

California
Common Core Connectors
&
Alternate Assessment

2017

California Common Core Connectors & Alternate Assessment

WHAT HAPPENED ?

- As the Common Core State Standards (CCSS) movement was evolving so was the movement to insure that students with significant cognitive disabilities would have increasingly higher academic outcomes.
- About 10 years of research on **a**lternate **a**ssessments based on **a**lternate **a**chievement **s**tandards (**AA-AAS**).
- Projects drew upon a strong research base.

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WHAT HAPPENED ?

- The **AA-AAS** movement culminated in 3 strands of circulating options:

Frames/tools from NCSC

Frames/tools from DLM

Other

- The strands were adopted as follows:

NCSC – 19 states

DLM – 20 states

Other – 11 states

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WHAT HAPPENED ?

July 2015

California State Board of Education
adopted

NCSC frame and **C**ommon **C**ore **C**onnectors as
California's alternate achievement standards

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HOW ARE THEY STRUCTURED?

- Specific standards for: Reading, Writing, Mathematics
- Tied directly to Common Core State Standards (CCSS) using Common Core Connectors (**CCCs**).
- Results in Essential Understandings (**EUs**) which are the ‘bottomline’ of what the student should know.
- No levels or grade bands -- all grade specific.

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HOW ARE THEY STRUCTURED?

- The **CCCs** in ELA and Mathematics keep the same organization relative to links with the CCSS ‘anchors’:

ELA ‘Anchors’

Reading	Writing	Speaking & Listening	Language
Key Ideas & Details	Text Types & Purposes	Comprehension & Collaboration	Conventions of Standard English
Craft & Structure	Production & Distribution of Writing	Presentation of Knowledge & Ideas	Knowledge of Language
Integration of Knowledge & Ideas	Research to Build & Present Knowledge		Vocabulary Acquisition & Use
Range of Reading & Level of Text Complexity	Range of Writing		

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HOW ARE THEY STRUCTURED?

- The **CCCs** in ELA and Mathematics keep the same organization relative to links with the CCSS ‘anchors’:

Mathematics ‘Anchors’

Mathematics Practice	Mathematics Content
<ul style="list-style-type: none">❖ Make sense of problems and persevere in solving them.❖ Reason abstractly & quantitatively.❖ Construct viable arguments & critique the reasoning of others.❖ Model with mathematics.❖ Use appropriate tools strategically .❖ Attend to precision.❖ Look for & make use of structure.❖ Look for & express regularity in repeted reasoning.	<ul style="list-style-type: none">❖ Counting & Cardinality❖ Operations & Algebraic Thinking❖ Number & Operations in Base Ten❖ Numbers & Operations – Fractions❖ Measurement & Data❖ Geometry❖ Ratios & Proportional Relationships❖ Number System❖ Expressions & Equations❖ Functions❖ Statistics & Probability

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HOW ARE THEY STRUCTURED?

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Literature	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.h1 Answer questions related to the relationship between characters , setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).	Identify a character, setting, event, or conflict.

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What about the test?

The California Alternate Assessments (**CAAs** or CalAlt)

is given in the areas of:

ELA (reading/writing)

Mathematics

Science (field test for 2017)

Test items are developed from the **CCCs** and their associated **Eus**.

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What about the test?

The test will be given in the following grades

ELA (reading/writing)

Mathematics

Grades 3 through 8 and 11

Science (field test for 2017)

Grades 5, 8 and once in high school

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What about the test?

Each **CAA** is administered in a 1:1 setting by the student's teacher.

A maximum of 27 items for ELA and Math

Primary delivery is via computer.

Tests are untimed.

Teachers and students have an opportunity to use training tests.

As with SBAC there are accommodations.

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Which students take the **CAA** ?

The California Alternate Assessments are for students with significant cognitive disabilities and provide an assessment for approximately 1% of the total student population.

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Which students take the CAA ?

There are 3 eligibility criteria:

1. Student has a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior (the ability to live independently and function safely in daily life).
2. Student is learning content **derived** from the CCSS.
3. The student requires extensive, repeated, individualized instruction and support that is not of a temporary nature AND uses substantially adapted materials and individualized methods to acquire, maintain, generalize, demonstrate, and transfer skills across academic content.

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Which students take the CAA ?

The IEP team makes the decision and it is not just the identification of a specific disability.

Nor is it an IQ score alone.

The team also needs to consider the ability of the student to live independently and function safely in daily life.

The team should consider information from multiple sources.

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Which students take the **CAA**?

An IEP team would **NOT** include the following as part of their consideration:

Disability category or label

Poor attendance

Native language, social/cultural or economic difference

Expected poor performance on the SBAC

Services received

Placement

Percentage of time in special education

EL status

Low reading level

Anticipated disruptive behavior

Anticipated emotional duress

Need for accommodations.

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How are scores reported?

There are Performance Level Descriptors (PLDs) which describe what students at each performance level know and are able to do.

Level 3 = Student demonstrates **understanding**. Actively working on adapted grade level material. May need occasional prompts and assistance to complete tasks and activities.

Level 2 = Student demonstrates **foundational understanding** of adapted grade level material when provided frequent prompts and supports. May frequently need supports to complete tasks and activities.

Level 1 = Student demonstrates **limited understanding** of adapted grade level content even with extensive supports.

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QUESTIONS?