STEP-A State Updates

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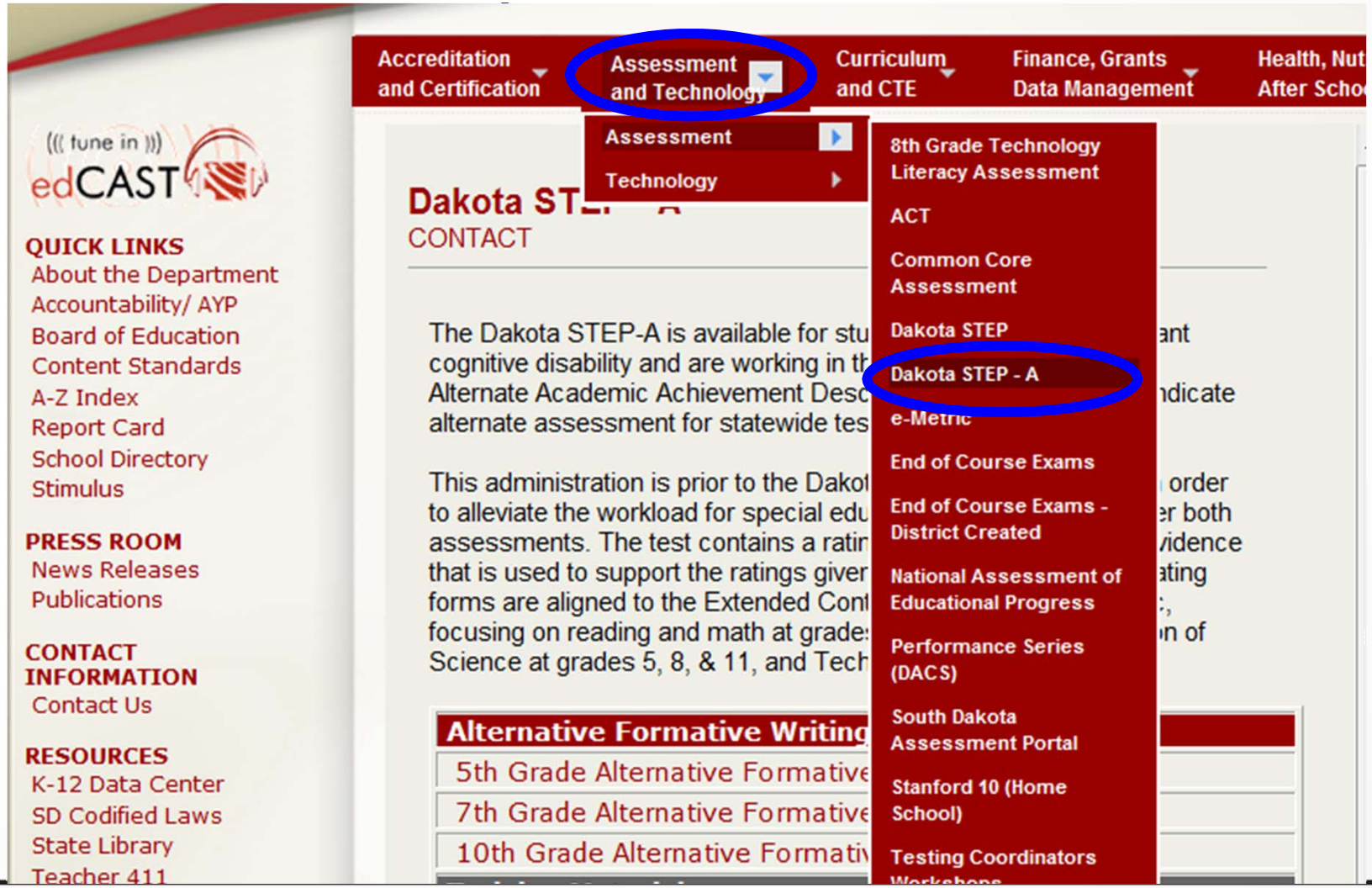
www.doe.sd.gov - STEP-A Webpage



south dakota
DEPARTMENT OF EDUCATION
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Dakota STEP - A
CONTACT

The Dakota STEP-A is available for students who have a significant cognitive disability and are working in the Extended Content and Alternate Academic Achievement Descriptors and whose IEP's indicate alternate assessment for statewide testing.

This administration is prior to the Dakota STEP testing window in order to alleviate the workload for special education staff who administer both assessments. The test contains a rating form, and Supporting Evidence that is used to support the ratings given on the rating form. The rating forms are aligned to the Extended Content and are grade specific, focusing on reading and math at grades 3-8 & 11, with the addition of Science at grades 5, 8, & 11, and Technology at grade 8.

Alternative Formative Writing Assessment
- 5th Grade Alternative Formative Writing Assessment
- 7th Grade Alternative Formative Writing Assessment
- 10th Grade Alternative Formative Writing Assessment

Training Materials
- Writing Alternate Formative Assessment Presentation (ppt)
- S.D. Writing Module - PowerPoint
- Writing Module - Narrative
- Writing Module - Endangered Research Report
- Building Traits Overview

DOCUMENTS

- 1% Exception Request
- 2010 DSTEP-Alt Technical Report
- 2012 Directions for Administration
- Alternative Assessment Cutscores
- Exception Request Data
- Data Collection Form
- District/School Codes
- Parents Guide
- Performance Decriptions
- Scorer Resolution Form
- Significant Cognitive Disability
- 2012 Testing Coordinator's Handbook
- Test Security Agreement/Affidavit
- Testing Irregularity Form

1% Exception Request

- Application on web
  - Due March 16, 2012

- Application process consists of:
  - Completing district demographic information
  - Signing a list of assurances
  - Submit student information to verify eligibility

Writing Alternate

- Assessment Window runs Sept 1 to April 30
- Two administrations for grades 5, 7 & 10
- Materials and training posted on STEP-A page
- Scores must be entered on the web
  - Currently only have 71 - 1st administration and 2 - 2nd administration scores entered

District-wide Assessment

- Districts that administer district-wide assessments to an entire grade(s) at a district level to measure the achievement of students must administer an alternate assessment for students whose IEP indicate alternate assessment.

- The district is responsible for selecting and administering an appropriate assessment

NCSC Grant Project

National Center and State Collaborative

Building an <u>assessment system</u> based on research-based understanding of:

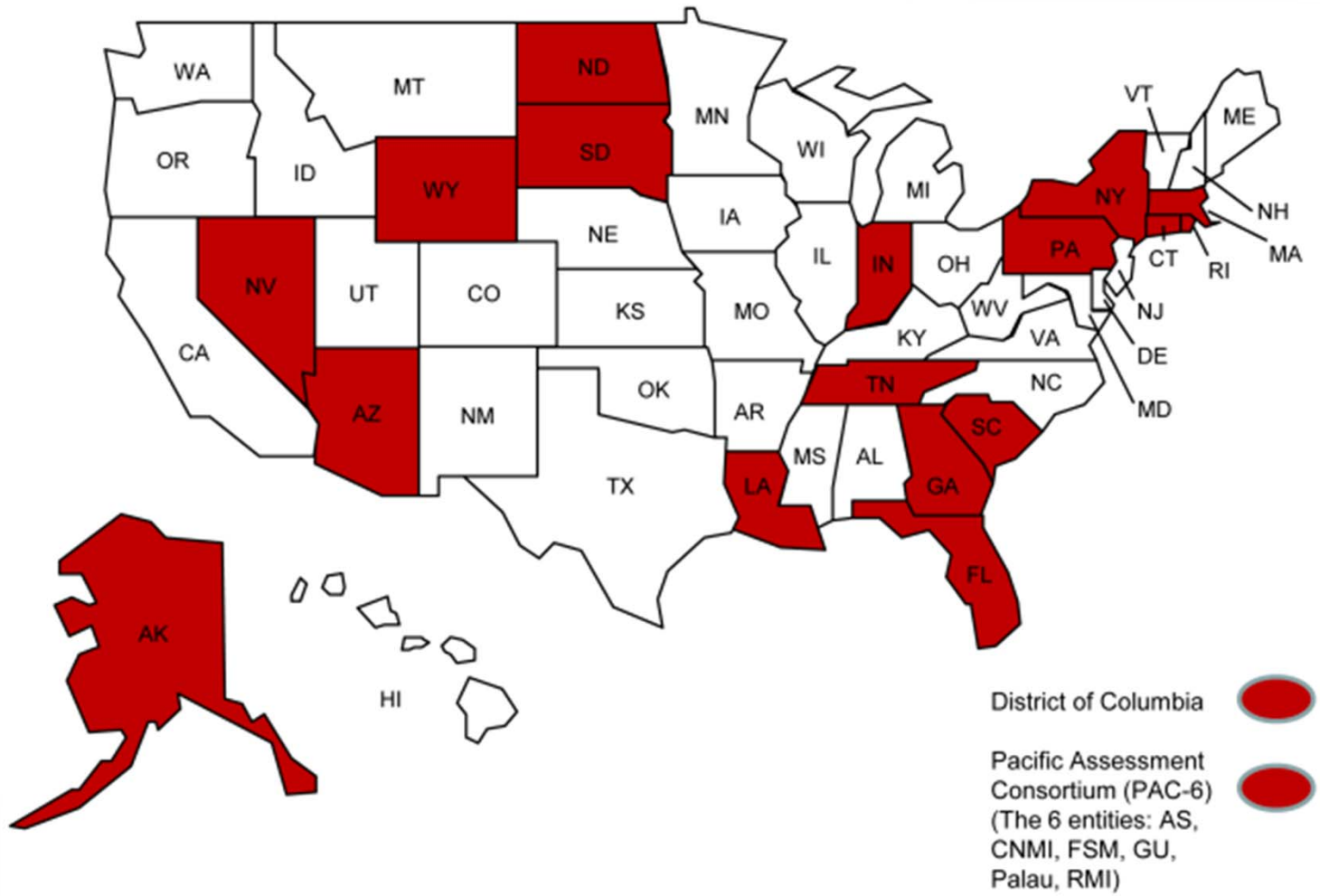
- technical quality of AA-AAS design
- formative and interim uses of assessment data
- summative assessments
- academic curriculum and instruction for students with significant cognitive disabilities
- student learning characteristics and communication
- effective professional development

NCSC Partners

Centers

- NCEO
- NCIEA
- UKY
- UNC C
- edCount, LLC

States



NCSC Grant Project

Long-term goal of NCSC:

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary options.

A well-designed summative assessment alone is insufficient.

To achieve this goal, an AA-AAS system also requires:

- Curricular & instructional frameworks
- Teacher resources and professional development

Common Core Standards?

Domain

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

Standard

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Cluster

Common Core & Students with Disabilities

- "Students with disabilities…must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers."

Learning Progressions

Statement of Enduring Understanding

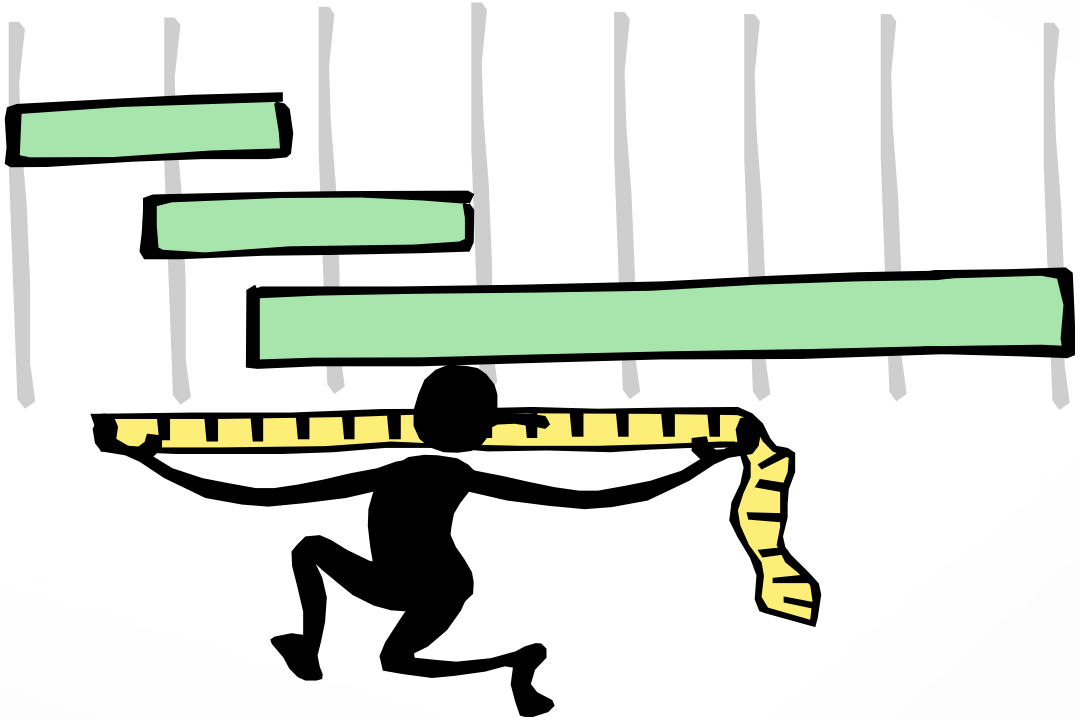
Learning Targets

Measurement (ME): **Measurement attributes, processes, and tools help us quantify, compare, and solve problems involving objects, situations, and events.**

(K-4) Elementary School Learning Targets		(5-8) Middle School Learning Targets		(9-12) High School Learning Targets
E.ME-1 Explore relationships among units, attributes, and measures within a system of measurement: • *Identify measurement attributes and units;* • *Use measurement attributes to describe and compare objects, situations, or events.*		*M.ME-1 Extend understanding of attributes and units:* • *Make conversions within measurement systems;* • *Relate measurement attributes, measures, models, and formulas.*		*H.ME-1 Explore measurable attributes, measurement systems, and processes of measurement of more complex or abstract quantities.*
Grades K-2	**Grades 3-4**	**Grades 5-6**	**Grades 7-8**	**Grades 9-12**
Students understand measurable attributes by... **E.ME.1a** recognizing, identifying, and describing the measurable attributes of objects	**Students understand measurable attributes by ...** **E.ME.1d** describing and demonstrating: unit attributes, iterating, tiling, identical units, number line intervals,	**Students understand measurable attributes by ...** **M.ME.1a** identifying and describing measurable attributes (including area, surface area, volume,	**Students understand measurable attributes by ...** **M.ME.1d** applying proportional reasoning to problems with ratios of length, area, and quantities measured	**Students understand measurable attributes by...** **H.ME.1a** making decisions about units and scales that are appropriate for problem-solving situations within or across mathematics disciplines or real-world contexts **N.Q-1, 2**

Progress Indicators

So, how do I get a student from here to there?



Core Content Connectors

Why Core Content Connectors (CCCs)?

- The purpose of the CCCs is to contribute to a fully aligned and coherent system of content, instruction, and assessment.
  - CCCs define connections between the Progress Indicators and the Common Core.
  - CCCs pinpoint *the starting point* to plan instruction and assessment for students with significant cognitive disabilities

What comes next?

- Once the CCC are finalized:
  - Lesson plans on skill sequences within prioritized big ideas or concepts will be developed in ELA and math
  - These plans will be piloted in several states with teachers to determine use and degree to which students learn content via the instruction using the plans
  - Once finalized (after pilot work), lesson plans will be disseminated to all states within NCSC for teacher use

NCSC Grant Timeline

- Tentative
  - Fall of 2012, dissemination and pilot of math materials
    - SD beginning 2nd year of Common Core implementation
  - Spring 2013 field test
  - Fall of 2013, dissemination and pilot of ELA materials
    - SD beginning 3nd year of Common Core implementation
  - Spring 2014 census test administration (intended to use for AYP)
    - SD testing of Common Core field test Spring 2014, full testing for AYP Spring 2015

Stay Updated

- Special Ed Alternate:

http://listserv.state.sd.us/archives/spedalternate.html

  - Get updates on NCSC Grant Project
  - Alternate assessment updates
  - Ask questions about alternate assessment and alternate standards
  - Share teaching ideas and technology

South Dakota Contact Information

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