

Colorado Academic Standards

Implementing the Colorado Academic Standards (CAS) for Students with a Significant Cognitive Disability

From the CDE Exceptional Student Services Unit:

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Assessment & Accommodations



Outcomes

- ❁ **Become familiar with the Colorado Academic Standards which include the Extended Evidence Outcomes – alternate standards and the Extended Readiness Competencies – content-based access skills**
- ❁ **Review where to locate the CAS/EEOs/ERCs**
- ❁ **Compare “Old” vs. New**
- ❁ **Learn how to use EEOs/ERCs to write goals and objectives**



History

- **Colorado Model Content Standards**
- **Students with significant support needs, including those learners with the most significant intellectual disabilities - no standards / separate curriculum / access skills and key components**
- **NCLB 2000 – with accountability mandate**
- **2005-Requirement for alternate assessment based on alternate academic achievement standards**
- **Expanded Benchmarks**



Extended Evidence Outcomes (EEOs) = Alternate Achievement Standards

ESEA – Title I (34 CFR 200.1 (d))

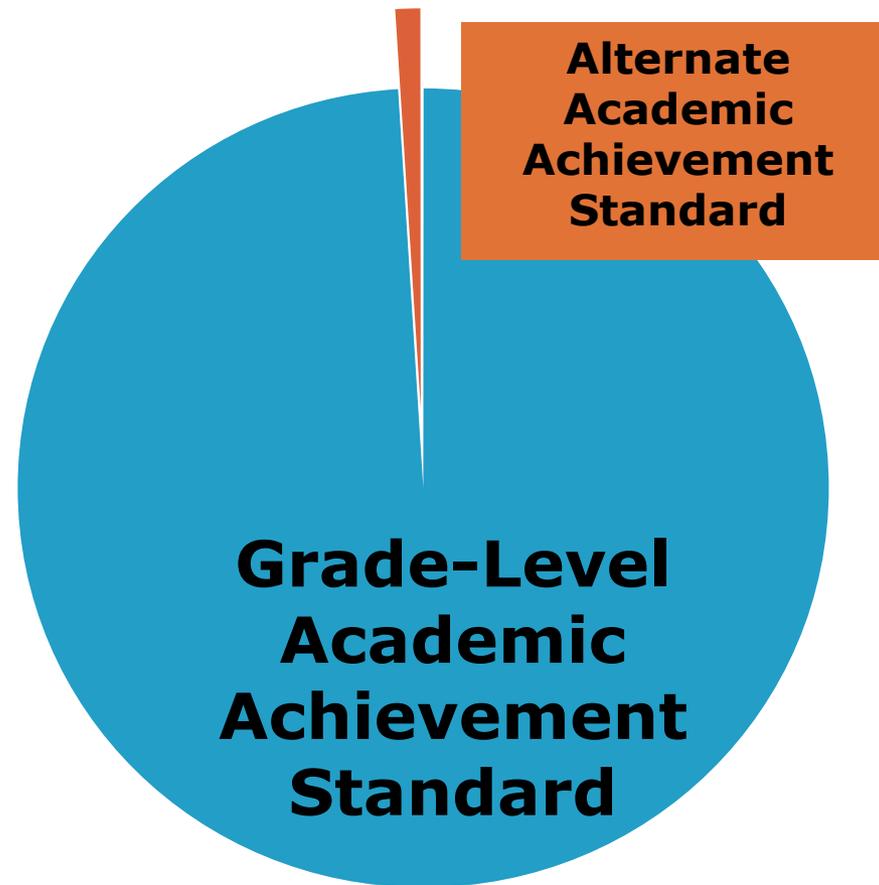
Alternate academic achievement standards

For students under section 602(3) of the Individuals with Disabilities Education Act with the most significant cognitive disabilities who take an alternate assessment, **a State may**, through a documented and validated standards-setting process, **define alternate academic achievement standards**, provided those standards

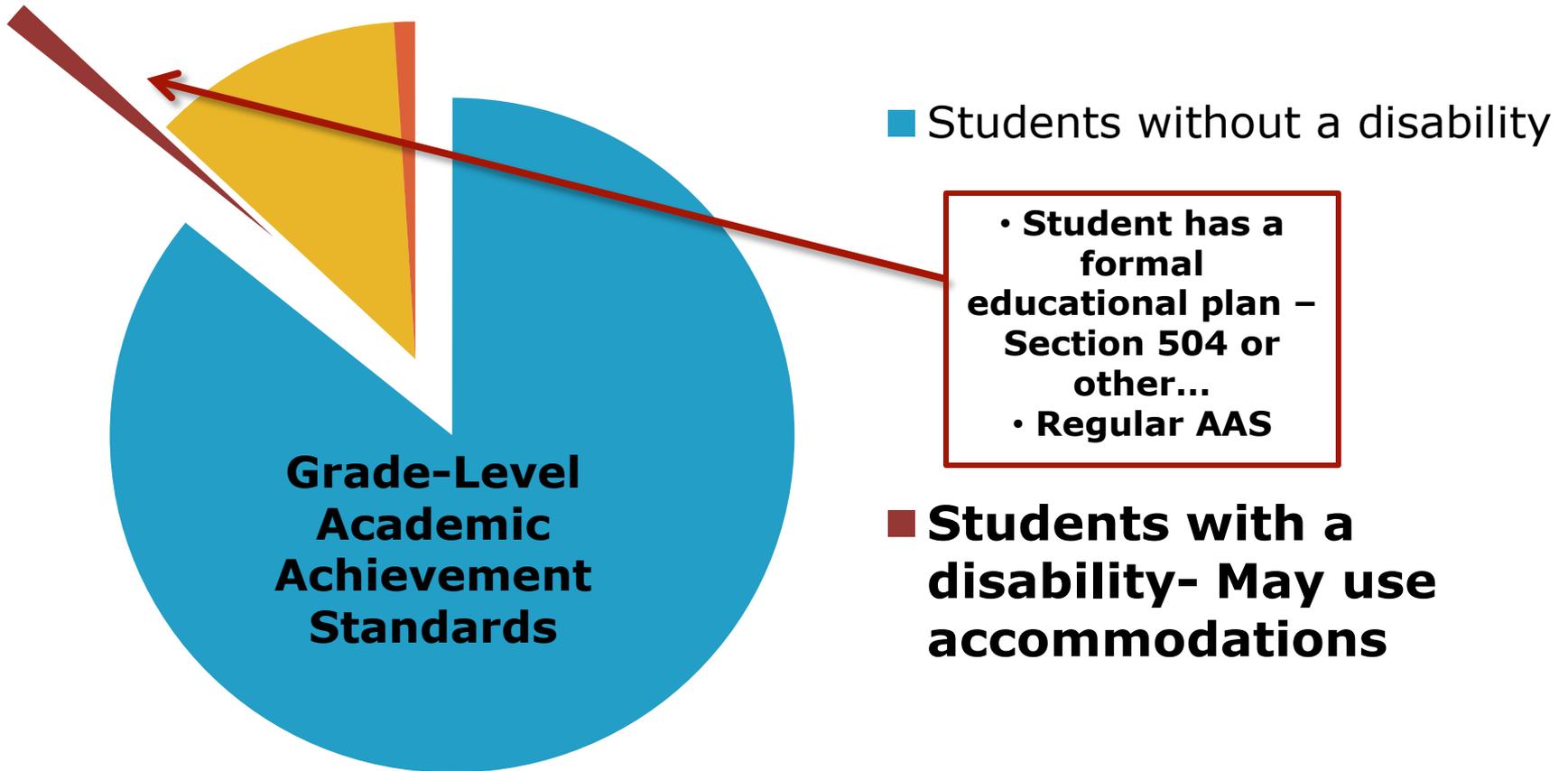
- (1) Are **aligned with the State's academic content standards**;
- (2) Promote **access to the general curriculum**; and
- (3) Reflect professional judgment of the **highest achievement standards possible**.



Academic Achievement Standards



Academic Achievement Standards



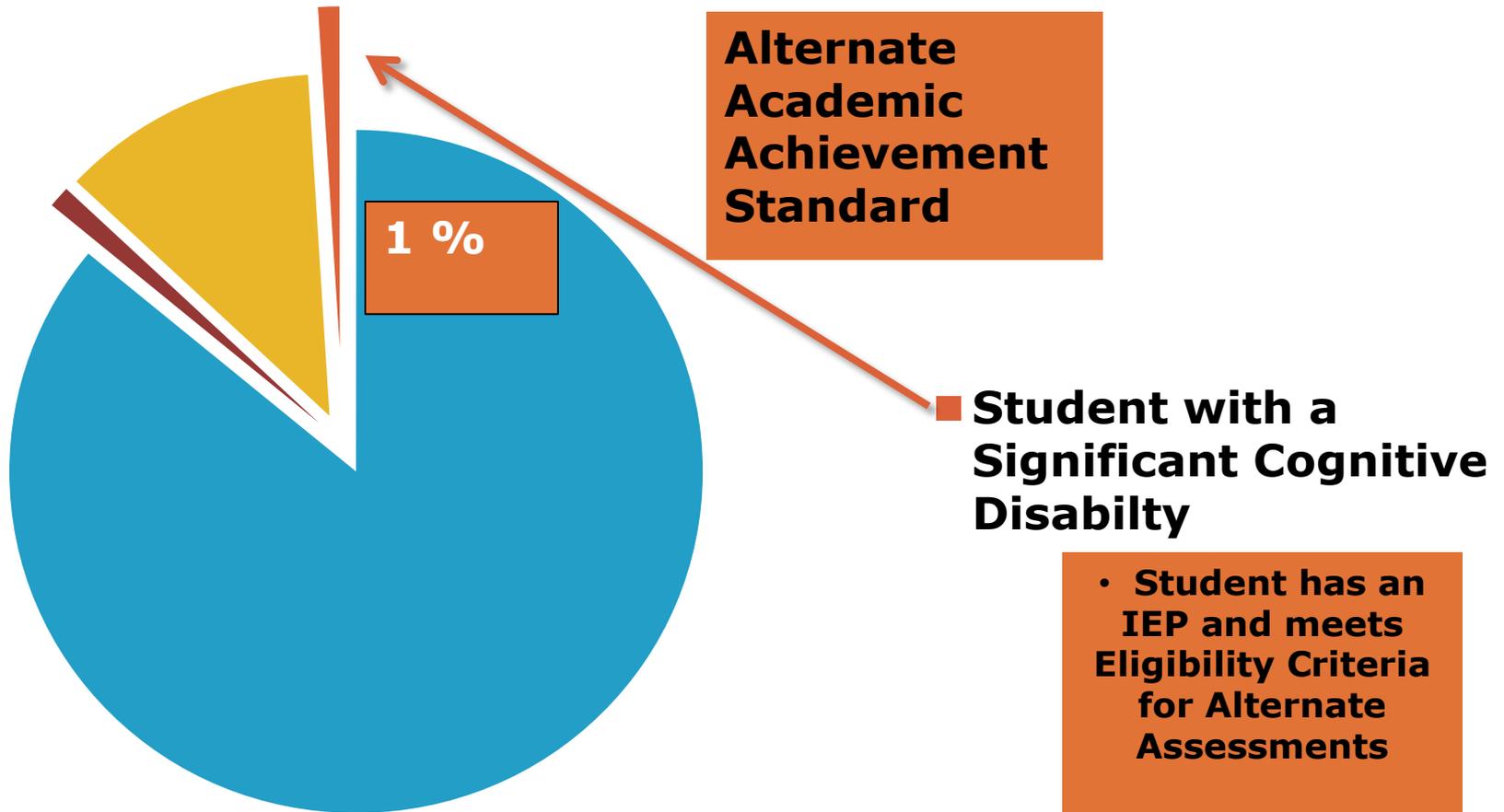
Academic Achievement Standards

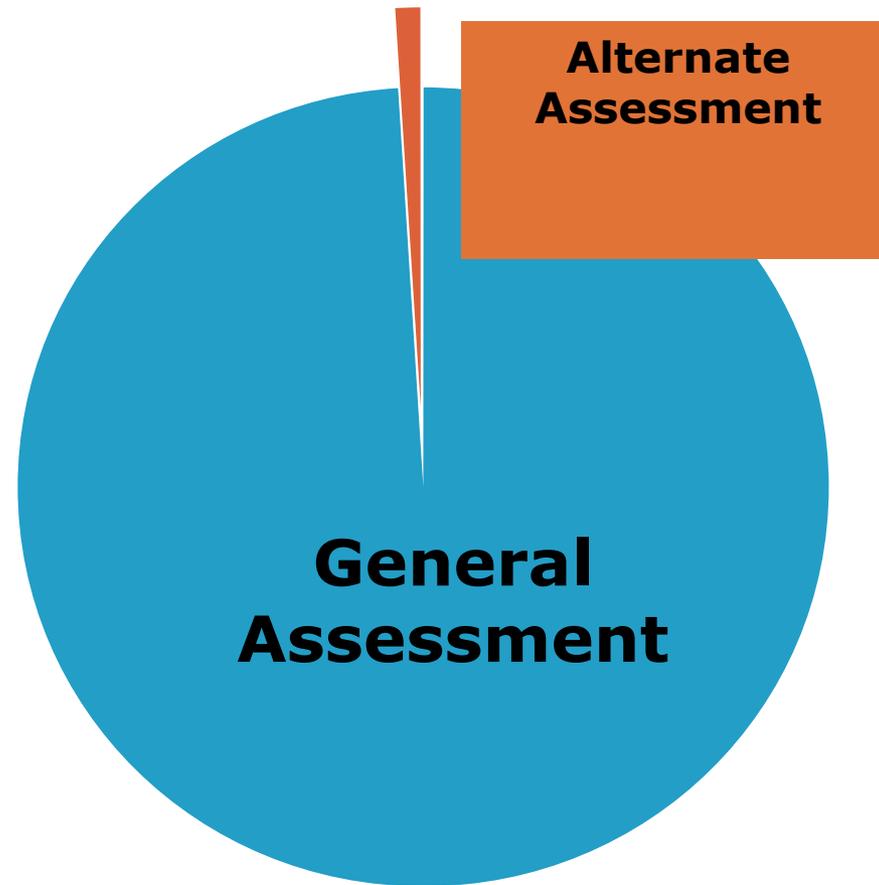
Student has an IEP



-
-
- **Students with a disability - May use Accommodations and receives Sp.Ed. Services.**
 - Instructional Accommodations
 - ↕
 - Accommodations on State Assessment
-

Academic Achievement Standards



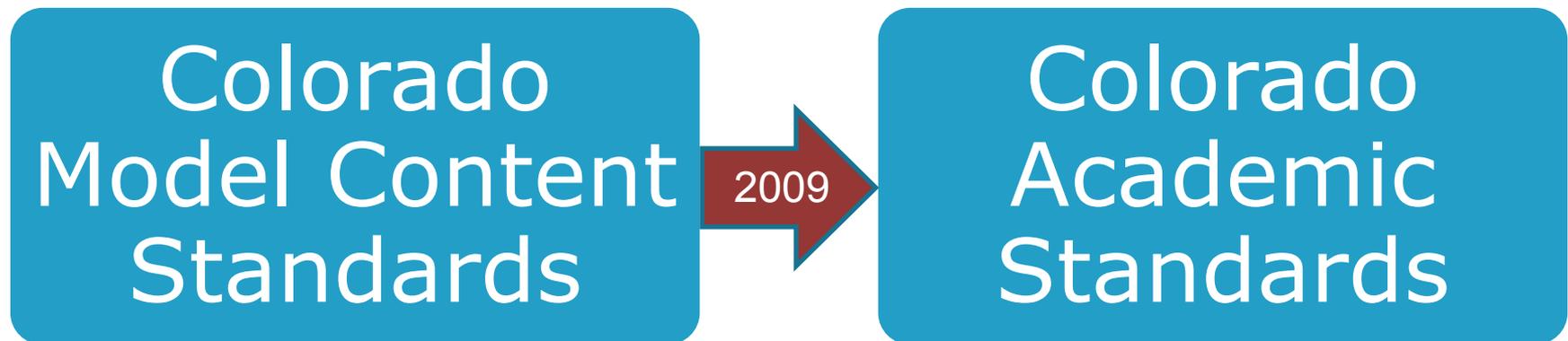


Who?

- Significant Limited Intellectual Capacity (SLIC)
- **Intellectual Disability ID- new term**
- Cognitive Disability
- Significant Cognitive Disability
- Significant Support Needs (SSN)
- Multiple disabilities
- Sensory disability with ID component



Moving Forward



Phases of Implementation for the Colorado Academic Standards

Awareness & Dissemination

*Building Readiness
to the New
Standards
SY 2010-11*

Transition

*Moving to the
New
Standards
SY 2011-12
SY 2012-13*

Implementation

*Putting Standards
Into Practice
SY 2013-14*

Transformation

*Continuously
Refining Teaching
and Learning*

Standards-Based Instruction

Colorado English Language
Proficiency Standards (CELPS)



**Colorado
Academic
Standards**

Standards-Based Instruction



Colorado English Language
Proficiency Standards



Common Core
Standards

Standards-Based Instruction



Colorado English Language
Proficiency Standards



Common Core
Standards



21st Century Learner
Skills

[Did You Know? 21st Century
Learner Skills](#)

Standards-Based Instruction



Colorado English Language Proficiency Standards



Common Core Standards



21st Century Learner Skills



Post-Secondary Workforce Readiness

Standards-Based Instruction



Colorado English Language Proficiency Standards



Common Core Standards



21st Century Learner Skills



Post-Secondary Workforce Readiness



Grade-level Skills & Evidence Outcomes

Standards-Based Instruction



Colorado English Language
Proficiency Standards



Common Core
Standards



21st Century Learner
Skills



Post-Secondary
Workforce Readiness



Grade-level Skills &
Evidence Outcomes

In Colorado, “all” means “all” learners....

Prepared Graduate Competency

Prepared Graduate Competencies are the P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

Standards

Standards are the topical organization of an academic content area.

What do students need to know?

Grade Level Expectations

Expectations articulate, at each grade level, the knowledge and skills of a standard that indicates a student is making progress toward high school.

High School Expectations

Expectations articulate the knowledge and skills of a standard that indicates a student is making progress toward being a prepared graduate.

What can students do?

Evidence Outcomes

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

21st Century and PWR Skills

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

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Extended Evidence Outcomes
Extended Readiness Competencies



Extended Evidence Outcomes
Extended Readiness Competencies

Where can I find the Colorado Academic Standards with EEOs?

* **Extended Evidence Outcomes (EEO)**

- On August 3, 2011, the State Board of Education unanimously adopted the Extended Evidence Outcomes (EEOs). EEOs provide the alternate academic achievement standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with significant cognitive disabilities who qualify for the alternate assessment. These alternate expectations are directly aligned to the grade level expectations for all students.

The EE can be accessed at:

<http://www.cde.state.co.us/CoExtendedEO/index.asp>



Content Area

Name of Content Area

Standard:

Topical Organization

Prepared Graduates:

P-12 Concept and Skill thread students must master

High School and Grade Level Expectations

Concepts and skills students master:

Concepts & skills indicating progress to PGC mastery

Evidence Outcomes

21st Century Skills and Readiness Competencies

Students can:

Indicators of student mastery

Inquiry Questions:

Promote critical thinking

Relevance and Application:

Relevant societal context

Nature of the Discipline:

Characteristics of Discipline

Extended Evidence Outcomes

Extended Readiness Competencies

STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectation: **High Schools:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

Extended Evidence Outcomes

Evidence outcomes for students with significant cognitive disabilities directly aligned to Grade Level Expectations

21st Century Skills and Readiness Competencies

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Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation

Extended Readiness Competencies

Content Based Access Skills:

Skills needed for student with significant cognitive disabilities to access the standards



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Inquiry Questions:

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Practice and Application:

Examples of how the grade level expectation is applied at home, the job or in a real-world, relevant context.

Endurance of the Discipline:

Characteristics and viewpoint one keeps as a result of mastering the grade level expectation



Extended Evidence Outcomes

Evidence outcomes for students with significant cognitive disabilities directly aligned to

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Practice and Application:

Examples of how the grade level expectation is applied at home, in the job or in a real-world, relevant context.

Structure of the Discipline:

Characteristics and viewpoint one keeps in mind when mastering the grade level expectation

Extended Evidence Outcomes

Evidence outcomes for students with significant cognitive disabilities directly aligned to

Extended Readiness Competencies

Content Based Access Skills:
Skills needed for student with significant cognitive disabilities to access the standards



EEOs for these Content Areas

- * Reading/* Writing/Communicating
- * Mathematics
- * Science
- Social Studies

* assessed on CoAlt



**Extended
Evidence
Outcomes**

ERCs

**Extended
Readiness
Competencies**

EEOS

Alternate Academic Achievement Standards
for
Students with Significant Cognitive Disabilities



Extended Readiness Competencies

Content-based access skills:

- Address how the student accesses the general curriculum
- Skills-based: What is the student expected to do?
- Access Skills are embedded
- Not an exhaustive list – just examples
- Write skills appropriate for individual student



From the access skills...

- **Attending**
- Listening
- Interpreting
- Responding
- Expressing
- Gaining
- Maintaining
- Following
- Giving
- Attaching
- Acknowledging
- Honoring
- Using
- Self-initiating



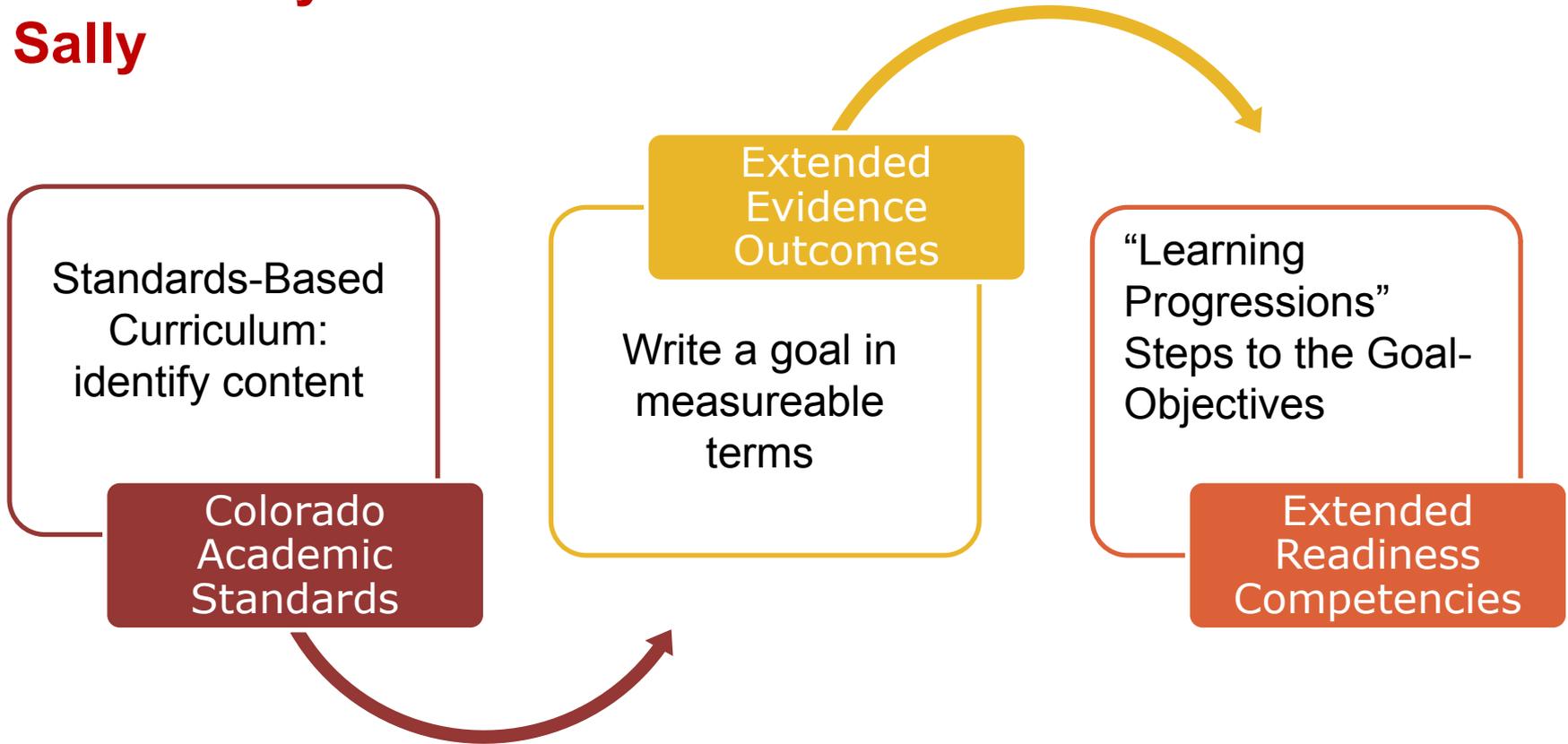
...to the EEOs “Attending”.... (RWC)

- Listening and attending to others who are communicating
- Attending to activities involving the alphabet
- Attending to the environment
- Attending to reading activities
- Attending to editing tasks
- Attending to multiple types of correspondence
- Attending to writing activities
- Attending to a preferred activity
- Attending to peers
- Attending to a communication partner
- Attending to research materials
- Attending to pictures/objects



Put it into Action!

Case Study: Sally



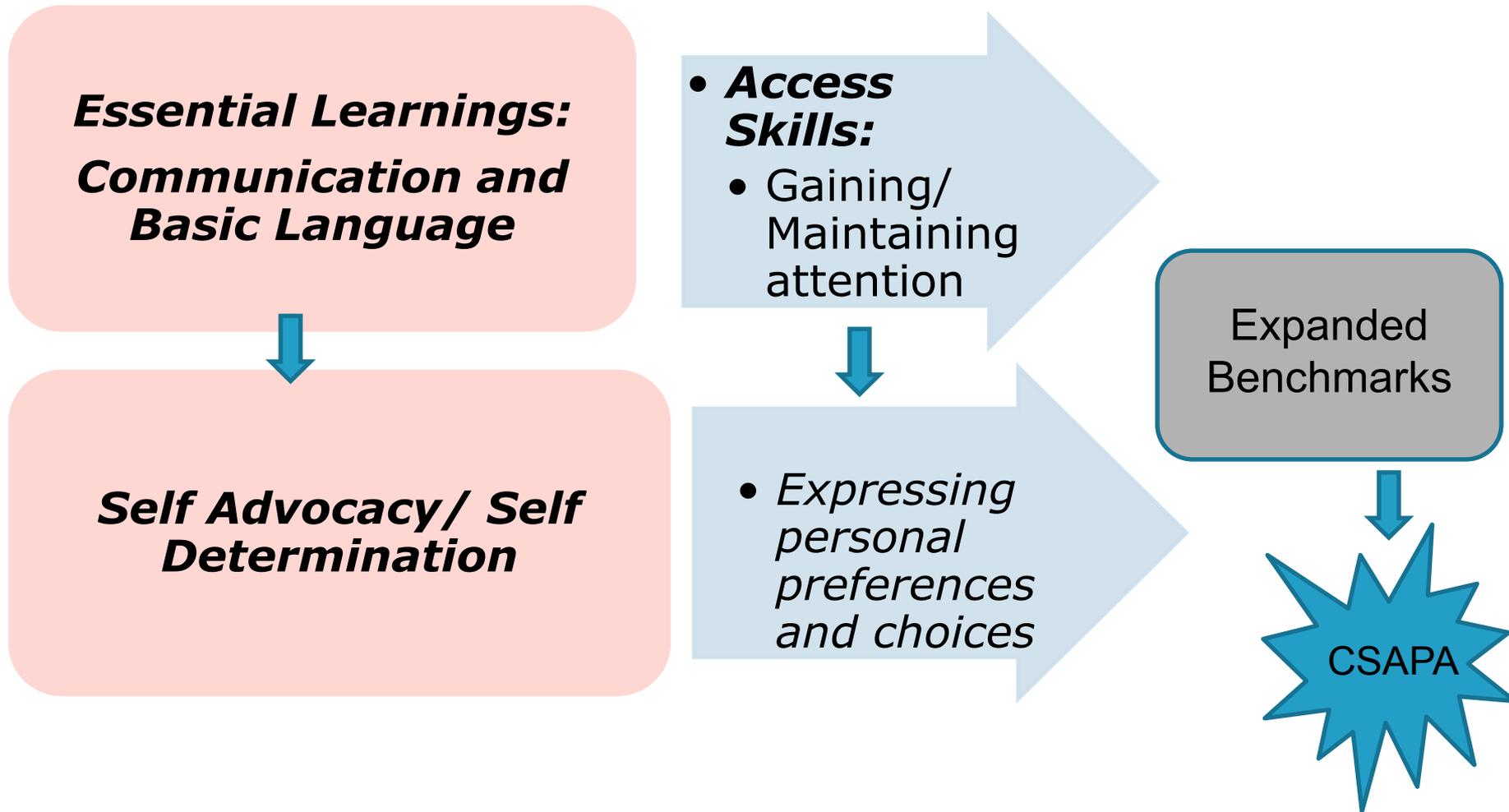
Please meet Sally....



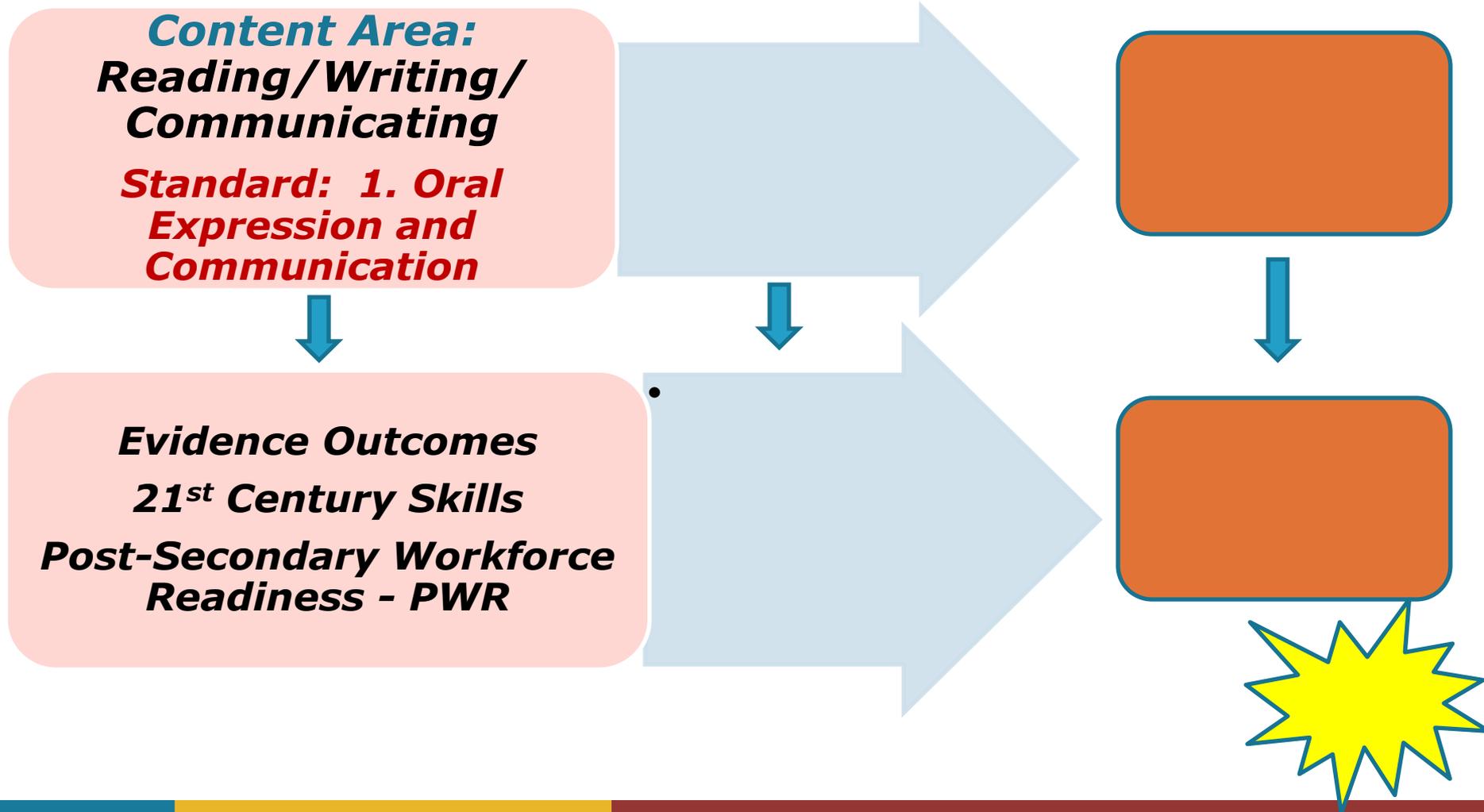
- Enrolled in First Grade
- Likes to ride horses and play with her friends
- Enjoys participating in literacy activities
- Learning to use her communication device and is working on answering yes/no questions
- Sally has a significant cognitive and speech/language disability
- IEP Team has determined that Sally is working on alternate academic achievement standards



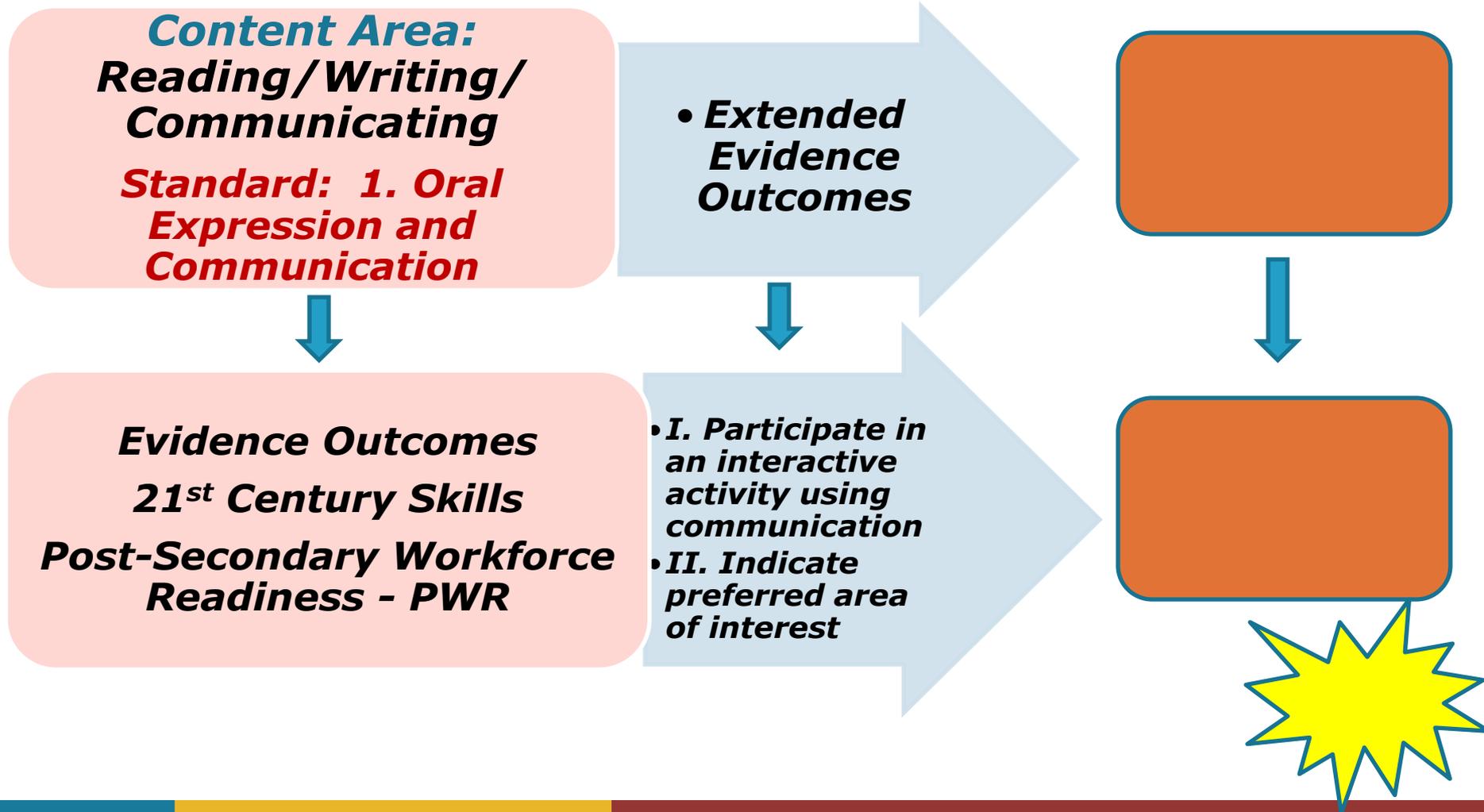
Former: Colorado Content Standards



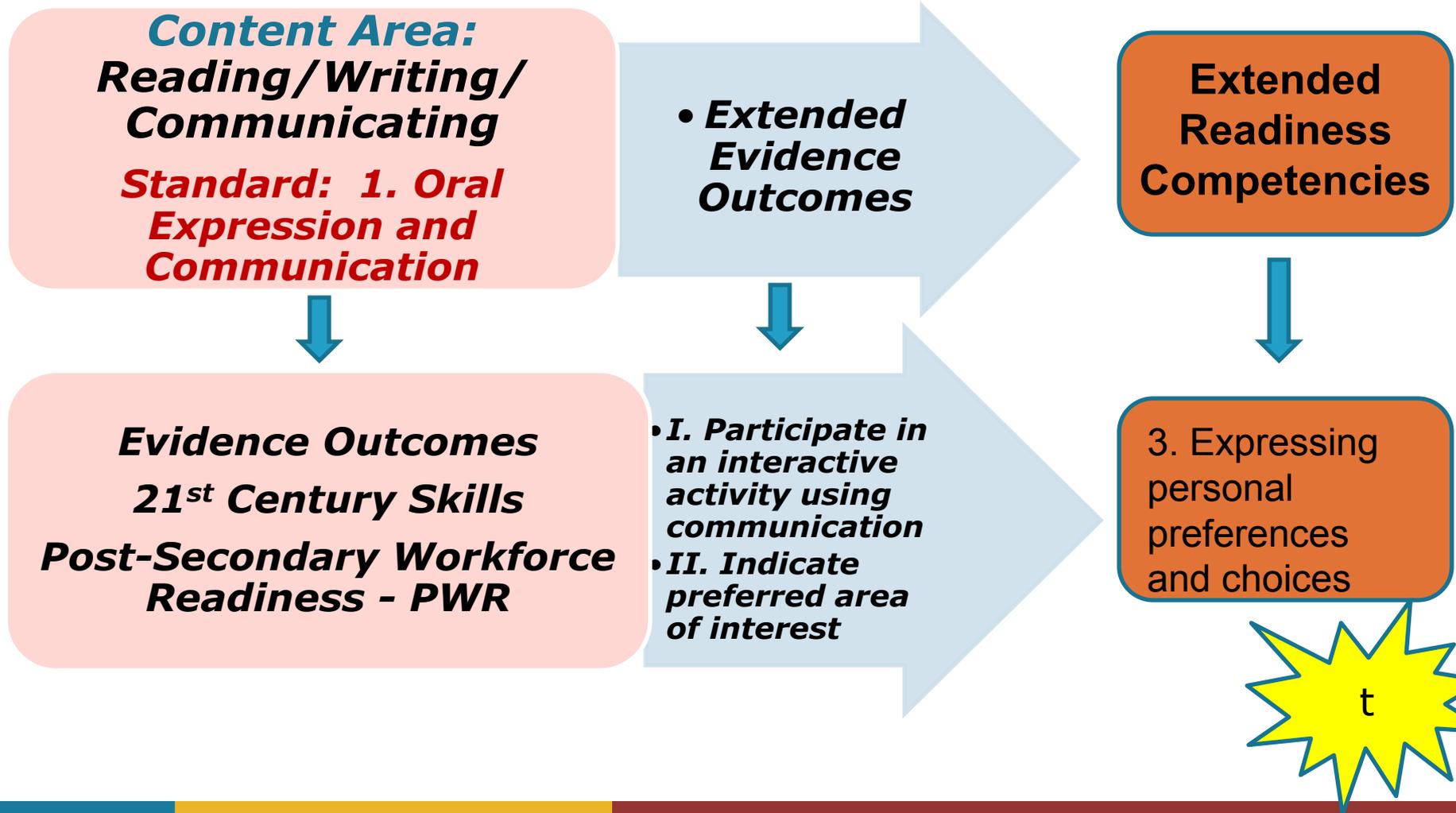
Current: Colorado Academic Standards



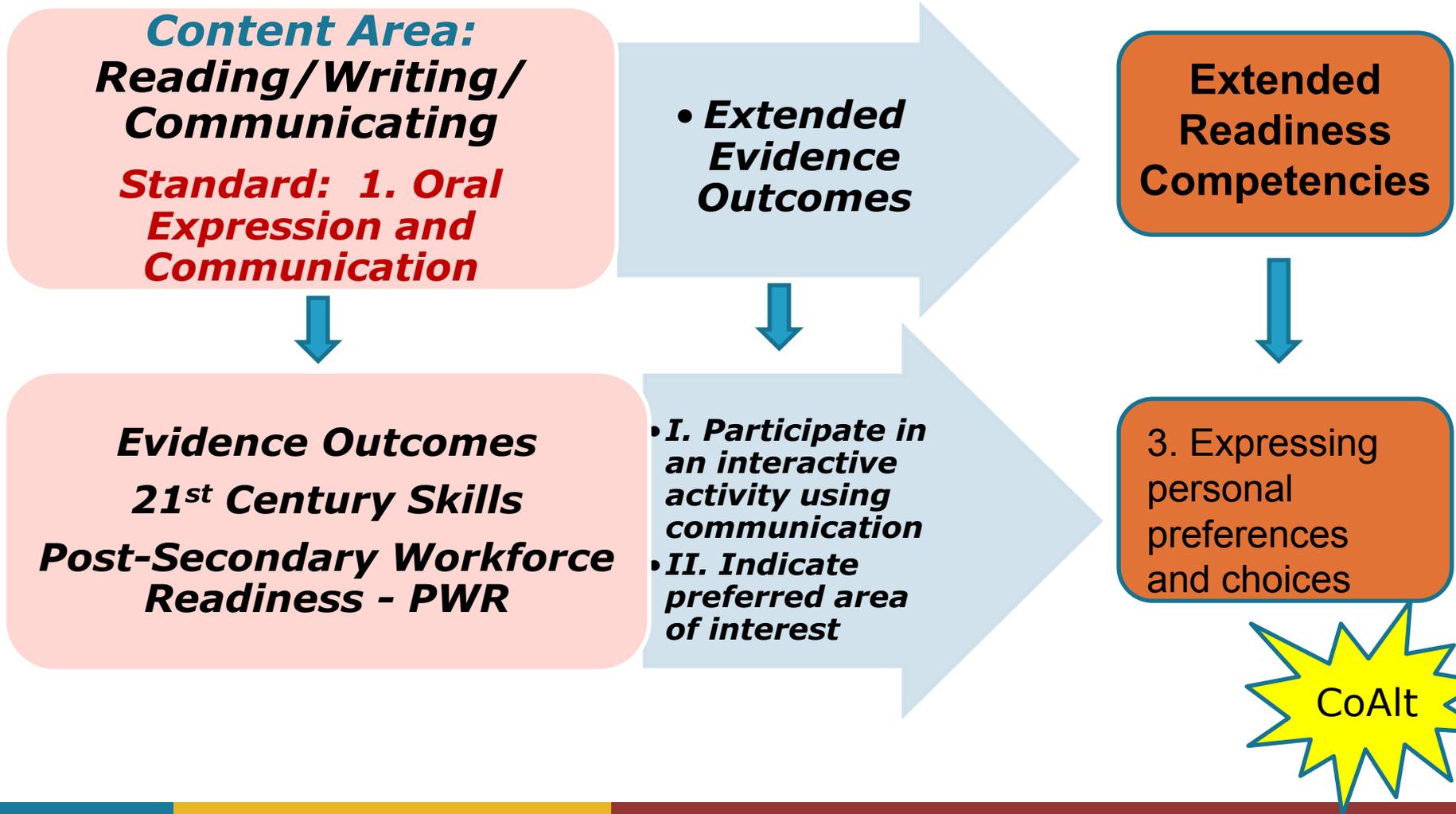
Current: Colorado Academic Standards



Current: Colorado Academic Standards



Current: Colorado Academic Standards



1st Grade

<p>Content Area: Reading, Writing, and Communicating Standard: 1. Oral Expression and Listening</p>	
<p>Prepared Graduates:</p> <ul style="list-style-type: none"> Use language appropriate for purpose and audience Collaborate effectively as group members or leaders who listen and ask thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective 	
<p>Grade Level Expectation: First Grade</p>	
<p>Concepts and skills students master:</p> <p>2. Verbal and nonverbal language is used to express and receive information</p>	
<p>Evidence Outcomes</p> <p>Students can:</p> <ol style="list-style-type: none"> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.1.1) <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b) Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3) 	<p>21st Century Skills and Readiness Competencies</p> <p>Inquiry Questions:</p> <ol style="list-style-type: none"> What does it mean to communicate courteously in conversations? How can students ask for something without speaking out in class? Why is it important for students to wait their turn before speaking? <p>Relevance and Application:</p> <ol style="list-style-type: none"> By listening, responding to others' ideas, and working together people can solve problems together that may not have been solved by an individual. A variety of technology tools help people clarify a speaker's or author's meaning when listening or reading. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> Communicators can ask for things they need without being disruptive. Communicators know how to communicate effectively with peers, teachers, and family members.
<p>Extended Evidence Outcomes</p> <p>With appropriate supports, students can:</p> <ol style="list-style-type: none"> Participate in an interactive activity using communication. Indicate preferred area of interest. 	<p>Extended Readiness Competencies</p> <p>Content based access skills:</p> <ol style="list-style-type: none"> Engaging in sustained participation in an interactive activity involving communication Expressing an understanding of communication in a group Expressing personal preferences and choices



Prepared Graduates:

- Deliver organized and effective oral presentations for diverse audiences and varied purposes

12th Grade

Grade Level Expectation: Twelfth Grade

Concepts and skills students master:

1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness

Evidence Outcomes

Students can:

- a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)
- b. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)
- c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)
- d. Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience
- e. Choose specific words and word order for intended effect and meaning
- f. Select appropriate technical or specialized language

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do different purposes and audiences affect presentation outcomes?
2. What connections are there between print text structures (such as chronology, description, proposition-support, critique, inductive-deductive) and the organization and development of content for a specific oral presentation?
3. Why is it important to match the vocabulary used to a particular audience? (For example, scientific terms are important to use when talking with biologists or physicists.)

Relevance and Application:

1. Strong communication and planning skills contribute to local and national stewardship.
2. Intentional word choice can influence the reader.
3. Political or social causes are only victorious when a representative can persuasively present.
4. Strategic use of multimedia elements and visual displays of data can gain audience attention and enhance understanding.
5. An audience can be influenced by the use of theatrical devices such as pausing for emphasis and loud and soft tones.

Nature of Reading, Writing, and Communicating:

1. Strong critical thinking in a group setting occurs when an oral presentation is clear and effective.
2. Knowledge is attained through clear and effective communication.
3. Great presenters plan for a presentation by determining their audience, research a topic of interest, and use the best presentation methods to convey key points.

Extended Evidence Outcomes

With appropriate supports, students can:

- I. Self-select an individual role/responsibility in a job and communicate the breakdown of three tasks related to the job to multiple communication partners
- II. Prepare for and engage in an interview for a job using appropriate communication methods for the setting

Extended Readiness Competencies

Content based access skills:

1. Shadowing in selected area of career interest
2. Accessing and using communication system to respond appropriately to different audiences
3. Expressing personal preference related to a presentation



1st Grade – Page 23 R/W/C

12th Grade – Page 2 R/W/C

- **Content Area: Reading/Writing/Communicating**

- **Standard:**

- 1. Oral Expression and Listening**

Verbal and nonverbal language is used to express and receive information

- Evidence Outcomes
- 21st Century Skills and Readiness- Inquiry questions
- Relevance and application
- “Big Ideas”- academic and discipline vocabulary



1st Grade – Page 23 R/W/C

➤ **Extended Evidence Outcomes**

- Student can participate in an interactive activity **using communication**
- **Indicate preferred area** of interest

➤ **Extended Readiness Competencies:**

- Engaging in sustained participation in an interactive activity involving communication
- Expressing an understanding of communication in a group
- **Expressing personal preferences** and choices



12th Grade – Page 2 R/W/C

➤ Extended Evidence Outcomes

- Self-select an individual role/responsibility in a job and communicate the breakdown of 3 tasks...to multiple communication partners
- Prepare for and engage in an interview for a job using **appropriate communication methods** for the setting

➤ Extended Readiness Competencies:

- Shadowing in selected area of career interest
- Accessing and using communication system to respond appropriately to different audiences
- **Expressing personal preference** related to a presentation



In practice...

- **S**trategic and Specific
- **M**easurable (may be measurable by objectives)
- **A**ttainable (use Action words--you should be able to literally see what's happening)
- **R**esults Driven (Realistic and Relevant)
- **T**ime Bound



Take the standards to a measureable **goal** and **objective**

Extended Evidence Outcomes

- Student can participate in an interactive activity **using communication**
- **Indicate preferred area** of interest

- In a variety of settings, Sally will effectively communicate her personal preferences as measured by the following objectives:

Extended Readiness Competencies

- Engaging in sustained participation in an interactive activity involving communication
- **Expressing an understanding of communication** in a group
- **Expressing personal preferences and choices**

- **Using her assistive communication device, Sally will indicate her personal preference in 4 out of 5 opportunities by pressing a yes/no key when asked a yes/no question by her peers during a daily 15-minute group activity.**



Take the standards to a measureable **goal** and **objective**

Condition
Learner
Behavior
Criteria

- In a variety of settings and with a variety of partners, **Sally** will effectively communicate her personal preferences as measured by the following objectives:

Specific observable behavior
Frequency

- Using her assistive communication device, **Sally** will indicate her personal preference **in 4 out of 5 opportunities** by pressing a yes/no key when asked a yes/no question by her peers during a **daily 15-minute** group activity



Condition:
setting/
environment or
adult behavior—

- **When asked a yes/no question by her peer**

Learner



Sally will

Behavior: student's
action/performance;
observable/measurable
countable/gradeable

- **Independently use her communication device to respond "Yes" or "No"**

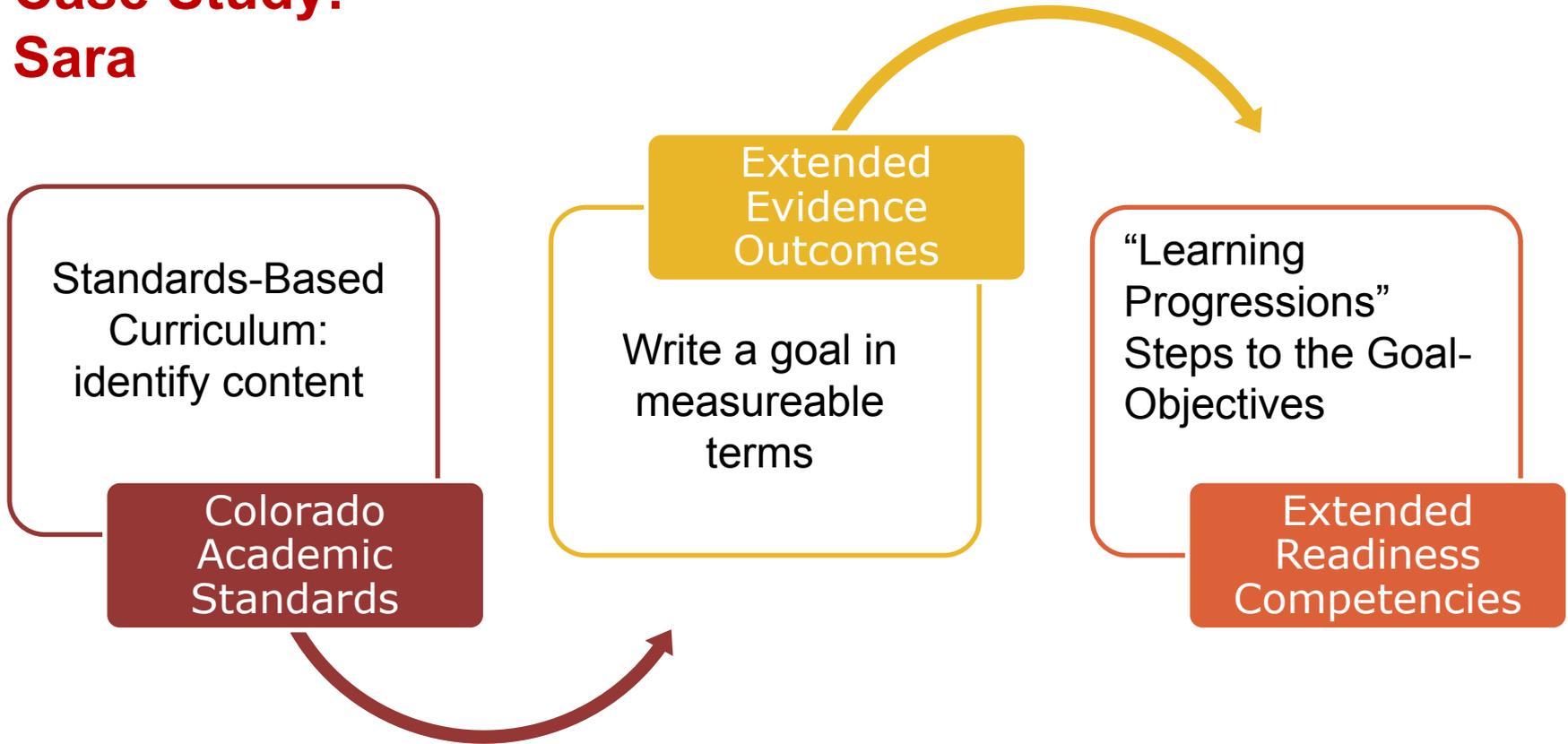
Criteria: when/how
often/ level of prompting
or cueing

- **to 4 of 5 questions (80%) within a 30-minute activity without prompts**



Put it into Action!

Case Study: Sara





Mathematics Example: Number patterns

Please meet Sally's Sister, Sara....



- Enrolled in Fourth Grade
- Likes to take care of animals and has her own "Doggie Daycare" in her neighborhood
- Charges \$2 per day per animal
- Learning to count money in \$1 increments using dollar bills
- Uses a picture calendar to keep her boarding appointments
- Sara has a significant cognitive and speech/language disability
- IEP Team has determined that Sara is working on alternate academic achievement standards

Content Area: Mathematics Standard: 2. Patterns, Functions, and Algebraic Structures	
Prepared Graduates: <ul style="list-style-type: none"> ➤ Make sound predictions and generalizations based on patterns and relationships that arise from numbers, shapes, symbols, and data ➤ Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics 	
Grade Level Expectation: Fourth Grade	
Concepts and skills students master:	
<p style="text-align: center;">1. Number patterns and relationships can be represented by symbols</p>	
Evidence Outcomes Students can: <ol style="list-style-type: none"> a. Generate and analyze patterns and identify apparent features of the pattern that were not explicit in the rule itself.1 (CCSS: 4.OA.5) <ol style="list-style-type: none"> i. Use number relationships to find the missing number in a sequence ii. Use a symbol to represent and find an unknown quantity in a problem situation iii. Complete input/output tables iv. Find the unknown in simple equations b. Apply concepts of squares, primes, composites, factors, and multiples to solve problems <ol style="list-style-type: none"> i. Find all factor pairs for a whole number in the range 1–100. (CCSS: 4.OA.4) ii. Recognize that a whole number is a multiple of each of its factors. (CCSS: 4.OA.4) iii. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. (CCSS: 4.OA.4) iv. Determine whether a given whole number in the range 1–100 is prime or composite. (CCSS: 4.OA.4) 	21st Century Skills and Readiness Competencies Inquiry Questions: <ol style="list-style-type: none"> 1. What characteristics can be used to classify numbers into different groups? 2. How can we predict the next element in a pattern? 3. Why do we use symbols to represent missing numbers? 4. Why is finding an unknown quantity important? Relevance and Application: <ol style="list-style-type: none"> 1. Use of an input/output table helps to make predictions in everyday contexts such as the number of beads needed to make multiple bracelets or number of inches of expected growth. 2. Symbols help to represent situations from everyday life with simple equations such as finding how much additional money is needed to buy a skateboard, determining the number of players missing from a soccer team, or calculating the number of students absent from school. 3. Comprehension of the relationships between primes, composites, multiples, and factors develop number sense. The relationships are used to simplify computations with large numbers, algebraic expressions, and division problems, and to find common denominators. Nature of Mathematics: <ol style="list-style-type: none"> 1. Mathematics involves pattern seeking. 2. Mathematicians use patterns to simplify calculations. 3. Mathematicians model with mathematics. (MP)
Extended Evidence Outcomes With appropriate supports, students can: <ol style="list-style-type: none"> I. Count by 2s to 20 using sets of manipulatives II. Apply a simple rule ($___ +$ a constant less than 3) to fill in a missing element in a table using manipulatives. III. Identify one missing element in an ABCABC pattern. IV. Extend a repeating ABCABC pattern by two elements. 	Extended Readiness Competencies Content based access skills: <ol style="list-style-type: none"> 1. Responding to others in reproducing and modeling mathematical tasks 2. Expressing personal preferences and choices related to patterns <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> ???? </div>

Current: Colorado Academic Standards

**Content Area:
Mathematics**

• **Extended
Evidence
Outcome**

**Extended
Readiness
Competencies**

**Standard: 2. Patterns,
Functions, and Algebraic
Structures**

• **I. Count by 2s
to 20 using sets
of
manipulatives**

★ Place paper money manipulatives in groups of 2 on a calendar and orally count by 2s to 20.

★ There's no ERC example that is appropriate for this goal, so I can create my own.

Take the standards to a measureable **goal** and **objective**

Extended Evidence Outcomes

***I. Count by 2s to 20
using sets of
manipulatives***

- Given a set of manipulatives, Sara will demonstrate her ability to count orally by 2s to 20 as measured by the following objectives:

Extended Readiness Competencies

Group manipulatives into groups of 2 to count to 20

- When given a set of 20 paper \$1 bills, Sara will count and place groups of \$2 on a calendar and accurately count by 2s to 20 in 4 of 5 attempts in a one-month period.
- Next objective could be to extend the pattern....

Condition:
setting/
environment or
adult behavior—

- **When given a set of 20 paper \$1 bills**

Learner



Sara will

Behavior: student's
action/performance;
observable/measurable
countable/gradeable

- **Accurately count and place groups of 2 \$1-bills on a calendar**

Criteria: when/how
often/ level of
prompting or cueing

- **in 4 of 5 attempts (80%) in a one-month period.**

Please meet Sally and Sara's Sister, Susan....



- Enrolled in Eleventh Grade
- Sara's post school outcome is to become a veterinary assistant
- Learning to follow written instructions without support from adults
- Uses picture cues to complete tasks independently
- Sara has a significant cognitive and speech/language disability
- IEP Team has determined that Sara is working on alternate academic achievement standards

Content Area: Reading, Writing, and Communicating
Standard 2: Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Eleventh Grade

Concepts and skills students master:

- 3. Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive and informational texts

Evidence Outcomes

Students can:

- a. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.11-12.3)
 - i. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a)
- b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
 - i. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.11-12.4a)
 - ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). (CCSS: L.11-12.4b)
 - iii. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c)
 - iv. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.11-12.4d)
- c. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)
 - i. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)
 - ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)
- d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How does having a sound knowledge of English Language Arts contribute to the depth of in text comprehension of difficult text?
- 2. Describe how content specific academic language is beneficial to the development of comprehension in content areas, i.e. science, social studies, and health and PE, and how it contributes to a student's vocabulary.
- 3. What is the significance of being able to correctly use patterns of word changes to bring meaning to text?

Relevance and Application:

- 1. Doctoral students are required to write a thesis with a dissertation. Having a sound knowledge of language, and how language functions, is a necessity to this type of work.

Nature of Reading, Writing, and Communicating:

- 1. Sound readers are able to immerse into the English Language to derive and infer meaning from difficult text.

Extended Evidence Outcomes

With appropriate supports, students can:

- I. Determine the meaning of words encountered in the work and community

Extended Readiness Competencies

Content based access skills:

- 1. Demonstrating an understanding of words

Current: Colorado Academic Standards

Content Area:
**Reading, Writing and
Communicating**

• **Extended
Evidence
Outcome**

**Extended
Readiness
Competencies**

**Standard: 2. Reading for all
purposes**

• **I. Determine
the meaning of
words
encountered in
the work and
community
environment**

★ There's no
ERC example
that is
appropriate for
this particular
student's goal,
so I can create
my own.

Frequently Asked Questions



FAQs

Q – What is the difference between the Expanded Benchmarks and the Extended Evidence Outcomes?



Let's compare...

Expanded Benchmarks

- 1. One list for all grade spans**
- 2. Broad**
- 3. Aligned to the Colorado Model Content Standards**
- 4. Access Skills separate**

New EEOs

- 1. Grade level specific**
- 2. Concepts & Skills**
- 3. Clearly Aligned to Colorado Academic Standards**
- 4. Embedded Content-Based Access Skills**



FAQs

Q - Where can I find access skills for behavior and inter/intrapersonal skills?

A - Check Comprehensive Health and Physical Education

-Emotional and Social Wellness



Comprehensive Health & Physical Education

Standards and Prepared Graduate Competencies

	<i>Movement Competency & Understanding</i>	<i>Physical & Personal Wellness</i>	<i>Emotional & Social Wellness</i>	<i>Prevention & Risk Management</i>
<i>PE</i>	<ul style="list-style-type: none"> • Motor Skills & Patterns • Movement Concepts 	<ul style="list-style-type: none"> • Regular Physical Activity • Health-Enhancing Fitness Level 	<ul style="list-style-type: none"> • Responsible & Respects Self and Others 	
<i>Both</i>				<ul style="list-style-type: none"> • Safety; Injury Prevention
<i>CH</i>		<ul style="list-style-type: none"> • Healthy Eating • Healthy Relationships; Sexual & Reproductive Health • Health Promotion 	<ul style="list-style-type: none"> • Mental, Emotional, & Social Well-being 	<ul style="list-style-type: none"> • Healthy Decisions; ATOD Prevention • Healthy Relationships; Violence & Bully Prevention



FAQs

Q – Can I use the language of an access skill as the standard?

A – No, the standards have been identified and are the Colorado Academic Standards. You find that at the top under each Content Area.

* Remember to rephrase the language into measureable terms.



FAQs

Q – Are the goals supposed to be written at grade level expectations **or** at ability level expectations?

A – Yes, for students on an alternate academic achievement standard, **goals** come from the EEOs at the student's enrolled grade level of the Colorado Academic Standards.

And (not or) yes, objectives consider present levels of performance (ability levels) and are based on ERCs (scaffolded skills) that are also linked to the grade-level standard

* Remember to rephrase the language into measureable terms and write your own ERCs to fit student need



FAQs

Q – Suppose I have a student with a significant cognitive disability, but who accesses the general curriculum with only accommodations and takes the general state assessment in a certain content area. Do I use EEOs to write goals for this student?

A – No. In a given content area where the student receives only accommodations, the goals would be written on the grade-level academic achievement standard Evidence Outcomes. Remember EEOs = AAS (Alternate Achievement Standards)



FAQs

Q – Is CoAlt aligned to the EEOs?

A – The current CoAlt was originally linked to the Colorado Model Content Standards and aligned with the Expanded Benchmarks. All of the new state assessments that are being developed will be based on Colorado Academic Standards/ EEOs. As you transition your instruction to the CAS/EEOs you should be in good shape as the assessments transition also.



FAQs

Q – Where can I find information about CELPS for ELLs?

A – On the Standards Implementation Toolkit page, there are links to CELP resources. (Language Culture and Equity page)

<http://www.cde.state.co.us/sitoolkit/LearnAboutTheStandards.htm>

Other links to CELP resources:

[CELP Standards K-5](#)

[CELP Standards 6-12](#)

[Colorado ELL Guidebook](#)

[Can Do Descriptors For WIDAs Levels Of ELP](#)

[Fast Facts](#)



Need help with staff development on CAS/EEOs?

“Unpack the Standards” Tool

Stepwise Template and Completed examples

National Alternate Assessment Center ***Designing from the Ground Floor***

*Stepwise Process to Accessing Grade level
Content Standards and Curriculum*

[http://www.naacpartners.org/resources/Design
GroundFloorAll.pdf](http://www.naacpartners.org/resources/DesignGroundFloorAll.pdf)

Stepwise Process to Accessing Grade Level Content Standards and Curriculum		
1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the state standard?	What is the grade level standard?	What is the standard all about?
2. DEFINE THE OUTCOME(S) OF INSTRUCTION FROM THE INSTRUCTIONAL UNIT ON .		
What are the desired outcomes for all students in general education? What will classroom based assessment look like?	Which outcomes will be prioritized for direct instruction and monitoring for the target student with significant cognitive disabilities? What will formative assessment look like?	What supports (already identified or additional) would be necessary for the target student to access the instruction?
3. IDENTIFY THE INSTRUCTIONAL ACTIVITIES TO BE USED IN THE UNIT.		
What are the instructional activities planned for all students?	How can the student actively participate in the instructional activities?	What supports (already identified or additional) would help the student access the instruction?
4. TARGET SPECIFIC OBJECTIVES FROM THE IEP TO ADDRESS DURING THE UNIT.		
Which of the instructional activities provide opportunity to work on objectives?	What IEP objectives re: the general curriculum can be addressed within the instructional activities?	What other IEP objectives can be addressed within the instructional activities?

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