculum Review: History

1970's: Developmental Model - Evaluate where the student was “developmentally” and provide instruction through a sequence of prerequisite skills.

1980's: Functional Daily Living Skills (FDLS)- Greater focus on functional daily living skills that would lead to independence as adults (purchasing, housekeeping, self-care)

1990's: FDLS, with greater focus on social inclusion and self-determination

2000's: FDLS plus greater access to academic content and new mandates for participation in state accountability assessments. Pressure to balance it all.

# Alternate Achievement Standards

NCLB/ESEA regulations of 2003 and IDEA 2004 - requires states to develop and implement alternate assessments for those children who are “unable to participate in regular assessments, even with accommodations.”

ESEA Regulations 34 CFR Part 200 One State explains the instructional benefits of including students with the most significant cognitive disabilities in its assessment: “Some students with disabilities have never been taught academic skills and concepts, for example, reading, mathematics, science, and social studies, even at very basic levels. Yet all students are capable of learning at a level that engages and challenges them. Teachers who have incorporated learning standards into their instruction cite unanticipated gains in students' performance and understanding. Furthermore, some individualized social, communication, motor, and self-help skills can be practiced during activities based on the learning standards.”

IDEA 300.160 (c)(2)(iii) If the State has adopted alternate academic achievement standards permitted in 34 CFR 200.1(d), measure the achievement of children with the most significant cognitive disabilities against those standards.

# Montana CRT-Alt and Alternate Achievement Standards

In 2006, Montana created the CRT-Alt to assess students' understanding of Expanded Benchmark Standards in Reading, Math and Science, which “define our expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area.”

The developmental continuum provided a downward extension of what was expected for students in relation to the standard.

**Reading Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read.

**Benchmark 1.1:** When reading, students will make predictions and connection between new material and previous information/experiences

**Expanded Benchmark 1.1.1** Understand information to anticipate and attend to reading material (attend to people and objects in the environment)

**Expanded Benchmark 1.1.4** Understand information and use text, spoken information and/or objects to complete simple tasks (follow directions that contain verbs “point to...”

# Life Skills Curriculum Review: History

Prior BSD7 Life Skills Curriculum adoptions reflected instruction across multiple domains:

pre-2007 Life Skills Standards Domains	2007 Life Skills Standards Domains
<ol style="list-style-type: none"><li>1. Live as independent as possible in the community setting</li><li>2. Interact responsibly and be socially appropriate in the community setting</li><li>3. Communicate receptively and expressively in all environments</li><li>4. Use motor skills to enhance independence</li><li>5. Develop employment skills</li><li>6. Initiate leisure/recreation skills</li></ol>	<ol style="list-style-type: none"><li>1. Communication Skills</li><li>2. Personal/Social Skills</li><li>3. Academics (basic reading, writing, math)</li><li>4. Domestic/Home Living</li><li>5. Leisure/Recreation</li><li>6. Vocational</li><li>7. Community Living</li></ol>

# Life Skills Curriculum Review: History

The 2007 version of the Life Skills Curriculum placed a greater emphasis on academic content, however it was indirectly connected to the Montana Expanded Benchmark Standards.

- Special Education staff used Expanded Benchmark Standards and FDLS Curriculum Documents as a framework for individually designed instruction
- Use of instructional standards and materials has retained a “developmental model” of meeting the child at their skill level, and moving forward at a “developmentally appropriate” pace.
- An unintended consequence is lack of engagement with age/grade appropriate content

# Alternate Achievement Standards

With the Montana adoption of the Common Core State Standards in Math and English Language Arts, a new set of aligned Alternate Achievement Standards needed to be adopted.

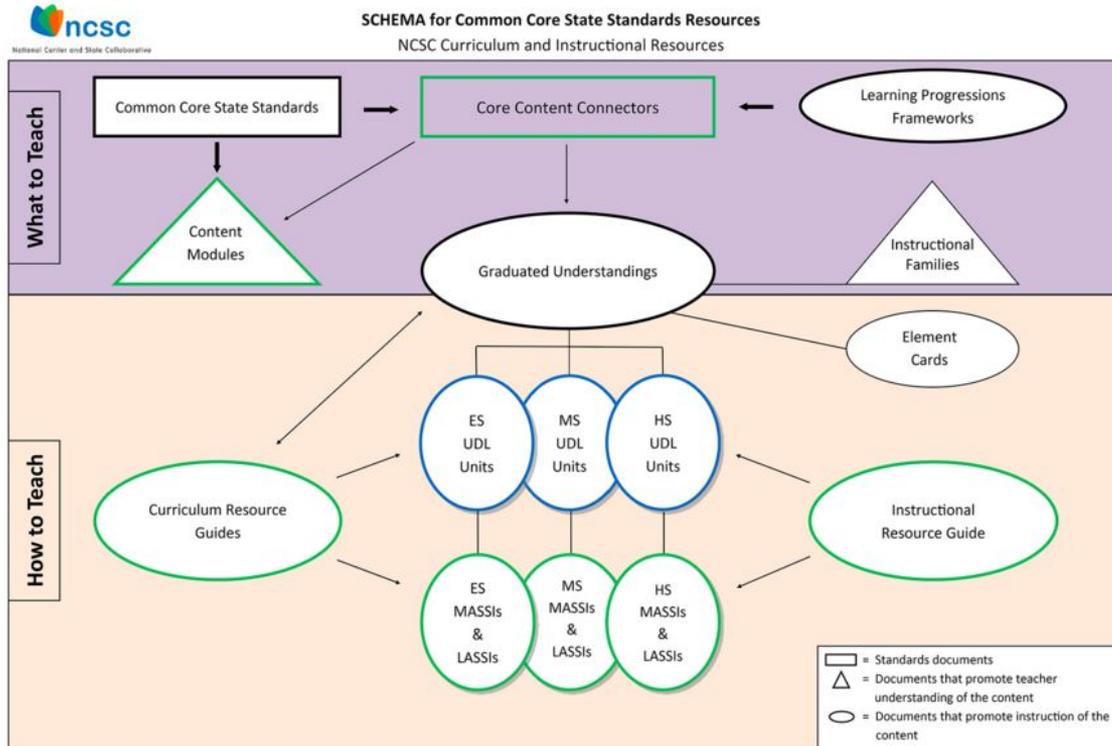
Two multi-state consortiums (similar to, but not affiliated with Smarter Balanced and PARCC) began work on next-generation Alternate Assessments based on Alternate Achievement Standards (AA-AAS). Montana joined 23 states and 5 partner organizations to be a part of the National Center and State Collaborative (NCSC) consortium.

## NCSC Alternate Assessment based on Alternate Achievement Standards

In 2010, the National Center and State Collaborative received a US Dept. of Education grant to develop a new AA-AAS by 2014-15. The project included:

- Resources on “what to teach”
  - Content Modules, Learning Progression Frameworks, and Instructional Families that link the Common Core State Standards to the Core Content Connectors (alternate achievement standards)
- Resources on “how to teach”
  - Curricular and Instructional Resource Guides
  - Sample elementary, middle school and high school units that incorporate principles of Universal Design (templates for inclusion)
  - Sample elementary, middle school and high school units that incorporate principles of applied behavioral analysis and systematic, scripted instruction (templates for age/grade appropriate specially designed instruction)

# NCSC Schema



# NCSC Core Content Connectors: “Same but Different”

As the new Alternate Achievement Standards, the “Core Content Connectors (CCCs) identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Common Core State Standards and the Learning Progression Frameworks.”

Link to CCCs: <https://drive.google.com/folderview?id=0B6PQYJbXrR8FQkxxZ1FWSWxWdDg&usp=sharing>

- CCCs target the same general content as the CCSS but with less depth, breadth and complexity
- Asks practitioners to abandon the developmental model of focusing on prerequisite skills, and instead “presume competence” by using appropriate instructional design and accessibility accommodations to teach key concepts of age/grade level content.

# NCSC Core Content Connectors

ELA Example: 7th Grade Reading Informational Text (7.RI.1)

## **Common Core State Standard**

## **Core Content Connector**

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. 7.RI.1

# NCSC Core Content Connector

## Middle School Math Example

Common Core State Standard	Core Content Connectors
6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers.	6 <sup>th</sup> 6.PRF.1d1: Solve real world single step linear equations
7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	7 <sup>th</sup> 7.PRF.1g2: Use variables to represent quantities in real-world or mathematical problems, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
8.EE.C.7 Solve linear equations in one variable.	8 <sup>th</sup> 8.PRF.1g3 Solve linear equations with 1 variable

# NCSC Core Content Connectors

## Math Example: 8th Grade Expressions and Equations

### Common Core State Standard

8.EE.C.7 a Solve linear equations in one variable.

Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).

### Core Content Connector

8.PRF.1g3 Solve linear equations with 1 variable

Representation:

- Create a pictorial array of a simple equation to translate wording to solve for  $x$  or  $y$ .
- Understand the following concepts, vocabulary, and symbols:  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $=$ , variable, equation.

# Instruction aligned with Alternate Achievement Standards



Excerpt from NCSC Wiki, courtesy of UNC Charlotte: [https://wiki.ncscpartners.org/index.php/MASSIs\\_Presentations](https://wiki.ncscpartners.org/index.php/MASSIs_Presentations)

## Additional examples:

- Algebra - <http://www.attainmentcompany.com/teaching-standards-math>
- Holes - <http://www.attainmentcompany.com/teaching-standards-english-language-arts>

# Bozeman Public Schools Alternate Achievement Standards

## BSD7 Special Education Alternate Standards Review Process

- April 2013: Initial information on NCSC standards and assessment provided to Special Education PTA (SEPTA)
- September 2013: Initial information on NCSC standards and assessment provided to Special Education department staff
  - Solicited staff participation for 2013-14 Consortium activities at OPI request. Montana (and Bozeman educators specifically) had a voice at the table
- Spring 2014: Participated in NCSC Alternate Assessment Pilot 1
- April 2014: NCSC information shared with SEPTA at greater depth (comparison of CCSS and CCCs, examples of instructional materials and activities)
- Fall 2014: Participated in NCSC Alternate Assessment Pilot 2
- October 2014: Life Skills/AAS Review committee convened
  - Department wide professional development on NCSC Schema and Core Content Connectors
  - Review of prior “Life Skills/Social Skills” curriculum/standards
- Spring 2015: Montana was one of 11 states and 3 organizations (Pacific Assessment Consortium, District of Columbia, US Virgin Islands) that participated in the 2015 NCSC operational assessment.
- Fall 2015
  - Online hosting of PD materials and resources related to Alternate Achievement Standards

# Bozeman Public Schools Alternate Achievement Standards

## Proposal:

- Change the name of the standards/curriculum area from Life Skills Curriculum to Alternate Achievement Standards
- Adopt NCSC Core Content Connectors as District Alternate Achievement Standards in ELA and Math
- Adopt Montana Expanded Science Benchmarks as Alternate Achievement Standards in Science

Instruction related to functional life and social skills should remain an individual determination, based on a student's assessed IEP driven needs, and should not come at the exclusion of academic content standards.

# Next Steps:

- Solicit additional parent and staff feedback
- Bring to Board for adoption in spring
- Post-adoption committee work should focus on ongoing, embedded professional development and selection of materials (open source and commercial) that align with age/grade appropriate Alternate Achievement Standards