Special Education Assessment Update

Spring 2014

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2014–2015 Transition to Instruction of Common Core State Standards and Assessment of CCSS

Assessment options remain the same, standards change.
Current System:
State Based

General Assessment
Alternate Assessment (1% - students with significant cognitive challenges)
Graduation Exit Exam Options (CIA)

New System:
CCSS Based

General Assessment
Alternate Assessment (1% - students with significant cognitive challenges)
Graduation Exit Exam Options (CIA)

ASSESSING FOR ACCOUNTABILITY

• Current System
• Grades 3-8
• High School
Assessment Options: Accountability

- General Assessment
- Alternate Assessment

Current System: 2014-2015 Forward:

**MSP (3-8) and HSPE/EOC (10)**  
**Smarter Balanced (3-8, 11)**

**WAAS-Portfolio (3-8, 10)**  
**WA-AIM (3-8, 11)**

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- Transition from WA Standards to CCSS
- WAAS-Portfolio – Performance Task Assessment: WA-AIM
- Timeline and Expectations

**ALTERNATE ASSESSMENT AND TRANSITION TO CCSS**

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WHAT is WA-AIM?

• Alternate assessment aligned to the Common Core State Standards (CCSS) in ELA and Mathematics and the EALRs in Science

• Designed for students with significant cognitive disabilities:
  – **A**: Access to CCSS through an expanded framework based on Essential Elements
  – **I**: Instructionally relevant assessment experience for students and teachers
  – **M**: Measured though the use of twice annual performance tasks, measuring what the student knows, can do, and will provide information to inform instruction

The WA-AIM will:

• Provide students with significant cognitive disabilities a way to access the greater breadth and complexities of the CCSS through an expanded Access Point Framework linked to the Common Core Essential Elements.

• Focus on instructional relevance.

• Provide a low impact assessment experience for both students and educators to get used to new and expanded standards.

• Combine **science** into the assessment structure.

• Meet the graduation assessment requirement for a CIA.
Access Points & Performance Tasks

- Access Point Framework
  - Expanded framework aligned to the CCSS and the CC Essential Elements and EALRs for Science
  - Provide continuum of complexity to allow access to the standards for students across the range of learners in the alternate assessment population

**ACCESS POINTS provide instructional guidance.***

- Performance Tasks
  - Structured performance tasks will be provided to obtain a measure of a student’s knowledge and skills aligned to the Access Points

**A:** Access to CCSS through expanded framework linked to CCEEs

- Access Point Frameworks
  - Built on three levels of complexity
  - Takes into account multiple modes of communication
  - Provide access to the standards for range of learners in “1%”
  - All Content and Grades
    - ELA, Mathematics, and Science (5, 8, HS)
WA-AIM & CCSS/CCEE

• English Language Arts (ELA)
  – Grades 3-8 and High School
  – 5 standards/grades 3-8, 6 standards for High School
  – Developed at the strand level
• Mathematics
  – Grades 3-8 and High School
  – 5 standards/grade
  – Developed at the domain level
• Science
  – Grades 5, 8 and High School
  – Realligned to the EALRs until NGSS

Access Point Frameworks

• ELA and Mathematics
  – 5 standards chosen
  • Continuum of Access Points align to the Standard

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Grade 6</th>
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<tbody>
<tr>
<td>Domain: Ratio and Proportional Relationships</td>
<td></td>
</tr>
<tr>
<td>Cluster: Understand ratio concepts and use ratio reasoning to solve problems</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Common Core State Standard</th>
<th>Common Core Essential Element</th>
<th>ACCESS POINTS Built on Three Levels of Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.RP.1. Understand the concept of a ratio, and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</td>
<td>EE.6.RP.1. Demonstrate a simple ratio relationship.</td>
<td></td>
</tr>
</tbody>
</table>

Student will generate a ratio based on a model or a real-world situation. |
Student will identify a model of a given simple ratio. |
Student will identify a model that represents a 1:1 ratio. |
WA-ACCESS TO INSTRUCTION & MEASUREMENT (WA-AIM)

http://www.k12.wa.us/assessment/AlternativeAssessment/WA-AIM.aspx

- Access Point Frameworks
  - Organized by grade
- Timeline for development activities
- Email Listserv sign-up

I: Instructionally relevant assessment for students and teachers

- Provide a link to instruction
- Present a clear trajectory for student progress across content areas and grades
- Provide information that could be useful in IEP process
- Provide information to inform further instructional planning
Access Point & Performance Task Review
Statewide educator panels reviewed/will review for:
• Accessibility
  – Varying levels of complexity
  – Multiple modes of communication
• Academic Nature and Performance Centrality
  – Academic intent across framework
  – Academic learning/Performance Correlated to A.P.
• Bias and Sensitivity
  – Age and grade appropriate
  – Issues that would cause distress, offense, or distraction

M: Student KSA measured through performance tasks

• Performance Tasks
  o At each level of complexity, a task will be provided that will measure the Access Point
    ▪ *Directions for administration and resources will be provided*
  o Based on the student’s PLAFF, the teacher will select the student’s entry Access Point
  o Performance tasks will be administered once in the Fall and once in the Spring
  o Teachers will document student performance

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Performance Task Requirements

Each Access Point is associated with a unique Performance Task to measure the student’s KSA at the appropriate level of complexity.

Performance Task Example: 6th Grade Math: Ratio and Proportional Relationships

Performance Task Requirements: 6.RP.1(B) –

There must be at least 5 unique items to demonstrate understanding.

A multiple choice task, a minimum of 3 answer choices must be provided.

Student will identify a model given a simple ratio.

Example 1:

Teacher direction: James needs 2 pencils for every piece of paper. The ratio of pencils to paper is 2 to 1.

Example 2:

Teacher direction: Which picture shows a ratio of pencils to paper that is equal to 2 to 1?

Allowable Supports:

For questions and answer options, teachers may use visuals, manipulatives, classroom objects, or create tactile supports used in everyday instruction.
Timeline of events

- Sept-Oct 2013: CEEs introduced
- Dec 2013-Jan 2014: Develop Access Points
- February 2014: Educator review of Access Points
- Mar-May 2014: Performance Task development
- April 2014: Roll-out of Access Point Framework
  - WA-AIM Webpage
  - Access Point Frameworks Posted
  - Web Module and supporting documents
- June 2014: Educator review of Performance Tasks
- Fall 2014: Roll-out and PD for 2014-15 assessment

Graduation Requirements 2014-2015 and forward
Options for students with IEPs

GRADUATION EXIT EXAM REQUIREMENTS: CIA
Graduation Exit Exam Requirements

**Class 2014-2015**

- English Language Arts
  - Reading and Writing
- Mathematics
- Science

**High School Exit Exam Options: Students with IEPs**

**Currently:**

- Basic Cut Score (L2)
- Off-Grade WA Standards Test (DAPE)
  - ES-3rd reading & math, 4th writing, 5th science
  - MS-6th reading & math, 7th writing, 8th science
- Locally Determined Assessment
- WAAS-Portfolio

*Based on WA GLEs/PEs/EALRS (exception of LDA – not standards based)*
High School Exam Options: Students with IEPs

2014-2015 and forward:
• Basic Cut Score on ELA Exit Exam (10th Grade), EOC (math and biology)
• Off Grade CCSS Test (similar to DAPE)
• Locally Determined Assessment
  o No change reading, writing, & math
  o A science option*
• Alternate Assessment: WA-AIM

Based on CCSS, EALRs – science (exception of LDA – not standards based)

Accommodations

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Access Supports

- Presentation
- Response
- Setting
- Timing

Available to all students

Accommodations

- Available to students with IEPs and students who are ELL

Presentation
Response
Setting
Timing

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Smarter Balanced: Usability, Accessibility & Accommodations Guidelines

Universal Tools

Available to all students

Designated Supports

Available to all students

Accommodations

Available to students w/ IEPs

Figure 1: Conceptual Model Underlying the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines
Translating Accommodations and Supports from WCAP to Smarter Balanced

**WCAP**
- Access Supports
- Accommodations

**Smarter Balanced**
- Universal Tools
- Designated Supports
- Accommodations

Questions to Consider:
- Is the MSP assignment necessary for Smarter Balanced?
- Is it allowed?
- Which category does the assignment fit into – tools, designated supports, or accommodations?

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WCAP and SBAC Language

**WCAP**
- Access Supports
  - Access supports are testing tools that are available to all students.
- Accommodations
  - Accommodations are supports that enable students with disabilities and students who are English language learners to demonstrate their knowledge and skills on state tests.

**Smarter Balanced**
- Universal Tools
  - Universal tools are access features that are available to all students based on student preference.
- Designated Supports
  - Tools for the Smarter Balanced Assessment accessible to any student for whom the need has been documented by an educational team.
- Accommodations
  - Accommodations are changes in materials and procedures that enable students with disabilities to demonstrate their KSA during Smarter Balanced Assessments.

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AS WE MOVE FORWARD...

**Stay informed**
- Email List
- Website

**Network**
- Principals and Building level administrators are aware of special education assessment
- Work with DACs

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