

Illinois Alternate Assessment Writing 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 3.11.09) 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.
- During assessment activities, the students should use the mode of communication that they used to learn and practice the skills during instructional activities.

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- 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 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.

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Goal 3: Write to communicate for a variety of purposes.

A. Grammar, Sentence Structure, Spelling, Punctuation and Capitalization: Grammar and Sentence Structure:

3.11.09 Recognize the proper case of a pronoun in a given context (e.g., She—*not* “*Her*”—and I went to the math contest.).

3.11.12 Avoid run-on sentences, fused sentences, comma splices, and sentence fragments.

3.11.14 Maintain consistency of person within a sentence and between sentences (e.g., You may spend the time riding your bike or jogging around the track. You—*not* “*One*”—may also lift weights.)

3.11.16 Maintain the proper verb tense within a sentence and between sentences.

3.11.21 Recognize whether the end of a sentence should be punctuated with a period, question mark, or exclamation point.

B. Composition: Organization and Paragraphs

3.11.28 Recognize the best order of words in a sentence or of sentences in a paragraph to maintain or establish clarity and coherence.

3.11.32 Identify additional information most relevant to a paragraph (e.g., information, from a list, that adds something to a paragraph).

3.11.34 Recognize words that maintain the style and tone of a paragraph or essay (e.g., avoiding words that are too formal, casual, old-fashioned, academic, technical for an established context).

B/C. Composition

3.11.35 Expository Writing: Write an expository passage describing or explaining something very familiar.

Responses are scored using the following features included in the Persuasive/Expository rubric: Focus, Support, Organization, Integration, and Conventions.

The rollout for the new IAA is as follows:

- **2007 Start with Grades Five, Eight, and 11**
- **2008 Add Grade Six**
- **2009 Add Grade Three**

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State Goal 3: Write to Communicate for a Variety of Purposes

Grammar, Sentence Structure, Spelling, Punctuation and Capitalization (Standard A) Grammar and Sentence Structure

3.11.09 Recognize the proper case of a pronoun in a given context (e.g., *She—not “Her”—and I went to the math contest.*).

Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Recognize objective or subjective pronoun case.	Using examples, the teacher will explain the differences between subjective and objective cases of pronouns. The students will be given several pronouns and they will sort them as objective or subjective. Then, given several sentences, the students will replace nouns in a sentence with the appropriate case of pronouns.	The teacher will explain the differences between subjective and objective case of pronouns. Given one pronoun at a time, students will sort the pronoun as objective or subjective. Using the sorted pronouns, the students will replace the noun in a sentence with the appropriate case of pronoun.	Given a sentence with a missing possessive pronoun, the student will indicate which pronoun belongs in the sentence.	Given a sentence with an incorrect pronoun, the student will identify the incorrect pronoun and correct it.	Given two easily confused possessive pronouns, the student will create a sentence, showing correct usage, for each possessive pronoun.

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State Goal 3: Write to Communicate for a Variety of Purposes

Grammar, Sentence Structure, Spelling, Punctuation and Capitalization (Standard A)

Grammar and Sentence Structure

3.11.12 Avoid run-on sentences, fused sentences, comma splices, and sentence fragments.

Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
<p>Students will write correct sentences.</p> <p>Example Correct: Linda sat at her chair. She wanted to know what to read. <i>Or</i> Linda sat at her chair because she wanted to know what to read. Incorrect: Linda sat at her chair she wanted to know what to read.</p>	<p>The teacher will guide the students in a mini-lesson about run-on sentences, fused sentences, comma splices, and sentence fragments. The students will read a student-generated piece of writing and identify sentences written incorrectly. The students will correct those sentences.</p>	<p>The teacher will guide the students in a mini-lesson about run-on sentences, fused sentences, comma splices, and sentence fragments. For sentence fragments, the teacher will ask the students to provide the part of the sentence that is missing.</p>	<p>Given two sentences, one incorrect and one correct, the student will choose the sentence that is grammatically correct.</p>	<p>Given writing prompt and an incorrect sentence, the student will rewrite it correctly.</p>	<p>Given writing prompt and a paragraph containing run-on sentences, fused sentences, comma splices and sentence fragments, the student will rewrite the paragraph correctly.</p>

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State Goal 3: Write to Communicate for a Variety of Purposes

Grammar, Sentence Structure, Spelling, Punctuation and Capitalization (Standard A)

Grammar and Sentence Structure

3.11.14 Maintain consistency of person within a sentence and between sentences (e.g., You may spend the time riding your bike or jogging around the track. You—not “One”—may also lift weights.).

Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Use the same pronoun within and between sentences.	The teacher will provide example sentences and passages that demonstrate consistency of person within a sentence and between sentences. Given a separate passage, the students will identify changes in person within a sentence and between sentences and make the necessary corrections.	The teacher will provide example sentences and passages that demonstrate consistency of person within a sentence and between sentences. Given a sentence fragment that includes a pronoun, the students will complete the sentence maintaining a consistency of person.	Given two simple sentences, one correct and one incorrect, the student will identify the incorrect sentence and provide the correct person (when given a choice of two).	Given two simple sentences that are incorrect, the student will change the person (when given a choice of two) to correct the sentence.	Given a writing prompt, the student will create two sentences in which the person is consistent.

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State Goal 3: Write to Communicate for a Variety of Purposes

Grammar, Sentence Structure, Spelling, Punctuation and Capitalization (Standard A)

Grammar and Sentence Structure

3.11.16 Maintain the proper verb tense within a sentence and between sentences.

Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
<p>Maintain the same verb tense throughout a sentence and paragraph.</p> <p>Example Correct sentence: Jim went to the store and bought a candy bar Incorrect sentence: Jim went to the store and buys a candy bar.</p>	<p>As review of verb tenses, students will read a passage and highlight verbs in order to indicate their verb tense. Students will use student-generated papers to peer edit. The focus of the peer editing will be verb tense consistency.</p>	<p>Using a three-column chart, the teacher will place common verbs into past, present, and future tense. Students will place other verbs in the proper columns. The teacher will read a sentence that has multiple verb tenses. The students will identify the verb tenses and correct them to make them consistent throughout the sentence.</p>	<p>Given one sentence with multiple verbs and in which one verb is missing, the student will choose between two verb tenses to complete the sentence.</p>	<p>Given two sentences with multiple verb tenses in which one verb is missing, the student will choose between two verb tenses to complete each sentence.</p>	<p>Given writing prompt, the student will create a sentence that demonstrates consistency of verb tense.</p>

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State Goal 3: Write to Communicate for a Variety of Purposes

Grammar, Sentence Structure, Spelling, Punctuation and Capitalization (Standard A)

Grammar and Sentence Structure

3.11.21 Recognize whether the end of a sentence should be punctuated with a period, question mark, or exclamation point.

Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Use punctuation to create clear sentences.	The teacher will review all types of punctuation that can be found in a sentence and the purpose of each type of punctuation. Students will write a composition utilizing various types of punctuation.	Same as suggested General Education Activity with necessary supports.	Given two sentences, one with correct and one with incorrect punctuation, the student will select the sentence in which all punctuation is correct.	Given a sentence without punctuation, the student will provide the correct punctuation mark.	Given a paragraph without punctuation, the student will provide the correct punctuation marks.

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State Goal 3: Write to Communicate for a Variety of Purposes					
Composition (Standard B)					
Organization and Paragraphs					
3.11.28 Recognize the best order of words in a sentence or of sentences in a paragraph to maintain or establish clarity and coherence.					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Establish and maintain clarity and coherence in a composition.	After reviewing how to write a good paragraph, the teacher will give the students sentences that make up the paragraph. The students will arrange the sentences so the paragraph makes sense. The students will present their paragraphs to the class and explain their choices.	After reviewing how to write a good paragraph, the teacher will give the students words that make up a simple sentence. The students will arrange the words to create a sentence. This should be modeled as a class before students attempt to complete the activity on their own.	Given a scrambled three-word sentence, the student will indicate the order in which to place the words to demonstrate a coherent sentence.	Given two simple sentences, the student will indicate the order in which to place the sentences to demonstrate coherence.	Given at least three simple sentences, the student will indicate the order in which to place the sentences to demonstrate coherence.

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State Goal 3: Write to Communicate for a Variety of Purposes					
Composition (Standard B) Organization and Paragraphs					
3.11.32 Identify additional information most relevant to a paragraph (e.g., information, from a list, that adds something to a paragraph).					
Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
Identify information that would be important to add to a paragraph.	The teacher will clarify the expectations for the different types of paragraphs (e.g., descriptive, narrative, expository, persuasive, etc.). For example, if the students are writing an informative paragraph about an author, the students will brainstorm a list of concepts that they would include in the paragraph. The students will read text or other resources, gleaning the information that they feel is important to the paragraph. The students will write the paragraph, and upon the completion of the paragraph refer to their list of important concepts to make sure they have included all the relevant information.	The teacher will clarify the expectations for the different types of paragraphs (e.g., descriptive, narrative, expository, persuasive, etc.). The teacher will model a three to five-sentence paragraph about a specific topic for the students. The teacher will provide three sentences for the students. One of the sentences will be about the specified topic and two will not. The teacher will ask the students to identify the sentence that should be added to the paragraph.	Given a topic for an informative paragraph, the student will choose two words that are relevant to the topic.	Given a topic for an informative composition, the student will identify three sentences that are relevant to the topic.	Given a topic for an informative composition, the student will write a short three- to five-sentence composition that includes details relevant to the topic.

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State Goal 3: Write to Communicate for a Variety of Purposes

Composition (Standard B) Organization and Paragraphs

3.11.34 Recognize words that maintain the style and tone of a paragraph or composition (e.g., avoiding words that are too formal, casual, old-fashioned, academic, technical for an established context).

Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
<p>Maintain style and tone in a composition and establish a context that is appropriate to the audience.</p> <p>Examples Correct: Hey, do you want to go to the mall? (friend) Correct: May I please go to the mall? (parent) Incorrect: Hey, do you want to go to the mall? (parent) Incorrect: May I please go to the mall? (friend)</p>	<p>The teacher will clarify the expectations for maintaining the style or tone of a paragraph. The teacher will present examples of paragraphs that contain sentences that are too formal, causal, old fashion, academic or casual for the established content. Students will read the paragraphs and identify those sentences that do not fit with the style of the paragraph. The students will work with a partner to rewrite the sentences so they maintain the style of each paragraph. The students will then write a paragraph with a chosen style.</p>	<p>The teacher will clarify the expectations for maintaining the style or tone of a paragraph. The teacher will model a three to five-sentence paragraph using different styles (directed to different audiences) for the students. The teacher will then provide three paragraphs with different styles. The students will indicate which audience goes with each paragraph.</p>	<p>Given a short letter and a choice of two audiences, the student will choose the correct audience for the letter.</p>	<p>Given two sentences, the student will indicate the audience for each sentence.</p>	<p>Given a scenario and audience, the student will use appropriate style and tone to convey his or her message.</p>

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State Goal 3: Write to Communicate for a Variety of Purposes

Composition (Standard B/C)

3.11.35 Expository Writing: Write an expository passage describing or explaining something very familiar.

Responses are scored using the following features included in the Persuasive/Expository rubric: Focus, Support, Organization, Integration, and Conventions.

Critical Function	Suggested General Education Activity	Suggested Modified Instructional Activity	Possible Assessment Activity 1	Possible Assessment Activity 2	Possible Assessment Activity 3
<p>Write an expository passage that describes or explains something very familiar.</p> <p>Example Sports, baseball, sneakers</p>	<p>Using the writing process of brainstorming and prewriting, writing, rewriting and revision, editing, and publishing, as well as the concept of audience, speaker, purpose, occasion, subject, the students will write an expository piece about something with which they are familiar. The teacher may provide various writing contexts for the students and establish these with model writing. For example, the teacher may ask the students to write a feature article. The teacher will provide examples of feature articles. If the students are asked to write an encyclopedia entry. The students will read example entries from an encyclopedia.</p>	<p>Using the writing process of brainstorming and prewriting, writing, rewriting and revision, editing, and publishing, as well as the concept of audience, speaker, purpose, occasion, subject, the students will write an expository piece about something with which they are familiar. The teacher will provide prompts as needed.</p>	<p>Given a topic, the student will provide two details that support the topic.</p>	<p>Given a topic, the student will provide three to four descriptions or details to support the topic.</p>	<p>Given a topic, the student will provide at minimum of five descriptions or details to support the topic.</p>