

New Developments in Alternate Assessments for Students with Significant Cognitive Disabilities

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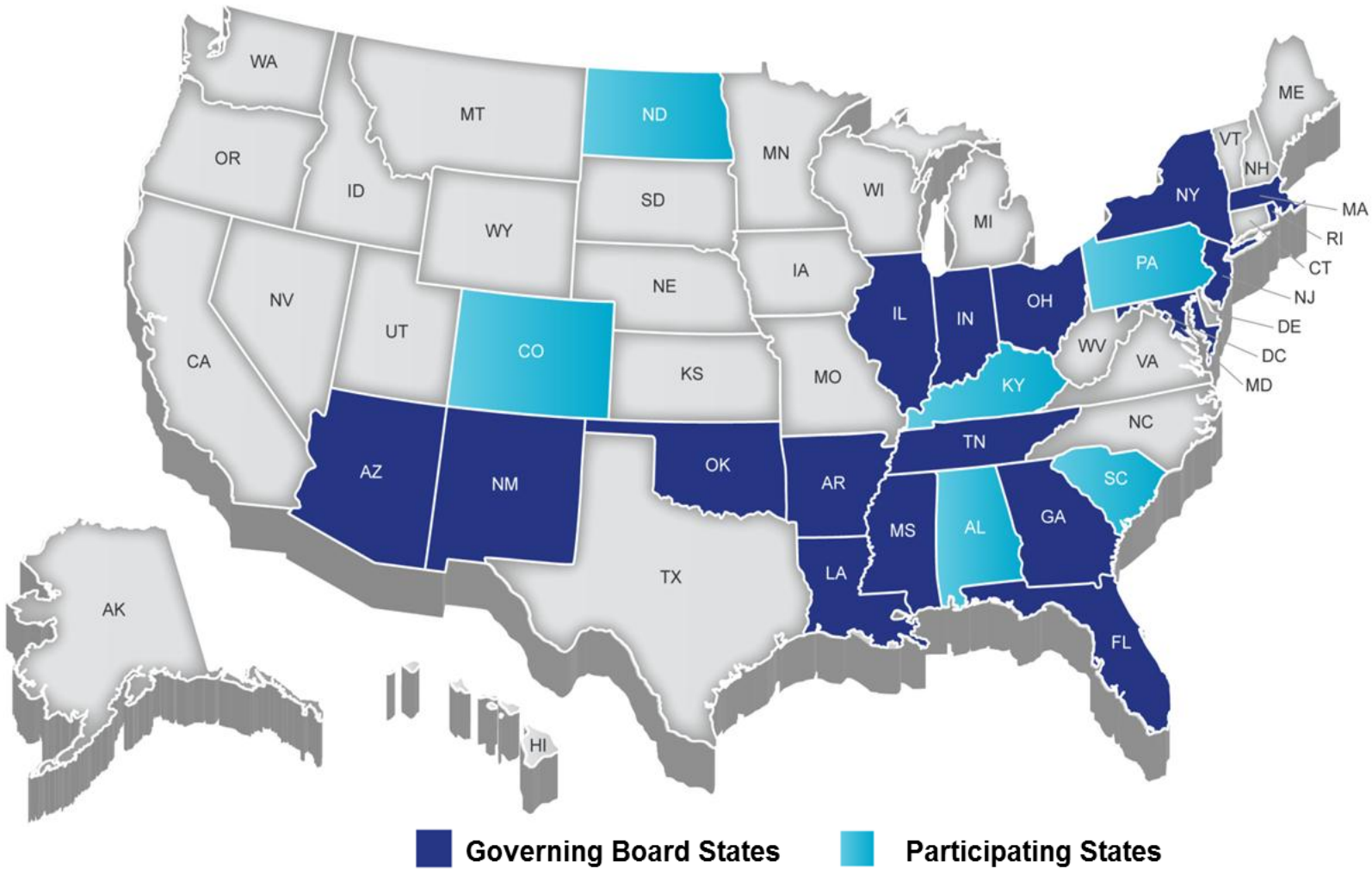
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Five Assessment Consortia

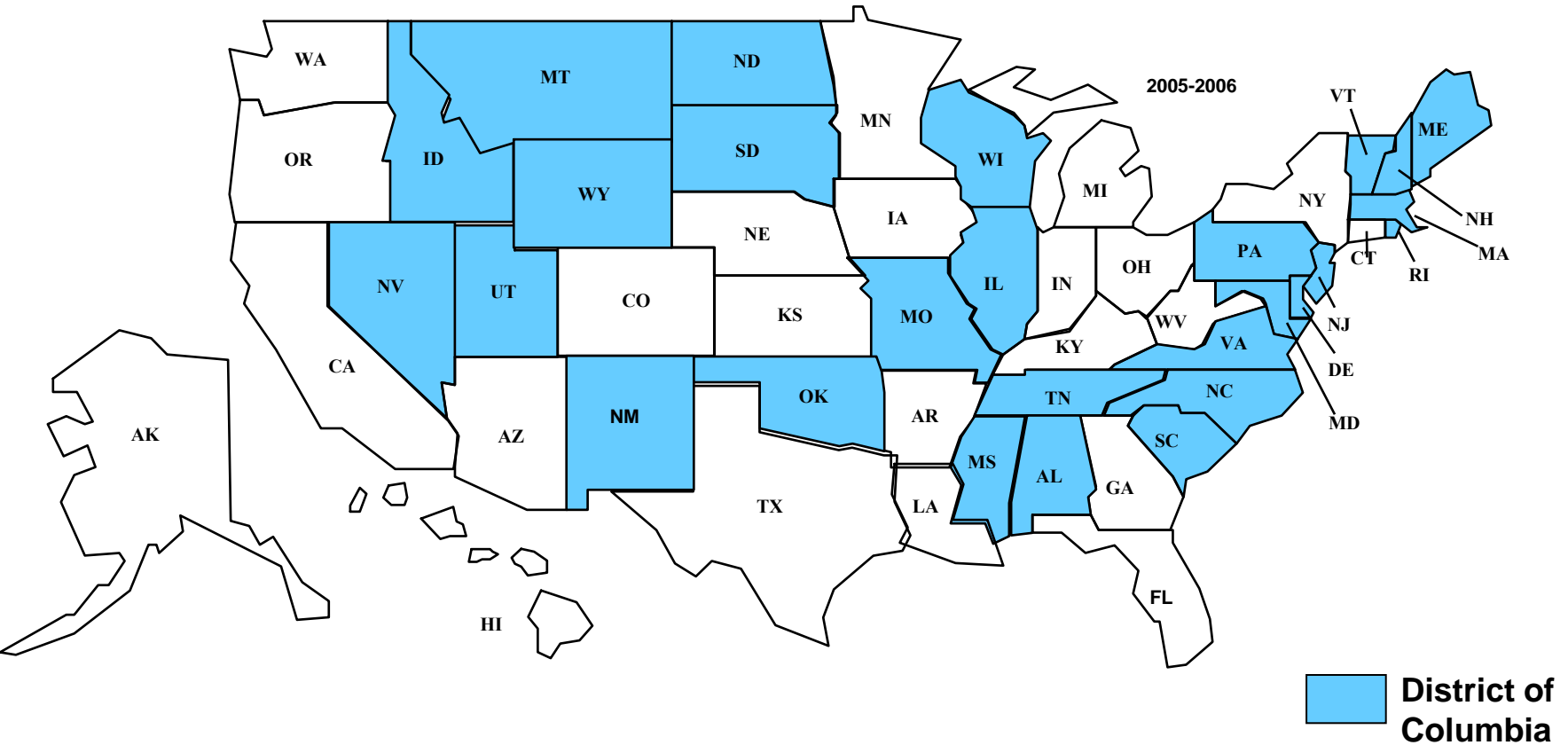
- Race-to-the-Top Regular Assessment Consortia
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - SMARTER Balanced Assessment Consortium (SBAC)
- GSEG Alternate Assessment Consortia
 - Dynamic Learning Maps (DLM)
 - **National Center and State Collaborative (NCSC)**
- ELP Assessment Consortium
 - ASSETS: Assessment Services Supporting ELs through Technology Systems

PARCC States



National Center on Educational Outcomes (NCEO)

ASSETS States



Common Core State Standards (CCSS)

- Standards are for (a) college and career readiness, and (b) K-12 – **FOR ALL STUDENTS**
- Standards research and evidence-based, reflective of rigorous content and skills, and internationally benchmarked.
- States are to formally adopt the standards (state boards, etc.)
- CCSS and “college and career readiness” are the bases for Race to the Top Assessments, GSEG consortia, and ELP consortium!



These benefits apply to ALL students, and are especially important for students with disabilities and ELLs



College & Career Readiness for Students with Significant Cognitive Disabilities

Students with Significant Cognitive Disabilities (SCD):

- ✓ Those students who take their state's respective alternate assessment on alternate achievement standards, and who typically make up less than 1% of all students.
- ✓ Not any single IDEA category.
- ✓ Have an essential need of communicative competence.

College Readiness for All Students...

Components of College Readiness for all high school students – *clear relationship to self-determination*

- Key Cognitive Strategies
 - Problem solving, reasoning, analysis, interpretation, critical thinking
- Key Content
 - Reading, Math, Science, Social Studies
- Academic Behaviors
 - Self monitoring, time management, using information resources, social interaction skills,
- Contextual Skills and Awareness
 - Seeking help with admissions, procedures, group interaction skills (Conley, 2011)

College Readiness for Students with SCD

New postsecondary opportunities:

- The 2008 reauthorization of the *Higher Education Opportunities Act (HEOA) (P.L. 110-315)* created access to postsecondary education for students with intellectual disability, *including* students with SCD.
- *HEAO* created *Comprehensive Transition And Postsecondary Programs (CTPs)*, including participation in Pell Grants, Federal Work Study for students with intellectual disability enrolled in a postsecondary program leading to a meaningful educational credential.
- National resource: www.thinkcollege.net

Career Readiness for All Students

Association of Career Technical Education (2010) defines Career Education:

- Core academics skills
- Employability skills
- Technical job specific skills



It takes more than Academics...

States' Career Skill Cluster Initiative (2008) *Essential Knowledge and Skill Statements*, including:

- ✓ problem-solving
- ✓ effective use of technology
- ✓ leadership and teamwork
- ✓ ethics and legal responsibilities (e.g., understanding employer policies, etc.);
- ✓ employability and career development
- ✓ technical skills (accessing information quickly, using effective

Predictors of Post-School Success

Test (2011) has noted a set of evidence-based practices for post-school success, including:

- ✓ Self-advocacy, self-determination
- ✓ Student-focused planning
- ✓ Interagency collaboration (e.g., VR, adult services)
- ✓ High school curricula that include access to *both* life skill instruction and the general curriculum,
- ✓ Access to paid employment while in high school,
- ✓ Family/parental involvement.

National Center and State Collaborative General Supervision Enhancement Grant (NCSC GSEG)

Rachel Quenemoen,
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National Center and State Collaborative



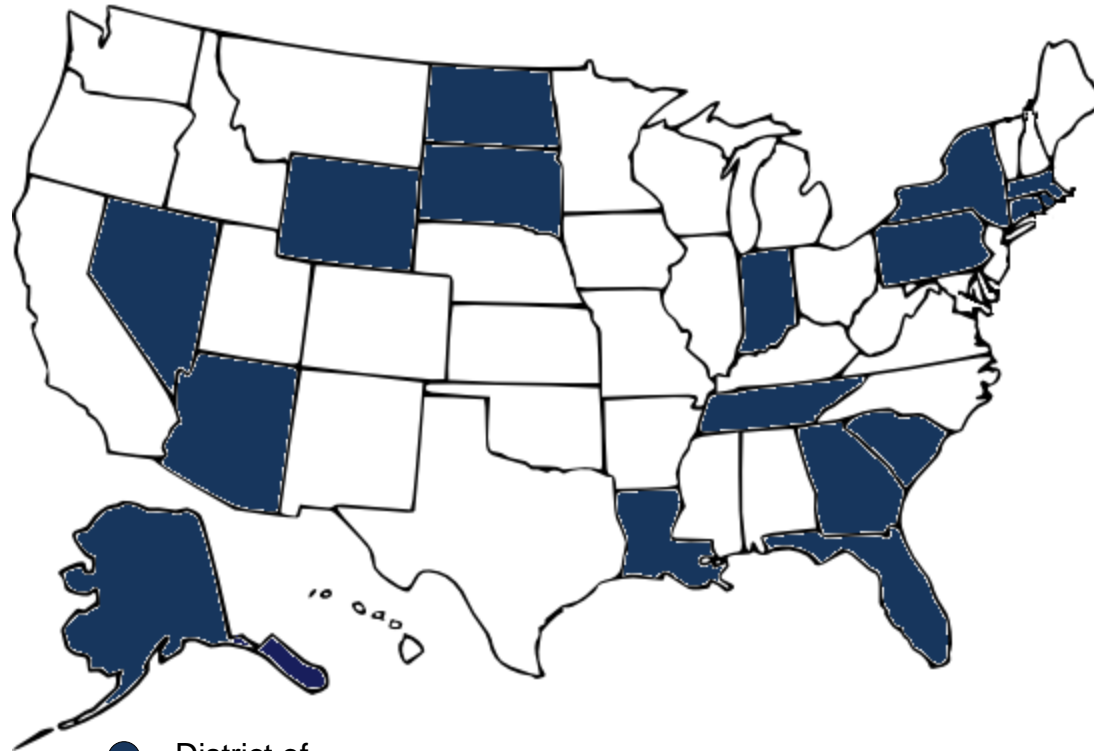
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National Center and State Collaborative

Building an assessment system based on research-based understanding of:

- technical quality of AA-AAS design
- summative, formative, and interim uses of assessment data
- academic curriculum and instruction for students with significant cognitive disabilities
- student learning characteristics and communication
- effective professional development in state Communities of Practice

**Alaska Arizona Connecticut District of Columbia Florida Georgia Indiana
Louisiana Massachusetts Nevada New York North Dakota Pacific
Assessment Consortium (PAC-6) Pennsylvania Rhode Island South
Carolina South Dakota Tennessee Wyoming**



- District of Columbia
- Pacific Assessment Consortium (PAC-6)

**National Center on
Educational Outcomes
National Center for the
Improvement of
Educational Assessment
University of Kentucky
University of North
Carolina-Charlotte
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Key Ideas for Building the Foundation

- Articulating CCR
- Defining the construct linked to CCSS
- Instructional models – Principle of Uncertainty; Least Dangerous Assumption
- Communicative competence
- Delivering PD, building capacity
- Validity argument

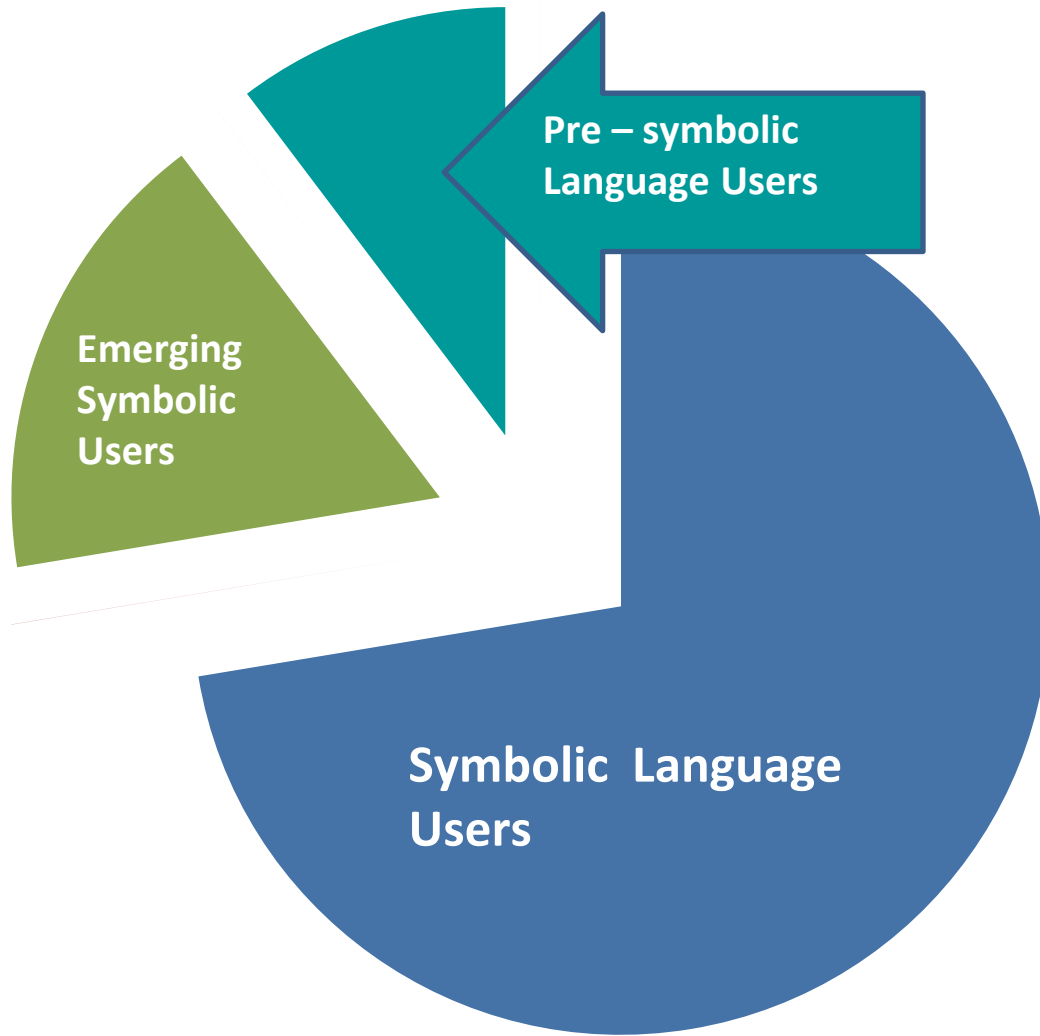
Summative Assessment: Big Ideas

- Strong educational logic to within and across grade domain sampling
- Evidence-Centered Design principles
- Flexibility – Standardization Balance: A family of items of varying complexity for each content target
- Independent performance only
- Communicative competence addressed in parallel, building teacher capacity

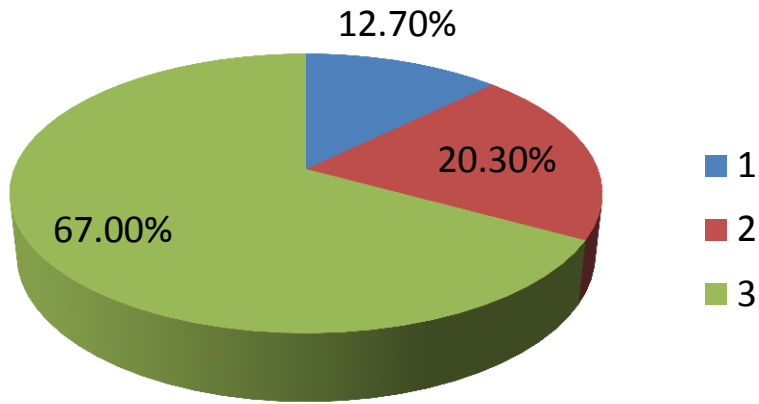
Curriculum and Instruction: Big Ideas

- Strong educational logic to curriculum resources and professional development
- Formative assessments and interim uses – progress monitoring – building understanding of what to expect and how to teach essential skills and knowledge
- Communicative competence central for very small percentage of students – gateway skills
- Build professional development infrastructure in every state to build capacity

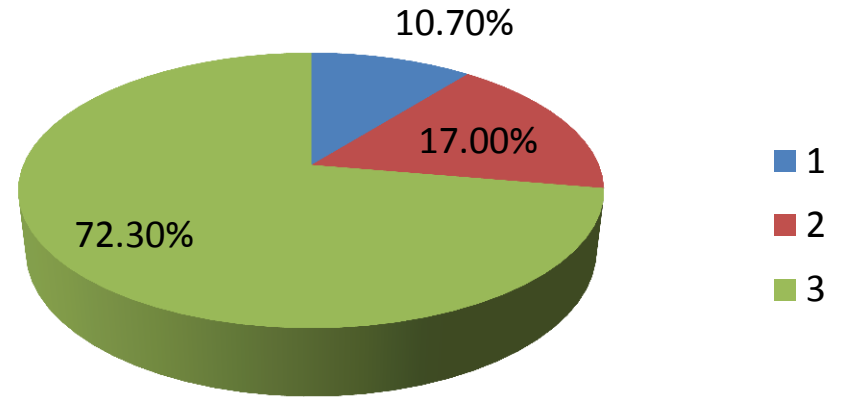
Symbolic Language Level



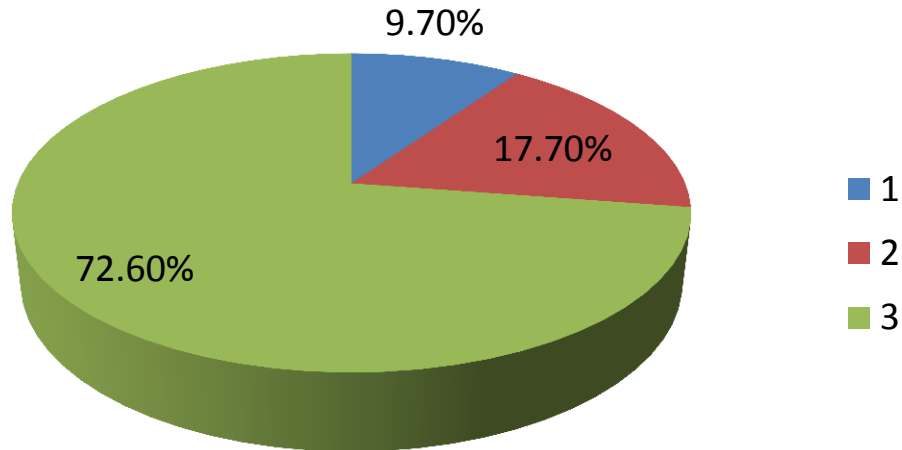
Elementary School Grade Band-Expressive Language



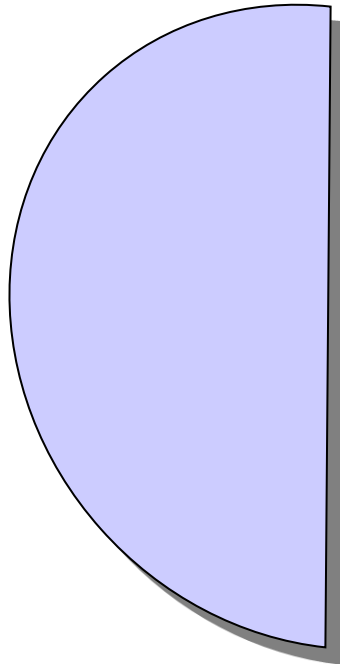
Middle School Grade Band-Expressive Language



High School Grade Band-Expressive Language



More Concerning



50% of the students in the emerging or pre-symbolic levels in our seven state sample used AAC as part of their educational programs

Evidence Based Practice from 20 years in Augmentative Communication

- 116 articles published between 1987 and 2007 in refereed journals
 - described a communication intervention
 - involved one or more participants with severe intellectual and developmental disabilities
- The evidence reviewed indicates that 96% of the studies reported positive changes in some aspects of communication.
- These findings support the provision of communication intervention to persons with severe intellectual and developmental disabilities.

Snell, Brady, McLean, Ogletree, Siegel, Sylvester, Mineo, Paul, Ronski and Sevcik (2010) Twenty Years of Communication Intervention Research With Individuals Who Have Severe Intellectual and Developmental Disabilities. *American Journal on Intellectual and Developmental Disabilities*: September 2010, Vol. 115, No. 5, pp. 364-380.



How UCEDDs Can Get Involved

- Contact the GSEG consortium for which your state is a member and offer to provide your UCEDD's expertise in:
 - Access to the general curriculum for students with SCD
 - Universal design for students with SCD
 - Communication competence/augmentative communication for students with SCD

Other UCEDDs Involvement Ideas

- Consider your *current* projects/initiatives at your UCEDD (especially transition, career readiness, post-secondary education)
 - How might your UCEDD contribute to the college and career readiness discussion and goals in your state, especially for students with SCD?
 - The ultimate goal of all these consortia are improved post-school outcomes for students with SCD – *clearly aligned with our UCEDD mission!*

Examples of UCEDD Involvement in NCSC

- *Minnesota UCEDD* providing overall guidance to NCSC
- *KY UCEDD* providing professional development to NCSC states
- *NH UCEDD* providing technical assistance in developing communities of practice in 3 states
- *Guam UCEDD* taking lead role in teacher training in general curriculum access for PAC-6 Consortium