

Mapping Success: The Path to Progress

Presenters:

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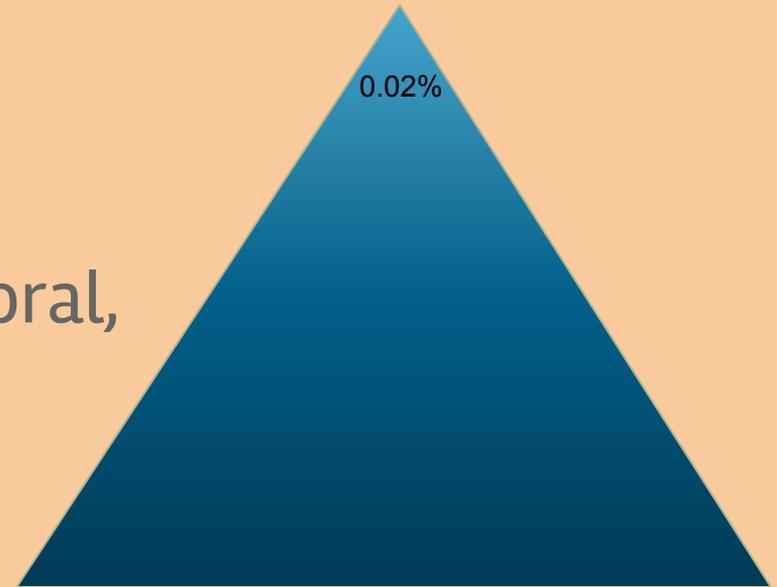
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Participant Learning Objectives

- Learn about the development of authentic assessments for special education students that show student progress.
- Learn about using formative and summative assessments to develop IEPs and plan for differentiated classroom instruction

The Students We Serve

- Intellectual Disabilities
- Cognitive impairments
- Autism Spectrum Disorder
- Significant Medical, Behavioral, and Academic Challenges
- Multiple Eligibilities



How do our students with Significant Disabilities fit into the Common Core Vision?



Educational Initiatives



Our Journey

- Created Instructional Team.
- Developed a process for connecting CCSS to our IEPs.

“Linking Process”

- Become familiar with CCSS
Learn the standards that are most functional.
- Identify classroom activities/instruction that connect with skills outlined in CCSS (What are we doing in the classroom already?).
- Look to grade level, but modify as needed (each skill builds on another so you can backtrack down the thread).

Our Journey continued.....

- Started PLTs to develop differentiated lesson plans for connecting CCSS to our instruction.
- Created user friendly Tools to support teachers.
- Provided training in our local districts and across the state.

The Next Step....

Now that have these tools and are writing standards-based IEPs, **how do we effectively measure student and program progress?**

| Existing Assessment Tools | Improvements Made |
|---|--|
| Individual student and classroom data collection | Increased training and support for teachers and instructional assistants to improve consistency and efficiency of current data collection methods. |
| Informal teacher made assessments | Increased opportunity for teachers to collaborate within Professional Learning Teams to share assessment ideas. |
| Functional Living Skills Inventory with Scope and Sequence | We created a rubric that matched the performance indicators with state standards (where appropriate). |
| Functional Living Skills Curriculum | <p>Connected our FLS curriculum to the Common Core State Standards and created Connection Grids that include instructional strategies, resources, and assessment tools.</p> <p>Adopted an outside curriculum that includes lesson plans and an assessment piece to allow for program wide consistency in instruction and in measurement of student growth.</p> |
| Yearly Extended Statewide Assessment | Began working with University of Oregon to create Extended Smarter Balance Statewide Assessment. |

Data Collection

- Daily/weekly data is necessary to track progress on goals (these should be linked to CCSS as often as possible)
- Special education is based on individualized student needs
- Data needs to be taken regularly, consistently, and reliably
- Student-centered data should be providing information to teachers to make adjustments in instruction through review

Informal/teacher made assessments

- Daily data collection sheets are an example of teacher made assessments
- Teachers need to look beyond student-centered data
- Informal assessments help determine the “holes” in a student’s skill set-- summative assessments don’t provide that detailed information
- Data should be providing information to teachers for classroom instruction and differentiation

Summative Assessments

- SBAC Extended
- MESD Skills Inventory w/ Scope & Sequence
- MESD CCSS Pre-assessment Checklist
- Eligibility assessments: WJIII; Vineland; GARS; etc.

Standardized Curriculum and Assessment

- Standards Based
- Includes lesson plans and downloadable materials
- Differentiated for students with significant disabilities
- Has components of both summative and formative assessment

Foundation

In order to show meaningful progress and measure growth, assessments must start with a well written IEP

AND

A well written IEP starts with good assessments

Differentiated Instruction

This process is appropriate in all settings--in order to be successful teachers need to collaborate

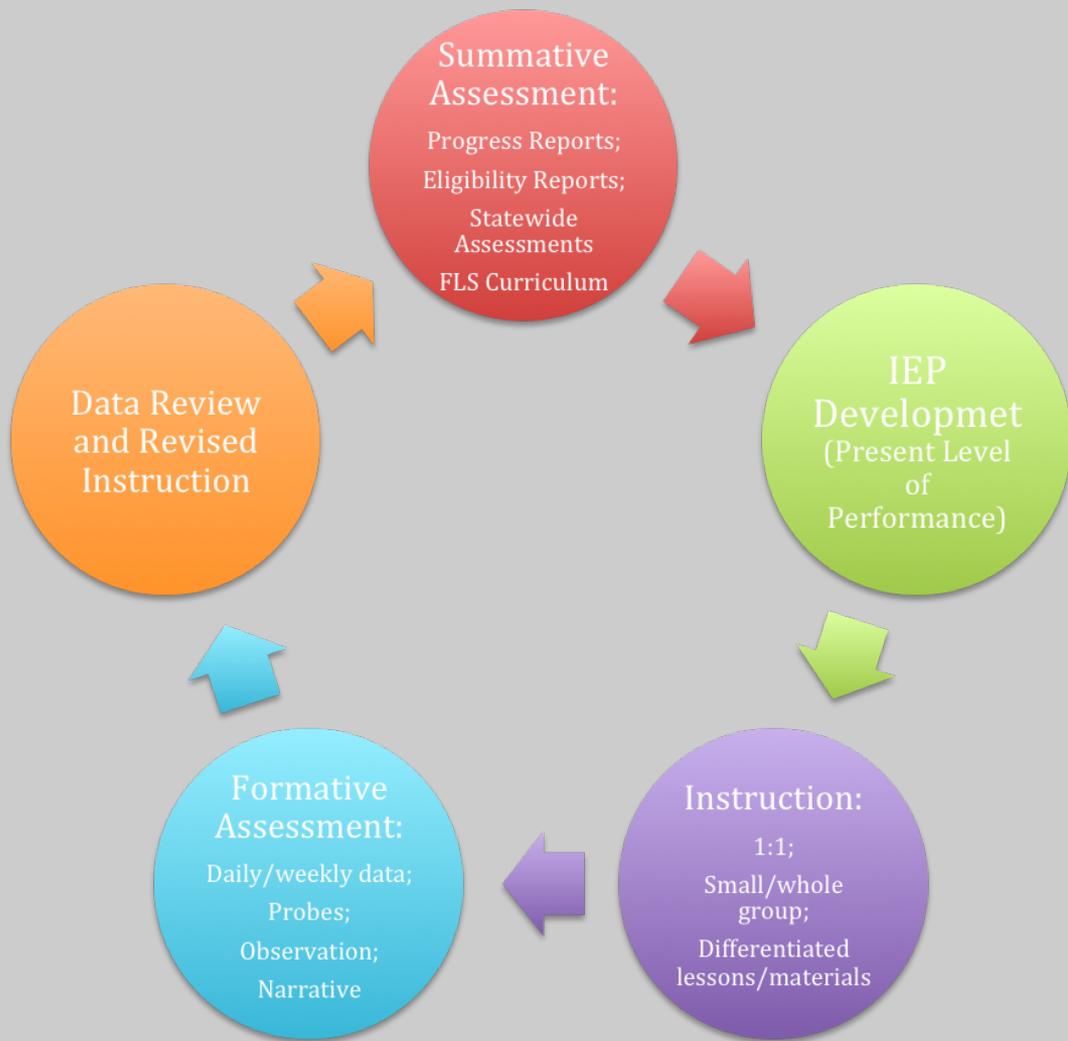
K.SL.1 Participate in collaborative conversations with diverse partners about Kindergarten topics with peers and adults in small or large groups (continue conversation through multiple exchanges.)

Goal: Given daily opportunity, the Student will independently engage in social interactions with peers and adults by using a single switch voice output system to initiate and respond to greetings, and to ask/answer predictable questions within a familiar routine or activity. On $\frac{3}{5}$ documented opportunities per week across 4 weeks.



MESD Assessment Tools

- Speaking & Listening/Expressive Communication data sheet
- Aligned Scope & Sequence



Cycle of Assessment

Thank you for coming!

Contact us if you have any questions or feedback:

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