Common Core Essential Elements and Range of Complexity Examples for English Language Arts

From the State Members of the Dynamic Learning Maps Alternate Assessment Consortium and Edvantia, Inc.

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Kansas Common Core Essential Elements and Range of Complexity Examples for English Language Arts

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INTRODUCTION

The Common Core Essential Elements (EEs) are linked to the Common Core State Standards (CCSS) for English Language Arts. A group of general educators, special educators, and content specialists from member states in the Dynamic Learning Maps (DLM) Consortium gathered to determine the essence of the CCSS.

This document provides a high-level view of the relationship between the CCSS and the links to content standards for students with significant cognitive disabilities. It is intended to provide a beginning structure for the design of a summative alternate assessment. The document is not intended as a stand-alone guide to instruction, nor is it intended to contain all the steps in a complete learning progression or detailed curriculum. The DLM and associated professional development will provide greater detail than described in this document.

Beginning with the English Language Arts CCSS, stakeholders defined links to illuminate the precursors for the essential content and skills contained in the grade level CCSS standards and indicators. These EEs are not intended as a redefinition of the content standards. Rather, they are intended to describe challenging content expectations for students with significant cognitive disabilities in relation to the CCSS. The EEs clarify the bridge between grade-level expectations for students with significant cognitive disabilities who participate in alternate assessments and the CCSS.

Neither are the EEs intended to prescribe the beginning or ending of instruction on the content and skills they represent; rather, they indicate the grade level at which initial mastery would be the target to be assessed. Students should begin instruction in content and skills at the earliest point possible and continue instruction until mastery is attained.

The stakeholder group, consisting of state education agency (SEA) representatives and SEA-selected content teachers of students with significant cognitive disabilities, developed the Range of Complexity Examples for each of the Essential Elements. The Range of Complexity Examples are intended to assist teachers to envision how the broad range of students with significant cognitive disabilities might perform the same content, despite the different challenges their disabilities might present. The Range of Complexity are not exhaustive and do not represent the full range of possibilities in which the highly diverse population of students with significant cognitive disabilities might access the EEs or demonstrate the achievement of those elements. However, the Range of Complexity do provide some of the ways that the EEs may be instructed across the spectrum of students with significant cognitive disabilities.

These EEs in conjunction with learning maps will be used to help provide a bridge to create alternate assessments that are aligned to grade level content for students with significant cognitive disabilities. The EEs will also prove useful for teachers, assessment designers, and users of test results once alternate assessments have been created which are aligned to the Essential Elements.

NCLB GUIDANCE

The stakeholder group's work was guided by the U. S. Department of Education's *Standards and Assessments Peer Review Guidance: Information and Examples for Meeting Requirements of the No Child Left Behind Act of 2001 [NCLB])*, which requires that alternate academic achievement standards align with the alternate assessment. They must;

- include knowledge and skills that link to grade level expectations,
- promote access to the general curriculum, and
- reflect professional judgment of the highest learning standards possible for the group of students with the most significant cognitive disabilities.

Although the grade-level content may be reduced in complexity or modified to reflect prerequisite skills, the link to grade-level content standards must be clear. The Peer Review Guidance notes that the concept of alternate achievement standards related to grade level may be ambiguous. According to the Guidance, the standards:

- should be defined in a way that supports individual growth because of their linkage to different content across grades;
- are not likely to show the same clearly defined advances in cognitive complexity as the general education standards when examined across grade levels;
- should rely on the judgment of experienced special educators and administrators, higher education representatives, and parents of students with disabilities as they define alternate achievement standards; and
- should provide an appropriate challenge for students with the most significant cognitive disabilities as they move through their schooling.

The Guidance requires links to grade-level standards. The EEs were developed by DLM consortium states to differentiate knowledge and skills by grade level. This differentiation is intended to clarify the link between the grade-level EEs and the grade-level CCSS, and to show a forward progression across grades. The progression of content and skills across years of instruction reflect the changing priorities for instruction and learning as students move from grade to grade. The differences from grade level to grade level are often subtle and progression is sometimes more horizontal than vertical. For example, the grade-to-grade level differences may consist of added skills that are not of obvious increasing rigor compared to the differences found in the CCSS across grade levels. To the degree possible, skills escalate in complexity or rigor across the grades, with clear links to the shifting emphasis at each grade level in the Common Core State Standards.

ACCESS TO INSTRUCTION AND ASSESSMENT

The EEs and the Range of Complexity Examples developed by the DLM consortium states are intended to create the maximum possible access to the CCSS for students with significant cognitive disabilities. The way in which information is presented for instruction and assessment and the manner in which students demonstrate achievement is in no way intended to be limited by statements of EEs or the Range of Complexity Examples. To that end, modes of communication, both for presentation or response, are not stated in either the EEs or The Range of Complexity Examples unless a specific mode is an expectation. Where no limitation has been stated, no limitation should be inferred. Students' opportunities to learn and to demonstrate learning should be maximized by providing whatever communication, assistive technologies, augmentative and alternative communication (AAC) devices, or other access tools that are necessary and routinely used by the student during instruction.

Students with significant cognitive disabilities include a broad range of learners with diverse disabilities and communication needs. For some students with significant cognitive disabilities, graphic organizers similar to those used by students without disabilities provide useful access to content, and are adequate to maximize opportunities to learn and demonstrate achievement. Other students require a range of assistive technologies to access content and demonstrate achievement. For some students, AAC devices and accommodations for hearing and visual impairments will be needed. As with other physical disabilities, students with visual impairments may perform some expectations using modified items, presentations, or response formats. A few items may not lend themselves to such modifications. Decisions about the appropriate modifications for visual impairments are accounted for in the design of the assessments. The access challenge for some is compounded by the presence of multiple disabilities. All of these needs, as well as the impact of levels of alertness due to medication and other physical disabilities which may affect opportunities to respond appropriately, need to be considered.

Most presentation and response access conditions do not constitute accommodations as they are understood for students who take the general assessment. Methods of presentation that do not violate the intended construct by aiding or directing the students' response allow the student to perceive what knowledge or skill is expected. Aids to responding that do not constitute a violation of the intended construct allow students to demonstrate the expected knowledge and skills. Examples of acceptable access technologies include, but are not limited to the following:

- communication devices that compensate for a students' physical inability to produce independent speech.
- devices that compensate for a students' physical inability to manipulate objects or materials, point to responses, turn pages in a book, or use a pencil or keyboard to answer questions or produce writing.
- tools that maximize a students' ability to acquire knowledge and skills and to demonstrate the products of their learning.

ACCESSING THE GENERAL CURRICULUM

Technology is also of particular importance to students with significant cognitive disabilities to access the general curriculum and achieve the Essential Elements. Although educators have traditionally viewed technology as hardware and software, assistive technology tenets provide a broader view of the applications of low, medium, and high levels of technology use. Assistive technology tools can be vital to a student in acquiring and demonstrating learning unimpeded by the barriers that the disability presents.

Model Symbol Use Throughout Instruction

Many students with significant cognitive disabilities have difficulty with or cannot use speech to communicate and/or are supported by the use of communication symbols (e.g., communication boards, speech generating devices, voice output communication devices) and supports to augment their speech and other means of communication. Students who require symbols and other AAC supports require frequent modeling in the use of those symbols to interact and respond during instruction. Students who use symbols and other communication supports need as much modeling as children who use speech to communicate. Modeling in this way is not viewed as a means of prompting, guidance, or support, just as having a teacher talk serves those purposes for a student who communicates using speech.

When modeling the use of symbols and other communication supports, teachers use the symbols and supports themselves, hand them to students without communication impairments to use, and involve the students who need to use them every day. Each of these steps can play an important role in validating the use of symbols and communication supports and demonstrating multiple levels of expertise in their use.

Use Partner-Assisted Scanning Across the Day

Making a choice from the items on a list, symbols, tactuals, or a communication board can be difficult for some students because they lack the ability to point, cannot see or read the choices, or are positioned too far away to respond (as in group activities). Partner-assisted scanning addresses these issues by asking the communication partner (a teacher, paraprofessional, or peer) to point to each of the options pausing long enough at each for the students with physical and communication impairments to respond "yes" if the item is their desired choice. Depending on the needs of an individual child, the partner can name each option when pointing or simply point.

The Range of Complexity Examples are provided that require students to select, identify, recognize, and so forth from a number of options. It is suggested that teachers use partner-assisted scanning to support these modes of responding and communicating whenever it appears that the act of directly pointing to a response is too difficult for a particular student.

Use First-Letter Cueing as a Communication Strategy Whenever Possible

Students with communication impairments who are beginning to read, write, and communicate regularly face the challenge of not having access to the words or symbols they want or need to communicate effectively. When attempting to provide them with every possible word they might need, the result is an unmanageable communication system. When guessing what will be most important, it is inevitable that some guesses will be wrong. Until students can spell well

enough to communicate their own thoughts, it is important to rely on cueing strategies. First-letter cueing is one such strategy. Students can use an alphabet display to point to the first letter (or try to spell more) of the word they are trying to communicate. Teachers can use this strategy to help students respond efficiently to questions that involve known choices. Teachers can also model the use of first-letter cueing in their day-to-day interactions with the class. Natural opportunities to incorporate this strategy occur when the teacher is prompting students to recall a specific word (e.g., "I am thinking of a new word we learned yesterday that started with the letter t.") or concept (e.g., "Who remembers the big word we learned to describe when we put things together to find out how many we have in all? It begins with the letter a."). There are times every school day when the adults in the class can model the use of first-letter cueing.

Reading and Writing

Evidence is mounting (Institute for Community Inclusion, 2010; TASH, 2011; & University of Washington, 2010) to support the belief that students with significant cognitive disabilities can learn to read more than sight words, as once thought. It is important that these students are taught to use all the tools for decoding words. However, their journey requires more time to achieve basic reading goals. For that reason, *shared reading* is referenced for students in kindergarten through grade five while foundational skills are being taught and beyond that grade for students achieving below the EE targets. The materials students learn to read at these levels are also at a significantly reduced level of complexity and depth in recognition of the challenges they face in acquiring reading skills. Their need to acquire reading skills remains a goal throughout their school careers.

Writing for these students is also a challenge, but an important goal to attain. The Range of Complexity Examples provided in this document are intended to communicate that spelling words or writing complete sentences precisely is less important than developing basic writing skills. Many of these students face challenges in developing the required motor skills. While adaptive and alternate writing tools and other technologies are helpful, challenges remain. The technologies may help students overcome challenges in developing the required motor skills, but writing remains a cognitive challenge for these students. Composing sentences will require many years for students with significant cognitive disabilities to achieve. Still, early and continuing efforts are needed to maximize the achievement of these students in this important skill.

GUIDANCE AND SUPPORT

The authors of the CCSS use the words, "prompting and support" at the earliest grade levels to indicate when students were not expected to achieve standards completely independently. Generally, "prompting" refers to, "the action of saying something to persuade, encourage, or remind someone to do or say something" (McKean, 2005). However, in special education, prompting often is used as a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to communicate clearly that teacher assistance is permitted during instruction of the EEs, and is not limited to structured prompting procedures, the decision was made by the stakeholder group to use the more general term *guidance* throughout the EEs and the Range of Complexity Examples.

Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student in learning. Some examples of the kinds of teacher behaviors that would be considered guidance and support include;

- getting the student started (e.g., "Tell me what to do first."),
- providing a hint in the right direction without revealing the answer (e.g., Student wants
 to write dog but is unsure how, the teacher might say, "See if you can write the first letter
 in the word, /d/og."),
- narrowing the field of choices as a student provides an inaccurate response,
- using structured technologies such as task specific word banks, or
- providing the structured cues, such as those found in prompting procedures (e.g., least-to-most prompts, simultaneous prompting, and graduated guidance).

Guidance and support as described above apply to instruction per the examples provided in the Range of Complexity Examples. The Range of Complexity Examples are intended to provide an idea of how students might perform the EEs as they work toward independent mastery.

Alternate assessments measure the degree to which students with significant cognitive disabilities have mastered the Essential Elements. During any assessment, accommodation(s) allowed on the assessment must have been used and practiced during instruction; however, some accommodations that are permissible during instruction would compromise the integrity of the assessments, thereby yielding invalid and unreliable results. These results cannot be used for assessment purposes. Some guidance and support strategies may not be allowed for assessment purposes when variance in teacher assistance, cues, and prompts could compromise judgments about mastery of the EEs and comparability of administration.

RELATIONSHIP TO THE DYNAMIC LEARNING MAPS ASSESSMENT

The EEs and the Range of Complexity Examples developed by the DLM consortium states and their stakeholder representatives serve two functions. Instructionally, they provide teachers with information about the level of knowledge and skills expected of their students. Second, they provide elaboration that teachers can use to help guide instruction. Teachers may find that the Range of Complexity Examples are useful for envisioning how their students might perform as they progress toward the expected content standards, as long as they keep in mind that they are examples only and cannot represent the full range of ways in which students might demonstrate their understanding of the content standards.

For purposes of the DLM assessments under development, the EEs and CCSS provide guidance into the creation of learning maps that depict learning pathways toward the mastery of grade level content standards. The EEs and the Range of Complexity Examples, along with learning maps, provide guidance to the development of the alternate assessment so that a full range of performance is measured that is aligned to grade level content standards. In a future step the EEs, learning maps, and data from the DLM assessments will be considered to create appropriate alternate achievement standards for students with significant cognitive disabilities that will take the DLM assessments.

SYSTEM ALIGNMENT

The EEs are intended to contribute to a fully aligned system of standards, curriculum, teaching, learning, technology, and assessment that optimize equity of opportunity for all students in each classroom, school, and local education agency to access and learn the standards. To the degree possible, the grade level EEs are vertically aligned and linked to the grade level Common Core State Standards.

The linkages provided by the EEs to the CCSS are intended to increase access to the general curriculum for all students with disabilities. Examples provided in the Range of Complexity are designed for special education and general education classroom teachers to use in working with students who have significant cognitive disabilities and receive special education services. The Range of Complexity Examples are designed to help teachers evaluate students' progress toward achievement of the EEs, as well as illuminate the range and kinds of tasks associated with each content standard.

Just as the EEs and the Range of Complexity Examples are designed to guide teaching practices toward achievement in academic content areas, the EEs also reframe the expectations for foundational skills in pre-academic and academic areas. Precursor/prerequisite and the unique enabling skills related to English Language Arts content is specified in the context of their roles as a foundation for students with significant cognitive disabilities to achieve skills related to academic content.

Range of Complexity Examples

The Range of Complexity Examples are intended as a resource for developing individualized education program (IEP) goals, benchmarks, and curricular materials in reading, language arts, and mathematics. Students may need goals and benchmarks in areas other than academic content domains (e.g., self-care/living skills, mobility). As always, IEPs address the individual needs of each student to make progress toward the standards.

DOCUMENT ORGANIZATION

Common Core Grade-Level Standards are the Standard titles and Grade-Level Indicators as they appear in the CCSS for English Language Arts (Common Core State Standards Initiative, 2010).

Starradi as Irritiati	ve, 2010).	
†		Essential Elements (EEs) describe links to the CCSS tudents with significant cognitive disabilities.
	†	Range of Complexity Examples are examples that show ranges of possible ways of how the
		EEs may be instructed. ♦
CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Key Ideas and Details.		Students will:
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	EERL.K.1. With guidance and support, identify details in familiar stories.	EERL.K.1. Identify key details in familiar story. Ex. Identify a key detail from a familiar story given an array of choices, including similar distracters. Ex. Signal to indicate when a detail is read aloud in a familiar text during a book sharing experience when the teacher asks students to listen for a particular detail. Ex. Turn to the part of a book where a detail is written about or depicted in the illustrations. EERL.K.1. With guidance and support, identify details in familiar stories. Ex. With guidance and support (e.g., remind the student to think about what the story told us about the character's home), identify a detail from a familiar story given an array of choices. Ex. With guidance and support (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a detail is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch or otherwise signals the teacher to indicate that a detail was just shared). Ex. With guidance and support (e.g., tells the student to find the part of the book where a specific detail is shown), turn to the part of a book where a detail is written about or depicted in the illustrations.
		EERL.K.1. With guidance and support, identify a favorite detail in familiar story. Ex. With guidance and support, identify a picture in a familiar story that is related to own experience (e.g., the story includes a dog and the student has a dog). Ex. With guidance and support, responds "Me!" when the teacher reads about ice cream in a familiar book and says, "Who likes ice cream?" EERL.K.1. With guidance and support, interact with or explore pictures and objects related to a familiar story. Ex. Look at the pictures in a book that is being read. Ex. Open and pulls flaps in a lift-the-flap book while it is being read. Ex. Pulls off or puts on picture symbols that relate to a familiar story as it is being read. Ex. Touches the tactual illustrations in a book while it is being read.

Directions for Interpreting Essential Elements

Essential Elements (EEs). The EEs are statements that provide links for students with significant cognitive disabilities to the essential content and skills defined in the grade-level clusters of the Common Core State Standards. The EEs provide a bridge for students with significant cognitive disabilities to the Common Core State Standards. The EEs are not intended as a reinterpretation of the CCSS; rather, they were developed to create a bridge between the CCSS and challenging achievement expectations for students with significant cognitive disabilities. The order in which the EEs are listed is a direct reflection of the order in which the CCSS are listed. The order is not intended to convey a sequence for instruction; rather, it illustrates progress across years. In the tables, the left column contains the CCSS grade-level standards and indicators, the middle column contains the EE linked to them, and the right column contains the Range of Complexity Examples for each EE (as demonstrated on the previous page). Each EE and range of Complexity Example completes the phrase "Students will . . "

In keeping with the language of the ELA CCSS document, the left hand column in this document will be titled CCSS Grade-Level Standards. This is worded differently in the Math CCSS and that is why the math document reads CCSS Grade-Level Clusters in the left-hand column.

NOTES: Non applicable (N/A) is used if it was determined by the stakeholder group that the content of the CCSS could not be addressed. In other instances, an N/A at a particular grade level or within a CCSS does not imply that students should not be taught content, skills, or precursors related to the CCSS that are appropriate for instruction.

"Begins in grade __" is utilized when the expectations for students to begin to demonstrate mastery is found at a higher grade level. Planning for instruction should incorporate instruction related to the higher grade level EE and begin at the earliest possible point for each student. Students with significant cognitive disabilities may require several years of instruction prior to the point at which they may be expected to begin to demonstrate mastery of a concept.

Bullets denote descriptions of the range of complexity for the content related to the essential element.

Examples clarify certain components of EEs. The provided examples are illustrative, not exhaustive. They are intended to provide a range of ways in which a student may demonstrate progress toward the EE and communicate that spelling words and writing complete sentences precisely is less important than developing basic writing skills.

GLOSSARY OF ENGLISH LANGUAGE ARTS TERMS

- **Adapted text (simplified).** Substitutes linguistically frequently occurring vocabulary for infrequently occurring nontechnical vocabulary, shortens sentence length, lowers reading level, and restructures sentences to reduce their complexity. See http://www.coursecrafters.com/ELL-Outlook/2006/mar_apr/ELLOutlookITIArticle1.htm
- **Adapted text (elaborated).** Clarifies, elaborates, and explains implicit information and makes connections explicit with words sometimes added to increase comprehension. See http://www.coursecrafters.com/ELL-Outlook/2006/mar_apr/ELLOutlookITIArticle1.htm
- **Assistive technology.** Any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. See http://standards.gov/assistivetechnology.cfm
- **Context clues.** Bits of information from the text that, when combined with the reader's own knowledge, help the reader determine the meaning of the text, or unknown words in the text.
- **Decoding.** Understanding that a printed word represents the spoken word, and that this printed word is made of a sequence of phonemes.
- **Digital literacy.** Ability to use digital technology, communication tools, or networks to locate, evaluate, use and create information; ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; person's ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. See http://www.library.illinois.edu/diglit/definition.html
- **Digital tools.** Tools that involve or relate to the use of a computer/technology.
- **Distracters.** An incorrect choice among multiple-choice answers on a question or test. See http://dictionary.reference.com/browse/distractor
- **Encode.** To represent complicated information in a simple or short way.
- **Episode.** A brief unit of action in a literary work; a situation that is part of a narrative.
- **Figurative language.** Uses "figures of speech" as a way of saying something other than the literal meaning of the words (e.g., All the world's a stage.); hyperbole, metaphor, onomatopoeia.
- **Figurative meaning.** Exaggerated or altered meaning of words used as a figure of speech (e.g., She swims like a dolphin (simile); figurative meaning is that she swims very well.).
- **Formal language.** Adheres to stricter grammar rules, does not follow informal, spontaneous language (language between friends).
- **Graphic organizer.** A diagram or pictorial device used to record and show relationships among ideas or information. An example could be a Venn diagram or a T-chart.

- **Guided writing activities/lessons.** Temporary, small group lessons teaching strategies that students most need to practice with guidance from a teacher. See http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html
- **High-frequency words.** Words that appear frequently in writing, reading, and language.
- **Hyperbole.** Way of speaking or writing (emphatic exaggeration) that makes someone or something sound bigger, better, more, etc. than they are (e.g., You've grown like a bean sprout!).
- **Idiom.** Words in a fixed order that have a particular meaning that is different from the meaning of each word separately (e.g., "Bitten off more than you can chew."; "It's raining cats and dogs."; and "A little under the weather."
- **Independent writing.** Children write their own pieces, such as stories and informational narratives, retellings, labeling, speech balloons, lists, etc. See http://www.oe.k12.mi.us/balanced_literacy/independent_writing.htm
- **Inference.** Assuming that something is true or forming an opinion based on information.
- **Informational (natural) language.** Refers to spontaneous language (language between friends) that has less strict grammar rules and/or shorter sentences.
- **Informational text.** Text that intends to provide information on a particular topic (e.g., an essay written about the Battle of Gettysburg).
- **Informational essay/text/writing.** Writing that intends to provide information on a particular topic (e.g., Students write informational pieces about the effects of global warming, the impact of women in politics, and the salaries and endorsements in professional sports.).
- **Intonation.** The sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said.
- **Literary elements.** Characterizations, setting(s), plot(s) (including exposition, rising action, climax, and falling action), and theme(s) developed by an author over the course of a story.
- **Metaphor.** An expression (figure of speech) which describes a person or object in a literary way by referring to something that is considered to have similar characteristics to the person or object being described, such as "The mind is an ocean," and "The city is a jungle."
- **Multimedia book.** Combines media of communication (e.g., text, graphics, and sound).
- **Multimodal.** Having or involving several or a combination of learning styles, modes, or modalities (e.g., auditory, kinesthetic, visual, or a combination).
- **Onomatopoeia.** The creation and use of words which include sounds that are similar to the noises (imitates) that the words refer to (e.g., hiss, buzz, bang, or the word "zip" imitates the sound of zipping up one's coat).
- **Open-ended questions.** A question beginning with such words as *what*, *why*, *how*, *describe that* are designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. See http://www.mediacollege.com/journalism/interviews/open-ended-questions.html and http://changingminds.org/techniques/questioning/open_closed_questions.htm

- **Phonemes.** Abstract units of the phonetic system of a language that corresponds to a set of similar speech sounds (as the velar \k\ of cool and the palatal \k\ of keel) which are perceived to be a single distinctive sound in the language. See http://www.merriam-webster.com/dictionary/phoneme
- **Phonetic spelling.** The representation of vocal sounds which express pronunciations of words and a system of spelling in which each letter represents invariably the same spoken sound. See http://dictionary.reference.com/help/faq/language/s08.html
- **Picture exchange cards (PECS).** Originally created by Pyramid Products as a tool for communicating with non-verbal people on the spectrum. Since its invention, though, "PECS" has become shorthand for any kind of image-based communication.

Prompt levels/prompt hierarchy. To make something happen.

- **Verbal prompts** Statements that help learners acquire target skills (e.g., "You might need to try it a different way," "Write your name.").
- **Gestural prompts** Movements that cue learners to use a particular behavior or skill (e.g., pointing to the top of the paper where the learner needs to write his name).
- Model prompts Models the target skill or behavior. Full model prompts can be verbal if
 the skill being taught is verbal, or they can be motor responses if the skill being taught
 involves moving a body part.
- **Physical prompts** Touches to help a student use the target behavior or skill (e.g., tapping a learner's hand to cue writing, putting hand over learner's to help writing).
- **Visual prompts** Pictures of events that provide learners with information about how to use the target skill or behavior (e.g., task analysis checklist, transition picture card). See http://autismpdc.fpg.unc.edu/content/prompting
- **Roots (morphemes).** The most basic form of a word that is still able to convey a particular thought or meaning.
- **Segmental phonemes.** One of the phonemes (as \setminus k, a, t \setminus in cat, tack, act) of a language that can be assigned to a relative sequential order of minimal segments. See http://www.merriam-webster.com/dictionary/segmental%20phoneme
- **Sensory language/sensory words.** Words that refer to the senses of sight, touch, hearing, smell, and taste that can help add realism to writing.
- **Shared reading.** An interactive reading experience where children interact with the reading of a big book or other enlarged text as guided by a teacher or other experienced reader, generally accomplished using an enlarged text that all children can see. See http://www.oe.k12.mi.us/balanced_literacy/shared_reading.htm
- **Shared writing activity/modeled writing.** An approach to writing where the teacher and children work together to compose messages and stories where children provide the ideas and the teacher supports the process as a scribe. The message is usually related to some individual or group experience. The teacher provides full support, modeling and demonstrating the process of putting children's ideas into written language. See http://www.oe.k12.mi.us/balanced_literacy/modeled_writing.htm

- **Short essay.** Literary composition on a single subject, usually presenting the personal view of the author. See http://www.thefreedictionary.com/essay
- **Simile.** The use of an expression (figure of speech) comparing one thing with another, always including the words "as" or "like" (e.g., She swims like a dolphin.).
- **Social story.** Describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses and shares accurate social information that is easily understood by its audience. See http://www.thegraycenter.org/social-stories/what-are-social-stories
- **Speech/voice-to-text technology.** A type of speech recognition program that converts spoken to written language. See http://searchunifiedcommunications.techtarget.com/definition/voice-to-text
- **Spatial and temporal relationships/meaning words.** Signal event order (e.g., *behind*, *under*, *after*, *soon*, *next*, and *later*).
- **Story elements.** Plot, setting, genre, point of view, characters, and order of events.
- **Textual evidence.** Evidence from one or more texts used to support an argument/position, and is derived from reading and drawing from other text(s). It is provided in the form of quotation, paraphrase, descriptions of theory, and also description. See http://wiki.answers.com/Q/What_is_a_textual_evidence
- **Theme or central idea.** Main thought or topic in a work of literature
- **Vivid verbs.** Words that express an action with an implied emphasis (e.g., "He sprinted down the street," or "He dashed down the street," rather than "He ran down the street.").
- **Word family.** Groups of words that have a common feature or pattern (also known as phonograms, rhymes, or chunks). *At, cat, hat,* and *fat* are a family of words with the "at" sound and letter combination in common. Common word families include: *ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck, ug, ump, unk. See http://www.enchantedlearning.com/rhymes/wordfamilies/*

GLOSSARY OF SPECIAL EDUCATION TERMS

- **Accommodations.** Changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode, or others, including any combination of these that does not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are used for equity, not advantage, and serve to level the playing field. To be appropriate, assessment accommodations must be identified in the student's Individualized Education Plan (IEP) or Section 504 plan and used regularly during instruction and classroom assessment.
- **Achievement descriptors.** Narrative descriptions of performance levels that convey student performance at each achievement level and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. See also "performance descriptors."
- **Achievement levels.** A measurement that distinguishes an adequate performance from a novice or expert performance. Achievement levels provide a determination of the extent to which a student has met the content standards. See also "performance levels."
- **Achievement standard.** A system that includes performance levels (e.g., unsatisfactory, proficient, or advanced), descriptions of student performance for each level, examples of student work representing the entire range of performance for each level, and cut scores. A system of performance standards operationalizes and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. See also "performance standards."
- **Achievement test.** An instrument designed to measure efficiently the amount of academic knowledge and/or skill a student has acquired from instruction. Such tests provide information that can be compared to either a norm group or a measure of performance, such as a standard.
- **Age appropriate.** The characteristics of the skills taught, the activities and materials selected, and the language level employed that reflect the chronological age of the student.
- **Alignment.** The similarity or match between or among content standards, achievement (performance) standards, curriculum, instruction, and assessments in terms of equal breadth, depth, and complexity of knowledge and skill expectations.
- **Alternate assessment.** An instrument used in gathering information on the standards-based performance and progress of students whose disabilities preclude their valid and reliable participation in general assessments. Alternate assessments measure the performance of a relatively small population of students who are unable to participate in the general assessment system, even with accommodations, as determined by the IEP team.
- **Assessment.** The process of collecting information about individuals, groups, or systems that relies upon a number of instruments, one of which may be a test, making assessment a more comprehensive term than *test*.

- **Assessment literacy.** The knowledge of the basic principles of sound assessment practice including terminology, development, administration, analysis, and standards of quality.
- **Assistance.** (versus support) The degree to which the teacher provides aid to the student's performance that provides direct assistance in the content or skill being demonstrated by the student. That is, the assistance involves the teacher performing the cognitive work required. Assistance results in an invalidation of the item or score. See also "support."
- **Assistive technology.** A device, piece of equipment, product system or service that is used to increase, maintain, or improve the functional capabilities of a student with a disability. (See 34 CFR §300.5 and 300.6.)
- **Cues.** Assistance, words, or actions provided to a student to increase the likelihood that the student will give the desired response.
- **Curriculum.** A document that describes what teachers do in order to convey grade-level knowledge and skills to a student.
- **Depth.** The level of cognitive processing (e.g., recognition, recall, problem solving, analysis, synthesis, and evaluation) required for success relative to the performance standards.
- **Disaggregation.** The collection and reporting of student achievement results by particular subgroups (e.g., students with disabilities, limited English proficient students), to ascertain the subgroup's academic progress. Disaggregation makes it possible to compare subgroups or cohorts.
- **Essence of the Standard.** Is that which conveys the same ideas, skills, and content of the standard, expressed in simpler terms.
- **Essential Elements (EEs or CCEEs).** The Common Core Essential Elements are specific statements of the content and skills that are linked to the Common Core State Standards (CCSS) grade level specific expectations for students with significant cognitive disabilities.
- **Grade Band Essential Element.** A statement of essential precursor content and skills linked to the Common Core State Standards (CCSS) grade-level standards and indicators that maintain the essence of that standard, thereby identifying the grade-level expectations for students with significant cognitive disabilities to access and make progress in the general curriculum.
- **Grade level.** The grade in which a student is enrolled.
- **Individualized Education Program (IEP).** An IEP is a written plan, developed by a team of regular and special educators, parents, related service personnel and the student, as appropriate, describing the specially designed instruction needed for an eligible exceptional student to progress in the content standards and objectives and to meet other educational needs.
- **Linked.** A relationship between a grade-level indicator for Common Core State Standards (CCSS) and Common Core Essential Elements (EEs or CCEEs) that reflects similar content and skills but does not match the breadth, depth, and complexity of the standards.

Multiple measures. Measurement of student or school performance through more than one form or test

- For students, these might include teacher observations, performance assessments, or portfolios.
- For schools, these might include dropout rates, absenteeism, college attendance, or documented behavior problems.

Natural cue. Assistance given to a student that provides a flow among the expectations presented by the educator, opportunities to learn, and the desired outcome exhibited by the student.

Opportunity to learn. The provision of learning conditions, including suitable adjustments, to maximize a student's chances of attaining the desired learning outcomes, such as the mastery of content standards.

Readability. The formatting of presented material that considers the organization of text; syntactic complexity of sentences; use of abstractions; density of concepts; sequence and organization of ideas; page format; sentence length; paragraph length; variety of punctuation; student background knowledge or interest; and use of illustrations or graphics in determining the appropriate level of difficulty of instructional or assessment materials.

Real-world application. The opportunity for a student to exhibit a behavior or complete a task that he or she would normally be expected to perform outside of the school environment.

Response requirements. The type, kind, or method of action required of a student to answer a question or testing item. The response may include, but is not limited to, reading, writing, speaking, creating, and drawing.

Stakeholders. A group of individuals perceived to be vested in a particular decision (e.g., a policy decision).

Standardized. An established procedure that assures that a test is administered with the same directions, under the same conditions, and is scored in the same manner for all students to ensure the comparability of scores. Standardization allows reliable and valid comparison to be made among students taking the test. The two major types of standardized tests are norm-referenced and criterion-referenced.

Standards. There are two types of standards, content, and achievement (performance).

- **Content standards.** Statements of the subject-specific knowledge and skills that schools are expected to teach students, indicating what students should know and be able to do.
- **Achievement (Performance) standards.** Indices of qualities that specify how adept or competent a student demonstration must be and that consist of the following four components:
 - levels that provide descriptive labels or narratives for student performance (i.e., advanced, , etc.);
 - descriptions of what students at each particular level must demonstrate relative to the task;

- examples of student work at each level illustrating the range of performance within each level; and
- cut scores clearly separating each performance level.

Standards-based assessments. Assessments constructed to measure how well students have mastered specific content standards or skills.

Test. A measuring device or procedure. Educational tests are typically composed of questions or tasks designed to elicit predetermined behavioral responses or to measure specific academic content standards.

Test presentation. The method, manner, or structure in which test items or assessments are administered to the student.

Universal design of assessment. A method for developing an assessment to ensure accessibility by all students regardless of ability or disability. Universal design of assessment is based on principles used in the field of architecture in which user diversity is considered during the conceptual stage of development.

*Adapted from the Glossary of Assessment Terms and Acronyms Used in Assessing Special Education Students: A Report from the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS.)

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SEA/STAKEHOLDER DEMOGRAPHICS

Name	State	Area of Certification	Current Assignment	Other Grades Taught	Special Population Experience	Ethnicity	Years of Experience	
Peggy Akins		Master Educator License:K-8 Mental Disabilities Mild/Moderate;5-12 Mental Disabilities Mild/Moderate	Assignment	K-12	Mild/Moderate, Behavior, Autism, Severe/Profound, LD	Caucasian	16-20	MS
Emilie Amundson		English Language Arts	General Education State Consultant	General Education 6-12	Diverse, Special Education, and English Language Learner students	Caucasian	6-10	MA
Debra Asano		K-8: English Language Arts, Speech, and Mathematics	Consultant, Regional Literacy Trainer for MLPP, DIBELS, REWARDS, Michigan Foundations in Reading	8; Title I Instruction K-5	Title I Instructor K-5, Elementary Building Administrator, District/RESA Assessment Coordinator	Caucasian	26-30	MA
Robert Bartlett	WV	Master's Degree in Severe Multiple Disabilities, Certification in Autism, Multi-Categorical Certification, including Learning Disabilities, Behavioral Disabilities, and Mental Impairments	Director of Special Education and School Improvement, RESA 6 (Regional Education Service Agencies), Wheeling, WV	K-6 Autism and MI (All Special Education)	15 years in high school classroom for students with Severe/Profound Disabilities and 9+ years in K-6 classroom for students with Autism and Mental Impairments, 23 years working summer program with all grade levels, including Pre-K through High School.	Caucasian	21-25	MA
Maria Beck	VA	Special Education	Special Education Instructional Specialist for Students with Severe Disabilities	Special Education K-12	20 years teaching this population and 7 years administrative experience with alternate assessment	Caucasian	26-60	MS
Brenda Berrios	NJ	Teacher of the Handicapped, Elementary Education	Special Education	N/A	Cognitively Impaired (Mild - Severe), Autism Spectrum Disorders	Puerto Rican	30+	MA
Daniel Biegun		No Response	Intellectual Disability Specialist (Training and Technical Assistance Center, Old Dominion University)	High School	3 years educational specialist, 12 years teacher of students with multiple and intellectual disabilities (high school)	Caucasian	11-15	MS
Annalisa Brewster	WA	K-12 Special Education, K-8 General Education	4-5 Self-Contained Special Education	Previously taught K-5 Special Education	Severe to profound delays, multiple disabilities, dual-sensory loss (deaf-blind)	Caucasian	6-10	MED
James Brey		Bachelor of Science in Elementary Education Grades 1-8 and Special Education Mild to Moderate K-12, Master in Education with an Endorsement in Severe Disabilities K-12	Temporary Assignment (Teacher on Special Assignment) - Elementary Special Education Severe Teacher	Secondary Severe Special Education Grades 7-9, Secondary Mild to Moderate Special Education 7-9, Elementary Special Education Severe K- 5 (2 different schools) Adult Basic Education (ABE) Continuing ED at Dixie State College (Post-Post high 22 years to very old.)	Mild to Moderate Special Education Severe to Profound Special Education	Caucasian	16-20	MED
Jennifer Burnes	OK	Special Education; All Content Areas	Assessment Coordinator, Special Education Services, State Department of Education	6-8; Early Childhood Special Education	Severe/Profound; Mild-Moderate	Caucasian	6-10	MED & MS
Kristen Burton	WI	N/A	DPI-Assessment	N/A	EBD, Alternate Assessment development	Caucasian	1-5	BS

Name	State	Area of Certification	Current Assignment	Other Grades Taught	Special Population Experience	Ethnicity	Years of Experience	
Debby Byrne		English 7-9; Social Studies 7-9; Elementary K-9; Educable Mentally Retarded; Trainable Mentally Retarded		Special Education throughout my whole career.	Coordinator for the Olathe School District. Special Pops and Special Olympics liaison for the city of Olathe and the school district	Caucasian	26-30	MS
Wendy Carver	UT	Communication Disorders (K-12+) and Special Education (K-12+); Endorsements: Speech-Language Pathology, Psychology, Mild/Moderate Disabilities, English	Special Education Assessment Specialist	Special Education every grade: K–post high school	Mild/moderate and severe	Caucasian	30+	MS
Beth Cipoletti	WV	Math 7-12	SEA Assistant Director, Office of Assessment and Accountability	Math 7-12 and College	Inclusion Classes	Caucasian	30+	EdD
Kim Cook		K-12 Special Education; K-12 English as a Second Language; K- 12 Bilingual Education; K-8 Elementary Education	K-5 Literacy Coach	General Education Kindergarten; Special Education Kindergarten; Special Education Preschool; Dual Language Kindergarten	, and the second	Caucasian	11-15	MED
Pam Cox		Reading, Math, Elementary Education, Special Education	Instructional Coach	Preschool-12, Special Education	Teacher of ID, AU, TBI, OHI, SLD	Caucasian	21-25	BS
Dianna Daubenspeck	OK	Multiple Handicapped PK- 12, Other Health Impaired, Learning Disabilities, reading	Special Services Curriculum Specialist PK- 12th grades	PK- 12	Multiple Disabilities, Learning Disabilities, Traumatic Brain Injury, OHI	Caucasian	30+	MED
Amy Daugherty	OK	Severe/Profound Special Education, All Content Areas	Associate State Director, Special Education Services, State Dept. of Education	K-12	S/P; Emotional Disturbance	Caucasian	6-10	BS
Thomas Deeter	IA	N/A	Lead Consultant (General Education) Assessment, Accountability, Program Evaluation	General Education		Asian- Caucasian	20-25	PhD
Holly Draper		Functional Special Education and Adaptive Special Education	Grades 6-10 Functional Special Education	Age 5-21 Functional Special Education (in Missouri)	Teaching SPED for 6 years, paraeducator 1 year, group home worker 2 years	Caucasian	6-10	BS
Jeffrey Dunn		English, Communications, Social Studies	Secondary Learning Assistance Program (LAP, WA companion program to Title 1) Coordinator; English teacher 9-12 (Blended general/special education class); one concurrent enrollment Eastern Washington University English 101 class.	General Education English grades 9-12	Developed and implemented district secondary reading, writing, and math RTI screening and diagnostic assessment process; coordinate after school and summer school programs open to targeted special education students; taught and supported reading and writing special education students in their effort to meet state standards.	Caucasian	30+	PhD
John Eisenberg	VA	Special Education	Director of Instructional Support and Related Services, Virginia Department of Education	Special Education	ASD; SD; ID	Caucasian	11-15	MS

Name	State	Area of Certification	Current Assignment	Other Grades Taught	Special Population Experience	Ethnicity	Years of Experience	Highest Degree
Lin Everett		K-8 Teaching: Lifetime Certificate; K-5 Educational ADMIN/Principal; 4- 8 Middle school ADMIN/Principal, 4- 8 Social Studies; Superintendent's Certification K-12	Department of Education	Self-contained 1-4; ELA Middle (2/3 self- contained); Principal K-8; Methods for pre-service teachers/university	Special Education Coordinator	Caucasian	30+	EdS
Kurt Farnsworth	UT	Elementary K-6	Elementary English Language Arts Assessment Specialist	Grades 4th, 5th, Principal	Principal, 4th grade inclusion classroom	Caucasian	11-15	MED
Melia Franklin	MO	English-7-12	General Education-English 1, Applied Communications I and II, 7th grade Reading, College Prep English	All grades 6-12 (English and German) at some point in my career	Class within a Class dual instructor, Frequently teach main streamed students	Caucasian	16-20	EdD
Thomai Gersh		and Social Sciences; Licensed Psychologist; Administrative Approval		N/A	Early On (Evaluator and Coordinator); Severely Multiply Impaired; Severely Cognitively Impaired	Caucasian	30+	EdS
Melissa Gholson		Multi-Subjects K-8; Mental Impairments, Specific LD and Autism K-21; Behavior Disorders K- 21 Principal and Superintendent; Curriculum Supervisor	West Virginia Department of Education, Office of Assessment and Accountability, Alternate Assessment and Accommodations	Elementary (general and special education), Middle School (special education); High School (general and special education), , College (teacher preparation courses)	Supervisor of Special Education; Special education teaching experience with autism, mild, moderate, severe and profound, mental impairments, behavior disorders, gifted and learning disabilities	Caucasian	16-20	MA
Claire Greer	NC	K-12 Special Education, 1-8 General Education	State Consultant	Elementary, Middle, and High School	Mild, moderate and severe disabilities	Caucasian	21-25	MS
Dawn Gresham	KS	Music K-12, Educable Mental Retarded K-12, Functional Special Education PreK-12	Special Education	High School, grades 9 to age 21.	Severe emotional disturbances, students with Autism Spectrum disorders and students with Severe Multiple Disabilities.	Caucasian	11-15	MS
Judy Hamer		K-6 Elementary Teacher, K-8 Reading, 5-8 Reading, K-12 Reading Specialist	8th Grade Language Arts (General Education) and District K-12 Language Arts Head Teacher	Co-teaches with special educator in these language arts classes	Students with disabilities integrated into general education classroom; coteaching and consultation with special education teachers	Caucasian	21-25	MS
Angela Harris		K - 8: Multi-Subjects; K - 12: Mentally Impaired - Mild - Moderate, Specific Learning Disabilities, Behavior Disorders, Autism; PK- Adult: Superintendent, Supervisor of Instruction, Principal, and School Library / Media	2010 - 2011 School Year)	High School: Special Education 9 - 12; Elementary: General and Special Education K - 6; and Middle School: Special Education 7 - 9	Autism Training, Positive Behavior Support Training, Board Maker Training, and Data Analysis for Special Education	Caucasian	16-20	MA
Gerald Hartley	WV	Elementary Education 1-9, Art K- 10, English 5-8, Middle Childhood Certification	Reading/Language Arts 8th Grade	Grades 4-12	Special Education	Caucasian	30+	MA
Emma Hatfield- Sidden	NC	No response	Special Education ID-Mod		3 years in ID-Mod Classroom	Caucasian	1-5	BA
Linda Hickey	KS	Special Education (5 endorsements), Elementary Education	Special EducationStudent Services Consultant	Elementary through High School	30+ years of experience	Caucasian	30+	MS

Name	State		Current Assignment	Other Grades Taught	Special Population Experience	Ethnicity	Years of Experience	Highest Degree
Janice Hill		General Special Education K-12 with Severe Endorsement	Special Education K-6 Self Contained Classroom	7-9	Students with Severe Multiple Cognitive Impairments, Autism	Caucasian	16-20	BS
Lori Hillyer		Secondary Education: Language Arts; Secondary Education: French; Reading Specialist: K-12		6-8 General Education	Diverse population (Approx. 60% minority, predominantly AA and ELL); 55% poverty	Caucasian	26-30	MS
Louann Hoover	MO	No response	Special Education for Students with Severe Disabilities	K-6 Special Education	Severely Disabled	Caucasian	30+	BS
Debbie Jameson		Elementary Education 1-5 Lifetime Certification; Middle School Certification 5-8 Literacy; Reading Certification	Literacy Coach/Title 1 Teacher for grades 1, 3, 4	Classroom Teacher for grades 1 ,2, 3, 5; Reading Recovery/Title 1 Teacher for grades K-5	STARR Teacher, MAP Senior Leader, Literacy Coach, Title 1 District Chair for Hannibal Public Schools, Reading Recovery Trained, MAP Scorer/Item Writer/Table Leader, Model Curriculum Writer, State Literacy Team, GLE/MAP Alignment Study, Graduate Professor Part Time, Depth of Knowledge (DOK) Alignment Study to MAP Questions/GLE	Caucasian	26-30	MED
Judy Jennings		LD, MR, BEH-K-6, MR Extended Curriculum K-12	Special Education Teacher- Self- Contained Centralized Class for 6-8th Grade Students with Moderate to Severe Autism and EC Chairperson	special education Have taught inclusion 7th grade ELA and Math-Special Education BED Self-Contained 6th-8th grade - Special Education	Volunteered pre-k developmentally delayed class 1 year TA developmentally delayed classroom 2	Caucasian	16-20	MED
Al Klugh	VA	No response	Special Education Administration	Special Education Teacher/Building Principal	Autism, ID, Population Previously known as Severe Disability, ED	Caucasian	26-30	MED
Judy Kraft	WA	No response	Alternate Assessment Specialist for WA State			Caucasian		MS
Kathleen Kvamme- Promes		Master Educator License K-12 Mental Disabilities Moderate/Severe/ Profound. K-12 Instructional Strategist Mental Disabilities	Special Education Severe/Profound (Significant Disabilities) 5-12	Special Education year 13-14	Autism, Physical Disabilities, Behavior, Severe/Profound, Medically Fragile	Caucasian	21-25	EdS
Sondra LeGrande	OK	Special Education Teacher -Mild and Moderate/Severe, English, Social Studies	Special Education teacher at Edmond Santa Fe High School		ID, Autism, Multiple disabilities, other health impaired, hearing impaired, visual impairment	Caucasian	16-20	BS

Name	State	Area of Certification	Current Assignment	Other Grades Taught	Special Population Experience	Ethnicity	Years of Experience	
Deborah Matthews		Childhood	Kansas State Department of Education	Early Childhood-High School Special Education	Mild, moderate and severe students with disabilities	Caucasian	21-25	MS
Tamara Maxwell		Reading Specialist, English, and Political Science	Education Content Area Teachers and English Teacher (general)	N/A	Working with special education, at-risk, and regular secondary education students who struggle with reading, writing, and motivation	Caucasian	6-10	MS
Jennifer Michalenok		Reading Certification	Multiple Disabilities classroom	Elementary: K-5 grade levels	Specialization in Low-Incidence Disabilities	European American	1-5	MED
Marcia O'Brien		Elementary K- 8, Cognitive Impairments, Learning Disabilities.	Special Education, Principal (building ages 2-26 years old)	General Education K-1	Cognitive Impairments, Emotional Impairments, Learning Disabilities, Severe Multiple Impairments, Autism, Traumatic Brain Injury	Caucasian	26-30	EdS
Melanie O'Dea		Special Education	NJ Department of Education/Office of Special Education Programs		Students with significant intellectual disabilities	Caucasian	26-30	MS
Kimberley Perisho	WA	Special Education Birth to 21; Exceptional Needs Specialist, NBCT	Special Education Mariner HS Life Skills grades 9 -12	5 years Special Education ages 18 - 21, 4 years Music K - 12, 10 years Nursery School	3 years Special Education para- professional, 5 years Life Skills teacher	Caucasian	16-20	MA
Connie Persike	WI	Speech Pathologist	-Student Services Coordinator	Early Childhood and Elementary Special Education	Autism, special education	Caucasian	11-15	MS
Terri Portice	MI	Learning Disabilities K-12 (SM) K- 12; Emotional Impairment (SE) K- 12; Cognitive Impairment (SA) K-12; Elementary K-5 all subjects; K-8 All subjects Self Contained Classroom; Central Office Administration; Special Education Supervisor Approval, teacher consultant approval	- Professional Development and Curriculum Development K-12 General and Special Education Collaboration	Team Taught K-5 SPED in gen ed classroom; K-5 self-contained SPED pull out services. For the last 4 yrs, I've been leading curriculum & professional development related to the 4 core content areas for all levels K-12. During this time I've spent a great deal of time in direct support with secondary ELA teachers. Recent work has been with K-12 staff in the areas of ELA and Math as it relates to making the transition from state content expectations to the CCSS.		Caucasian	16-20 years	MA 2 mast ers
Cheryl Ann Prevatte	VA	Math/Reading/ Science/Social Studies	Special Education Teacher K-5 (Intellectually Disabled/Self- Contained)	K-5	Special Education Teacher Rockingham County, Virginia - 29 years Previous experience w/TARC	Caucasian	26-30	BS
Sarah Reives		Math 9-12 and Science 9-12	North Carolina Department of Instruction	General Education 9-12	Assessment	African American	6-10	MED
Katie Sadler	MO	ECSE, BD/MR K-12	K-5/Self-contained AU	ECSE	MU, ECSE, AU	Caucasian	6-10	BS

Name	State	Area of Certification	Current Assignment	Other Grades Taught	Special Population Experience	Ethnicity		
Angela See		Elementary Education, Content for Special Education, English, and History, Multi-Categorical - CBD, LD, MI, K-6, OS AD		Other experience - worked on the development of the WV alternate assessment, development of the WV Extended Academic Content Standards and Performance Descriptors, Acuity items for Extended Standards, Scored Alternate Assessment	BD, LD, MI, Autism	Caucasian	6-10	MA
Donna Shaw		K-12 Special Education; General/Special Education Administrator		No Response	32 years experience	Caucasian	30+	MED
Kris Shaw		Reading Specialist, Master's Degree	Consultant	K-6 classroom teacher	Reading Specialist Regular education teacher with SPED students in the classroom, Reading Specialist for struggling readers in the school setting Parent of special education child.	Caucasian	26-30	MS
Linda Stalliviere	UT	Elementary Education 1-8	LEA Mentor Coordinator (New Teacher Mentor for K-12 General and Special Education	2nd, 4th General Education	Special education students within my classroom USEAP (Utah Special Education Advisory Panel) committee, general education representative	Caucasian	30+	BA
Christie Stephenson	OK	Mild/Moderate Disabilities, Severe/Profound Disabilities	Special Education Supervisor	K-12	I have taught in classrooms with student populations consisting of LD, ID, Multi-disabled, Autistic and OHI students.	Caucasian	6-10	BS
Emily Thatcher		Education Consultant	lowa Department of Education, Bureau of Student and Family Support Services (SPED) Instructional Content Resource Consultant and Alternate Assessment Consultant	Special Education and Art K-12	22 years varied experience	Caucasian	21-25	MED
Janice Tornow	WA	All areas including special education	Office of Superintendent of Public Instruction	Special Education K-12	5 year Special Ed Teacher and 26 years Special Education Administrator	Caucasian	30+	MED
Jane VanDeZande		ELA and Special Education (handicapped learner)	Director of Assessment	5-8 (Speech and Language, handicapped learner-LD); 9-12ELA and Social Studies 9-12	Chapter I Director math and reading	Irish American	16-20	Other Degr ee
Sara Vold		No response	Special Education Cognitive Disabilities Teacher K-5	Special Education Cognitive Disabilities Teacher K-6	Autism, CD (mild and severe), EBD	Caucasian	1-5	BS
Ryan Webb	UT	English Language Arts, Spanish	8th grade Tier 2 ELA classroom, 8th and 9th grade Spanish 1 and 2	General Education	Tier 2 Language Arts Students	Caucasian	6-10	MED

Name	State	Area of Certification	Current Assignment	Other Grades Taught	Special Population Experience	Ethnicity	Years of Experience	Highest Degree
Neal Webster	NJ	Literacy Specialist	General Education and Special Populations	High School, and provide PD to K-8th grade teachers in Classroom instructional processes (IDEAL and	As it applies to inclusion of all special populations during literacy block.	Multi Ethnic (African American,	11-15	MA
				LEADS)		Native American and Caucasian)		
Joanne Winkelman	MI	Elementary and Special Education	State Agency	Middle and High School	20 years Special Education experience	Caucasian	20-25	PhD
Adam Wyse		State Education Agency Assessment Participant	Psychometrician for Alternate Assessments	Grades 9-12 Mathematics	Taught SLD, EI, Speech and Language, and Hearing Impaired Students	Caucasian		PhD
Tina Yurcho	NJ	No response	Special Education Supervisor	Special Education	infant through middle school. Multiply disabled population	Caucasian	26-30	MED