

Illinois Alternate Assessment Reading Frameworks Priorities Grade 11

In the spring of 2006, a team of Illinois educators created the new Illinois Alternate Assessment (IAA) Frameworks. The purpose of the frameworks is to prioritize the skills and knowledge from the Illinois Learning Standards for students with the most significant cognitive disabilities, in order to develop a new Illinois Alternate Assessment. The Illinois State Board of Education (ISBE) contracted Pearson Educational Measurement (PEM), and their subcontractor partners, Beck Evaluation and Testing Associates, Inc. (BETA), and the Inclusive Large Scale Standards and Assessment (ILSSA) group, to develop the new IAA in grades three through eight and 11 for Reading and Mathematics; in grades four, seven, and 11 for Science; and in grades three, five, six, eight, and 11 for Writing. BETA's responsibilities include providing event-based assessment activities linked to the IAA Frameworks, developing the assessment rubric, and incorporating principles of Universal Design for Learning. ILSSA's responsibilities include facilitating the development of the IAA Frameworks and providing statewide staff development on how to access grade-level curriculum. Pearson Learning Group (PLG) is a division of PEM and their responsibilities include providing a customized online scoring tool along with training to use this feature.

During the framework development meetings, educators were divided into development teams based on both content area and grade level focus. Addressing reading, writing, mathematics, and science, each content area had one development team for elementary school, one for middle school, and one for high school. Each team consisted of at least one general education teacher, one special education teacher, and one content expert. The process used by the development teams to create the Illinois Alternate Assessment Frameworks was as follows:

The development teams reviewed each of the assessment objectives (statements coded with numbers such as 1.11.01) in grades three through eight. For each assessment objective, the teams:

- Identified the critical function, or the main idea of the objective;
- Wrote an instructional activity that could be used to teach the skills needed to meet the assessment objective in the general education classroom;
- Wrote a modified instructional activity that could be used to teach students with the most significant cognitive disabilities the same skills; and
- Identified three assessment activities that could be used to assess students with the most significant cognitive disabilities on the skills described in the modified activity.

After the development teams examined the assessment objectives and wrote both instructional and assessment activities for each grade level, the teams prioritized the assessment objectives and selected the assessment objectives which are most suitable for students with the most significant cognitive disabilities. The leadership team at ISBE reviewed these priorities for further refinement. These pilot priorities will form the basis for the new IAA performance test items. Following the completion of the fall 2006 writing pilot, a review may be necessary in order to determine if the new IAA priorities are appropriate and provide a comparable assessment to the general statewide assessment.

Using grade-level curriculum as the focus, the development teams described the instructional and assessment supports, accommodations, and assistive technology required to ensure access to quality instruction. The descriptions produced by the development teams were summarized into a set of statements designed to provide consistency across the content frameworks. These statements are as follows:

- Appropriate instruction must occur prior to the assessment activity.
- All activities must provide appropriate support, accommodations, and/or assistive technology during both the instructional activities and the assessment process. This may include the following:
 - The use of prompting strategies, ranging from minimum prompts to full physical assistance in order to create a learning continuum for correct responses.
 - The use of assistive technology, ranging from low tech to high tech.

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- The reduction of breadth, depth, and/or complexity.
- Specific instructional strategies and the instructional environment for the individual student vary and should be determined by the student's IEP team.
- During assessment activities, the students should use the mode of communication that they used to learn and practice the skills during instructional activities.
- Instruction should be presented to the student in a way that is authentic, accessible, and meaningful (e.g., tactile objects, picture symbols, or use of a text reader), to ensure the student has multiple opportunities to learn and demonstrate knowledge.
- Instruction should take place within the context of grade-level content, using age-appropriate activities and materials, regardless of the placement of the student.
- Instruction must incorporate age-appropriate activities and materials which represent the same grade level content as their peers without disabilities. However, the activities and materials may be adapted to meet the individual needs of the student (e.g., reduce the language requirements or difficulty of the task) as long as the context of the materials used by same age peers remains intact.

All instructional practices should occur using available resources and materials familiar to the learners.

Communication skills are essential to the assessment of students with significant cognitive disabilities. Symbolic communication skills form the foundation for reading, mathematics, and writing. Students with significant cognitive disabilities are very diverse in their communication ability. Some students communicate symbolically, while others communicate in highly individualized ways. There are some important considerations in the development of symbolic communication skills which include the following:

- All students communicate regardless of their level of symbolic language use.
- Students with the most significant cognitive disabilities can acquire generalized use of objects (or object selection) to communicate preferences (Hetzroni, Rubin, Konkol, 2002).
- Language learners must use symbols repeatedly, interactively, and generatively during meaningful and ongoing activities in language-rich environments (Goossens, Crain, & Elder, 1992; Cafiero, 1998; Goossens, et al., 1992; Romiski & Sevcik, 1996; Miller & Eller-Miller, 2002; Mirenda, 2003).
- Competent use of language for multiple purposes, audiences, and contexts facilitate the metalinguistic skills required for reading comprehension (Rankin, Harwood, & Mirenda, 1994).

The assessment activities in this document reflect three types of students who represent the continuum of communication skills within this student population.

- The first activity is designed for students who inconsistently respond to communication and inconsistently use words, objects, or gestures to communicate expressively.
- The second activity is for learners who are beginning to use understandable communication through gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- The third activity is for students who are using verbal or written words, sign language, Braille, or any language-based augmentative system to request, initiate, and respond to questions, describe things or events, and express refusal.

Throughout the frameworks document, the suggested general education instructional and modified instructional activities are written in plural form, as instruction is typically provided to a whole class. However, the instruction for these activities may be provided in the context of whole class instruction, small group instruction, or individually based on student needs.

Conversely, the assessment activities are written in the singular form, as the IAA is a standard assessment measuring individual performance.

The process of reviewing the frameworks and aligning the new IAA to the Illinois Learning Standards and regular assessment is an ongoing process. The activities in this document were created by Illinois teachers and are only suggested activities that may be used to teach the assessment objectives listed. The activities, materials, and techniques listed in the frameworks are just one possible way to teach these assessment objectives and should not to be considered the state-mandated strategy for teaching any given assessment objective. Teachers should feel

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comfortable in using other strategies, materials, or activities that may already be in place or familiar to the teacher. The IAA Frameworks and the IAA itself will continue to be reviewed and adjusted as changes occur with the Illinois Standards and/or the general assessment.

Grade 11 Priorities

State Goal 1 (Grade 11)

Vocabulary Development (Standard A)

- 1.11.01 Determine the connotation of a familiar or unfamiliar word using word, sentence, and cross-sentence clues.
- 1.11.02 Determine the meaning of a word in context when the word has multiple meanings.

Reading Comprehension (Standard C)

Literal or Simple Inference

- 1.11.08 Infer the meaning of a passage.
- 1.11.09 Identify significant details.

Summarizing and Main Idea

- 1.11.13 Identify the main idea when it is not explicitly stated.

Sequencing and Ordering

- 1.11.14 Identify the causes of events in a passage.
- 1.11.16 Sequence steps and instructions

Drawing Conclusions Based on Evidence

- 1.11.22 Apply information to a described situation

Interpreting Instructions

- 1.11.25 Apply information to new situations

Author's Purpose and Design-None identified

State Goal 1					
Vocabulary Development (Standard A)					
Words in Context					
1.11.01 Determine the connotation of a familiar or unfamiliar word using word, sentence, and cross-sentence clues.					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Understand that words carry connotations based on a reader's cultural background, politics, emotional state, gender, attitudes, or life experiences.	The teacher will provide a list of words (i.e., clowns, spiders, apartheid, debonair, detente, & war) that are prone to elicit various emotional responses in a reader. The students will write paragraphs about his or her emotional response to the word and the possible responses of readers from different cultural backgrounds and/or life experiences.	Same as Suggested General Education Activity with needed supports.	Given a word and two choices of possible connotations of the word and two choices that are not possible connotations of the word, the student will identify the choices that may be a connotation for the given word.	Given a specific word, the student will identify as many possible connotations for that word as they can.	Given two words, the student will identify two possible connotations for each word.

State Goal 1					
Vocabulary Development (Standard A)					
Words in Context					
1.11.02 Determine the meaning of a word in context when the word has multiple meanings.					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Identify the different meanings of the same word.	The teacher will provide direct instruction in determining the meaning of a word in context when the word has multiple meanings. The teacher will provide several written passages in which a single word is assigned a different meaning (i.e., the word “hit”). The students will define the word based on the context clues within each passage.	The teacher will provide direct instruction in determining the meaning of a word in context when the word has multiple meanings. The teacher will provide words that have different meanings. The students will role play the word meanings for each word (i.e., John hits baseball. John has a hit record).	Given two or three picture choices, the student will point to the picture of a word’s meaning in a given phrase or sentence.	Given a word used in two or three different phrases and/or sentences, the student will tell his or her knowledge of the different word meanings.	Given a word used in two or three different phrases and/or sentences, the student will write the implied word meanings of a word used in phrases and/or sentences of the different implied word meanings.

State Goal 1					
Reading Comprehension (Standard C)					
Literal or Simple Inference					
1.11.08 Infer the meaning of a passage.					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Figure out the implied meaning of a passage.	The teacher will explain what inference means and the various methods readers use to understand implied meaning (diction, connotation, denotation, etc.). The students will practice deciphering various passages (as in Marc Antony's speech in Julius Caesar) by using board work, overhead projector, or worksheets. The students will understand the workings of an inference. Given a passage, the students will highlight or circle each word or phrase that contributes to decoding the passage and write out or verbalize the meaning of the passage based on his or her inference.	The teacher will use available resources (i.e., video, computer clips, a reading selection) to discuss the possible meanings or themes inferred by the material. The teacher will provide an additional resource (i.e., video, computer clips, a reading selection) for students to review. The students will choose pictures that represent or complete cloze sentences that depict the themes or overall meanings of the material.	Given a phrase, sentence, or picture, the student will respond to "yes" and "no" questions depicting the inferred meaning of a passage or visual material.	Given a phrase, sentence, or picture, the student will complete cloze sentences about what they think or infer from the passage or visual material.	Given a passage, the student will answer "why" or "how" inferential questions about what they think or infer from the passage.




State Goal 1

**Reading Comprehension (Standard C)
Literal or Simple Inference**

1.11.09 Identify significant details.

Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
List or otherwise identify stated details in a reading selection.	The teacher will list several details of setting or characterization on the board and highlight the details that may be significant to the story as a whole (the main character is brave but flawed). The students guess how these highlighted traits or details may contribute to the plot in the future (i.e., The character fights loyally for his King, but makes poor choices that bring about his down fall). The students will discuss how different characteristics or details may lead to different outcomes within the plot.	Same as Suggested General Education Activity with needed supports.	Given a field of two (one distracter and one match), the student will match correct detail picture or manipulative that corresponds to a detail in the reading selection.	Given a passage, the student will tell two or three details in a reading selection.	Given pictures or highlighted words in a reading selection, the student answer the five W questions.

State Goal 1					
Reading Strategies (Standard C)					
Summarizing and Main Idea					
1.11.13 Identify the main idea when it is not explicitly stated.					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Identify implied main ideas.	The teacher will read a short story and discuss what the main ideas may be. The students will write possible main ideas and list supporting details for each claim beneath each. Within small groups, the students will identify the most heavily-supported main idea to share with the class as a whole.	The teacher will read a passage. The students will then complete a T-chart with pictures, word cards, or phrases on short sentence strips that contain the details of the story. The students will discuss the story, its details, and state the main idea as a group.	Given a detail, the student will choose which picture matches the detail.	Given a passage, the student will complete a T-chart (with pictures or word cards) that contains the details of the story and then state the main idea based on the details.	Given a passage, the student will complete a cloze passage that retells the story using words, phrases, or pictures.

State Goal 1									
Reading Strategies (Standard C)									
Sequencing and Ordering									
1.11.14 Identify the causes of events in a passage.									
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3				
Explain what causes certain events to take place in a passage.	The teacher will read and discuss a literary work based on cause-effect, such as a tragedy (Macbeth). The students will determine the major events of the drama in chronological order (i.e., Macbeth kills Duncan, Macbeth kills Banquo). The students will explain what caused that event (i.e., Macbeth's "vaulting ambition" or Macbeth doesn't want Banquo's progeny to be king).	The teacher will show pictures from available resources and ask the students what caused the events to happen (i.e., Show a picture of a person who has fallen and is upset. Ask: What caused him/her to be upset?). The students will listen to or read a passage, discuss using pictures, word cards, or phrases on short sentence strips. The students will complete a cause/effect chart.	Given a phrase (i.e., the girl has fallen), the student will be given two pictures (one of the girl falling and one of a girl sitting) and choose the correct picture.	<p>Given a cause picture (i.e., girl falling), the student will complete a cause/effect T chart choosing an emotional effect picture (i.e., happy or sad).</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Cause</th> <th style="text-align: center;">Effect</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A girl falls. D</td> <td style="text-align: center;">  </td> </tr> </tbody> </table>	Cause	Effect	A girl falls. D		Given a picture or scenario, the student will complete cloze sentences that tell why an event happened.
Cause	Effect								
A girl falls. D									

State Goal 1					
Reading Strategies (Standard C)					
Sequencing and Ordering					
1.11.16 Sequence steps in instructions.					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Sequence steps and instructions.	The teachers will assist the students to choose an activity which follows specific steps of instruction (i.e., follow recipe, build a bird house, make a clay pinch pot, etc.). Based on the activity, the students will develop instructions for the activity (i.e., write a recipe, give a blueprint with steps for building a bird house, or give demonstration on steps in making a pinch pot). To further the activity and assess the sequence of instruction, have peers follow the instructions to create the finished product (i.e., food, bird house, pinch pot).	The teachers will assist the students to choose an activity which follows specific steps of instruction (i.e., follow recipe). Based on the activity, the students will develop instructions for his or her chosen activity (i.e., write a recipe). To further the activity and assess the sequence of instruction, have peers follow the instruction to create the finished product.	Given instructions, the student will perform one or two steps (i.e., performs steps of a recipe). (i.e., Directed to turn off the light; - the student moves to light and flips the switch).	Given instructions, the student will perform three or more steps (i.e., performs steps of a recipe).	Given instructions, the student will perform all several steps (i.e. performs steps of a recipe).

State Goal 1

**Reading Strategies (Standard C)
Drawing Conclusions Based on Evidence**

1.11.22 Apply information to a described situation.

Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Add additional details to a described situation.	At the beginning of a text (such as <i>The Great Gatsby</i> or <i>A Long Day's Journey's Into Night</i>), the teacher will have students log his or her opinions of the characters (such as Edmund or Gatsby) and as the reading progresses. The students will revise his or her opinions of the characters as additional background information is given about each character. At the conclusion of the text, the students will summarize and synthesize the characters' background information and evaluate how the author used the chronology of detail dispersal to manipulate the reader's opinion of the character and maintain a sense of suspense.	The teacher will discuss and use a chart to show how a character's personality and physical characteristics are enhanced with more detail as a story progresses. The students will discuss how the information made a difference in the story. The students will listen as the teacher reads a story and adds characteristics (age, hair color, nice, angry, etc.) to the character as the story progresses. The students will answer question about what those facts tell about the character.	Given a story that includes two characteristics that are applicable to a question about the character or setting of the story, the student will answer a question. (i.e., The story mentions two items such as sunglasses and a beach towel and the student will determine what season it is.)	Given a story that includes three characteristics that are applicable to a question about the character or setting of the story, the student will answer a question. (i.e., The story mentions three items such as sunglasses, beach towel, and sunscreen and the student will determine what season it is.)	Given a story, the student will answer a question regarding what the person is going to do. (e.g. given a set of cleaning supplies such as dish soap, a rag, and paper towels, the student determines the person will be cleaning house.)

State Goal 1

**Reading Strategies (Standard C)
Interpreting Instructions**

1.11.25 Apply information to new situations.

Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Apply information learned to new situations.	The teacher will read a passage from a text from a particular genre (i.e., gothic short story) and explain a literary technique (i.e., use of the supernatural). After discussing how that technique was applied to the text, the teacher will choose another passage from the same genre. The students will analyze the similar techniques employed by the author of the new passage.	The teacher will provide information about the proper way to act in an interview, using available resources (i.e., video interview techniques, modeling correct/incorrect interviews, role playing). The students will transfer interview skills to a mock/real-life interview setting.	Given three yes/no questions about the proper way to act when meeting someone for the first time, the student will model the correct response.	Given information about the proper way to act in an interview, the student will identify correct and incorrect skills and model the correct skills using available resources. (i.e., video interviewing, modeling, role playing)	Given an interview, the student will choose the correct interview techniques (such as clothing, grooming, word choice, manners, eye contact, body language, etc.) by role playing or viewing pictures.