ALTELLA Standards Prioritization Process Evaluation

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ALTELLA Standards Prioritization Process Evaluation

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Table of Contents

List of Tables

List of Figures

ALTELLA Standards Prioritization Process Evaluation

Chapter 1: Background

Overview

According to the *Every Student Succeeds Act*,[1] under the Code of Federal Regulations [34 CFR § 200.6(h)(5)][2], and as outlined in the revised Peer Review Guidance (U.S. Department of Education, 2018), states must develop and administer valid, reliable, and fair English language proficiency assessments to students having significant cognitive disabilities.[3] States' documentation and assessment support material must be submitted as part of Federal Peer Review (2018). In anticipation of this requirement and to support the decisions and development of these assessments and to support standards and instruction for English learners with significant cognitive disabilities, the Alternate English Language Learning Assessment project (ALTELLA) was conceived.

ALTELLA is funded by an Enhanced Assessment Instruments grant from the U.S. Department of Education awarded to the Arizona Department of Education.[4] ALTELLA is a partnership between five state departments of education and the Wisconsin Center for Education Research (WCER), located at the University of Wisconsin–Madison. This project establishes a collaboration of states including Arizona (lead), Michigan, Minnesota, South Carolina, and West Virginia. Dr. Jan Sheinker, an expert in alternate achievement standards development[5], conducted the standards crosswalk and led a standards prioritization workshop.[6] The Human Resources Research Organization (HumRRO) evaluated the processes, decision points, and outcomes for accuracy and fairness. HumRRO's responsibilities included examining the linkages and consistencies among English language arts (ELA), mathematics, and science standards for three sets of English language proficiency standards: Arizona English Language Learner Assessment (AZELLA), English Language Proficiency Assessment for the 21st Century (ELPA21), and WIDA. In addition, the process approach demonstrated which English language proficiency standards might be included in the Alternate Assessment of English Language Proficiency assessment blueprint as well as inform the item template recommendations. ALTELLA's' goal is to develop an understanding of what students are expected to know and do to enhance the inclusion of these English learners with significant cognitive disabilities in assessment and instruction.

English learners and English learners with severe cognitive disabilities are growing populations. Typically, their academic achievement has been low (Artiles & Ortiz, 2002). The ultimate goal of ALTELLA is to improve the educational outcomes for this important population of students. ALTELLA does this by blending research on assessing English learners and students with significant cognitive disabilities and combining best practices in these disciplines with best practices and requirements of assessment. Discussed in this document is a process developed

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[1] Reference, https://congress.gov/114/plaws/publ95/PLAW-114publ95.pdf

[2] For full reference in the regulation, go to (online at https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ee9&mc=true&node=se34.1.200_16&rgn=div8)

[3] English language proficiency assessments must test and report on the four domains of reading, writing, listening, and speaking.

[4] The Enhanced Assessment Grant Award Number is S368A150006.

[5] These have been variously called Key Concepts, Essential Elements, Common Core Connectors, or Extended Standards that make clear the targets for proficient achievement on alternate assessments.

[6] Dr. Jan Sheinker is the President and Principal Investigator of Sheinker Educational Services, SES.

to prioritize learning standards and appropriate instructional and achievement level descriptors for this unique population of students. The ultimate goal of the work is to develop a foundational knowledge base to support the inclusion of students who are English learners with significant cognitive disabilities in classroom instruction and assessment as required by law.

In this phase of ALTELLA, the standards prioritization activity is intended to highlight the standards most important for English learners with significant cognitive disabilities.

Chapter 2: Standards Prioritization Process

Methods

A conscious decision was made to use expert judgment to prioritize the English language proficiency standards most important in serving students who are English learners with significant cognitive disabilities. The process generally involved having researchers analyze the different aspects of three sets of standards—the AZELLA, ELPA21, and WIDA standards—to determine how each was structured.

One important goal of the project was to gather the various standards used by collaborating states to establish priority standards for the assessment blueprint. Differences in the underlying structure of the various English language proficiency standards and achievement descriptors presented a challenge to creating a single set of priorities. To provide a foundation for a process to prioritize standards for use in developing an Alternate Assessment of English Language Proficiency, the project reviewed the various documents from the three sets of standards and identified the following as the most consistent: AZELLA Stage III – All for Grades 3–5 Proficiency Level Descriptors, WIDA Can Do Proficiency Descriptors for Grades 4–5, and ELPA21 Proficiency Standards for Grades 4–5. A crosswalk was conducted among the English language proficiency documents to identify commonalities for use in documenting the prioritization process.

Researchers at WCER and expert panelists[7] (hereafter referred to as researchers) led the initial team in analyzing the three sets of English Language Development standards currently used within each of the ALTELLA participating states. The analyses provided an understanding of each programs' theoretical underpinnings and structure of the standards. While there were no one-to-one matches among each of the agencies' English language proficiency standards, some conceptual consistencies were found across each domain, as well as differences in the ways the standards were conceptualized and the content they reflected. For example, in language discourse, two (i.e., WIDA and ELPA21) focused on discourse for their set of writing standards; however, the third set was developed to support instruction and student learning. Therefore, there was a larger focus on words, phrases, and sentence structure. All these elements were combined to develop sets of standards for discourse. Another challenge in working with the different sets of standards was the differences in their specificity. The AZELLA standards were written to a finer level of detail than were the WIDA or ELPA21 standards.

This led the team to discuss how to prioritize all the existing standards. The group discussed developing a crosswalk for all grades and content areas. Because of the nature of each set of standards, this idea was considered impracticable. Other options included having teachers develop their own standards instead of starting with the three sets. However, because the grant specifically required a content prioritization process, the team focused on a grade span, beginning with the overlapping English Language Proficiency content standards.

The next step involved determining the breadth of the work. Because it would have been too daunting a task to review all standards at once, the task was divided into grade spans, beginning with grades 4–5. Dr. Sheinker led distilling the overlapping English Language Proficiency standards among the three sets of standards. From the three sets of standards, she extracted approximately 10 common standards from each of the four domains (i.e., reading, writing, speaking, and listening) to develop the set of Key Concepts from which the panelists

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[7] Involved ALTELLA staff and experts included: Laurene Christensen, Melissa Gholson, Phoebe Winter, Jan Sheinker, Lynn Willner, James Mitchell, and Hillary Michaels.

could begin their work. Once the list of common standards was developed, a master set of standards from each domain was produced. The occurrence of these Key Concepts across all three sets of standards created a consensus that all three groups found the common standards important for the population. The use of the resulting sets would ensure that the time for the process activity would be used in a way that would address the standards deemed most important to the population.

Think-Aloud Sessions and Cognitive Interviews

Throughout the standards prioritization process, HumRRO researchers facilitated think-aloud sessions and conducted cognitive interviews (Ericsson & Simon, 1993; Willis, 1999) with ALTELLA researchers. The purposes of these sessions and interviews were to (a) better understand the thought processes made when deciding on the linkages, (b) obtain insight and descriptions of the areas of challenge, and (c) obtain evidence of replicability and validity of the set of linked standards.

The underlying logic used by the ALTELLA researchers when they linked the three sets of standards was captured, including the importance they placed on process validation and how they judged the importance of the standards. For example, they (a) directly compared the three sets of standards, (b) used an indirect comparison method based on comparing content standard propositions, (c) examined how standards were distributed within the four domains, and (e) organized content around disciplinary practices. In addition, because each domain has different modalities and requirements, the ALTELLA researchers discussed the accessibility issues of each domain (as examples, how is reading measured for English learners with significant cognitive disabilities who have severe visual impairments? and Instead of a reading domain, should there be a broader comprehension domain?). The ALTELLA researchers' thoughts on the commonalities across the standards, the impact of performance levels in the associated standards documents, and how to handle domain-specific accessibility issues were discussed.

The think-aloud sessions and cognitive interviews resulted in a set of common English Language Proficiency standards for use in the workshop. In addition, the ALTELLA researchers organized the standards for each domain around common content factors, which allowed a process methodology to be developed that would reduce the cognitive load of the workshop panelists.

Final Prioritization Process

The final prioritization process was the modification of an approach developed by Dr. Jan Sheinker that is often used to develop alternate achievement standards. Dr. Sheinker's approach was modified to attend to both the linguistic demand and academic expectation of a grade band. Additionally, the process employed an iterative approach where each participant provided input into small and large group settings within and across the four domains. Consensus was not always reached, so concerns were captured by note-takers. Notes and debriefing comments were examined by Dr. Sheinker and research staff to inform each subsequent activity. Appendix A presents the training provided for workshop participants to prioritize the ALTELLA standards and Appendix B presents the prioritization process.

Chapter 3: Workshop

Participants

States participating in ALTELLA include those that currently administer ACCESS for ELLs, AZELLA, and ELPA21. Thirty-five participants from the five ALTELLA states met on April 23–25, 2018, to inform the standards prioritization process[8]. There were eight panelists from Arizona, Minnesota, and South Carolina. Five of the panelists were from Michigan, and six panelists represented West Virginia. Among these panelists, 28 had experience with students with severe cognitive disabilities and most of these panelists had experience with self-contained classrooms. Thirty-three of the panelists indicated previous experience teaching English learners. Only six had firsthand experience of the target population, English learners with significant cognitive disabilities.

These participants were supported by experts in visual and hearing impairments, speech language pathology, and assistive technologies. The workshop participants (i.e., ALTELLA participating state representatives and experts) worked across six small groups and each group assigned an English language proficiency domain. Because there were more expressive standards that were in common across AZELLA, ELPA21, and WIDA, two groups worked on the writing and speaking domains.

Except for one table that had only five panelists, each breakout groups, or table, were comprised of six panelists. Each table had at least one panelists with expertise in instructing students with significant cognitive disabilities and another with experience instructing English learners. In addition, each table had at least three panelists representing the different academic content areas of interest: English language arts, mathematics, and science.

Prioritization Process

Overview

The prioritization process was scaffolded so participants could work on the steps sequentially. The steps included having each group examine commonalities and prioritize key concepts, develop instructional achievement level descriptors, and develop alternate achievement level descriptors. Throughout the process, participants used their professional judgment to (a) determine if the set was appropriate for the population and (b) whether the standards should be included as important or not important on the recommended list of alternate English language proficiency standards for that grade band. After examining the full set, participants ranked the standards based on a priority exercise facilitated through a consensus building process. The detailed process is outlined in Appendix B.

Consensus Building Process

The prioritization effort was achieved through a consensus building process where the process was described in advance to state representatives as well as expert panelists. Participants worked in domain groups and each domain group included representatives with background in both English language proficiency instruction and instruction of students with significant cognitive disabilities. Group composition included content representatives for reading language

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[8] The meeting room included 35 panelists, 3 specialists, and 6 facilitators, in addition to the project team.

arts, mathematics, and science as well as experts in hearing and vision impairment, disabilities in speech and language, and in assistive technology.

Throughout the process, small and large group interactions were facilitated so that all group members experienced all aspects of the process and provided input into all domain group discussions. Small and large group debriefs were conducted at the end of each phase of the process to gather feedback on how the process worked and to inform needed adjustments to the process to increase efficiency and effectiveness.

Group members were instructed in the process to identify priority standards for assessing English learners with significant cognitive disabilities. This process included providing participants with background in the challenges faced by students with significant cognitive disabilities who also are English learners, the challenges for instructing them, and the capabilities these students possess. Participants were provided step-by-step instructions for examining the identified commonalities across documents, determining the Key Concepts from these commonalities, and developing instructional achievement level descriptors at four levels for each key concept. The alternative achievement level descriptors included one proficient level, one high level, and two lower levels of achievement. To further clarify how the groups envisioned assessing the instructional achievement level descriptors, the groups developed examples at each level.

Based on the instructional achievement level descriptors, the group prioritized the Key Concepts that represented the common standards deemed most important for developing alternate achievement level descriptors. In the final prioritization, the group considered whether the Key Concepts were (a) important priorities for English learners with significant cognitive disabilities to master by the end of grade 5, (b) were realistic but sufficiently challenging, and (c) appropriate for a large-scale assessment (as opposed to classroom assessment). The domain groups also considered consistency and alignment across domains. Based on these parameters, the domain groups developed alternate achievement level descriptors for each domain. The resulting priorities were uniform across domains. A reporting set of alternate achievement level descriptors was developed from the domain-specific alternate achievement level descriptors that reflect the domain-specific priorities.

Chapter 4: Results

Prioritization Process Results

Workshop participants identified and prioritized concepts from the list of English leaner proficiency standards common across the ATLELLA programs. Key Concepts for English Learners reflect what students need to learn to reach proficiency in English, as well as the grade level concepts students are required to learn.

For example, the groups were provided with commonalities among the listening standards. As can be noted in Figure 1, each of the three sets of English language proficiency standards had common elements, but often in different areas. The first line of the figure crosswalk the standard for identifying beginning, middle and end of a text. From the sets of crosswalks provided to each group, the Key Concepts were identified and ordered.

Arizona ELP Standards Grades 3-5	WIDA ELD Grades 4-5 Can Do Descriptors	ELPA21 ELP Grades 4-5 Proficiency Standards
Writing – Standard 4, PE-2: ordering drawings to represent a ==*beginning, middle and end.*==	Level 3 • *Identifying the* ==*beginning, middle and end*== *in oral retelling of a text*	~~4-5.1~~ ~~Level 2~~ • ~~retell a few~~ ==~~key details~~== ~~from read-alouds, simple written texts, and oral presentations.~~ 4.5.9 Level 4 recount a more detailed sequence of events, with a ==beginning, middle, and end== use transitional words from read-alouds, written texts, and oral presentations.
Listening and Speaking – Standard 2, PE-6: repeating single step ==*commands and/or directions.*==	Level 3 • ==*Following tasks and directions*== *retold by peers*	4-5.2 Level 2 • ==actively listen== to others about familiar topics and text.
Listening and Speaking – Standard 1, -5: responding to comments and ==*questions*== *in academic discussions by using academic vocabulary.*	Level 2 • *Connecting the context of narratives (e.g., the* ==*who, what, when, & where*==*) to illustrations*	4-5.2 Level 2 • respond to simple questions ==and wh questions== about familiar topics and text.
Listening and Speaking – Standard 1, B-4: retelling the ==*main idea/concept and key points/details*== *of a presentation using sentence frames.*	Level 2 • *Sorting* ==*evidence and claims*== *from oral descriptions*	4-5.6 Level 2 • identify a reason an author or speaker gives to ==support a main point.==

Figure 1. Example of Listening Standard Commonalities

After the Key Concepts were ordered, panelists developed descriptions that outlined the skills underlying the alternate English language proficiency Key Concepts. Examples of a listening Key Concept include, *Determine meaning of frequently occurring words or phrases*, and *Respond to "wh" questions.* The associated instructional achievement level descriptors, with examples for *Determine meaning of frequently occurring words or phrases* for four hypothetical

performance levels, are illustrated in Table 1.[9] These instructional achievement level descriptors and examples identify what students need to learn to become proficient in the English language.

Table 1. Final Instructional Achievement Level Descriptor for Listening Key Concept: Determine Meaning of Frequently Occurring Words or Phrases

Listening Key Concept	Hypothetical Performance Level	Instructional Achievement Level Descriptor	Example
Determine meaning of frequently occurring words or phrases	4 (highest level)	Determine meaning of content words and phrases frequently occurring in a text read aloud.	Student matches at least three content words or phrases to their definitions after listening to text read aloud.
	3	Determine a content word from a text read aloud, given the definition.	Student listens to a text read aloud and then matches given definitions to at least two content words.
	2	Choose an attribute of a concrete content word.	Student sees a picture of a moon and provides the shape or location, etc.
	1 (lowest level)	Identify an object when given a concrete content word.	Student identifies the moon when provided a picture of a moon and plant and asked aloud which is the moon.

As can be noted from this table, as a student gains expertise in this Key Concept, the student becomes more familiar with language. Students at the lowest level of performance can routinely identify a concept. Students who have gained a better understanding of English are able to determine the meaning of words from text. The examples provide support to instructors to help them recognize the differences among the levels of performance.

The alternate achievement level descriptors illustrate the content competencies associated with each performance level. These descriptors reflect appropriate grade level content, as well as, language proficiency performance. Table 2 illustrates the alternate achievement level descriptors for listening. These describe each level of achievement.

The instructional achievement level descriptors and alternate achievement level descriptors developed at the workshop for each domain are in Appendices C-J.

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[9] The performance levels are hypothetical because they are not based on standard setting or refer to any state testing program.

Table 2. Portion of Workshop Alternate Achievement Level Descriptors for Listening

Hypothetical Performance Level	Listening Domain Alternate Achievement Level Descriptor
4 (highest level)	• Determine/apply the meaning of content vocabulary words or phrases • Respond to four or more different "Wh" questions • Retell/identify main idea and supporting details across content areas • Sequence/recount four or more major events/procedures
3	• Determine a content vocabulary word given the definition • Identify or respond to three different "Wh" questions • Identify main idea/topics and supporting details • Sequencing three events (beginning, middle and end)
2	• Choose an attribute of a concrete content word • Respond to two different "Wh" questions • Identify/locate one to two details from content/supplied topic • Identify the beginning and end
1 (lowest level)	• Match a given word to an object • Respond to one "Wh" question • Identify a detail or an event

Evaluation Survey and Findings

Forty participants from the five ALTELLA states (n=35), table facilitators (m=6), and experts (n=3) contributed in the standards prioritization workshop evaluation and debriefings. Across the four domains, six participants were from the reading group, 14 were from the writing group, 13 were from the speaking group, and six were from the listening group[10]. Three participants indicated expertise in English language arts, five in mathematics, two in science, 13 were English language specialists, and 17 were special education educators. Thirty educators indicated experience working with students with significant cognitive disabilities and 35 educators had experience with English learners.

Workshop participants were asked to provide feedback about the training they received and their perceptions of the workshop activities. The evaluation form had a 6-point Likert-type scale ranging from Strongly Disagree (1) to Strongly Agree (6). Overall, the participants agreed they understood the workshop's purpose and the workshop goals were achieved. Participants also generally agreed they understood the prioritization process and they were well trained on each step. Table 3 presents the evaluation questions, along with their frequency distributions, means, modes, and standard deviations. A copy of the evaluation form is provided in Appendix K.

Participants provided feedback (via open-ended questions) about transferring the workshop activities to current practice and recommended changes. For the reading domain, participants felt the workshop facilitated a deeper understanding of students' cognitive abilities and reinforced their knowledge of curriculum content. Participants also felt the process provided them a greater awareness of how to help students achieve academic growth. They gained a greater sense of how important it is to work closely with teachers as well as increased their understanding of how to work with teachers. Recommended changes included a desire for more time to implement the process, specifically more time for tasks, developing examples, and discussion. Clearer directions and a task timeline would help participants remain focused and

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[10] One participant did not indicate a domain.

on-task. They indicated a parent voice would be a benefit to bridge the gap between home and school.

Table 3. Evaluation Form Results

Question	N	Mean	Median	STD
Purpose was clear	40	4.5	5.0	1.4
Workshop goals achieved	39	4.9	5.0	1.2
I understood the process	39	4.9	5.0	0.9
The training provided was effective in instructing me on determining key ideas from the ELP standards	40	5.2	5.0	0.9
The training provided was effective in instructing me on prioritizing Key Concepts	40	5.1	5.0	0.8
The training provided was effective in instructing me on developing instructional achievement level descriptors	40	5.2	5.0	0.8
The training provided was effective in instructing me on horizontally aligning instructional achievement level descriptor Level 3	40	5.2	5.0	0.6
The training provided was effective in instructing me on vertically aligning instructional achievement level descriptors across the levels	40	5.0	5.0	0.8
The training provided was effective in instructing me on developing alternate achievement level descriptors	40	5.0	5.0	0.8
I understood the training/guidance provided by facilitators[11]	19	5.0	5.0	1.0
The expertise at the table was appropriate for the task	40	5.5	6.0	0.6
The -alternate English language proficiency development process can be easily understood by others	40	4.8	5.0	0.9
The alternate English language proficiency development process can be easily replicated by your state	40	4.90	5.0	0.9

Note: Scale ranged from Strongly Disagree = 1 to Strongly Agree = 6.

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[11] There was a formatting error for this question.

For the writing domain, participants appreciated using the prioritization standards and reported they would use them as a training model for core curriculum in the classroom. They indicated they would share the workshop resources and knowledge with colleagues. Participants indicated that lessons learned in the workshop would translate into improved teaching methods. Participants suggested more time for collaboration, team building, and developing examples. They indicated that supplemental information on language acquisition and current alternate assessment would be helpful. They also suggested providing a more robust overview and a task timeline to help participants remain focused and on-task.

For the speaking domain, participants felt the process opened the discussion on how to best service their students and it encouraged them to collaborate more with colleagues. The workshop inspired them to increase advocacy for additional support in the classroom, both for students and teachers. Participants gained increased awareness about the different levels, standards, and skills to focus on with students. Participants recommended more time for collaboration, team building, and developing examples. They also suggested providing a more robust overview and a task timeline to help participants remain focused and on-task. Supplemental information, such as exemplars for English learners leveling, would help participants make recommendations.

For the listening domain, participants indicated the workshop provided guidance in classroom management and teaching techniques. They looked forward to increased collaboration with colleagues in their content area and across disciplines. Participants recommended more time for collaboration, team building, and developing examples. They also suggested providing a more robust overview and a task timeline to help participants remain focused and on-task. Vertical articulation would help participants view improvements as students progress through their education.

Summary of Prioritization Reflections

During the workshop, participants were assigned to different primary domains even though they worked across domains to articulate the standards. Everyone was asked to reflect on the process and to provide feedback. Although participants worked separately in small groups, several common themes emerged across the groups.

All groups enjoyed the process and participants indicated more time would have been beneficial. Participants reported covering a lot of material and found the workshop a rewarding experience. When covering the standards and Key Concepts, participants felt the following were the most important: determining the meaning of content vocabulary; identifying "who, what, when, and where" questions as they relate to a text (the "wh" questions); identifying main ideas from a variety of texts; sequencing events from a text; identifying connecting words in a text; locating evidence to support a response or idea; and locating/using evidence to support the main idea of a text.

When developing both the instructional and alternate achievement level descriptors, participants valued this exercise for establishing the connectedness between subsequent workshop activities. They reported the process was very similar to other standard development tasks, which made the process less daunting. Following the process from generating standards to creating assessment and achievement descriptors allowed both novice and experienced participants to collaborate. The process was a helpful reminder of the most important targets for students and teachers.

Participants enjoyed horizontal and vertical alignment and appreciated the progression of curriculum alignment. Horizontal alignment refers to the consistency among knowledge, skills, and abilities identified at a grade level across the domains, i.e., reading, writing, speaking, and listening. Vertical alignment refers to the consistency in the domain of the knowledge and skills across grade levels or grade spans. They were pleased to see how the content areas aligned within a grade and how the material prepared students for the next grade level. Participants suggested exemplars would be helpful for horizontal alignment, as would having the general education standards available for reference. Participants would have liked the opportunity to vertically align more grade bands, which they believed would provide a greater understanding of curriculum progression. However, they were happy to see the descriptors connected across the domains and confirmation they were on the right track.

Participants welcomed the professional development, as many activities involved cross group collaboration and feedback. They felt the activities were applicable to their experiences and could be modified to encourage participation from all teachers. Further, they felt the workshop tasks will assist them with preparing Individualized Education Programs (IEPs) and providing in-class differentiation. They indicated taking the prioritization process back to the district/school/classroom setting would help them plan for accessibility and growth for all students. They reported this type of approach helps them move from instructional strategies to bringing a lens for instruction/assessment to all their students.

Overall, participants felt the workshop needed more background on language acquisition to merge content, language, and special education needs. They felt the key concepts should remain broad, as every student learns language differently but still must address disability-related needs. They noted it is important to keep in mind accommodations that address not only language but also disability needs. Students with significant cognitive disabilities are often withdrawn from an English learner program because of a lack of growth. They suggest teams think about how a student's disability interacts with or impedes language acquisition.

Most participants reported having benefitted from collaborating with peers and hearing different perspectives on measuring student learning. The workshop provided connections between language development and English language acquisition, and it provided participants with applicable knowledge, practices, and procedures that can be transferred to the classroom. Participants felt the workshop provided them with more and appropriate tools to be secure in their role as educators and to make their workload more manageable. They also indicated participating in the workshop increased their trust in the process and belief there will be growth and productivity at the end. While it guided the participants in their professional growth as educators, it also shed light on how much more needs to be done for the students.

Chapter 5: Conclusions

The workshop clarified that Key Concepts must be identified to begin the task of developing an alternate English language proficiency assessment, as they solidify what will be included on an assessment for English learners with significant cognitive disabilities. Also, based upon participants' experience and feedback, it is critical to include the "right people" when developing the instructional achievement level descriptors and alternate achievement level descriptors: content area educators as well as specialists with expertise working with English learners and knowledge of disabilities are critical. These types of expertise are needed to understand how to appropriately instruct and assess this population of students.

In some ways, the prioritization process was contrived because a state would have begun this task with its own standards. Draft alternate achievement level descriptors should always be developed prior to the development of the assessment and refined after standard setting. Draft alternate achievement level descriptors serve two purposes: (1) they guide the development of blueprints and items/tasks to ensure that a range of items/tasks are developed across all achievement levels; and (2) they guide the standard setting process to ensure that cut-scores are developed based on expectations for proficiency set in the alternate achievement level descriptors rather than impact data considerations alone. This is at the heart of a standards-based assessment.

The workshop provided an opportunity for participants to complete the prioritization process. If there had been more time, a horizontal alignment among the grade-level information would have been conducted. Appendices C-J reflects the work of the participants as well as some additional alignment and final editing conducted by the expert panelists. The process could have included a review of the performance standards and grade level academic standards to determine the extent to which the linguistic and academic demands match the alternate achievement level descriptors,

The process focused on the grades 4-5 grade band. Stakeholders can use the prioritization workshop output as a guide, reference, or as an anchor set for their alternate English language proficiency standards.

The Federal 2018 Peer Review Guidance requires these steps to ensure quality and fair assessments for English learners and English learners with significant cognitive disabilities (refer to pages 68–69). More importantly, the prioritization process results in assessment and learning targets that are closely aligned or coupled across performance levels.

Recommendations

Workshop participants generally were very pleased with the results of their work and felt activities could be replicated and understood by others. When developing the alternate English language proficiency achievement standards for assessment and instruction, more time should be allocated to allow participants to reflect upon and assimilate each step into the next. When states conduct this process, all elements will need to be documented for peer review.

Workshop facilitators and note-takers should be trained in the prioritization process. They also should be observers and recorders of the process rather than serve as participants.

Some states and programs are developing these standards without completing the instructional achievement level descriptor and alternate achievement level descriptor processes. Upon reflection of and acknowledging Federal Peer Review Guidance, we recommend the entire

prioritization process be conducted when developing achievement level descriptors to ensure strong alignment among assessment items, blueprints, and classroom instruction.

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ALTELLA Standards Prioritization

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ALTELLA
ALTERNATE ENGLISH LANGUAGE
LEARNING ASSESSMENT PROJECT

Overview

1	• Welcome & Project Overview
2	• Language, Culture, and Disability
3	• Language Activities
4	• Introduction to Standards Prioritization
5	• Standards Prioritization Process

2

ALTELLA
ALTERNATE ENGLISH LANGUAGE
LEARNING ASSESSMENT PROJECT

Greetings from the Arizona Department of Education

ALTELLA
ALTERNATE ENGLISH LANGUAGE
LEARNING ASSESSMENT PROJECT

Project States

ALTELLA PARTNERS

ALTELLA
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  - Nicole Adams
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  - Sonja Phillips

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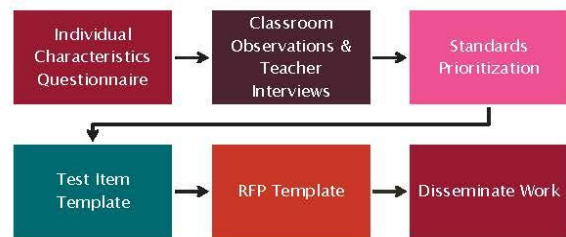
Wisconsin Center for Education Research
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN-MADISON

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ALTELLA Website

altella.wceruw.org

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Project Activities

Individual Characteristics Questionnaire → Classroom Observations & Teacher Interviews → Standards Prioritization

Test Item Template → RFP Template → Disseminate Work

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Who Are English Learners with Significant Cognitive Disabilities?

English learners with significant cognitive disabilities are individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs (IEP), and who are progressing toward English language proficiency in speaking, reading, writing, and understanding the English language.

English Learners

English Learners With Significant Cognitive Disabilities

Students With Significant Cognitive Disabilities

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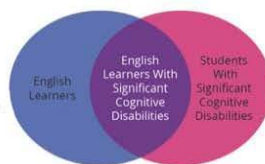
Who are the Students: Expressive Language

English

- 241 students regularly combine 3 or more spoken words to accomplish a variety of communicative purposes (36%)
- 135 students usually use 2 spoken words at a time (20%)
- 144 students usually use only 1 spoken word at a time (21%)
- 14 students are unknown (2%)

Language Other Than English

- 132 students regularly combine 3 or more spoken words to accomplish a variety of communicative purposes (20%)
- 61 students usually use 2 spoken words at a time (9%)
- 64 students usually use only 1 spoken word at a time (10%)
- 260 students are unknown (39%)

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Who are the Students: Receptive Language

English

- 413 students can point to, look at, or touch things in the immediate vicinity when asked (62%)
- 385 students can perform simple actions, movements or activities when asked (57%)
- 325 students respond appropriately in any modality to phrases and sentences that are spoken or signed (48%)
- 49 students – unknown (7%)

Language Other Than English

- 206 students can point to, look at, or touch things in the immediate vicinity when asked (31%)
- 185 students can perform simple actions, movements or activities when asked (28%)
- 162 students respond appropriately in any modality to phrases and sentences that are spoken or signed (24%)
- 342 students – unknown (51%)

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ELs with Disabilities: Doing Triple Work

Content · English Language · Disability

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**Process for Use in the Development of
ALT-ELP Key Concepts
and
Alternate Achievement Level Descriptors
for
English Language Learners
with
Students with Significant Disabilities**

Prepared by
Jan Sheinker, EdD, Sheinker Educational Service, Inc.
for the ALTELLA Project
April 23-25, 2018

ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

Overview

1	·Determining Key Concepts
2	·Prioritizing ELP Standards for ALT–ELP
3	·Developing Instructional Achievement Level Descriptors
4	·Aligning IALDs Vertically and Horizontally
5	·Developing Assessment Achievement Level Descriptors
6	·Aligning AALDs Vertically and Horizontally

16

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Commonalities: Standards Selection Process

AZELLA

WIDA

ELPA 21

17

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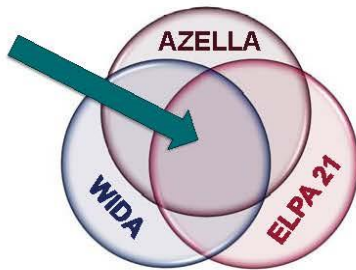
English Language Proficiency Standards

- Section 1111 (b)(1)(F) requires that "each State plan shall demonstrate that the State has adopted English language proficiency standards that:

  (i) are derived from the 4 recognized domains of speaking, listening, reading, and writing;

  (ii) address the different proficiency levels of English learners; and

  (iii) are aligned with the challenging State academic standards."

18

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Language Requirements of Reading/Language Arts, Math & Science

- Reflect the elements needed for EL students to acquire the English language skills necessary to meet academic content standards.
- Reflect the language demands of each content area. For example, English vocabulary of mathematics in order to succeed in that subject area.
- Move EL students towards both proficiency in the English language and proficiency on a State's academic content standards.
- Build a foundation in the English language that will enable EL students to succeed in each academic content area.

19

Title I Requirements for ELP Standards and Assessments

- State's English language proficiency assessments be aligned with its English language proficiency standards. (ESEA Section 1111(b)(2)(g)).
- Valid aligned assessments
- Department guidance for the peer review of State ELP assessments that parallel Title I requirements. (ESEA Section 1111(a)(4)).

20

English Language Proficiency Standards/Descriptors

ALT–ELP Key Concepts → (Aligned) → ALT–ELP Instructional Achievement Level Descriptors (ALT–ELP IALDs) → (Aligned) → ALT–ELP Assessment Achievement Level Descriptors (ALT–ELP AALDs) → Cut Scores

21

Identifying ALT-ELP Key Concepts and Developing Achievement Level Descriptors

- Examine Commonalities to identify each Key Concept
- Prioritize Key Concepts for English Learners with Significant Cognitive Disabilities (Key Concepts)
- Determine skills leading to the ALT-ELP Key Concepts (Instructional Achievement Level Descriptors (IALDs))
- Determine and describe a range of examples related to each IALD (Examples)
- Develop ALT-ELP Assessment Achievement Level Descriptors (AALDs)

22

Alternate English Language Proficiency (ALT-ELP) Key Concepts

- "Key Concepts" are derived from State English Language Proficiency (ELP) standards = for ESSA reading, writing, speaking, listening
- ALT-ELP Key Concepts are not independent of the state ELP standards
  - Clearly related to grade-level content BUT
  - Reduced in breadth or complexity

23

Content-Specific Issues:

- The "Document" Effect = Proficiency Standards
  - how the structure of the ELP document affects the strategy for locating key concepts and achievement descriptors
- The "Grade-Level" Effect = Grade-band versus Grade
  - how the grade band affects specificity of the descriptor
- The "Audience" Effect = Teachers using descriptors/results
  - how the user affects the specificity of the descriptor

24

ALT-ELP Key Concepts

- Create **comparable expectations** for students with diverse learning challenges
- Are **measurable** so ALT-ELP assessment results are comparable and can be aggregated
- Use **performance terms** to describe what students should know and be able to do
- Focus on **student learning**

25

ALT-ELP Key Concepts and Descriptors

- Standardize meaning
- Create consistency in expected performance
- Emphasize underlying language skills
- Accommodate diverse disabilities
- Ground ALT-ELP assessments

26

ALT-ELP Key Concepts and Descriptors

MAY INCLUDE

- Most important concepts for ELs with ScD from GRADE LEVEL ELP STANDARDS
- Performance Indicators/ Essential Skills/ Benchmarks that **clarify** expected learning and progress related to each standard
- Examples/Sample Tasks that demonstrate **diversity** of performance and access requirements

DO NOT INCLUDE

- Disability-specific information
- First language specific information
- Specified response format

27

All Standards

– Are **developmental**

– Describe **student performance**

– Are **interpretable** by non-educators

– Are **useful** to all stakeholders

28

Do

- Specify **concepts, skills, and process** to be learned
- Describe language requirements relevant to **domain or content area (Reading, Writing, Speaking, Listening)**
- **Address** language requirements relevant to other content areas **(ELA, Math, Science)**
- **Capture key concepts** from grade level ELP standards
- **Differentiate** between achievement and non-achievement

29

ALT-ELP KEY CONCEPTS & DESCRIPTORS

- Are **NOT**
  - First language specific
  - Task specific
  - Disability specific
  - Teacher behaviors/instructional strategies
  - Specific to instructional materials
- Do **NOT**
  - Describe **dispositions** toward tasks
  - Define **attitudes** toward content
  - Describe **values**
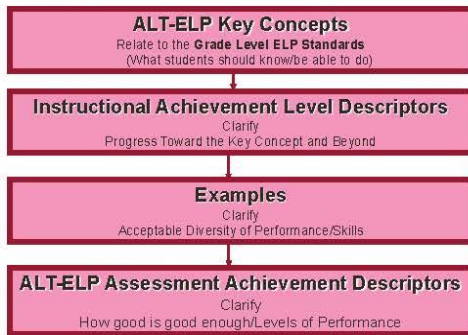 - Describe **how skills are to be taught**

30

Organization of Key Concepts

ALT-ELP Key Concepts
Relate to the **Grade Level ELP Standards**
(What students should know/be able to do)

↓

Instructional Achievement Level Descriptors
Clarify
Progress Toward the Key Concept and Beyond

↓

Examples
Clarify
Acceptable Diversity of Performance/Skills

↓

ALT-ELP Assessment Achievement Descriptors
Clarify
How good is good enough/Levels of Performance

31

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Process Not Product

32

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Direct Instruction and GUIDED PRACTICE

Activity #1
ALT-ELP Key Concepts

33

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DOMAIN COMMONALITIES

- Derived from the following source documents:
  - AZELLA Strand III – ALL
  - WIDA Can Do Standards for Grades 4-5
  - ELPA 21 Proficiency Standards

- Identified Commonalities across all 3 documents
  - Reviewing Standards/Descriptors
  - Identifying Concepts common to all

34

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DOMAIN COMMONALITIES

35

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Why Key Concepts

- Students with significant cognitive disabilities
  - Need to learn grade level concepts
  - Require more time and instruction to learn
  - Need reduced breadth and complexity
- Students with ScD AND Second English Language Learning
  - Need to learn grade level ELP concepts
  - Require ScD and ELP instruction and support
  - Need reduced breadth and complexity

36

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GRADE BAND 4-5 READING

Priority Key Concept	Instructional Achievement Level Descriptors
	Students performing at Level 4: • EX: EX:
	Students performing at Level 3: • EX: EX:
	Students performing at Level 2: • EX: EX:
	Students performing at Level 1: • EX: EX:
	Students performing at Level 4: • EX: EX:

37

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Developing a Key Concept

Writing – Standard 1, B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support. (math, science, social studies)	Level 6 • Recount by summarizing content-related information.	4-5.5 Level 5 summarize key ideas and information in detailed and orderly notes, with graphics as appropriate.

38

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GRADE BAND 4-5 READING

Arizona ELP Standards Grades 3–5	WIDA ELD Grades 4–5 Can Do Descriptors	ELPA21 ELP Grades 4–5 Proficiency Standards	Key Crosscutting Concept	Priority #
Writing – Standard 1, B–5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support. (math, science, social studies)	Level 6 • Recount by summarizing content–related information.	4-5.5 Level 5 • summarize key ideas and information in detailed and orderly notes, with graphics as appropriate.	Summarize key ideas from content information	9

39

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DOING SMALL GROUP ALT-ELP Key Concepts

40

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Small Group Assignment #1

- Examine Commonalities to identify each Key Concept
- Prioritize Key Concepts based on
  - The Target Population is ELs with ScD
  - The Assessment is Summative Large Scale GR 4-5
  - The Assessment is for English Language Proficiency

What is most important for the ELs with ScD to know and be able to do?

41

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CALIBRATION ALT-ELP Key Concepts

42

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Small Group with Facilitator Review

- Examine resulting **Key Concepts** for
  - Clarity, specificity, and measurability
  - Content AND skills AND processes
  - Detail, explicitness, and relevance to the ELP Commonalities
    - **Not first language specific**
    - **Not disability specific**
    - **Not a task**

43

Reflection

- Guiding questions:
  - Through the process of developing the key concepts and standards prioritization, what themes, applications and take-aways can you take from the experience?
  - Who should be part of the discussion?
  - How can you use this process in your own work?

44

Direct Instruction and GUIDED PRACTICE

Activity #2
Instructional Achievement Level Descriptors (IALDs)

45

Differentiating Key Concepts, Descriptors, and Examples

- Key Concepts are **What** the student knows

- Achievement Level Descriptors are **How well** they do it

- Examples are **How** they do it

46

Process Not Product

47

Section 6.1 Academic Achievement Standards

(a) **At least three levels of achievement**, with two for high achievement and a third for lower achievement;

(b) Descriptions of the competencies associated with **each achievement level**; and

(c) Achievement scores that **differentiate** among the achievement levels.

48

Section 6.3 Challenging and Aligned Achievement Standards

- Linked to the State's grade-level academic content standards or extended academic content standards,
- Show linkage to **different content across grades**, and
- Reflect professional judgment of the **highest achievement standards possible** for students with the most significant cognitive disabilities.

49

Achievement Level Descriptors

- They are **NOT**
  - rubrics
  - task specific
  - First language specific
  - Functional life skills
- They **DO**
  - describe **overall academic performance** on a set of tasks
  - may describe functional **academics**
  - define several distinct **levels of achievement**
  - align to a domain of **Priority Key Concept**

50

DO

- **Describe** increasing knowledge and sophistication across Grade-Bands
- **Define** progress in learning from one level to another
- **Address** academic learning at each level
- **Specify concepts, skills, and processes** performed
- **Differentiate the cognitive challenge** demonstrated by each level

51

DO NOT

- Use words like **more, always, thoroughly, increased, often, consistent, adequate**
- Use words like **some, seldom, sometimes, less, decreased, inconsistent, insufficient, inadequate, limited, minimal, rarely**

52

"Level 3" IALD Performance

- Links to grade-level ELP Performance Standards
- Describe Proficient Achievement
- Aligns vertically and horizontally with each other

53

"Level 4" Performance is Qualitatively Different (same content)

- Requires performance of the same skills
- Requires greater depth and complexity
- Exceeds the Proficient expectation
- Provides a bridge between ALT-ELP and ELP
- Aligns vertically and horizontally with each other

54

Slide 55

Determine if Priority Key Concept falls at "Level 3" or "Level 4" IALD Performance

- Would it be considered an entry level into the grade-level ELP Performance Standards? Level 4

- Is it challenging but appropriate for Proficient performance on the ALT-ELP? Level 3

55

Slide 56

Determine Instructional Achievement Level of Key Concept

Priority Key Concept	Instructional Achievement Level Descriptors
Students performing at Level 3: Proficient	Students performing at Level 4: • EX: EX:
	Students performing at Level 3:: • EX: EX:
	Students performing at Level 2: • EX: EX:
	Students performing at Level 1: • EX: EX:
	Students performing at Level 4: • EX: EX:

56

Slide 57

DEVELOPING IALDs

Priority Key Concept	Instructional Achievement Level Descriptors
Summarize key ideas from content information.	Students performing at Level 4: • Summarize key ideas from content information. EX: EX:
Students performing at Level 3: • Summarize a key idea from content information	Students performing at Level 3:
	Students performing at Level 1: • Identify a key idea from content information. EX: EX:

57

Slide 58

Develop IALDs Vertically Aligned For ALT-ELP Key Concepts

Priority Key Concept	ALT-ELP Key Concepts	Instructional Achievement Level Descriptors
	Students performing at Level 4:	Students performing at Level 4: • EX: EX:
	Students performing at Level 2:	Students performing at Level 3:: • EX: EX:
	Students performing at Level 1:	Students performing at Level 2: • EX: EX:
		Students performing at Level 1: • EX: EX:
		Students performing at Level 4: • EX: EX:

58

Slide 59

DEVELOPING IALDs

ALT-ELP Priority Key Concept	Instructional Achievement Level Descriptors
Summarize key ideas from content info	Students performing at Level 4: • Summarize key ideas from content information.
Students performing at Level 4: • Summarize key ideas from content information	
	Students performing at Level 2: • Identify a key ideas from content information. EX: EX:
	Students performing at Level 1: • Differentiate a key idea from a distractor. EX: EX:

59

Slide 60

"Level 2" Performance is Quantitatively Different

- Requires performance of less content with less depth and complexity

- Does not meet the ALT-ELP Key Concept

- Aligns vertically and horizontally with each other

60

DEVELOPING IALDs

ALT-ELP Priority Key Concept	Instructional Achievement Level Descriptors
Summarize key ideas from content information.	Students performing at Level 4: * Summarize key ideas from content information. EX: EX:
	Students performing at Level 3: * Summarize a key idea from content information. EX:
	Students performing at Level 2: **• Identify a key ideas from content information.**
	* Differentiate a key idea from a distractor. EX: EX:

61

"Level 1" Performance is Qualitatively and Quantitatively Different

- Requires performance of the less content
- Requires less depth and complexity than Level 2
- Does not meet the Level 2 Achievement requirements
- Aligns vertically and horizontally with each other
- Captures the least challenging requirements of the Level 2

62

DEVELOPING IALDs

ALT-ELP Priority Key Concept	Instructional Achievement Level Descriptors
Summarize key ideas from content information.	Students performing at Level 4: * Summarize key ideas from content information. EX: EX:
	Students performing at Level 3: * Summarize a key idea from content information. EX: EX:
	Students performing at Level 2: * Identify a key ideas from content information.
	Students performing at Level 1: **• Differentiate a key idea from a distractor.**

63

DEVELOPING IALDs

ALT-ELP Priority Key Concept	Instructional Achievement Level Descriptors
Summarize key ideas from content information.	Students performing at Level 4: * Summarize key ideas from content information. EX: EX:
	Students performing at Level 3: * Summarize a key idea from content information. EX: EX:
	Students performing at Level 2: * Identify a key ideas from content information. EX: EX:
	Students performing at Level 1: * Differentiate a key idea from a distractor. EX: EX:

64

DOING SMALL GROUP IALD WORK

65

Small Group Assignment #2

- Determine appropriate level for Priority Key Concept given target population of ELs with ScD **(Level 3 or Level 4)**
- Determine skills leading to the Priority Key Concept **(Instructional Achievement Level Descriptors (IALDs))**
- Create four levels of **IALD** for each ALT-ELP Key Concept
  - Detail, explicitness, and relevance to the content standard
    - **Not a task**
    - **Not disability specific**
    - **Not non-achievement of the Key Concept**

66

Develop IALDs for each ALT-ELP Key Concept

- Express **IALDs** at all levels of complexity as **measurable and observable student** outcomes—not as how a teacher could teach this.
- Use the following statement to guide your work:
  - *"As a result of instruction in this standard, the student will be able to ...."*
- Differentiate **IALDs (outcomes)** from **examples of student work.**
  - Examples demonstrate a "snapshot" of how the IALD might be performed.

67

Horizontal Alignment of IALDs

- For the Level 3 IALDs
  - ➤ Is there **repetition** across descriptors?
  - ✓ Are levels of **cognitive demand** parallel?
  - ✓ Are levels of **content, skill, and process** parallel?

68

CALIBRATION
ALT-ELP
Instructional Achievement
Level Descriptors

69

DOING
LARGE GROUP
VERTICAL/HORIZONTAL
ALIGNMENT

70

Large Group Review

- Examine **IALD** at each level for
  - Detail, explicitness, and relevance to the content standard
    - **Not a task**
    - **Not disability specific**
    - **Not non-achievement of the Key Concept**

71

Questions to Ask about IALDs

- Do we have four different levels of IALD listed for each extension?
- Have we stated the key/essential IALD for students at each achievement level leading to (Level 1 and 2), at (Level 3), and reaching beyond (Level 4) the standard?
- Did we reach down far enough at Level 1? How far down is far enough?
- Did we reach up far enough at Level 4? How far up is far enough to bridge lower levels of ELP Proficiency Standards?
- Does each IALD state what the student will perform, not what the teacher will do?

72

Horizontal Alignment of IALDs

- Across the Level 3 IALDs
- Across the Level 4 IALDs
- Across the Level 2 IALDs
- Across the Level 1 IALDs

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Vertical Alignment of IALDs

As you move from the LOWEST IALD to highest:
- Do levels of **cognitive complexity** increase ?
- Do levels of **content, skill, and process** increase ?
- Do new skills emerge as they are to be mastered?
- Do **skills** (enablers/pre-requisites) fade once mastered?
- Is there **repetition** beyond initial mastery?

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Direct Instruction and GUIDED PRACTICE

**Activity #3
Examples**

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Examples for IALDs

- Represent DIVERSE examples of how students with different disabilities might be asked to perform (Accessibility)
- Escalate in complexity across the IALDs at each achievement level
  - leading to the Key Concept (Level 1 and 2)
  - at the Key Concept (Level 3) and
  - reaching beyond the Key Concept (Level 4)
- Allow users to visualize how students might be asked to perform the IALD **(what an assessment item might look like)**

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DEVELOPING Examples for IALDs

ALT-ELP Priority Key Concept	Instructional Achievement Level Descriptors
Summarize key ideas from content information.	Students performing at Level 4: * Summarize key ideas from content information. EX: Given a short oral presentation or passage, write a summary of key ideas using words or phrases about the presentation or passage. EX: After watching a content demonstration or viewing a picture array of a content task, write a summary using words or phrases about key points from the demonstration.
	Students performing at Level 3: * Summarize a key idea from content information. EX: Given a short oral presentation or passage, write words or phrases that summarizes a key point from the presentation or passage. EX: After watching a content demonstration or viewing a picture array of a content task, write a words or phrases that summarize a key point from the demonstration.
	Students performing at Level 2: * Identify a key idea from content information. EX: After hearing a short oral presentation or reading a short passage, select and copy two words or phrases from an array of four about key points from the presentation or passage. EX: After watching a content demonstration or viewing a picture array of a content task, select and copy two words or phrases from an array of four about key points from the presentation.
	Students performing at Level 1: * Differentiate a key idea from a distractor. EX: After hearing a short oral presentation, copy a word or phrase about the presentation from two choices read aloud. EX: After watching a content demonstration or viewing a picture array of a content task, copy a word or phrase about the presentation from a choice of two captioned pictures.

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DEVELOPING Examples for IALDs

ALT-ELP Priority Key Concept	Instructional Achievement Level Descriptors
Summarize key ideas from content information.	Students performing at Level 4: * Summarize key ideas from content information. EX: Given a short oral presentation or passage, write a summary of key ideas using words or phrases about the presentation or passage. EX: After watching a content demonstration or viewing a picture array of a content task, write a summary using words or phrases about key points from the demonstration.
	Students performing at Level 3: * Summarize a key idea from content information. EX: Given a short oral presentation or passage, write words or phrases that summarizes a key point from the presentation or passage. EX: After watching a content demonstration or viewing a picture array of a content task, write a words or phrases that summarize a key point from the demonstration.
	Students performing at Level 3: * Summarize a key idea from content information. EX: Given a short oral presentation or passage, write words or phrases that summarizes a key point from the presentation or passage. EX: After watching a content demonstration or viewing a picture array of a content task, write a words or phrases that summarize a key point from the demonstration.
	EX: After watching a content demonstration or viewing a picture array of a content task, copy a word or phrase about the presentation from a choice of two captioned pictures.

ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

DEVELOPING Examples for IALDs

ALT-ELP Priority Key Concept	Instructional Achievement Level Descriptors
Summarize key ideas from content information.	Students performing at Level 4: * Summarize key ideas from content information. EX: Given a short oral presentation or passage, write a summary of key ideas using words or phrases about the presentation or passage. EX: After watching a content demonstration or viewing a picture array of a content task, write a summary using words or phrases about key points from the demonstration.
	Students performing at Level 3: * Summarize a key idea from content information. EX: Given a short oral presentation or passage, write words or phrases that summarizes a key point from the presentation or passage. EX: After watching a content demonstration or viewing a picture array of a content task, write a words or phrases that summarize a key point from the demonstration.

Students performing at Level 4:
* Summarize key ideas from content information.
EX: Given a short oral presentation or passage, write a summary using words or phrases about the presentation or passage.
EX: After watching a content demonstration or viewing a picture array of a content task, write a summary using words or phrases about key points from the demonstration.

EX: After watching a content demonstration or viewing a picture array of a content task, copy a word or phrase about the presentation from a choice of two captioned pictures.

79 — ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

DEVELOPING Examples for IALDs

ALT-ELP Priority Key Concept	Instructional Achievement Level Descriptors
Summarize key ideas from content information.	Students performing at Level 4: * Summarize key ideas from content information. EX: Given a short oral presentation or passage, write a summary of key ideas using words or phrases about the presentation or passage. EX: After watching a content demonstration or viewing a picture array of a content task, write a summary using words or phrases about key points from the demonstration.
	Students performing at Level 3: * Summarize a key idea from content information. EX: Given a short oral presentation or passage, write words or phrases that summarizes a key point from the presentation or passage.

Students performing at Level 2:
* Identify a key idea from content information.
EX: After hearing a short oral presentation or reading a short passage, select and copy two words or phrases from an array of four about key points from the presentation or passage.
EX: After watching a content demonstration or viewing a picture array of a content task, select and copy two words or phrases from an array of four about key points from the presentation.

read aloud.
EX: After watching a content demonstration or viewing a picture array of a content task, copy a word or phrase about the presentation from a choice of two captioned pictures.

80 — ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

DEVELOPING Examples for IALDs

ALT-ELP Priority Key Concept	Instructional Achievement Level Descriptors
Summarize key ideas from content information.	Students performing at Level 4: * Summarize key ideas from content information. EX: Given a short oral presentation or passage, write a summary of key ideas using words or phrases about the presentation or passage. EX: After watching a content demonstration or viewing a picture array of a content task, write a summary using words or phrases about key points from the demonstration.
	Students performing at Level 3: * Summarize a key idea from content information. EX: Given a short oral presentation or passage, write words or phrases that summarizes a key point from the presentation or passage. EX: After watching a content demonstration or viewing a picture array of a content task, write a words or phrases that summarize a key point from the demonstration.

Students performing at Level 1:
* Differentiate a key idea from a distractor.
EX: After hearing a short oral presentation, copy a word or phrase about the presentation from two choices read aloud.
EX: After watching a content demonstration or viewing a picture array of a content task, copy a word or phrase about the presentation from a choice of two captioned pictures.

EX: After watching a content demonstration or viewing a picture array of a content task, copy a word or phrase about the presentation from a choice of two captioned pictures.

81 — ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

DOING SMALL GROUP Examples

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Examples for IALDs

- Do we have two DIVERSE examples for every IALD listed?
- Do we have examples that escalate across the IALDs at each achievement level leading to (Level 1 and 2), at (Level 3), and reaching beyond (Level 4) the standard?
- Did we reach down far enough? How far down is far enough?
- Can we visualize the examples? **(That is, does it describe what the performance expectation LOOKS LIKE?)**

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Reflection

- Discuss the process of developing IALDs and the connection to the key concepts.
- Discuss how you worked to create examples and assure accessibility for a diverse population.
- What are some things that you learned?
- What do we need to know more about?

84 — ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

Direct Instruction and GUIDED PRACTICE

Activity #4
Assessment Alternate Achievement Level Descriptors (AALDs)

85

Achievement Standards

Achievement Levels	▶	Labels each level of achievement
Achievement descriptors	▶	Describe each level of achievement
Exemplars	▶	Samples of Student Work for each level of achievement
Cut scores	▶	Label each level of achievement

86

Section 6.4 Reporting

- Report the student's achievement

- in terms of the State's grade-level academic achievement standards **(including performance-level descriptors);**

87

Achievement Standards Cut Scores
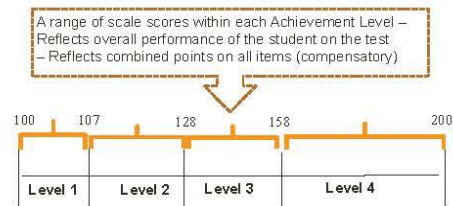
A range of scale scores within each Achievement Level – Reflects overall performance of the student on the test – Reflects combined points on all items (compensatory)

100	107	128	158	200
Level 1	Level 2	Level 3	Level 4	

88

Elements of the Development Process for ALT-ELP Assessment Achievement Standards

- Begin from state ALT-ELP **Key Concepts**

- Develop ALT-ELP IALDs to reflect teaching and learning for EL students with significant cognitive disabilities.

- Draft proposed ALT-ELP **assessment achievement level descriptors (AALDs).**

- Assess students and score results against draft AALDs and preliminary scoring criteria.

- Set achievement standards.

- Review and finalize ALT-ELP AALDs based on actual student performance/cut scores.

89

ALT-ELP Assessment Achievement Level Descriptors

- 📖 **Narrative descriptions at each achievement level**

- 📖 **For each grade-band**

- 📖 **Clear/Concise**

> **Grade-band 10-11 ALT-ELP Assessment Achievement Level Descriptor (AALDs)**
>
> Students performing at a Level Three on the alternate assessment, in addition to Level Two skills:
> - Summarize the main idea and supporting details from oral presentations and passages using correct syntax. *[Rdg, Lstg, Wtg, Spkg]*
> - Use content words in correct context *[Wtg, Spkg]*
> - List information in orderly notes *[Lstg, Wtg]*
> - Ask and answer content questions *[Rdg, Lstg, Wtg, Spkg]*
> - State opinions and support them with facts *[Rdg, Lstg, Wtg, Spkg]*

90

THE GOAL

Clarity and Transparency

in Communicating About

Student Achievement

91 ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

MORE SMALL GROUP GRADE-BAND WORK

Reviewing Preliminary Draft Grade Band
Assessment Achievement Level Descriptors
for Horizontal and Vertical Alignment

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Prioritizing the Expectations

Given

- The Target Population is ELs with ScD
- The Assessment is Summative Large Scale GR 4-5
- The Assessment is for English Language Proficiency
- Some Key Concepts Cut Across all four Domains

EXAMINE ACROSS ALL FOUR DOMAINS

Which 4 to 5 targets across all Domains Emerge as
The PRIORITIES for this ALT-ELP Assessment?

93 ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

DRAFT Reading Instructional Achievement Level Descriptors	DRAFT Listening Instructional Achievement Level Descriptors	DRAFT Writing Instructional Achievement Level Descriptors	DRAFT Speaking Instructional Achievement Level Descriptors
Level 3 Students: • Choose the correct content word from a definition • Identify the responses to three different "wh" questions (i.e. who, what, when, where) explicitly stated in the content-related text. • Identify the main topic across a variety of content areas and text genres. • Sequence three major events. • Identify the correct connecting word in a text. • Find evidence that supports the supplied main idea	Level 3 Students: • Follow one step direction after actively listening • Identify the topic from content presented orally using a phrase • Identify the beginning and end after listening to content presented orally • Respond to three different "wh" questions • Identify one supporting detail of the main idea from content presented orally • Determine meaning of content words frequently occurring in a text read aloud.	Level 3 Students: • Write content specific words • Recount a sequence of events. • Organize key ideas from content information. • Develop and/or respond to different "wh" questions (i.e. who, what, when, where) explicitly stated in the content-related text. • Create a response for a variety of audiences for a given purpose. • Describe content using essential academic vocabulary • Order key information • Use a fact to support a claim or an opinion • Use "and" to connect related concepts/ideas • Order procedural steps or directions	Level 3 Students: • Respond to questions using general topic-related vocabulary. • Communicate key words related to a topic/content area. • Use multiple "words", including a content-related word, to ask a question. (Ask a question on a given topic in the content area). • Communicate an opinion and a fact on a given topic. • Identify three details when provided a main idea or content-related topic. • Order the sequence of events or procedures identifying a beginning, middle, and end. • Retell details of content related materials or presentations. • Provide an example when discussing a topic. • Provide the main idea when presented explicitly within materials.

94 ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

Draft ALT-ELP Assessment Achievement Level Descriptors
Grade Band 4-5

Achievement Level	Achievement Descriptor
Level 4	Students performing at Level 4, in addition to skills at Level 3: •
Level 3	Students performing at Level 3, in addition to skills at Level 2: •
Level 2	Students performing at Level 2, in addition to skills at Level 1: •
Level 1	Students performing at Level 1: •

95 ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

Create Aligned Alternate Achievement Level Descriptors (AALDs)

- Within each achievement level
  - ✓ Combine descriptors across Domains, if possible
  - ✓ Recheck for preservation of clarity
  - ✓ Insert Key Concepts code(s) for each Domain

96 ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

Check Alignment of AALDs with each Grade-Band

- Of **Level 3** descriptor with
  - ✓ Extensions
- Of **Level 4** descriptor with
  - ✓ Level 3 descriptor
- Of **Level 2** descriptor with
  - ✓ Level 3 descriptor
- Of **Level 1** descriptor with
  - ✓ Level 2 descriptor

97

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Vertical Alignment of Achievement Levels within Grade Bands

As you move from the highest achievement descriptor (Level 4) to lowest achievement standard (Level 1):

- Do levels of **cognitive complexity/demand** decrease?
- Do levels of **content, skill, and processes** decrease?
- Do **more challenging skills** disappear at lower achievement levels?
- Do **less challenging skills** appear only at lower achievement levels?

98

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DOING LARGE GROUP GRADE-BAND WORK

99

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Horizontal Alignment

- Is there repetition within each achievement level?
- Are levels of cognitive demand parallel across proficient-level achievement descriptors within the grade?
- Are levels of content, skill, and process parallel across descriptors within each achievement level?

100

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Vertical Alignment of Level 3

As you move from the lowest grade level to highest,

- Do levels of cognitive demand increase, however subtly?
- Do levels of content, skill, and process increase?
- Do new skills emerge?
- Is there repetition beyond initial mastery?
- Have enablers been subsumed?

101

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Vertical Alignment of Achievement Levels Across Grades

As you move from lowest grade to the highest grade:

- Do levels of **cognitive complexity, content, skill and processes**
  - ✓ increase for "Level 4" from the lower grade to the next higher grade?
  - ✓ increase for "Level 2" from the lower grade to the next higher grade?
  - ✓ increase for "Level 1" from the lower grade to the next higher grade?
- Do **more challenging skills** appear for all achievement levels at higher grades?
- Do **less challenging skills** appear for all achievement levels only at lower grades?

102

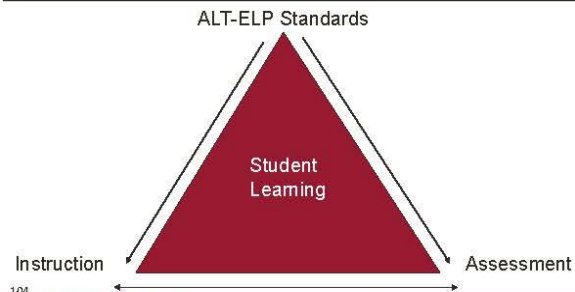**ALTELLA** ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

Reflection

- Discuss the process of developing instructional Achievement Level Descriptors (IALDs) and the connection to key concepts.
- Discuss how you worked to create examples and assure accessibility for a diverse population.
- What are some things you learned?
- What do we need to know more about?

103

Instructional Alignment

ALT-ELP Standards

Student Learning

Instruction   Assessment

104

Future Consideration of Services
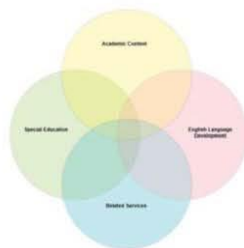
- Improve interaction between service providers.
- Support English language development
- Create coherent programs for meeting the needs of individual students.

105

How You Can Support The Project: ICQ Survey

- **ICQ survey will officially close June 1, 2018**
- One per student
- No personally identifiable information
- Less than ten minutes
- Full report on ICQ results will be developed this summer
- ALTELLA reports and findings are archived on the website
- A flyer on the ICQ with the link is on the website

106

Teacher Observation & Interviews

- To learn more about the classroom-based practices and approaches teachers use in working with ELLs with significant cognitive disabilities
- Focus on strategies used to support English language development
- Inform the development of the assessment and future targeted professional development
- Contact us if you want us to come to your school

107

Adjusting the lens: A Cautionary Tale

- Limitation on focus on one grade, content, an IEP goal
- Need to be able to constantly adjust
- Long term outcomes and transition for English learners with significant disabilities
- Role of language for supporting long term goals and dreams and culture

108

Thank you!

(word cloud: thank you, danke, 謝謝, ngiyabonga, teşekkür ederim, спасибо, dank je, gracias, dziękuję, sukriya, kop khun krap, go raibh maith agat, obrigado, terima kasih, grazie, arigato, dakujem, мерси, merci, mochchakkeram, 감사합니다)

109

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110

ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

Appendix B:

Process for Use in Developing Alternate English Language Proficiency Key Concepts and Alternate Achievement Level Descriptors for English Learners with Significant Cognitive Disabilities

Developing Alternate English Language Proficiency Key Concepts and Achievement Level Descriptors

- Examine Commonalities to identify each Key Crosscutting Concept
- Prioritize Key Concepts
- Determine skills leading to and beyond the alternate English language proficiency Key Concept (Instructional Achievement Level Descriptors)
- Determine and describe a range of examples related to each instructional achievement level descriptor (Examples)
- Develop alternate English language proficiency assessment achievement level descriptors

Defining Alternate English Language Proficiency Key Concepts

- Are derived from state English language proficiency for ESSA reading, writing, speaking, listening
- Are linked to the state English language proficiency standards and clearly related to grade-level content but reduced in breadth or complexity
- Create comparable expectations for students with diverse learning challenges
- Are measurable so alternate English language proficiency assessment results are comparable and can be aggregated
- Use performance terms to describe what students should know and be able to do
- Focus on student learning

Alternate English Language Proficiency Key Concepts and Descriptors

- Are
  - o The most important concepts for English learners with significant cognitive disabilities from grade level English language proficiency standards.
  - o Are performance Indicators/ Essential Skills/ Benchmarks that clarify expected learning and progress related to each standard
  - o Are accompanied by examples/Sample Tasks that demonstrate diversity of performance and access requirements
- Do not include
  - o Disability-specific information
  - o First language specific information
  - o Specified response format
  - o Teacher behaviors/instructional strategies
  - o Specific to instructional materials
- Do not
  - o Describe dispositions toward tasks
  - o Define attitudes toward content
  - o Describe values
  - o Describe how skills are to be taught

Small Group Activity #1 Key Concept

- Examine Commonalities to identify each Priority Key Concept
- Prioritize Key Concepts based on
    - The Target Population is English learners with significant cognitive disabilities
    - The Assessment is Summative Large-Scale grades 4-5
    - The Assessment is for English Language Proficiency
    - What is most important for the English learners with significant cognitive disabilities to know and be able to do

Large Group Review Activity #1

- Examine resulting Key Concepts for
    - Clarity, specificity, and measurability
    - Content and skills and processes
    - Detail, explicitness, and relevance to the English language proficiency Commonalities
        - Not first language specific
        - Not disability specific
        - Not a task

Differentiating Key Concepts, Descriptors, and Examples

- Key Concepts are What the student knows
- Achievement Level Descriptors are How well they do it
- Examples are How they do it

Achievement Level Descriptors

- They are not
    - Rubrics
    - Task specific
    - First language specific
    - Functional life skills
- They do
    - Describe overall academic performance on a set of tasks
    - May describe functional academics
    - Define several distinct levels of achievement
    - Align to a domain of Priority Key Concepts

Small Group Activity #2 Instructional Achievement Level Descriptors

- Create four levels of instructional achievement level descriptors for each alternate English language proficiency Key Concept
    - Detail, explicitness, and relevance to the content standard
        - Not a task
        - Not disability specific
        - Not non-achievement of the Key Concept
- Express instructional achievement level descriptors at all levels of complexity as measurable and observable student outcomes—not as how a teacher could teach this.
- Differentiate instructional achievement level descriptors (outcomes) from examples of student work.
    - Examples demonstrate a "snapshot" of how the instructional achievement level descriptor might be performed.

Large Group Review Activity #2

- Examine instructional achievement level descriptor at each level for
    - Detail, explicitness, and relevance to the content standard
        - Not a task
        - Not disability specific
        - Not non-achievement of the Key Concept
- Questions to Ask about instructional achievement level descriptors
    - Do we have four different levels of instructional achievement level descriptor listed for each extension?
    - Have we stated the key/essential instructional achievement level descriptor for students at each achievement level leading to (Level 1 and 2), at (Level 3), and reaching beyond (Level 4) the standard?
    - Did we reach down far enough? How far down is far enough?
    - Does each instructional achievement level descriptor state what the student will perform, not what the teacher will do?
- Horizontal Alignment of instructional achievement level descriptors across each achievement level
    - Is there repetition across descriptors?
    - Are levels of cognitive demand parallel?
    - Are levels of content, skill, and process parallel?
- Vertical Alignment of instructional achievement level descriptors within each grade/grade band
    - As you move from the LOWEST instructional achievement level descriptor to highest:
        - Do levels of cognitive complexity increase?
        - Do levels of content, skill, and process increase?
        - Do new skills emerge as they are to be mastered?
        - Do skills (enablers/pre-requisites) fade once mastered?
        - Is there repetition beyond initial mastery?

Small Group Activity #3 Examples for instructional achievement level descriptors

- Represent diverse examples of how EL students with different disabilities might be asked to perform (Accessibility)
- Escalate in complexity across the instructional achievement level descriptors at each achievement level
    - Leading to the Key Concept (Level 1 and 2)
    - At the Key Concept (Level 3) and
    - Reaching beyond the Key Concept (Level 4)
- Allow users to visualize how students might be asked to perform the instructional achievement level descriptor (what an assessment item might look like)
- Questions to Ask about Examples
    - Do we have two diverse examples for every instructional achievement level descriptor listed?
    - Do we have examples that escalate across the instructional achievement level descriptors at each achievement level leading to (Level 1 and 2), at (Level 3), and reaching beyond (Level 4) the standard?
    - Did we reach down far enough? How far down is far enough?
    - Can we visualize the examples? (That is, does it describe what the performance expectation looks like?)

Guided Practice Activity #4 Alternate Assessment Achievement Level Descriptors

- Remember
  - The Target Population is English learners with significant cognitive disabilities
  - The Assessment is Summative Large-Scale grades 4-5
  - The Assessment is for English Language Proficiency
  - What is most important for the English learners with significant cognitive disabilities to know and be able to do
- Create Aligned alternate achievement level descriptors within each achievement level
  - Combine descriptors across Domains, if possible
  - Recheck for preservation of clarity
  - Insert Key Concepts code(s) for each Domain
- Check Alignment across achievement level descriptors within the Grade-Band
  - Horizontal alignment of Level 3 descriptor with Key Concepts
  - Vertical alignment
    - Of Level 4 descriptor with Level 3 descriptor
    - Of Level 2 descriptor with Level 3 descriptor
    - Of Level 1 descriptor with Level 2 descriptor

Appendix C:

Draft Listening Alternate English Language Proficiency Instructional Achievement Level Descriptors

DRAFT LISTENING Alternate English Language Proficiency

Priority Key Concept	Instructional Achievement Level Descriptors
Determine meaning of frequently occurring words or phrases	**Level 4 Students:** *Determine meaning of content words and phrases frequently occurring in a text read aloud. EX: Student matches at least three content words or phrases to their definitions after listening to text read aloud.
	Level 3 Students: *Determine a content word from a text read aloud, given the definition. EX: Student listens to a text read aloud and then matches given definitions to at least two content words.
	Level 2 Students: *Choose an attribute of a concrete content word. EX: Student sees a picture of a moon and provides the shape or location, etc.
	Level 1 Student: *Identify an object when give a concrete content word. EX: Student identifies the moon when provided a picture of moon and plant and asked aloud which is the moon.
Respond to "wh" questions	**Level 4 Students:** *Respond to four or more different "wh" questions EX: After listening to a read-aloud story, the student will answer four different "wh" question Who was in the story? Where did the story take place? What did the dog do? How did the dog do it?

Priority Key Concept	Instructional Achievement Level Descriptors
	Level 3 Students: *Respond to three different "wh" questions EX: After listening to a read-aloud story, the student will answer three "wh" question Who was in the story? dog or bird Where did the story take place? Park or home? What did the dog do? Bark or roll?
	Level 2 Students: *Respond to two different "wh" questions EX: After listening to a read-aloud story, the student will answer two "wh" question Who was in the story? A picture of a dog or picture of a bird What is the dog's name? Rex or Fluffy?
	Level 1 Student: *Respond to one "wh" question given two answer choices EX: After listening to a read-aloud story, the student will answer a "wh" question by selecting an answer from choices via pictures, concreate objects, tactile objects, sign language, etc. Who was in the story? A picture of a dog or picture of a bird EX: Students can point or sign the correct answer choice
Identify the topic from content presented orally	Level 4 Students: *Identify the topic from content presented orally using one or more sentences. EX: Student listens to content information presented orally and choose the topic from one or more sentences or produces one or more sentences. EX: Student listens to a multimedia presentation on magnetism and identify the topic from one or more sentences.
	Level 3 Students: *Identify the topic from content presented orally using a phrase. EX: Student listens to a multimedia presentation on magnetism and identify the topic from two or more phrase options with or without pictures. EX: Student who is deaf is provided with captioned text/pictures or transcripts presented to them.
	Level 2 Students: * Identify the topic from content presented orally from one- or two-words options EX: Student listens to a multimedia presentation on magnetism and identifies the topic from one- or two-word options. EX: Students verbally responds, points, or uses AAC devices/switches, assistive technology, sign language, etc.

Priority Key Concept	Instructional Achievement Level Descriptors
	Level 1 Student: *Choose a topic from two options. EX: Student listens to a multimedia presentation on magnetism and identifies the topic from two pictures/tactile graphics/objects/switches options. (picture of a magnet and a picture of a clock) EX: Student is provided options in different formats (i.e. pictures, objects, AAC devices, switches, assistive technology, tactile objects, etc.
Identify the beginning, middle and end after listening to content presented orally	Level 4 Students: *Identifying the beginning, middle and end after listening to content presented orally EX: After listening to a text, student sequences three events from the text.
	Level 3 Students: *Identify the beginning and end after listening to content presented orally EX: After listening to a text about an historical figure, the student identifies the beginning and end when presented with two picture options (e.g., a picture of a baby versus an older man versus a light bult).
	Level 2 Students: *Identify the beginning or end after listening to content presented orally EX: After listening to a text about an historical figure, the student identifies the beginning or end when presented with two picture options (e.g., a picture of baby versus an older man).
	Level 1 Student: Identify a detail or event after listening to content presented orally EX: After listening to a text about an historical figure, the student identifies a detail from an option of two pictures. (e.g., Thomas Edison with a picture of a light bulb and a picture of a watermelon). EX: After listening to a text about an historical figure, the student repeats one detail about what was said.
Identify supporting details for the main idea from content presented orally	Level 4 Students: *Identify supporting details for the main idea from content presented orally EX: Student identifies more than one supporting details after being given the main idea.

Priority Key Concept	Instructional Achievement Level Descriptors
	Level 3 Students: * Identify one supporting detail of the main idea from content presented orally EX: Student identifies a detail after being give the main idea.
	Level 2 Students: *Identify a detail from content presented orally. EX: Student identifies a detail when asked about a detail from orally presented text.
	Level 1 Student: *Identify a detail given two answer choices. EX: Student identifies a detail when presented with two picture options. (One picture details/relates to what is presented orally and the other picture is a distractor.)

Appendix D:

Draft Reading Alternate English Language Proficiency Instructional Achievement Level Descriptors

DRAFT READING Alternate English Language Proficiency

Priority Key Concept	Instructional Achievement Level Descriptors
Determine the meaning of content vocabulary.	Level 4 Students: *Determine the meaning of the content vocabulary. EX: Given a content vocabulary word, student chooses the correct definition from three choices.
	Level 3 Students: *Choose the correct content word for a definition. EX: Given a definition, student chooses the content vocabulary word from three choices. EX: Using an audio descriptor, the student indicates which representations mean sad.
	Level 2 Students: *Choose a word that fits within a category. EX: Which of these three objects is a fruit? EX: Using a choice board, the student chooses which picture represents transportation.
	Level 1 Student: *Choose the correct representation to match a content vocabulary word. EX: The student uses eye gaze to choose between two representations.
Identify the explicit who, what, when, and where as it relates to a content text.	Level 4 Students: *Identify the responses to a variety of different "wh" questions (i.e. who, what, when, where) related to a content text. EX: The student communicates correct responses to who, what, when, where questions about a content text.
	Level 3 Students: * Identify the responses to basic "wh" questions (i.e. who, what, when, where) explicitly stated in the content-related text. EX: Student identifies (e.g. point to, eye gaze, verbalize) the correct response from three choices. [e.g. Who is the story about? James? Scott? A dog? Correct response: James.]

Priority Key Concept	Instructional Achievement Level Descriptors
	Level 2 Students: * Identify the responses a "wh" questions (i.e. who, what, when, where). EX: After hearing a story read aloud, student identifies the correct response for two choices.
	Level 1 Student: * Recognize a "wh" question (i.e. who, what, when, where). EX: Given a question and a statement, student chooses the question.
Identify a main idea from a variety of texts.	Level 4 Students: *State the main ideas across a variety of content areas and text genres. EX: The student will communicate the main idea.
	Level 3 Students: *Identify the main idea from a variety of content areas and text genres. EX: The student will select the main idea from three choices.
	Level 2 Students: *Locate a supporting detail from a text. EX: Student will select one supporting detail from three options.
	Level 1 Student: *Choose a supporting detail from a text. EX: From two options, student will identify the correct response.
Sequence major events from a text.	Level 4 Students: *Sequence four or more major events from a text including beginning, middle and end. EX: Student will order four events in written text.
	Level 3 Students: *Sequence three major events from a text. EX: Student will order three events in written text.
	Level 2 Students: *Identify the beginning and end. EX: Student will identify the beginning and end by selecting two pictures paired with text that represents the beginning and end.
	Level 1 Student: *Choose an event.

Priority Key Concept	Instructional Achievement Level Descriptors
	EX: Identify an event from a story from two pictures or objects.
Locate/use evidence to support the main idea of a text.	Level 4 Students: *Locate evidence that supports the main idea. EX: Given options of evidence, the student will select the evidence that supports the main idea.
	Level 3 Students: *Find evidence that supports the supplied main idea EX: Given the main idea and options of evidence, the student will select the evidence that supports the main idea.
	Level 2 Students: *Find a detail that supports a supplied idea EX: When given pictures of details, the student will identify the best detail that supports the given idea.
	Level 1 Student: *Choose a detail to support a supplied idea EX: Given two pictures or options, the student will choose the detail that supports the idea.

*Depending on the student's disability, their response mode may change to include pictures, objects, AAC devices, sign language, tactile graphics, transcriptions, closed captioning, etc.

Appendix E:

Draft Speaking Alternate English Language Proficiency Instructional Achievement Level Descriptors

DRAFT SPEAKING Alternate English Language Proficiency

Priority Key Concept	Instructional Achievement Level Descriptors
Identify the meaning of key words or phrases related to a topic.	Level 4 Students: * Determine and apply the **meaning** of key words related to a topic/content area. EX: When presented a tactile map, student identifies meaning of north, south, east, west. EX: Using a word bank of key words paired with corresponding picture cards, student communicates meaning of key words (e.g. landforms such as mountains or forest).
	Level 3 Students: * Communicate key words related to a topic/content area. EX: Using appropriate means of expression (e.g. sign), student signs key words. EX: Using a word bank of key words, students communicate related words (e.g. four sides, angles).
	Level 2 Students: * Identify key words or phrases related to a topic/content area. EX: Using picture symbols, student identifies picture of animals that live in the ocean by appropriate means of expression. EX: Student correctly identifies key word "landforms" when presented three choices.
	Level 1 Student: *Identify one-word vocabulary based upon representations. EX: Student correctly sorts pictures (weather-related vs. non-weather-related). EX: Using a switch device, student identifies the picture of the animal that lives in the ocean. (e.g. whale vs. tiger).
Ask and answer questions related to a topic.	Level 4 Students: * Pose and respond to questions using specific academic vocabulary. EX: Student poses question: Who was the main character in the story? Student response: Mary.

Priority Key Concept	Instructional Achievement Level Descriptors
	EX: When asked to compare two numbers, students can respond with academic vocabulary (greater than, less than, equivalent).
	Level 3 Students: * Ask and answer questions using general topic-related vocabulary. EX: Teacher posed question: What is a square? Student response: A square has four sides. A square has four lines and corners. EX: When asked to compare two numbers, student responds with topic-related vocabulary (more, less, equal to).
	Level 2 Students: * Respond to questions with a one "word" topic-related response. EX: When asked to compare two numbers, student responds with a comparison (e.g. bigger, smaller, the same), using tactile tiles EX: Opaque – question: "what blocked the light?" Student responds with a one-word answer, such as wall or planet, by using manipulatives, picture cards, tactile example of water filtering through a screen to partially block – (for a student with visual impairment).
	Level 1 Students: * Respond to questions given two choices. EX: Using a gesture, vocalization, or word, about the concept of opaque (question: which object blocks the light?), student correctly chooses between book or window. EX: When given an example/non-example to identify a square, student says correct answer or shows the square (square, triangle).
Communicate the main idea of a given topic.	Level 4 Students: * Provides the main idea when it is implied within a familiar topic. EX: Using AAC, student provides the main idea. EX: Student states the main idea in 3-4 words using key vocabulary.
	Level 3 Students: * Provide the main idea when presented explicitly within materials. EX: Student provides main idea in 2-3 words. EX: Using eye gaze, student produces a response based on core and fringe vocabulary.

Priority Key Concept	Instructional Achievement Level Descriptors
	Level 2 Students: * Restate the main idea when explicitly stated. EX: After a real aloud, student selects the main idea from two choices. EX: In a repeated storyline, student identifies the main idea using a language stem. EX: Given a word bank, student identifies the main idea using 1-2 words.
	Level 1 Student: * Given two choices, student identifies the topic. EX: After being read aloud a passage on metals, student selects the topic from choices of metal and gas. EX: Through the use of an intervener, student is presented a passage and then selects an object to represent the topic.
Recount sequence of events/ procedures.	Level 4 Students: * Recount sequence of events/procedures. EX: After participating in an experiment, student recounts the steps. EX: Student recounts the steps used to solve a math problem. EX: Student utilizes an object calendar system.
	Level 3 Students: * Order the sequence of events or procedures identifying a beginning, middle, and end. EX: During a science investigation, student orders the states of matter for an ice cube. (i.e. solid ice, melting ice cube, melted ice cube (water), evaporated ice cube, etc.). EX: Looking at a timeline, student states order of events in chronological order. EX: Student who is non-verbal provides the order of the events in the story using a step-by-step organizer.
	Level 2 Students: * Identify either the beginning or the end of a sequence of events/procedure. EX: During a science investigation on matter, student identifies the last step of an ice cube melting. EX: When investigating osmosis, student identifies the last step of an experiment using one to two words. (i.e. plant and food coloring).

Priority Key Concept	Instructional Achievement Level Descriptors
	Level 1 Student: *Identify an event/procedure. EX: When given a narrative text, student identifies an event using picture cards. EX: Given the steps of an experiment, student identifies one step using real objects.
Retell details of a content related materials or presentations.	Level 4 Students: * Retell key details that support the main idea of a presentation or text. EX: Student provides the main idea from a story using the smartboard. EX: Student retells the safety rules for a science lab.
	Level 3 Students: * Retell details of content related materials or presentations. EX: Student retells the details of a person's life based on a biography. EX: Student retells the characteristics of the main character in a narrative text.
	Level 2 Students: * Identify two details. EX: Student provides two details from a map using a word bank. EX: Student identifies two parts of the water cycle from a communication board.
	Level 1 Student: * Identify a detail. EX: Student identifies the state they live in when looking at a map and using a switch. EX: Student identifies a personal attribute or detail using picture symbols.

Appendix F:

Draft Writing Alternate English Language Proficiency Instructional Achievement Level Descriptors

DRAFT WRITING Alternate English Language Proficiency

Priority Key Concept	Instructional Achievement Level Descriptors
Use content specific words.	Level 4 Students: (Bridge to general ELP assessment) * Apply content specific words. EX: Student selects content-specific vocabulary in a cloze sentence activity. EX: Student writes content-specific vocabulary in context.
	Level 3 Students: (Mastery) * Write content specific words. EX: Student sorts content words and non-content words. EX: Student labels content-specific words or images (e.g., word shapes, letter tiles, drag and dictate).
	Level 2 Students: * Select content specific words for corresponding images or word. EX: Student matches content-specific vocabulary with corresponding image(s). EX: Student chooses content-specific vocabulary in a field of two or more words.
	Level 1 Student: * Interact with content specific words. EX: Student interacts with models or tactile objects related to content-specific labeled images. EX: Student writes or model content-specific words (e.g., trace, touch, point).
Ask and answer wh-questions.	Level 4 Students: * Develop and respond to a variety of "wh" questions (i.e. who, what, when, where) related to a content text. EX: Using the pair-buddy system, one student develops questions and the other student responds to the questions. EX: Using a scribe, the student will develop "wh" questions.

Priority Key Concept	Instructional Achievement Level Descriptors
	Level 3 Students: * Ask and answer different "wh" questions (i.e. who, what, when, where) explicitly stated in content-related text. EX: Student responds to a "wh" question (i.e. who, what, when, where) using an ACC device. EX: Student uses speech to text to ask different "wh" questions found in a content text.
	Level 2 Students: * Identify a "wh" question (i.e. who, what, when, where). EX: Student matches the picture with the "wh" questions. EX: Student selects the "wh" question word(s) (i.e. who, what, when, where) to complete an interrogative sentence.
	Level 1 Student: * Interact with the components of a question (i.e. question marks, "wh" question words). EX: Student interacts with an image or tactile object EX: Student, given a question word, stamps/marks the question mark.
Identify key ideas from content information.	Level 4 Students: * Write key ideas from content information. EX: Student writes statement of the main idea from a content passage.
	Level 3 Students: * Differentiate key ideas from unrelated ideas in content information. EX: Student sorts information relation to the story versus information *not* related to the story. EX: Student copies information related to the story when presented with related and unrelated information.
	Level 2 Students: * Identify the key idea from content information. EX: Student selects main ideas using picture cards (using story illustrations). EX: Student uses AAC to communicate a key idea from given choices.
	Level 1 Student: * Indicate key terms from content information. EX: Student matches pictures to realia.

Priority Key Concept	Instructional Achievement Level Descriptors
Sequence events.	Level 4 Students: * Construct/compose a sequence of events. EX: Student composes a story with first, next, and last. EX: Student sequences word card and copies them to construct a sequence of events.
	Level 3 Students: * Recount a sequence of events. EX: Student retells story in correct order using picture cards. EX: Student writes a list of words or phrases to recount a sequence of events.
	Level 2 Students: * Identify the beginning or the end of a sequence. EX: Student identifies the beginning of the month. EX: Student copies the first or last step in a list of directions as specified.
	Level 1 Student: * Identify an event. EX: Student selects an event from the given context. EX: Student states an event that just occurred.
Use facts to support a claim or an opinion.	Level 4 Students: * State a claim or opinion and a fact to support it. EX: Student indicates (AAC/sign/gesture/choice board/object/verbalize) why they liked a story using details from the story "I like the story because ...and…" EX: Student writes a claim and a related fact after seeing a science demonstration (e.g., after seeing class experiment growing a plant under a plant light, writes "plants like light. green leaf")
	Level 3 Students: * Use a fact to support a claim or an opinion. EX: Student indicates (AAC/sign/gesture/choice board/object/verbalize) why they liked a story using a detail from the story "I like the story because it was about a dog." EX: Student writes a word or phrase that supports a scientific claim (e.g., Given claim: plants like light – Supporting fact - green).

Priority Key Concept	Instructional Achievement Level Descriptors
	Level 2 Students: * Identify a fact that supports a claim or opinion. EX: Given a claim or opinion about a story, student identifies (AAC/sign/gesture/choice board/object/verbalize) a supporting fact from choices with a minimum of 1 distractor. EX: Student copies a fact that supports a claim given a correct choice and a distractor.
	Level 1 Student: * Express a claim or opinion. EX: Student indicates (AAC/sign/gesture/choice board/object/verbalize) if they like or dislike a given story (read aloud/text to speech/AAC device/video/signed). EX: Student expresses a claim (AAC/sign/gesture/choice board/object/verbalize) "Snow is cold."

Appendix G:

Draft Listening Alternate English Language Proficiency Achievement Descriptors
Grade Band 4–5

Achievement Level	Achievement Descriptor
Level 4	Students performing at Level 4, in addition to skills at Level 3: • Determine/apply the meaning of content vocabulary words or phrases • Respond to four or more different "Wh" questions • Retell/identify main idea and supporting details across content areas • Sequence/recount four or more major events/procedures
Level 3	Students performing at Level 3, in addition to skills at Level 2: • Determine a content vocabulary word given the definition • Identify or respond to three different "Wh" questions • Identify main idea/topics and supporting details • Sequencing three events (beginning, middle and end)
Level 2	Students performing at Level 2, in addition to skills at Level 1: • Choose an attribute of a concrete content word • Respond to two different "Wh" questions • Identify/locate one to two details from content/supplied topic • Identify the beginning and end
Level 1	Students performing at Level 1: • Match a given word to an object • Respond to one "Wh" question • Identify a detail or an event

Appendix H:

**Draft Reading Alternate English Language Proficiency Achievement Descriptors
Grade Band 4–5**

Achievement Level	Achievement Descriptor
Level 4	Students performing at Level 4, in addition to skills at Level 3: • Determine the meaning of the content vocabulary • Identify the responses to wh- questions related to a content text • State the main topics and ideas across content areas • Sequence four or more major events • Identify evidence to support a main idea
Level 3	Students performing at Level 3, in addition to skills at Level 2: • Determine the correct content vocabulary for a given definition • Identify the responses to wh- questions stated in a content text • Identify from choices the main ideas across content areas • Sequence three or more major events • Identify evidence to support a given main idea
Level 2	Students performing at Level 2, in addition to skills at Level 1: • Choose the correct word to fit a category • Identify the responses to a wh- question • Locate a supporting detail in a text • Sequence beginning and end
Level 1	Students performing at Level 1: • Choose the correct representation to match a content vocabulary word • Recognize a wh- question • Identify a content related detail • Choose an event

**Draft Speaking Alternate English Language Proficiency Achievement Descriptors
Grade Band 4–5**

Achievement Level	Achievement Descriptor
Level 4	Students performing at Level 4, in addition to skills at Level 3: • Determine meaning and apply key vocabulary with correct meaning • Develop and respond to 4 or more wh- questions • Determine main idea by using supporting details and examples • Recount order or sequence of events/procedures
Level 3	Students performing at Level 3, in addition to skills at Level 2: • Use key vocabulary with correct meaning • Ask and answer different wh- questions • Identify main ideas based upon explicit supporting details • Order given sequence of events or procedures
Level 2	Students performing at Level 2, in addition to skills at Level 1: • Identify key vocabulary related to content • Respond to wh- questions related to content • Identify facts or key details related to main idea or topic • Identify beginning/end or first/last in a sequence of events/procedures
Level 1	Students performing at Level 1: • Identify one-word vocabulary based upon representation and related content • Respond to a wh- question • Identify from given choices an event or detail • Identify an event/procedure

Appendix J:

Draft Speaking Alternate English Language Proficiency Achievement Descriptors
Grade Band 4–5

Achievement Level	Achievement Descriptor
Level 4	Students performing at Level 4, in addition to skills at Level 3: • Apply content specific words • Construct/compose a sequence of events • Develop and respond to a variety of "wh" questions (i.e. who, what, when, where) related to content text • State a claim/opinion and a fact to support it. • Write main/key ideas from content information
Level 3	Students performing at Level 3, in addition to skills at Level 2: • Write content specific words • Recount a sequence of events • Ask and answer different "wh" questions (i.e. who, what, when, where) explicitly stated in content-related text • Use a fact to support a claim or an opinion • Differentiate main/key ideas from unrelated ideas in content information
Level 2	Students performing at Level 2, in addition to skills at Level 1: • Select content specific words for corresponding images or words • Identify the beginning or the end of a sequence • Identify a "wh" question (i.e. who, what, when, where) • Identify a fact that supports a claim or opinion • Identify the main/key idea from content information
Level 1	Students performing at Level 1: • Interact with content specific words • Identify an event • Interact with the components of a question (i.e., question mark or question words) • Express a claim or opinion • Indicate key terms from content information

Appendix K:

ALTELLA Workshop Evaluation Form

Thank you for your participation at the ALTELLA Workshop. Please help us improve our process. Read of the statements below and indicate your responses. Your feedback will remain confidential.

1. During this workshop, in which content domain group did you primarily work?

   ☐ Reading ☐ Writing ☐ Speaking ☐ Listening

2. Which do you consider your primary content area of expertise?

   ☐ English Language Arts ☐ Mathematics ☐ Science ☐ English Language Specialist ☐ Special Education ☐ Other

   If other, please describe: _____

3. Do you have experience working with students who have significant cognitive disabilities?

   ☐ No ☐ Yes

4. Do you have experience working with English learners?

   ☐ No ☐ Yes

Check the response that best represents your experience with the workshop activities.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
5. The purpose of the workshop was clear.	☐	☐	☐	☐	☐	☐
6. Overall, the goals of the workshop were achieved.	☐	☐	☐	☐	☐	☐
7. I understood the process.	☐	☐	☐	☐	☐	☐
8. The training provided was effective in instructing me on the following modules:						
A. Determining key ideas from the ELP standards	☐	☐	☐	☐	☐	☐
B. Prioritizing Key Concepts	☐	☐	☐	☐	☐	☐
C. Developing Instructional Achievement Level Descriptors (IALDs)	☐	☐	☐	☐	☐	☐
D. Horizontally aligning IALD Level 3	☐	☐	☐	☐	☐	☐

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
E. Vertically aligning IALDs across the levels	☐	☐	☐	☐	☐	☐
F. Developing Alternate Achievement Level Descriptors (AALDs)	☐	☐	☐	☐	☐	☐
9. I understood the training/guidance provided by facilitators.	☐	☐	☐	☐	☐	☐
10. The expertise at the table was appropriate for the task.	☐	☐	☐	☐	☐	☐
11. The Alt-ELP development process can be easily understood by others	☐	☐	☐	☐	☐	☐
12. The Alt-ELP development process can be easily replicated by your state	☐	☐	☐	☐	☐	☐

13. How do you think these processes will affect your current practice?

14. What changes or additional materials would you recommend for version 2.0 of the process?

15. If you have additional feedback, share your thoughts and comments below.

Thank you!