MCAS-Alt For Students Using Access Skills

Fall 2023

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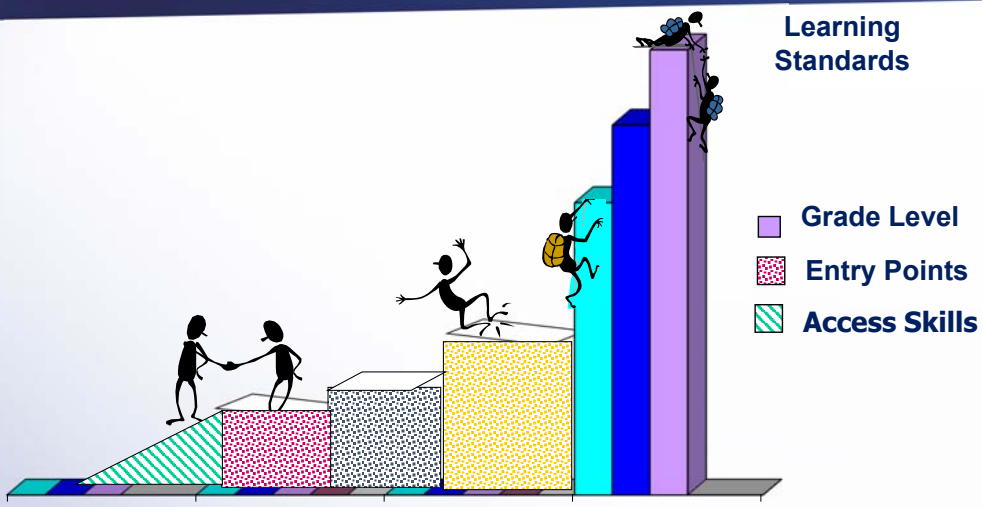
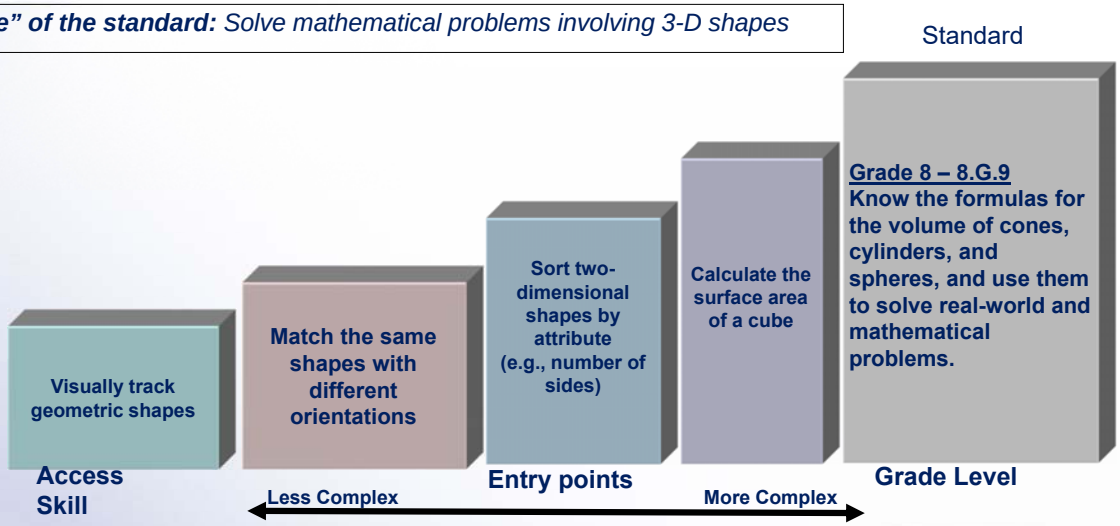
What are Access Skills?



How the Resource Guide is Organized

"Essence" of the standard: *Solve mathematical problems involving 3-D shapes*



Who is NOT addressing access skills…..

- Tenth-grade student who is reading at a first-grade level is NOT addressing the curriculum at an access level
- Eighth-grade student with significant behavioral issues who refuses to write, who will "only" shout answers from under a desk is NOT addressing the curriculum at an access level
- These students **can** address the academic content

Who is NOT addressing access skills…..

- Sixth-grade student with an emerging communication system who can "only" answer simple questions by eye gazing to the correct response from a field of three icons is NOT addressing the curriculum at an access level
- Third-grade student who is being marked *inaccurate* for grasping the wrong manipulative when asked to match a shape drawn on a paper, is NOT addressing the curriculum at an access level

Who is NOT addressing access skills…..

- If you are taking data on the accuracy of the icon or shape chosen that is academic content, a measurable outcome based on a low-level entry point is most likely appropriate.
- Examples of low entry points:
  - Match words or pictures to objects/icons or symbols (Language, p.140)
  - Identify the main character in a literary text (Reading, p.15)
  - Answer yes/no questions related to numbers, quantities, or counting (Number and Operations in Base Ten, p. 43)

The Importance of Access Skills

"Although a student's IEP objectives may be the overriding learning focus for that student, providing him or her with the opportunity to practice those objectives in the context of the general classroom and to receive instruction on those objectives in the context of general education activities represents one fundamental way of ensuring that students with significant disabilities do participate in the general curriculum."

–Kleinert, H.L. & Kearns, J.F. (2001). Measuring outcomes and supports for students with disabilities. Baltimore: Paul H. Brookes Publishing Co.

IEP Goal (as written)

"Lee will grasp a toothbrush for 2 to 4 seconds."
(This is not a standards-based activity)

WHAT'S THE CRITICAL SKILL IN THIS GOAL?
"GRASPING"

ReframedGoal: "Given a *tool*, Lee will be able to **grasp** it for 2 to 4 seconds without dropping it in 50% of sessions observed."

Critical Skills Become the Access Skills that Allow Students to be Assessed During a Standards-Based Activity

- Grasp materials as they are **counted**.
  (*Mathematics – The Number System*)
- Grasp materials representing a **key idea** or **detail** in a story, poem, folktale, or myth. (*ELA – Reading-Literature*)
- Grasp materials in an **investigation** about **living and non-living**.
  (*High School Science and Technology/Engineering – Biology*)

Select an Appropriate Access Skill from the Resource Guide to Create a Measurable Outcome

ACCESS SKILLS (continued) for
Ratios and Proportional Relationships Standards in Grade 6

Less Complex → More Complex

	ACCESS SKILLS The student will:	ENTRY POINTS The student will:
Understand ratio concepts and use ratio reasoning to solve problems. (continued)	♦ Locate objects partially hidden or out of sight (e.g., remove barrier) to expose a ratio ♦ Use one object to act on another used to demonstrate ratios ♦ Turn on/off technology used to demonstrate ratios and proportional relationships (e.g., turn on voice-generating device to describe a relationship using "to/for every" language) ♦ Imitate action to create proportional relationships ♦ Initiate cause-and-effect response (e.g., turn on technology tool to activate ratio computer program) ♦ Sustain ratio and proportional relationship activity through response ♦ Gain attention during a ratio activity ♦ Make a request during ratio activity ♦ Choose from an array of two in adding and/or subtracting activity (e.g., choose materials to be distributed in a ratio and proportional relationship activity) ♦ Attend visually, aurally, or tactilely to materials that demonstrate ratios and proportional relationships	

Measureable Outcome: will turn on technology used to demonstrate ratios and proportional relationships by pressing an access switch within 15 seconds of a directive. with 80% accuracy and 100%independence.

Mastery for this task

Latency

Measurable outcome includes the access skill + criteria that indicate how the observer will know that the student has successfully performed the task (e.g., latency), including criteria for mastery (e.g., in 80% of sessions observed.)

Educators Manual, p. 28

"Core Set of Evidence"

A complete strand must include *at least* the following "core set of evidence."

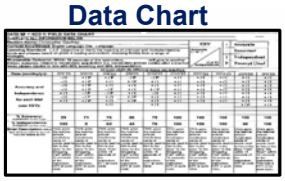
Strand Cover Sheet attached to each strand being submitted

+

Skills Survey administered in each strand

+

Data Chart



Bar, Line or Field Data Chart documenting the measurable outcome on at least 8 different dates

+

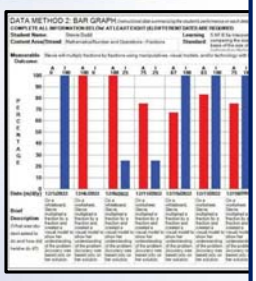
First piece of primary evidence (Teacher-documented work sample, photo, or video)

+

Second piece of primary evidence (Teacher-documented work sample, photo, or video)

…Except unique requirements for **ELA–Writing** and **Science and Tech/Eng** (STE)

DATA CHARTS



BAR GRAPH

DATA METHOD 1: FIELD DATA CHART

COMPLETE ALL INFORMATION BELOW.

Student Name: Rosie Riverter

Content Area/Strand: English Language Arts - Language

Learning Standard: L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

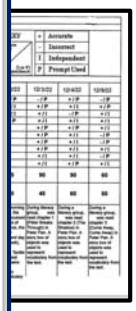
Measurable Outcome: Student will attend visually, aurally, or tactilely to materials related to vocabulary acquisition within 15 seconds with 80% accuracy and 60% independence.

KEY		
Accurate (+ or -) / Independence (I or P)	+	Accurate
	-	Incorrect
	I	Independent
	P	Prompt Used

At least eight (8) different dates are required.

Date (mo/day/yr):	10/7/22	11/12/22	11/19/22	11/22/22	11/23/22	12/1/22	12/2/22	12/3/22	12/4/22	12/9/22
Accuracy and Independence for each trial (see KEY):	+ / P	+ / P	+ / I	- / P	- / P	- / P	+ / P	- / P	+ / P	- / P
	- / P	- / P	+ / I	- / P	+ / P	+ / P	+ / I	+ / P	+ / I	+ / P
	+ / I	+ / P	+ / I	- / P	- / P	+ / I	+ / I	+ / I	- / P	+ / I
	+ / I	- / P	+ / I	- / P	- / P	+ / I	- / P	+ / I	+ / I	+ / I
	- / P	+ / I	+ / P	- / P	+ / P	+ / I		+ / P	+ / P	+ / I
	- / P	- / P	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P
	+ / I	+ / I	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P
	- / P	+ / I	+ / I	- / P	- / P	- / P		+ / P	+ / I	+ / I
		- / P	- / P	+ / I	+ / P			+ / I	+ / I	- / P
		+ / P	+ / P	+ / I	- / P			+ / I	+ / P	+ / I
% Accuracy: SUMMARY for this date	50	60	70	20	50	50	75	90	90	60
% Independence: SUMMARY for this date	38	30	50	20	0	38	50	40	60	50
Brief Description (What was student asked to do and how did he/she do it?)	During a literacy group, was read chapter 8 (Margalo) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 10 (Springtime) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 11 (The Automobile) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 13 (Ames' Crossing) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 15 (Heading North) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During literacy group, was read a poem about snow. During the reading, a story box of objects was used to represent vocabulary from the poem.	During morning meeting, the class discussed the topics of attendance, the calendar (month and day of the week), and the weather. Tactile objects and images were used to represent the vocabulary	During literacy group, was read chapter 1 (Peter Breaks Through) in Peter Pan. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 2 (The Shadow) in Peter Pan. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 3 (Come Away, Come Away) in Peter Pan. A story box of objects was used to represent vocabulary from the text.

Data was taken on whether the student attended within 15 seconds of being shown the object.



T

Measurable Outcome …. choose from **an** array of 2 errorless choices within 15 seconds of a directive related to vocabulary acquisition with 75% accuracy and 100% independence

Brief descriptions on the data chart must reflect the skill (*i.e., choose from an array of 2)*, and the standards-based activity. *(i.e., "Synonym Go Fish," synonym worksheet, synonym Jeopardy, synonym poster).*

Brief Description (What was student asked to do and how did he/she do it?)	Student chose from an array of 2 errorless choices to play synonym Go Fish.	Student chose from an array of 2 errorless choices to complete a synonym worksheet with a partner.	Student chose from an array of 2 errorless choices to play Synonym Jeopardy with his classmates.	Student chose from an array of 2 errorless choices to help complete a synonym poster with his class.

Poll Question

- Are you familiar with the term *errorless choices*?
  - Yes
  - No
  - Maybe, but I could use a refresher

Errorless Choice

- Errorless choice learning ensures that students are always:
  - responding correctly,
  - building their confidence, and
  - increasing their knowledge at the same time.
- Promotes independent responses vs. prompt reliance
- Implies intentionality
- Reinforces response/participation

Teacher-Documented Work Sample

- **Label** with name, date, overall % accuracy, and % independence.
- **Document** a series of trials conducted during the same activity.
- Specifically **describe** the materials and context of the activity
  - Expected response (if appropriate), and the student's actual response (accuracy and independence) clearly show how accuracy and independence were determined on each trial.

NOTE: Examples of **teacher-documented work samples** are available on the following slides.

Teacher-documented work samples describe materials, and the context of the activities, and document responses on a series of trials conducted at the same time.

Session 1:

5 Trials

(Continued on page 2)

Student: Barry **Date:** 9/29/23

Teacher-Documented Work Sample

MATH: Operations and Algebraic Thinking

Key:
I = independent
P = prompted

+ = correct
– = incorrect

Measurable Outcome: **Within 15 seconds of the instruction,** **will give materials to be counted with 80% accuracy and 80% independence.**

Materials: ~~**Hexagon shapes**~~ wooden blocks **on Velcro board**

Description: will give teacher objects (up to 5) one at a time after pulling them off of a Velcro board while the teacher counts each object out loud. Sd: "Give me one"

After trial, when shown pictures of work & stop, chose to: (circle below)	Detailed Description of Each Trial: took off blocks from his velcro strip/board :	Score: (+/– and I/P)
Work Stop (Not Asked)	1. gave one block to the teacher while teacher labeled as "one" when teacher said "Give me one"	+ I
(Work) Stop Not Asked (He continued working)	2. gave one block to the teacher when teacher said "Give me one" Teacher labeled as "two"	+ I
Work Stop (Not Asked)	3. gave one block to teacher when teacher said "Give me one" Teacher labeled as "three"	+ I
Work Stop (Not Asked)	4. gave one block to teacher when teacher said "Give me one" Teacher labeled as "four"	+ I
(Work) Stop Not Asked (He continued working)	5. gave one block to teacher when teacher said "Give me one" Teacher labeled as "five"	+ I

Student's responses

(Cont'd)
Session 2:
5 Trials

All blocks were placed back on the Velcro strip to start the process again.

Work Stop Not Asked	6. gave one block to the teacher w[illegible] Teacher	+ I
Work Stop Not Asked	7. [illegible] teacher when teacher said "Give me one" Teacher labeled as "two"	+ I
Work Stop Not Asked	8. gave one block to the teacher when teacher said "Give me one" Teacher labeled as "three"	+ I
Work Stop Not Asked	9. gave one block to the teacher when teacher said "Give me one" Teacher labeled as "four"	+ I
Work Stop Not Asked	10. gave one block to the teacher when teacher said "Give me one" Teacher labeled as "five"	+ I
9/29/23	Totals:	% Accuracy: 10 /10 = 100 %. % Independent: 10 /10 = 100 %.

Indicates the student's response

Overall accuracy and independence for *all* trials completed on the same day.

Teacher-Documented Work Sample (example)

Measureable Outcome: will turn on technology used to demonstrate ratios and proportional relationships by pressing an access switch within 15 seconds of a directive. with 80% accuracy and 100%independence.

100%independence. will turn on the technology within 15 seconds of a directive.

Brief Description: During a math work session, turned on technology by pressing an access switch to turn the page of a teacher made book on the computer within 15 seconds of a directive. The book taught about ratios and proportional relationships by showing her a series of farm animals using the phrase "for every" to talk about how many of each appendage each animal had. (ex: for every cow there are 4 legs)

10/16/23

Trial Number	Page Number	Did she turn on technology by pressing her switch to activate the reading?	Latency In seconds	What was the ratio on the page?	+/-	I/P
1	1	No	15+ seconds	For every pig there is one tail	-	I
2	1	Yes	4 seconds	For every pig there is one tail	+	I
3	2	Yes	14 seconds	For every sheep there are 2 ears	+	I
4	3	No	15+ seconds	For every cow there are 4 legs	-	I
5	3	No	15+ seconds	For every cow there are 4 legs	-	I
6	3	Yes	10 seconds	For every cow there are 4 legs	+	P
7	4	Yes	3 seconds	For every duck there is 1 beak	+	I
8	5	Yes	1 second	For every goat there are 2 horns	+	I
9	6	Yes	11 seconds	For every horse there are 4 legs	+	I

Accuracy 67% Independence 89%

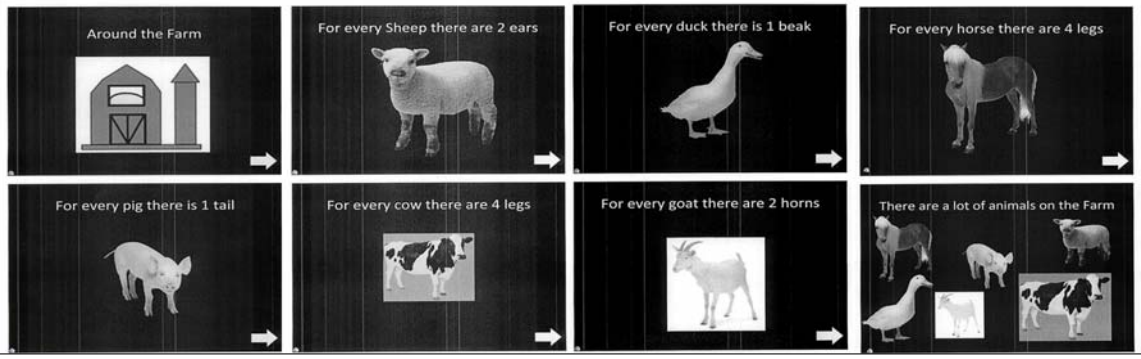
This teacher-documented work sample describes materials, number of trials, and latency for each response.

Indicates the student's response

Overall accuracy and independence

Supporting Documentation for Teacher-Documented Work Sample

- Does not show a final product or how the student participated.
- Only shows the **context** of a learning activity



The technology shown above is used by the student to advance a computer program **within 15 seconds of a directive** on *Ratio and Proportional Relationships*.

Work Sample Description for Teacher-Documented Sample

After reading an informational text "The Polar Region," the student was presented with a pre-recorded switch with the message "more please."

The student's responses were recorded to determine if the switch was activated within 30 seconds after the reading stopped.

WORK SAMPLE DESCRIPTION

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece. Do not use this label for data charts or videotapes.)

Name: Student
Date 10/6/23
ACCURACY: **80%**
INDEPENDENCE: **80%**

Subject: **English Language Arts**
Strand: **English Language Arts - Reading Informational Text**
Learning Standard:
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

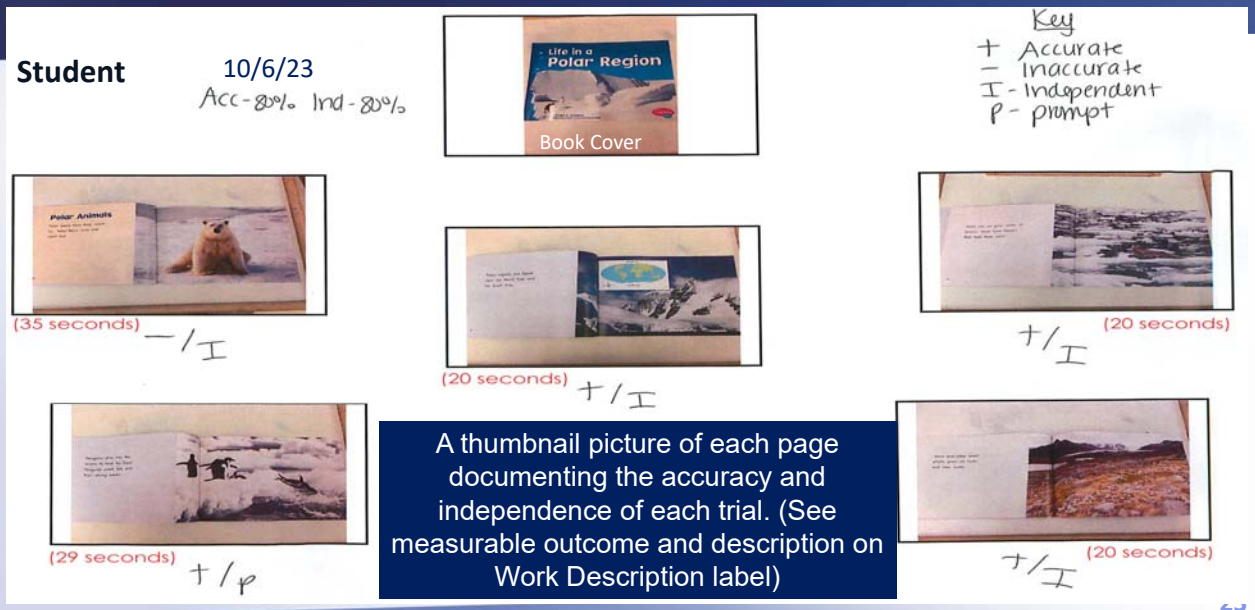
Self-Evaluation: (Must be completed by, or scribed at the direction of, the student; evidence of student choice must be shown)
At the completion of the activity, was presented with the picture symbols for more and finished. She was asked to point to her choice to indicate if she would like more of the activity or if she was finished. pointed to the picture for finished.

Measurable Outcome:
will activate pre-recorded voice output device within 30 seconds of the reader stopping to request more during a literacy activity related to informational text with 80% accuracy and 80% independence.

Briefly describe what the student was asked to do and how he/she did it:
During a literacy activity reading the informational text The Polar Region, was presented with a pre-recorded switch with the message "more please." was encouraged to activate the switch to indicate she wanted the reader to continue. She was measured as to whether she activated her switch within 30 seconds of the reader stopping.

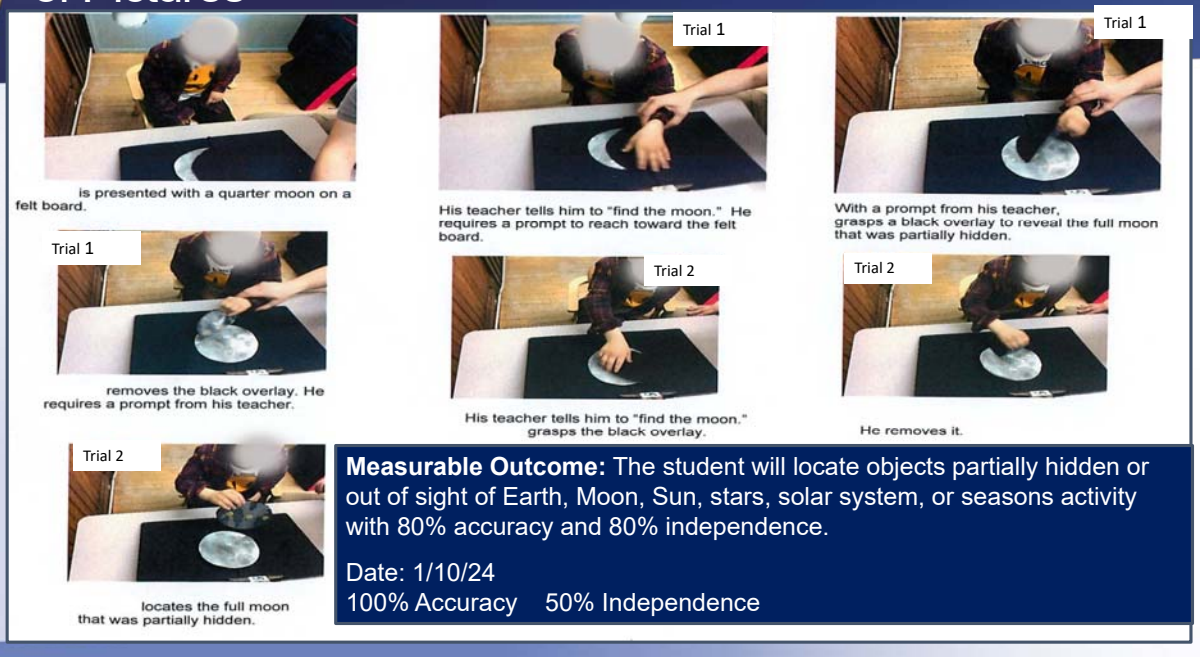
Teacher Scribe - Acc- 80% Ind-80%
These pictures represent the opportunities that was given to request more. These are the pages the reader stopped on, giving a chance to request more. She was measured whether she activated a voice output device within 30 seconds of the reader stopping.

Teacher-Documented Work Sample (example)



A thumbnail picture of each page documenting the accuracy and independence of each trial. (See measurable outcome and description on Work Description label)

Another Teacher-Documented Work Sample: Using a Series of Pictures



Measurable Outcome: The student will locate objects partially hidden or out of sight of Earth, Moon, Sun, stars, solar system, or seasons activity with 80% accuracy and 80% independence.

Date: 1/10/24
100% Accuracy 50% Independence

Thinking About Self-Evaluation

"Student choice-making and evaluation of one's own work are essential components of… self-determination, which is an important predictor of successful post-school outcomes."

(Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1998)

--Kleinert, H. L. & Kearns, J.F. (2010). Alternate Assessment for students with Significant Cognitive Disabilities. Baltimore: Paul H. Brookes Publishing Co.

Self-Evaluation: Students Making Choices within a Standards-Based Activity

Choice of:

- materials
- response format
- order of events
- partner
- continuing or terminating the activity

Do you see evidence of the "student's voice" in the self-evaluation? Is it authentic?

Examples of Self-Evaluation

Self-Evaluation:

Student **was asked which switch she would like to use to turn on the technology, the red switch or the green switch. She looked at the red switch to indicate she wanted to use the red switch.**

Self -Evaluation

After trial, when shown pictures of work & stop, chose to: (circle below)	Detailed Description of Each Trial: took off blocks from his velcro strip/board :
Work Stop (Not Asked)	1. gave one block to the teacher while teacher labeled as "one" when teacher said "Give me one"
(Work) Stop Not Asked (he continued working)	2. gave one block to the teacher when teacher said "Give me one" teacher labeled as "two"

Self -Evaluation

His teacher provides him with icons representing "all done" and "keep working." He chooses to keep working.

Contact Information

Additional Access Skills Materials: www.doe.mass.edu/mcas/alt/resources

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MCAS-Alt Forms and Graphs online: Sign In (measuredprogress.org)