Secondary Standards-based IEP's and Instruction

Kalamazoo RESA

Presenters:

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NOW WHAT???

- This was the question first asked after the OBC "went away" with the introduction of Michigan's new high school requirements.

But the new question is…

- ***How do we use standards-based IEP's at the secondary level?***

Exactly how DO we use standards-based IEP's at the secondary level?

- ## ***Today's training will provide answers by discussing:***

  - Transition's role in standards-based instruction

  - Content standards

  - Development of IEP's using content standards that reflect the student's post-secondary goals

Transition Law

- ***IDEA 2004 Secondary Transition Requirements:***

- **Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:**

- -Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;

- -The transition services (including courses of study) needed to assist the child in reaching those goals; and

- -Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under Part B, if any, that will transfer to the child on reaching the age of majority.

What are "transition services"?

- ***IDEA 2004 states:***
- **The term "transition services" means a coordinated set of activities for a child with a disability that:**
- -Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;

- -Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and

- -Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

How can transition post-secondary goals be addressed in an IEP?

- ***Two ways:***

- Grade-level academic content
- Transition/disability related needs

Grade Level Academic Content

- *Addressed by:*

  GLCE's

  EGLCE's

  HSCE's

  EHSCE's

- *Evaluated by:*

  MEAP

  MME

  MI-Access

Transition/Disability Related Needs

Examples:

- Speech

- Behavior

- Life skills

- Mobility

- Work readiness

Disability Related Needs

Addressed by:

LCCE

OBC

EFE

EFA

Special Ed. Voc. Ed.

411 on Disability Disclosure

Evaluated by:

IEP Progress Reports

Okay, so how do we know when students are DONE???

Old Way:
Alternate Curriculum (OBC)

Focus:
Completion of 52 Objectives

Graduation/Certificate of Completion

New Way:
Transition goals, general education curriculum, transition/disability related needs

Focus:
No longer only on GRADUATION, but preparation to meet transition goals
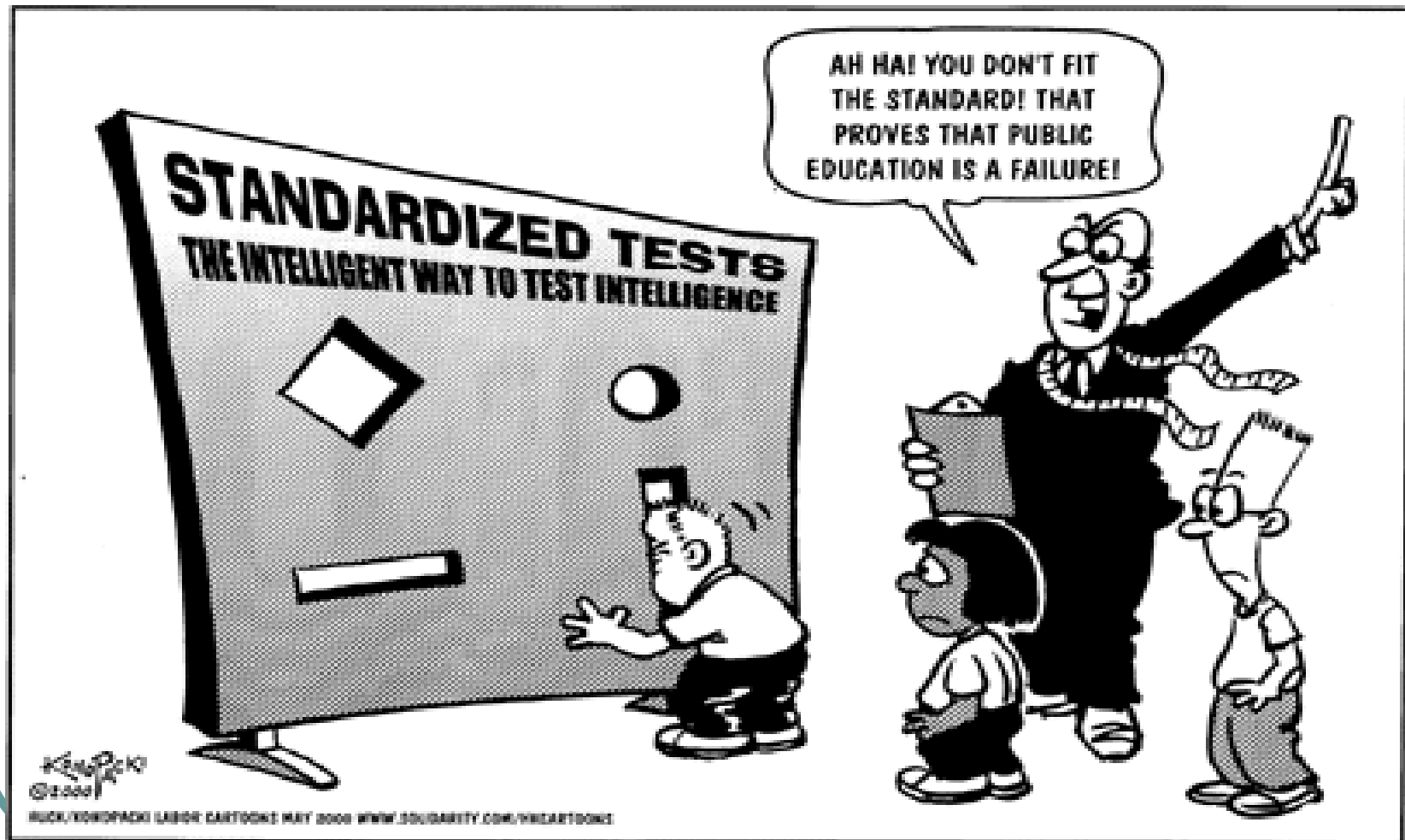
Content Standards

HSCE and EHSCE/EB

Did someone say "DONE?" Are we done yet? Will this training be painful?

MI Content Standards & YOU:

- Background on MI content standards
- What is available and where it's located
- Instructional Relevance
- Current and Future Applications
- Standards Based IEP training
- District Examples/Practice
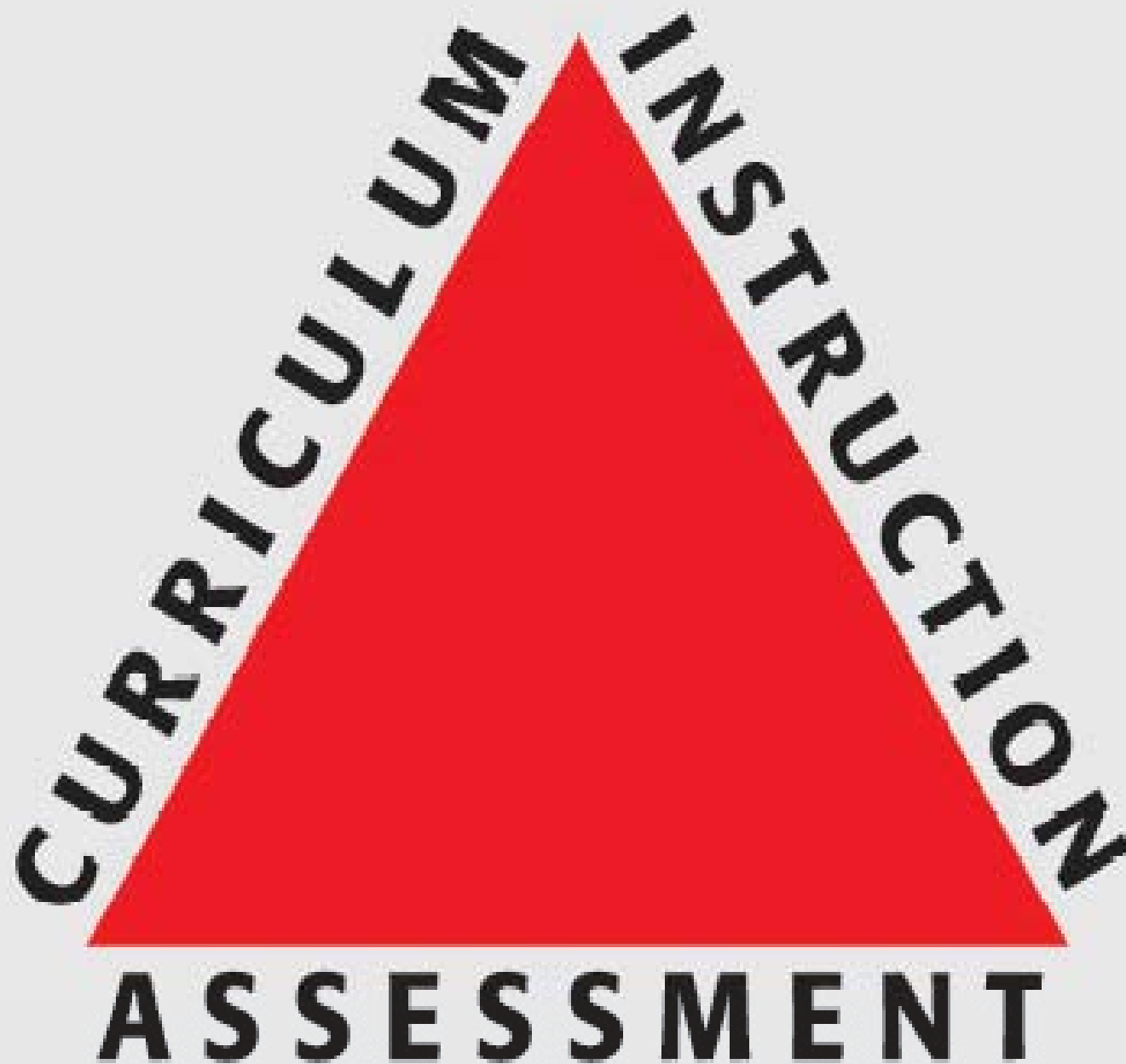
Speaking of standards…

Alphabet Soup

- PRE-TEST!☺
  - "Name that acronym"

  - NCLB   EHSCE
  - GLCE   EB
  - EGLCE   ELA
  - SB-IEP   FI/SI/P
  - MEAS   PLD (bonus!)

How did we get here?

Standards-Based Education

- Intimacy with the content standards
- Assessment alignment + Curriculum alignment = getting there
- Leads to Standards-Based IEP development
- Accountability: a new and different partnership for general ed. & special ed.

SB Education…it's a good thing☺

"I'm sorry Luke but we have to stick to the National Curriculum."

How did we get here?

- The No Child Left Behind (**NCLB)** Act was passed by Congress with overwhelming bi-partisan support and signed into law by President George Bush in **January 8, 2002**. The expressed long-term goal of NCLB is **proficiency in reading and math for all students by the 2013-2014 school year**. The law identifies specific steps that states, school districts, and schools must take to reach that goal. Each state has been required to **develop and administer annual assessments in grades 3 through 8 in reading and math and once in grades 9 through 12.**

- The states also have been required to develop an **accountability system that includes a single definition of "adequate yearly progress."** This definition includes annual targets for academic achievement, participation in assessments, graduation rates for high schools, and for at least one other academic indicator for elementary and middle schools. The targets must be applied to the major racial and ethnic groups, the economically disadvantaged, special education students, and students with limited English proficiency.

- For schools that fail to make achievement targets for two consecutive years a series of progressively stringent consequences are implemented

NCLB☺

Why Develop GLCEs?

- NCLB requires that states develop grade-by-grade expectations.
  - MCF benchmarks = grade level clusters.
  - Michigan and other states had to return to the drawing board and develop GLCEs.

- GLCE's are Learning expectations or TARGETS-NOT a curriculum☺
- GLCEs were approved for MEAP in 2003/2004 school year

The State's Curriculum

Michigan's content standards are a set of learning expectations developed by parents, educators, business leaders and university professors to assist schools in the development of local district curricula. These standards and more detailed learning objectives called *benchmarks* are contained within the Michigan Curriculum Framework.

IEP Goals-Objectives/ Transition Plan

GLCE/HSCEs And EGLCE/EHSCEs

Student Learning

Benchmarks
Standards
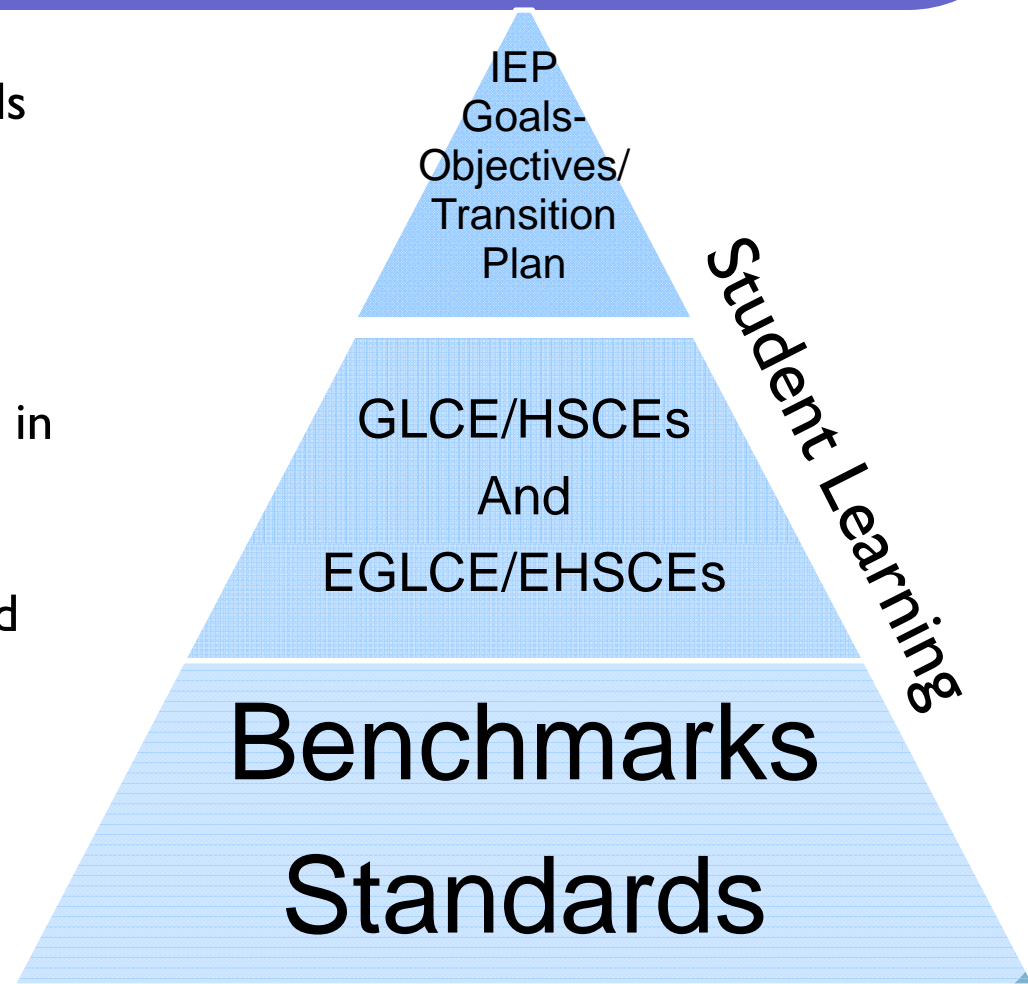
Michigan Curriculum Framework

MI Content Standards & SPED

- The Michigan Curriculum Framework outlines instruction for each content area
- The GLCE and EGLCE articulate what will be assessed through the MEAS (Michigan Educational Assessment System)

What are *Extended* GLCEs?

- The EGLCEs are modifications of the GLCEs.
  - "reduced depth, breadth, and complexity"

EGLCE/EHSCE/EB

- Explicitly measuring content
  - Linked to GLCE/HSCE/B (general education)
  - Content Area Thread

  GLCE/HSCE/B to EGLCE/EHSCE/EB to Item

Tying it all together: Why are we here?

- Instruction, curriculum, and assessment - **promoting the greatest degree of independence possible**

- Assessments built on assumption that state's content standards will drive curriculum

- All students must have opportunities to access and learn the content standards – EGLCE/EB/EHSCE

THE EGLCE/EB/EHSCE

- THE MOMENT YOU'VE ALL BEEN WAITING FOR!

A LITTLE WALK...

Through a big ugly manual☺

MANUAL ORGANIZATION

- FRONT TO BACK (FI/SI/P with SCIENCE IN REAR)
- BY GRADE-ELEMENTARY TO HS IN EACH SECTION
- ORGANIZATIONAL CHART AT FRONT OF EACH SECTION
  - Except FOR FI (VERY HELPFUL☺)

- FI IS **NOT** UPDATED YET AND IS STILL RELATED BACK TO THE OLD MCF BENCHMARKS, BUT CONTENT IS FINE
- FI MATH LACKS MCF BENCHMARK LINK- ELA AND SCIENCE HAVE THEM
- **FI IS UNIQUE IN THAT AT THE HS LEVEL, BECAUSE OF THE LACK OF UPDATING, THE EXTENDED CONTENT STANDARDS ARE NOT CALLED "EHSCE'S"…THEY ARE ALL STILL EXTENDED BENCHMARKS**
- **SCIENCE IS UNIQUE IN THAT ALL OF THE CONTENT EXPECTATIONS ARE CALLED EB'S.**

EGLCE, EB, and EHSCE: Past, Present, & Future

Mathematics EGLCE/EB/EHSCE

Participation and Supported Independence (P/SI) Mathematics
Extended Grade Level Content Expectations (EGLCEs) and
Extended High School Content Expectations (HSCEs)
FINAL VERSION   6/20/07

Background Information: The federal No Child Left Behind Act of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed and based on rigorous grade level content. MI-Access has used Michigan's version 12.05 Grade Level Content Expectations (Grades K-8) and the High School Content Expectations (HSCEs) that were approved in 2006 by the Michigan State Board of Education to develop content expectations that are appropriate for the Participation and Supported Independence (P/SI) populations. The P/SI Assessment Plan Writing Team, comprised of Michigan stakeholders, and MDE staff developed the mathematics *Extended* GLCEs and *Extended* HSCEs found in this document, starting in the spring of 2006 through June 2007.

Mathematics Elementary and Middle School (Grades K-8) GLCEs Organization				
STRAND 1 Numbers and Operations (N)	**STRAND 2** Algebra (A)	**STRAND 3** Measurement (M)	**STRAND 4** Geometry (G)	**STRAND 5** Data and Probability (D)
Domains				
ME: Meaning, rotation, place value, and comparisons MR: Number relationships and meaning of operations FL: Fluency with operations and estimations	PA: Patterns, relations, functions, and change RP: Representation FO: Formulas, expressions, equations, and inequalities	UN: Units and systems of measurement TE: Techniques and formulas for measurement PS: Problem solving involving measurement	GS: Geometric shape, properties, and mathematical arguments LO: Location and spatial relationship SR: Spatial reasoning and geometric modeling TR: Transformation and symmetry	RE: Data representation AN: Data interpretation and analysis PR: Probability

Mathematics High School Content Expectations (HSCEs) Organization			
STRAND 1 Quantitative Literacy and Logic (L)	**STRAND 2** Algebra & Functions (A)	**STRAND 3** Geometry & Trigonometry (G)	**STRAND 4** Statistics & Probability (S)
Standards			
L1: Reasoning About Numbers, Systems and Quantitative Situations L2: Calculation, Algorithms, and Estimation L3: Mathematical Reasoning, Logic, and Proof	A1: Expressions, Equations, and Inequalities A2: Function A3: Mathematical Modeling	G1: Figures and Their Properties G2: Relationships Between Figures G3: Transformations of Figures in the Plane	S1: Univariate Data-Examining Distributions S2: Bivariate Data-Examining Relationships S3: Samples, Surveys, and Experiments S4: Probability Models and Probability CalculationT

Example Grade 3 Mathematics GLCE and FI EGLCE

GLCE: N.ME.03.01

Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g., relate numeral or written word to a display of dots or objects.

FI EGLCE: N.ME.03.EG01

Read, write and count using whole numbers to 100 in numerals and words and relate them to the quantities they represent.

GLCE & EGLCE/EB Mathematics

- Divided into **Strands** of Numbers and Operations, Algebra, Measurement, Geometry, and Data and Probability

- Subdivided into **Topics/Domains**, e.g., Count, Write, and Order Whole Numbers; Identify and Describe Shapes; Data Representation; Units and Systems of Measurement

- **Grade Level (03)**

- **Statement Number (EG01)**

EXAMPLE

FI EGLCE: N.ME.03.EG01

Read, write and count using whole numbers to 100 in numerals and words and relate them to the quantities they represent.

- Strand:
- Domain:
- Grade Level:
- Statement Number:

Version 12.05 vs. High School Content Expectations-Mathematics

v12.05 Strands	High School Content Expectation Strands
Numbers and Operations	Quantitative Literacy and Logic
Measurement	
Geometry	Geometry and Trigonometry
Data Analysis	Statistics and Probability
Algebra	Algebra and Functions

Example SI Link

GLCE - 4th Grade

- **N.FL.04.08**
  Add and subtract whole numbers fluently.

SI EGLCE–Elementary

- **N.FL.e4.SI.EG08a**
  Demonstrate knowledge of basic addition and subtraction facts (single digits, no regrouping, and sums/differences less than ten). Use of manipulatives and/or calculator is permissible.

Example P Link

GLCE – 4TH Grade

- **N.ME.04.20** Understand fractions as parts of a set of objects.

P EGLCE - Elementary

- **N.ME.e4.P.EG20a** Differentiate between a whole object and part of an object.

- Example: A whole puzzle   vs.

  one piece

Sample Items - SI

- **EGLCE:** G.TR.m6.SI.EG03a

- **ACTIVITY:** The student will correctly identify the location of a person to whom he/she will deliver a message or object. For example, the student could be directed, "Please take this note to Mrs. Smith. Where is her classroom?" The student may provide verbal directions or indicate the location on a map of the school.

- **SCORING FOCUS:** Demonstrating knowledge of the routes involved in moving around the school

Functional Independence Math

MCF v.2000
Benchmark

FI EB

•Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats.

- Read data from charts, tables, bar graphs, circle graphs, tallies, pictographs and line graphs.

EGLCE, EB, and EHSCE: Past, Present, & Future

English Language Arts
EGLCE/EB/EHSCE

Participation and Supported Independence (P/SI) English Language Arts

Extended Grade Level Content Expectations (EGLCE)

Draft Version 9/5/07

(Examples similar to P/SI Mathematics will be added at a later date)

Background Information: The federal No Child Left Behind Act of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed and based on rigorous grade level content. MI-Access has used Michigan's version 12.05 Grade Level Content Expectations (Grades K-8), that were approved in 2006 by the Michigan State Board of Education, to develop content expectations that are appropriate for the Participation and Supported Independence (P/SI) populations. The P/SI Assessment Plan Writing Team, comprised of Michigan stakeholders, and MDE staff, developed the English language arts *Extended* GLCEs found in this document, starting in the spring of 2006 through June 2007.

English Language Arts Elementary and Middle School (Grades K-8) GLCEs Organization					
STRAND 1 Reading (R)		STRAND 2 Writing (W)		STRAND 3 Speaking, Listening, and Viewing (S)	
Domains					
WS:	Word Study	GN:	Genre	CN:	Conventions
FL:	Fluency	PR:	Process	DS:	Spoken Discourse
NT:	Narrative Text	PS:	Personal Style	RP:	Response
IT:	Informational Text	GR:	Grammar and Usage		
CM:	Comprehension	SP:	Spelling		
MT:	Metacognition	HW:	Handwriting		
CS:	Critical Strands	AT:	Attitude		
AT:	Attitude				

*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7).
9/5/07

1

Version 12.05 Elem. & Middle EGLCE and New High School EHSCE

Elem. & Middle Strands	High School Strands
Reading	Writing, Speaking and Expressing
Writing	Reading, Listening, and Viewing
Speaking, Listening, and viewing	Literature and Culture
	Language

Supported Independence
GLCE to EGLCE

- **GLCE**: S.CN.04.02
  - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., community–building, appreciation/ invitations, crass-curricular discussions.

- **EGLCE:** S.CN.e.EG02 (1 section)
  - Make progress toward communicating appropriately, e.g., listen actively while others are speaking; take turns when talking; and use polite expressions such as *Thank you, You're welcome.*

Supported Independence Item

Activity:

The student will correctly use 1 common courtesy word and/or phrase such as "please," "thank you," or "you're welcome," while interacting with staff during snack or lunchtime.

Scoring Focus: Using language to communicate effectively for different purposes

Participation GLCE to EGLCE

GLCE: R.WS.07.04

- Know the meaning of frequently encountered words in written and oral contexts

EGLCE: R.WS.m.EG04

- Identify words encountered frequently in specific contexts, e.g., recognize vocabulary words accompanied by pictures associated with different tasks and/or vocations.

Functional Independence ELA

MCF v.2000 Benchmark

FI EB

- Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.

- Recognize automatically frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.

EGLCE, EB, and EHSCE: Past, Present, & Future

Science EGLCE/EB/EHSCE

(remember ALL are EB's)

STRAND 5: USING EARTH SCIENCE KNOWLEDGE

Background Information: The science benchmarks in this document are taken from the Michigan Curriculum Framework Science Content Benchmarks, 2000 version (MCF v.2000). These benchmarks have been extended for the MI-Access Functional Independence, Supported Independence, and Participation populations, and are presented in this document. The coding keys below explain abbreviations found throughout the document, including the benchmark and extended benchmark codes. If a cell contains **N/A**, the MCF v.2000 Benchmark was determined to be inappropriate to extend for the population and/or grade span by the MI-Access Science Assessment Plan Writing Team.

MCF v.2000 Science Elementary, Middle School, and High School (Grades K-12) Benchmark Organization				
STRAND 1 **Constructing New Scientific Knowledge** **(C)**	**STRAND 2** **Reflecting on Scientific Knowledge** **(R)**	**STRAND 3** **Using Life Science Knowledge** **(L)**	**STRAND 4** **Using Physical Science Knowledge** **(P)**	**STRAND 5** **Using Earth Science Knowledge** **(E)**
Standards				
CN: Constructing New Scientific Knowledge	RO: Reflecting on Scientific Knowledge	CE: Cells OR: Organization of Living Things HE: Heredity EV: Evolution EC: Ecosystems	ME: Matter and Energy CM: Changes in Matter MO: Motion of Objects WV: Waves and Vibrations	GE: Geosphere HY: Hydrosphere AW: Atmosphere and Weather SS: Solar System, Galaxy, and Universe

Extended Benchmark Coding Examples			
Extended Benchmark: E.GE.FI.EB.V.1.e.1a		**Extended Benchmark: E.GE.FI.EB.V.1.m.1ADDh**	
E	Using Earth Science Knowledge	E	Using Earth Science Knowledge
GE	Geosphere	GE	Geosphere
FI	Functional Independence	FI	Functional Independence
EB	Extended Benchmark	EB	Extended Benchmark
V.1.e.1	MCF v.2000 Benchmark	V.1.m.1	MCF v.2000 Benchmark
a	First Extended Benchmark in this document linked to MCF v.2000 Benchmark V.1.e.1	ADDh	This Extended Benchmark is linked to a middle school MCF v.2000 Benchmark (V.1.m.1) but has been added to high school.

Extended Science Benchmarks
Life Science

	Elementary	Middle	High
MCF v.2000 Benchmark	**Compare and contrast (K-2) or classify (3-5) familiar organisms on the basis of observable physical characteristics**	**Compare and classify organisms into major groups on the basis of their structure.**	**Classify major groups of organisms to the kingdom level.**
FI EB	**Identify observable physical characteristics of plants and animals.**	**Classify organisms in major groups based on their structure.**	**Classify organisms in major groups based on their structure**
SI EB	**Differentiate between plants and animals.**	**Identify the characteristics or parts of selected plants and animals.**	**Identify the differences between characteristics or parts of plants and animals.**
P EB	**Identify plants and animals.**	**Identify plants and animals.**	**Identify plants and animals.**

Extending Benchmarks

Additional components of the EB:

- Key concepts

- Real-world contexts

- Taken from the general education Benchmarks when possible; added for each population as appropriate

Key Concepts/Real-World Contexts

- Participation EB (Physical Science):

   "Identify attributes/properties of common objects."

   Key Concepts:

   "Texture-rough, smooth. Smell-pleasant, unpleasant. Size-larger, smaller. Color-common color words. Shape-circle, square, triangle. Weight-heavy light."

Key concepts/Real World Contexts

- Find L.HE.P.EB.III.3.e.1a
  - What is the **strand/domain/grade level and statement number** for the science EB?
  - How are P and SI different/alike?
  - How could you teach this in your classroom?
  - It's on the assessments☺

Sample Items - P

- **EB:** P.CM.P.IV.2m.1ADDh

- **ACTIVITY:** The student will correctly indicate which item is **cold** when presented with 1 hot and 1 cold item while engaged in a familiar eating routine, such as lunch or snack time. For example, the student could be presented with a cup of ice water and a cup of hot soup and then be asked, "Which one is **cold**?"

- **SCORING FOCUS:** Differentiating between **hot** and **cold**

Functional Independence Science

MCF v.2000 Benchmark	FI EB
Classify major groups of organisms to the kingdom level	Classify organisms in major groups based on their structure

- *Key concepts:* Kingdom categories—protist, fungi, moneran, animal, plant. Characteristics for classification—cell wall, cell membrane, organelle, single-celled, multi-cellular.
- *Real-world contexts:* Common local representatives of each of the five major kingdoms—Paramecium, yeast, mushroom, bacteria, frog, geranium

- *Key concepts:* Characteristics used for classification—reptiles/ mammals, within reptiles; flowering plant vs. non-flowering plant.
- *Real-world contexts:* Gardening, landscaping.

How DO I get more information?

GLCE/HSCE/B

- www.michigan.gov/osi

EGLCE/EHSCE/EB

- www.michigan.gov/mi-access

KRESA Website-EGLGE Manual Part 1 & 2

- www.kresa.org/sbiep
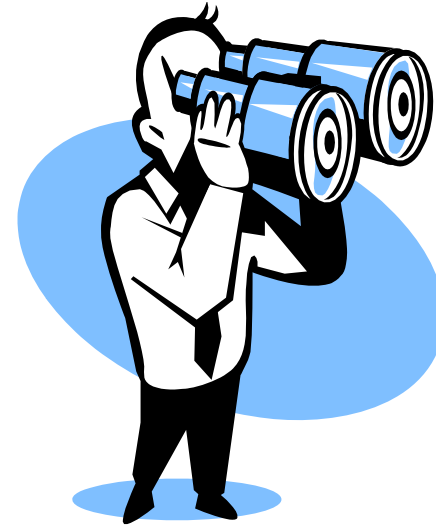
INSTRUCTIONAL RELEVANCE

Instructional Relevance

- Fancy terminology for what does this really mean for me in my classroom?
- The application of the EGLCE/EHSCE/EB are the basis of the MI*Access assessments
- Designed as LEARNING TARGETS, not a curriculum

Instructional Relevance
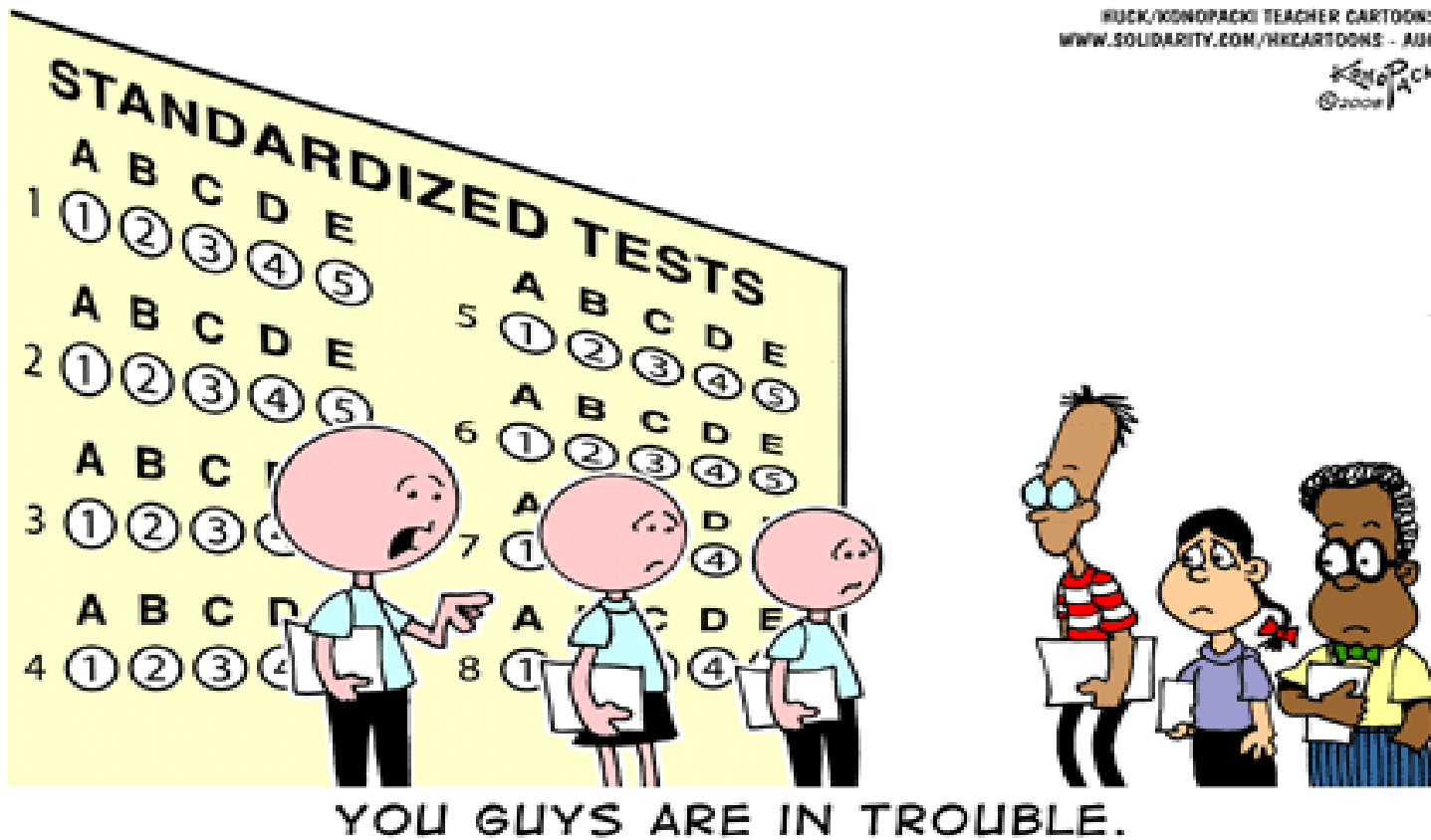
- **You mean we're like, teaching to the test???!!! Isn't that illegal or something???**

Using the Content Standards

Standards-Based Education

- Michigan Merit Curriculum/Secondary Credit Assessments
- Driving Instruction

Driving Instruction

- Check Student IEP
  Assess Student to Develop a Starting Point:

- Standardized Tests
  - Brigance, Key Math etc.

- Teacher Developed Tool(s)

- Look over State MI-Access Data from last year

Driving Instruction

- Using your data from your MI*Access assessments
- This is an important tool in your teacher tool box
- It is the basis, if used correctly, for planning your SB-IEP's…make your life easy!

How did we get here?

- ## Types of assessments:
At present, MI-Access is comprised of three types of assessments:

(1) MI-Access **Participation**, which is for students who have, or function as if they have, *severe cognitive impairment;*

(2) MI-Access Supported Independence, which is for students who have, or function as if they have, moderate cognitive impairment; and

(3) MI-Access Functional Independence, which is for students who have, or function as if they have, mild cognitive impairment.

Types of Assessments

- **Modified Full Assessment**
  - Student must have a SB-IEP
  - Designed for students for whom MEAP is too difficult, but MI-Access FI with accommodations is inappropriately easy
  - Grades 3-8 only in ELA and MATH
  - Trying to figure out what Feds will approve for HS
  - Piloted Jan/Feb '09'
  - Operational Fall of '09

Mathematics Blueprint - Participation

Strand	Domain	Number of Core Items	Number of Embedded Field Test Items	Number of Released Items
Numbers & Operations	Meaning, notation, place value, and comparisons	3	4	1
	Number relationships and meaning of operations	Not Assessed	Not Assessed	Not Assessed
	Fluency with operations and estimations	Not Assessed	Not Assessed	Not Assessed
Algebra	Formulas, expressions, equations and inequalities	Not Assessed	Not Assessed	Not Assessed
Measurement	Units and systems of measurement	2	4	1
Geometry	Geometric shape, properties, and mathematical arguments	1	1	
	Transformation and symmetry	2	2	1
	Location and spatial relationship	1	2	
Data and Probability	Data Representation	1	2	
	Total Number of Items on Test	10	5/Form	3

MI-Access FI Science Assessment Blueprint
(Number of Core Items per Standard)

Strand	Standard	Elementary	Middle	High
Using Physical Science Knowledge				
P	ME	3	7	7
P	CM	4	3	3
P	MO	2	3	2
P	WV	3	1	3
Subtotal		12	14	15
Using Life Science Knowledge				
E	GE	2	2	5
E	HY	2	2	3
E	AW	2	2	3
E	SS	0	2	1
Subtotal		6	8	12
TOTAL		35	40	45

Learning the EGLCE/EB/EHSCE

- Begin by discussing the fundamental meaning and content of the EGLCE/EB/EHSCE statement.
- Underline important *key concepts*.
- Think about the meaning of each concept—underlying knowledge/skills, concrete examples—and why it's important.

INDIVIDUAL STUDENT REPORT
Functional Independence - Mathematics
Grade 6
Fall 2006

MICHIGAN Department of Education

MI Access — Michigan's Alternate Assessment Program

District Name: **Midland Public Schools**
District Code: **56010**

Teacher Name: **Timm, Larry C.**
School Name:
School Code:

Student Name:
State UIC:
Gender: F
English Language Learner: N
Accommodations: Reader, Calculator

Date of Birth: 10/05/1994   District Student ID:
Ethnicity: White, Not of Hispanic Origin
Formerly LEP: N   SpecEd: Y

Scale Score
Perf. Level 05 06

Student Performance by Assessment Strand

	Earned/ Points Possible
DATA AND PROBABILITY	2/3
GEOMETRY	3/3
MEASUREMENT	10/13
NUMBERS AND OPERATIONS	8/18
TOTAL	21/35

Individual Item Analysis for Released Items

EGLCE Code	STRAND or Abbreviated Extended GLCE Descriptor	Released Item Number	Response
	DATA AND PROBABILITY		
D.RE.05.EG01	Read data	R5	C
D.RE.05.EG01	Read data	R6	+B
	MEASUREMENT		
M.PS.05.EG08	Solve one-step word problems	R2	B
M.PS.05.EG12	Add and subtract money in dollars and cents	R3	+B
M.UN.05.EG02	Select appropriate units of measure	R1	+C
M.UN.05.EG04	Approximate temperature	R4	B
	NUMBERS AND OPERATIONS		
N.FL.05.EG12	Add and subtract two numbers with 1 or 2 digits	R9	+B
N.FL.05.EG12	Add and subtract two numbers with 1 or 2 digits	R10	+A
N.ME.05.EG03	Represent whole numbers to 10,000	R7	B
N.ME.05.EG03	Represent whole numbers to 10,000	R8	A

EGLCE code

Released Item Number

Strand being Measured

Student Report is valuable in explaining MI-Access to parents

Functional Independence - Mathematics

Performance Level	Scale Score Range – Grade 6	
Surpassed the Performance Standard	2617 - 2688	Go to the MI-Access Web page at **www.mi.gov/mi-access** for Performance Level Descriptors.
Attained the Performance Standard	2600 - 2616	
Emerging Toward the Performance Standard	2499 - 2599	

Note: For detailed information, see the *MI-Access Handbook*.

Molly's Scale Score was 2602

You can show parents Scale Score, Specific items (EGLCE) that she missed Released Items that reflect the skill.

Review of the Class Roster is valuable Program Evaluation

CLASS ROSTER
Functional Independence - Mathematics
Grade 6
Fall 2006

MICHIGAN Department of Education — MI Access

District Name: ____ District Code: ____ Teacher Name: ____ School Name: ____ School Code: ____

Number of Students Assessed: 5   Mean Scale Score: 2627

Student Information	Scale Score 2006	Performance Level 2006	Performance Level 2005	D.RE.05.EG01	Data and Probability Total (out of 3)	G.GS.05.EG01	Geometry Total (out of 1)	M.PS.05.EG03	M.PS.05.EG06	M.PS.05.EG08	M.PS.05.EG12	M.UN.05.EG02	M.UN.05.EG04	M.UN.05.EG05	M.UN.05.EG07	M.UN.05.EG10	Measurement Total (out of 13)	N.FL.05.EG11	N.FL.05.EG12	N.FL.05.EG14	N.ME.05.EG01	N.ME.05.EG02	N.ME.05.EG03	N.ME.05.EG06	N.MR.05.EG09	N.MR.05.EG15	Numbers and Operations Total (out of 18)	Earned Points Total (out of 35)
(No. of Items per Extended GLCE)				(3)		(1)		(1)	(1)	(2)	(2)	(2)	(1)	(1)	(2)	(1)		(1)	(3)	(1)	(1)	(3)	(3)	(1)	(3)	(2)		
Molly Math Student	2602	A	A	2	2	1	1	1	1	1	2	2	0	0	2	1	10	1	3	0	1	1	0	0	2	0	8	21
	2651	S	S	3	3	1	1	1	1	2	2	2	1	1	2	1	13	1	2	1	1	3	3	1	3	1	16	33
	2610	A	A	2	2	1	1	1	0	2	2	0	1	0	2	1	9	0	3	1	1	1	1	1	3	1	12	24
	2642	S	S	3	3	1	1	1	1	2	2	2	1	1	2	1	13	0	3	1	1	2	3	1	3	1	15	32
	2631	S	S	2	2	1	1	1	1	2	2	2	1	1	2	1	13	1	2	1	1	3	2	1	2	1	14	30

R5 The bar graph shows the growth of 7 plants.

Plant Growth
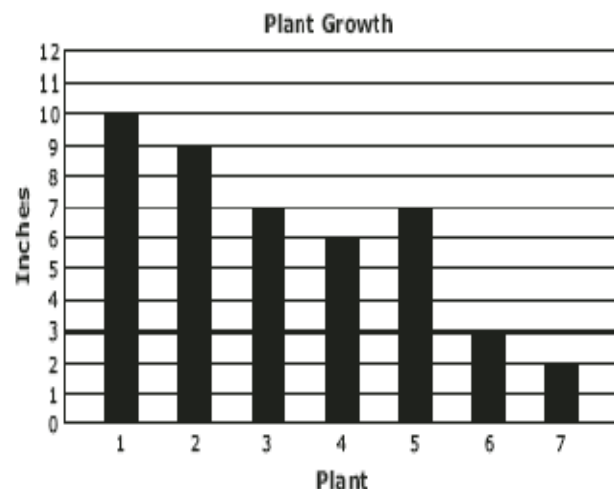
How many of the plants grew **more** than 5 inches?

A   5

B   6

C   7

90013l06

FUNCTIONAL INDEPENDENCE MATHEMATICS
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS
GRADE 5

Grade 5
Extended Grade Level Content Expectation (EGLCE)
DATA ANALYSIS
Topic 1: Explore Data
D.RE.05.EG01 Read data from charts, tables, bar graphs, circle graphs, tallies, and pictographs with a scale up to two.
D.RE.05.EG02 Draw, explain and justify predictions and conclusions from data presented in tables, graphs and charts.
D.RE.05.EG03 Describe the shape of data using informal language (e.g. increasing, decreasing).

FUNCTIONAL INDEPENDENCE MATHEMATICS
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS
GRADE 6

Grade 6
Extended Grade Level Content Expectation (EGLCE)
Topic 2: Use maps and grids
G.LO.06.EG02 Find and name locations using simple coordinate systems such as maps and first quadrant grids.
G.LO.06.EG03 Read, interpret and use maps and grids with legends. Understand and use directions such as north, south, east and west and directional turns such as left and right.
DATA ANALYSIS
Topic 1: Explore Data
D.RE.06.EG01 Read data from charts, tables, bar graphs, circle graphs, tallies and pictographs with a scale up to ten.
D.RE.06.EG02 Draw, explain and justify predictions and conclusions from data presented in tables, graphs and charts.
D.RE.06.EG03 Describe the shape of data using informal language (e.g. increasing, decreasing).
D.RE.06.EG04 Solve problems using data presented in tables, bar graphs, circle graphs, tallies and pictographs.

Review "Released Item" & EGLCEs

RESOURCES

Teaching and Preparation Tools

- Draft and Final EGLCE/EB/EHSCE
- Online Learning Program
- Blueprints from Assessment Plans
- Sample Items-Booklets and Plans
- Released Item Booklets
- Reports

Online Learning

- *MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program*

  - www.mi-access.info

THE MI-ACCESS PARTICIPATION AND SUPPORTED INDEPENDENCE SCORING RUBRICS
ONLINE LEARNING PROGRAM

MICHIGAN Department of Education

MI Access™

MODULE 1
MODULE 2
MODULE 3
MODULE 4
MODULE 5
MODULE 6
MODULE 7

Module 5: Using the MI-Access Participation and Supported Independence Rubrics to Score English Language Arts and Mathematics Assessment Items

BACK   PAUSE   FORWARD

MODULE TIMES

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BACK   PAUSE   FORWARD

MODULE TIMES

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Teaching the EGLCE/EB/EHSCE

Questions

- Do our students receive instruction on these concepts?

- Where, when, and how?

  - Think Performance Context

- If we don't teach this now, how could we in the future?

Teachers Get Paid Too Much

I'm fed up with teachers and their hefty salary guides. What we need here is a little perspective. If I had my way, I'd pay these teachers myself...I'd pay them babysitting wages.

That's right...instead of paying these outrageous taxes, I'd give them $3.00 an hour out of my own pocket. And, I'm only going to pay them for five hours, not coffee breaks. That would be $15.00 a day. Each parent should pay $15.00 a day for these teachers to babysit their children. Even if they have more than one child, it's still cheaper than private daycare.

Now how many children do they teach a day - maybe twenty? That's $15.00 X 20 = $300.00 a day.

But remember, they only work 180 days a year! I'm not going to pay them for all those vacations.

$300 X 180 = $54,000. (Just a minute, I think my calculator needs batteries.)

I know you teachers will say what about those who have ten years of experience and a master's degree? Well, maybe (just to be fair) they could get the minimum wage, and instead of just babysitting, they could read the kids a story. We can round that off to about $5.00 an hour, times five hours, times twenty children. $5.00 X 5 X 20.

That's $500 a day times 180 days. That's $90,000.

HUH???? Wait a minute. Let's get a little perspective here.

Babysitting wages are too good for those teachers. Did anyone see a salary guide around here???!

Questions so far?

Writing a Standards-Based IEP

Creating a Standards-based IEP

Step 1: Given the student's grade level and transition goals…

- Determine essential standard(s) reflecting skills that the student needs to learn as part of age/grade level learning
  - GLCE for students who will take the MEAP
  - EGLCEs for students who will take MI-Access
- Complete transition planning to identify student's post-secondary goals

Creating a Standards-based IEP

Step 2: Review classroom and student data on current skills and functioning…

- Determine where the student is functioning related to grade level standards.
- Assess functional skills related to post-secondary goals.

Creating a Standards-based IEP

Step 3: Construct PLAAFP statement using data

- Define current skills/strengths
    - Academic skills
    - Functional skills
- Define needs
    - Related to the GE curriculum
    - Necessary to accomplishing transition goals.
- Describe <u>how</u> the student's disability affects how the student learns and demonstrates what he/she knows

Questions to ask about transition:

Given the student's post secondary goals...

- What <u>instructional</u> needs does the student have?
  - What skills does the student need in order to meet the career goal? To be able to attend post-secondary training?
  - What skills does the student need to be able to achieve the desired independence at home?
  - What social, communication and mobility skills does the student need to be an adult in his/her community?

Creating a Standards-based IEP

Step 4: Develop measureable goals aligned with grade level content standards or transition needs.

- What can the student reasonably be expected to accomplish in one school year?
  - May also use EGLCEs for assistance
  - Look to assessments (ESTR) for guidance.

Creating a Standards-based IEP

Step 5: What <u>specially designed instructions</u>, including accommodations/modifications <u>are needed to access the GE curriculum?</u>

- What supports must be available in order for the student to access the knowledge in the GE curriculum?
  - What has been used in the past and was it effective?
- Is the complexity of the material changed in such a way that the content has been modified?
  - IEP will need to designate modifications or the use of an alternate curriculum
- What kind of instruction is needed to work toward post-secondary goals?
  - How will instruction further post-secondary goals?

Creating a Standards-based IEP

Step 6: Determine the appropriate state assessment option.

- What accommodations are allowed?
- Are the accommodations also used in the classroom?
- Where does the student receive instruction? Was it grade-level?
- How different is the student's instructional level from same age peers?
- What can be learned from previous state assessment results?
- Can the student demonstrate what he/she knows on the assessment option under consideration?
- What is the expectation for graduation with MMC?
- Has the IEP team utilized the MDE guidance on selecting an appropriate assessment?

Creating a Standards-based IEP

Step 7:   Assess and report on progress throughout the year.

- Track data and events regarding instruction and transition activities listed on the plan
  - How does the student demonstrate what he/she knows on classroom, district and state assessments?
  - What accommodations are needed?
  - Have transition activities aided in student learning?

KRESA IEP- New this year

On the Goals and Objectives page 3:

- **Content Expectation or Need Area:**

- **Data Used to Determine Present Level of Academic Achievement and Functional Performance:**

- **Annual Goal:**
  - Measureable annual goal related to the Content Expectation or Need Area

Constructing your IEP

- Review assessment data from last year, including MEAP/MI-Access and ESTR

- Use grade level ELCEs to guide your curriculum for this year

- Know what will be assessed next

- Then write your goals and objectives

EXAMPLE SB-IEP

- Tom's IEP
  - Transition plan
  - PLAAFP
  - Standards-based goals
  - Transition-related goals