

## Illinois Alternate Assessment Reading Frameworks Priorities Grade 4

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 1.4.04) 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.
  - 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.

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- 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 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 4 Priorities**

### **State Goal 1 (Grade 4)**

#### **Vocabulary Development (Standard A)**

- 1.4.04 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
- 1.4.07 Determine the word that best fits a given context.

#### **Reading Strategies (Standard B and C)**

- 1.4.09 Activate prior knowledge to establish purpose for reading a given passage.
- 1.4.10 Identify probable outcomes or actions.
- 1.4.15 Demonstrate understanding by using graphic organizers (e.g., Venn diagrams and semantic webs) to represent passage content.

#### **Reading Comprehension (Standard C)**

- 1.4.17 Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- 1.4.21 Identify or summarize the order of events in a story.
- 1.4.25 Determine whether a set of complex instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).

### **State Goal 2 (Grade 4)**

#### **Literary Elements and Techniques (Standard A)**

- 2.4.01 Differentiate among the literary elements of plot, character, setting, and theme.
- 2.4.06 Compare stories to personal experience, prior knowledge, or other stories.

#### **Variety of Literary Works (Standard B)**

- 2.4.13 Identify the following forms and genres: myth or legend, story, folktale, nonfiction, poem.

<b>State Goal 1</b>					
<b>Vocabulary Development (Standard A)</b>					
<b>Words in Context</b>					
<b>1.4.04 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.</b>					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	The teacher will model strategies of decoding, word structure, re-reading with a substitution or omission and using picture clues in order to determine the meaning of unknown words. The students will use cloze passages to determine which words belong in the blank.	The teacher will model strategies of decoding, word structure, re-reading and using picture clues in order to determine the unknown meaning of words. The students will use the modeled strategies to determine meaning of words.	Given three unknown words contained in three passages, pictures of two possible definitions of each word, one that matches the word and a distractor, the student will select the picture that represents the targeted word from each read passage.	Given five unknown words contained in five passages, and a list of possible definitions, the student will use the learned strategies to determine the meaning of each word by selecting the correct definition.	Given passages of text with ten unknown words, the student will utilize learned strategies to determine the meaning of each word.

<b>State Goal 1</b>					
<b>Vocabulary Development (Standard A)</b>					
<b>Words in Context</b>					
<b>1.4.07 Determine the word that best fits a given context.</b>					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Determine the word that best fits a given context.	The teacher will provide the students with cloze passages. The students will determine which words belong in the blank based on context clues.	Same as Suggested General Education Activity with needed supports.	Given cloze passages, the student will determine which word belongs in three sentences with a missing word.	Given a word bank, the student will determine which word belongs in five sentences with a missing word.	Given five sentences with a missing word, the student will identify a word that belongs in each sentence.

<b>State Goal 1</b>					
<b>Reading Strategies (Standard B)</b>					
<b>1.4.09 Activate prior knowledge to establish purpose for reading in a given passage.</b>					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Activate prior knowledge to establish a purpose for reading	The teacher will demonstrate to students how to connect prior knowledge to a text in order to determine the purpose for reading the passage. The students will use graphic organizers (i.e., KWL charts, anticipation guides, prediction charts) to practice.	Same as Suggested General Education Activity with needed supports.	Given a passage and picture representations, the student will answer yes/no questions to predict the topic of the passage prior to reading.	Given a passage, the student will answer yes/no questions about the topic prior to reading.	Given a passage, the student will propose the purpose for reading the passage.

<b>State Goal 1</b>					
<b>Reading Strategies (Standard B)</b>					
<b>1.4.10 Identify probable outcomes or actions.</b>					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Make valid predictions based on text.	The teacher will describe how to identify probable outcomes or actions. The students will read the first two pages of a story, make a prediction about the rest of the story, and validate their predictions.	The teacher will describe how to identify probable outcomes or actions. After listening to part of a story, the students will make a prediction by choosing what they think will happen.	Given a grade four story, the student will choose a picture from a choice of two that accurately predicts what will happen in a story.	Given a grade four story and a teacher prompt, the student will finish a cloze sentence making a prediction about what will happen.	Given a grade four story and a teacher prompt, the student will make a prediction about what will happen.

<b>State Goal 1</b>					
<b>Reading Strategies (Standard B)</b>					
<b>1.4.15 Demonstrate understanding by using graphic organizers (e.g., Venn diagrams and semantic webs) to represent passage content.</b>					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Demonstrate understanding by using graphic organizers.	The teacher will provide direct instruction on locating information using graphic organizers. The students will practice by placing missing information in a graphic organizer.	Same as suggested General Education Activity with necessary supports.	Given a completed graphic organizer, the student will answer yes/no questions about information contained in the graphic organizer.	Given a completed graphic organizer, the student will answer multiple-choice questions about information contained in the graphic organizer.	Given a completed graphic organizer, the student will answer open-ended questions about information contained in the graphic organizer.



<b>State Goal 1</b>					
<b>Reading Comprehension (Standard C)</b>					
<b>Literal or Simple Inference</b>					
<b>1.4.17 Determine the answer to a literal or simple inference question regarding the meaning of a passage.</b>					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Answer literal or simple inference questions.	The teacher will provide direct instruction on literal and inference questions. After specific strategy instruction (i.e., QAR, scanning, key words), the students will read a passage and practice answering literal or simple inferential questions.	The teacher will provide direct instruction on literal and inference questions. With shared and guided reading, the students will answer questions about the text.	Given a read passage and literal or inference questions, the student will answer the question by selecting the correct answer from a choice of two possible answers.	Given a read passage and literal or inference questions, the student will answer the questions.	Given a read passage and literal or inference questions, the student will answer the questions and state whether it was a literal or inference question.

<b>State Goal 1</b>					
<b>Reading Comprehension (Standard C)</b>					
<b>Sequencing and Ordering</b>					
<b>1.4.21 Identify or summarize the order of events in a story.</b>					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Sequence events in story	The teacher will provide direct instruction in identifying or summarizing the order of events in a story. The students will practice by placing events from a story in order.	Same as suggested General Education Activity with necessary supports.	Given three pictures representing a story, the student will place them in logical order.	Given five or more pictures or sentence strips, the student will place them in logical order.	Given a story, the student will list three or more events of the story.

<b>State Goal 1</b>					
<b>Reading Comprehension (Standard C)</b>					
<b>Interpreting Instructions</b>					
<b>1.4.25 Determine whether a set of complex instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).</b>					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Determine whether a set of simple instructions or procedures is complete, and, therefore, clear.	The teacher will provide direct instruction on examining a set of complex instructions for completeness. The teacher will give the students a set of incomplete steps. The students will perform steps and determine which step is missing.	The teacher will provide direct instruction on examining instructions for completeness. With teacher support, the students will follow a set of instructions, written or pictorially represented, and indicate if they are complete.	Given a three-step instruction, the student will perform the instructions, and indicate if they are complete.	Given a four-step instruction, the student will perform the instructions, and indicate if they are complete.	Given a four-step instruction, the student will perform the instructions, indicate if they are complete and identify a missing step.

<b>State Goal 2</b>					
<b>Literary Elements and Techniques (Standard A)</b>					
<b>Story and Literary Structure</b>					
<b>2.4.01 Differentiate among the literary elements of plot, character, setting and theme.</b>					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Identify important events.	The teacher will present a read aloud to introduce literary elements. The students will use post it notes to tag important events in text.	The teacher will present a read aloud to introduce literary elements. The students will identify story, plot and setting.	Given pictures of characters and non-characters from story, the student will pick the characters from the story.	Given pictures of characters, plots, themes, and settings from story, the student will sort the pictures under the headings of plot, character, theme, and setting.	Given a story, the student will identify the plot, theme, characters, and setting.

<b>State Goal 2</b>					
<b>Literary Elements and Techniques (Standard A)</b>					
<b>Story and Literary Structure</b>					
<b>2.4.06 Compare stories to personal experience, prior knowledge, or other stories.</b>					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Compare stories to personal experience, prior knowledge, or other stories.	The teacher will provide direct instruction on comparing stories to personal experience, prior knowledge, and other stories. The students will write and share response journals and make text to text, text to self and text to world connections.	The teacher will provide direct instruction on comparing stories to personal experience, prior knowledge, and other stories. The students will make visual representation showing how one story can relate to another story or to personal experience.	Given two stories, the student will select three common facts between the two using pictures.	Given a story and possible facts, the student will match one fact from a previously read story to this story.	Given a story, the student will identify one fact from a previously read story that is the same.

<b>State Goal 2</b>					
<b>Variety of Literary Works (Standard B)</b>					
<b>2.4.13 Identify the following forms and genres: myth or legend, story, folktale, nonfiction, poem.</b>					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Identify genres	The teacher will provide direct instruction on the forms and genres of literary works, describing the characteristics of each and reading an example. The students will sort and identify known books into the different types of genre.	The teacher will provide direct instruction on the forms and genres of literary works, describing the characteristics of each and reading an example. The teacher will chart the types of books read aloud in class. The students will chart their own book with assistance.	Given one type of literary work read aloud, the student will identify the genre from a choice of two types of genre.	Given three types of literary work, the student will match each one to its name.	Given a type of literary work, the student will identify which genre they are reading.