

# Parent Overview of the MSAA

GRADE

4

## Parent Overview of the MSAA: Grade 4

This overview of the Multi-State Alternate Assessment (MSAA) explains:

- alternate assessment,
- importance of academic instruction,
- possible instructional supports, and
- ways to work with your child's teachers.

### Alternate Assessment

When you receive your child's test results, the report will show your child's score and performance level on the MSAA test. The scores are based on high expectations and these expectations are appropriate for students taking an alternate assessment in this grade. The test was designed using the principles of Universal Design for Learning (UDL) and has built-in supports such as:

- reduced passage length in reading;
- pictures and graphics included to help students understand;
- models in reading, writing, and mathematics;
- common geometric shapes and smaller numbers on the mathematics test; and
- the option to have the entire test read aloud.

The alternate assessment is designed to work with the way your child communicates. Teachers will provide all of the accommodations included in your child's Individualized Education Program (IEP) as long as they are consistent with MSAA policies. The MSAA offers a full set of sample items that can be used to practice and become familiar with item types, accessibility features, accommodations, and the online platform. To view the sample items, visit:

[www.msaaassessment.org/sample-items](http://www.msaaassessment.org/sample-items).

The MSAA test results, reported in the Individual Student Report (ISR), may be used to identify areas for needed improvement as well as areas of strength so that everyone can work together to help your child. Teachers may use this information to guide their teaching so that students learn the knowledge and skills of the grade-level academic content with appropriate supports.

Your child's teacher may have additional resources available through the school. Please talk with your child's teacher for more information on resources used to create lessons.

## College, Career, and Community Skills

- **Reading and writing** are important to understand books, gather and learn new information, make notes, share thoughts and stories, compare information, read schedules, etc.
- **Mathematics** is important to understand numbers, solve problems, schedule, arrange transportation, manage money, etc.
- **Communication skills** are important to advocate for self, participate in social and educational conversations, express wants and needs, access information, make requests, shop, prepare a meal, etc.
- **Age-appropriate social skills** are important to build knowledge and shared experiences with peers in school, the community, and work.
- **Independence and teamwork** are important to build problem-solving skills, understand and follow directions, complete a new task, work with others, and use provided supports.
- **Skills to access support systems** are important for academic instruction, collaborative work with peers, developing independence, requesting assistance, and using appropriate tools (e.g., calculator) to complete a task.

## Academic Instruction

Changes in our culture, our technology, and our work are happening at a fast pace. There are recognized college, career, and community skills that prepare our children for the world they will live in as adults. This preparation requires instruction that is individualized to meet your child's unique needs and is focused on skills to communicate, read, write, use mathematics, and develop work skills.

## Instructional Supports

Teachers have many tools and techniques to teach academic content. Teachers will provide the supports identified in your child's IEP. This should help your child learn the content and improve their knowledge, skills, and abilities as well as demonstrate them on the test.

The principles of UDL provide flexible approaches for curriculum and are used throughout the MSAA to provide support and accommodations as needed for all children, including your child. Teachers can use these same strategies to support your child in learning. For example, in reading, your child may listen to the story read by someone else and answer questions using a communication system. In mathematics, your child might use counters to help solve problems and follow steps that are provided for calculations instead of having to memorize the steps. Supports will be important as your child is introduced to new content.

Additional examples of supports include providing:

- information presented in different ways (e.g., with pictures, manipulatives, and simplified text),
- access to learning materials in different ways (e.g., listening to a story while using a screen reader or a version enhanced with textures, providing word or picture choices),
- different ways to show what your child has learned (e.g., answering using a switch-activated recording, presenting using technology, using eye gaze to select words or pictures to write a story), and
- multiple options to engage your child (e.g., providing choices, using topics of personal interest).

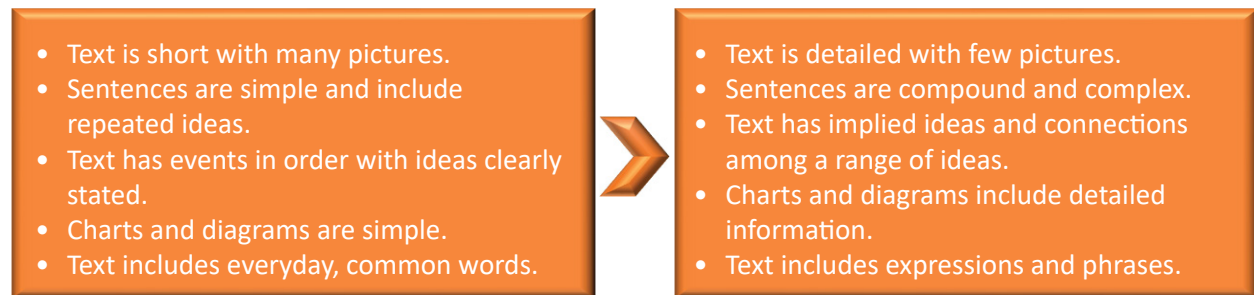
## English Language Arts – Grade 4

In the primary grades, the focus of your child’s instruction is on learning to read (e.g., matching letters and sounds to read words and recognizing sight words) and learning from, and enjoying, reading or listening to text read aloud. Your child will:

- read/listen to stories (e.g., *Alice’s Adventures in Wonderland*), poems, plays, and informational texts (e.g., science, geography, history, directions, etc.) that may be adapted;
- produce different types of writing: stories, informational, and persuasive; and
- learn communication skills (e.g., class discussions and presentations).

The complexity of the stories and informational text your child will read or listen to will increase throughout the year and as they move to the next grade. The following are a few ways that stories and text become more complex.

### Range of Text Complexity



Instructional activities should be individualized for your child as needed. For example, to help students find details and examples that help them make inferences, the teacher reads a passage from a familiar story. After reading and listening, the teacher states an inference (e.g., Digger chewed up the shoe) and asks which details from the story suggest that is what happened. The teacher reads the passage, sentence by sentence, with some students and has the students highlight the details that support the inference. For some students, the teacher provides phrases from the passage paired with pictures (e.g., “Digger hid in the corner” and a picture of a dog in a corner) for the students to choose the details.

Teachers often pair reading and writing together. The teacher reads parts of the story again, discussing the descriptive words (e.g., gigantic, bumpy) and transition words (e.g., because, then) found in the story. The teacher presents a picture, such as a dog and a cat looking at each other, and tells students to write a story to go with the picture. The teacher instructs students to use descriptive and transition words. Some students may use a software program that includes words and pictures to choose as they write the story. Some students may complete sentence starters (e.g., The dog looked at the cat. The cat \_\_\_\_\_.) using words provided by the teacher to finish the sentence (e.g., purred, ran away, licked the dog, hissed).

## ELA Sample Instructional Activities (text complexity increases in each grade)

### Grade 4

- Reading new multisyllable words using foundational skills (e.g., phonics, sight words, and word relationships)
- Learning new words and their meaning from fourth-grade stories or informational texts
- Finding details and examples that help make inferences and understanding important ideas in stories or informational texts
- Comparing and contrasting the point of view in two different stories
- Comparing and contrasting how the same event can be told differently in separate informational texts
- Using text features (e.g., heading, glossary, photographs) to help find information
- Sharing ideas and information by producing opinion pieces, informational pieces, and stories using precise language and a variety of transitional words (e.g., because)
- Communicating with classmates in discussions

### Grade 5 Preview

- Learning the meaning of new words and multiple-meaning words (e.g., mold) from reading fifth-grade stories or informational texts
- Identifying the theme and finding details and examples to understand important ideas in stories or informational texts and that support inferences and conclusions
- Comparing and contrasting characters, setting, or events in a story
- Comparing and contrasting information in two texts (e.g., two articles about turtles)
- Summarizing a story or informational text including the important ideas and details
- Understanding how authors use their point of view to describe things and to provide evidence to support the point of view
- Understanding and using information presented in different formats, including visually, quantitatively, and orally.
- Sharing ideas and information by producing opinion pieces using words to link reasons to the opinion, informational pieces using multiple sources of information, and stories using dialogue between characters
- Communicating with classmates in discussions and making presentations

## Mathematics – Grade 4

In the primary grades, the focus in mathematics is on learning about numbers, solving problems, studying two- and three-dimensional shapes, and getting information from graphs. All of these learning activities that you can expect your child to be involved in might be individualized for your child. This allows the skills to be taught, practiced, and learned so that your child can make progress more easily. Here is a mathematics example that shows how individualization might work.

The teacher gives the students a shape-sorting activity using angles that are acute, right, and obtuse. Students are given cutout shapes with the angle to measure specified. Students sort the shapes by whether the angles they measured are acute, right, or obtuse. Some students may sort shapes with angles using the full degree ranges of acute and obtuse angles; some students may sort shapes with angles that are more clearly acute or obtuse (e.g., acute angles of less than 45 degrees and obtuse angles of more than 135 degrees). Some students may sort angles that are acute, right, and obtuse; some students may sort either acute or obtuse and right angles.

## Mathematics Sample Instructional Activities

### Grade 4

- Learning about numbers by rounding to any place (i.e., ones, tens, hundreds, thousands), and reading, writing, and comparing decimals to tenths or hundredths
- Using addition, subtraction, multiplication, and division to solve problems with whole numbers
- Adding and subtracting fractions with denominators that are the same (e.g.,  $1/4 + 3/4$ )
- Working with shapes by identifying and classifying them using angles and their names (e.g., right angles) and lines (e.g., parallel and perpendicular lines)
- Using measurement to solve problems involving mass of objects, determining length, using formulas to calculate area and perimeter of rectangles, and converting measurements (e.g., 2 feet = 24 inches)
- Making, describing, and extending patterns
- Collecting, organizing, and explaining data in picture graphs, line graphs, and bar graphs

### Grade 5 Preview

- Determining place value to the thousandths, using decimals to the thousandths
- Writing numerical expressions involving only whole numbers and one or more operational symbols
- Using addition, subtraction, multiplication, and division to solve problems
- Adding, subtracting, multiplying, and dividing fractions
- Solving one-step problems using decimals
- Identifying properties of shapes (e.g., parallel and perpendicular lines)
- Graphing points on grids and finding points on x- and y-axes; comparing information in graphs
- Calculating volume of three-dimensional rectangular shapes; converting measurements (e.g., 3 feet = 1 yard)
- Making and describing number patterns
- Determining if multiplying by a number will increase or decrease the answer
- Organizing and describing data and data patterns using bar graphs, picture graphs, and line plots

## Families Working with Teachers

Children learn well when teachers and families work together. You can help your child learn when you and their teachers share information with each other. You can share how your child learns best and what their interests are. It is also important to provide your child with learning activities suggested by their teachers. To do this, you should find out what your child's instruction looks like and what your child is expected to learn and do. For example, the activity might be to read and answer questions about a story. The teacher might say that the most important part is for your child to answer the questions, which they can do after listening to the story instead of reading it alone. Likewise, writing might include the way your child communicates their thoughts and ideas. This might be by using the computer, assistive technology, or dictation instead of using a pencil and paper.

### NCSC Curriculum and Instructional Resources for Teachers and Parents

- Content Modules (explanation of grade-level content)
- Instructional Families (skills for each grade)
- Curriculum Resource Guide (examples for teaching grade-level content)
- UDL Units (model universally designed lesson plans)
- Instructional Resource Guide (instructional strategies)
- Systematic Activities for Scripted Systematic Instruction (samples of intensive instruction: LASSIs for language arts and MASSIs for mathematics)

## Summary

As everyone works together to support your child's learning of the college, career, and community skills, the MSAA provides guidance on the appropriate content and supports. Teachers and families working together will make individualized instruction meaningful and will help your child develop those skills. As you read through this overview and look at your child's ISR, please contact your child's teacher if you need more information.





