

Alternate Academic Achievement Standards



Assessment Team
Special Services Team
Maine Department of Education

Meet the Team

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Learning Targets for the Session

Participants will develop an understanding of:

- What are alternate academic achievement standards? What are the AAAS in Maine?
- How do AAAS align to the alternate assessments?
- How do AAAS align to grade level content standards?
- What role do AAAS play in the development of student IEP goals and objectives?

What are Alternate Academic Achievement Standards?

Alternate academic achievement standards (AAAS) are derived from state grade level content standards, reduced in breadth and complexity for students with the most significant cognitive disabilities.

AAAS are not a replacement of grade level standards. Rather, these serve as smaller accessible steps to support these students in accessing grade level content.

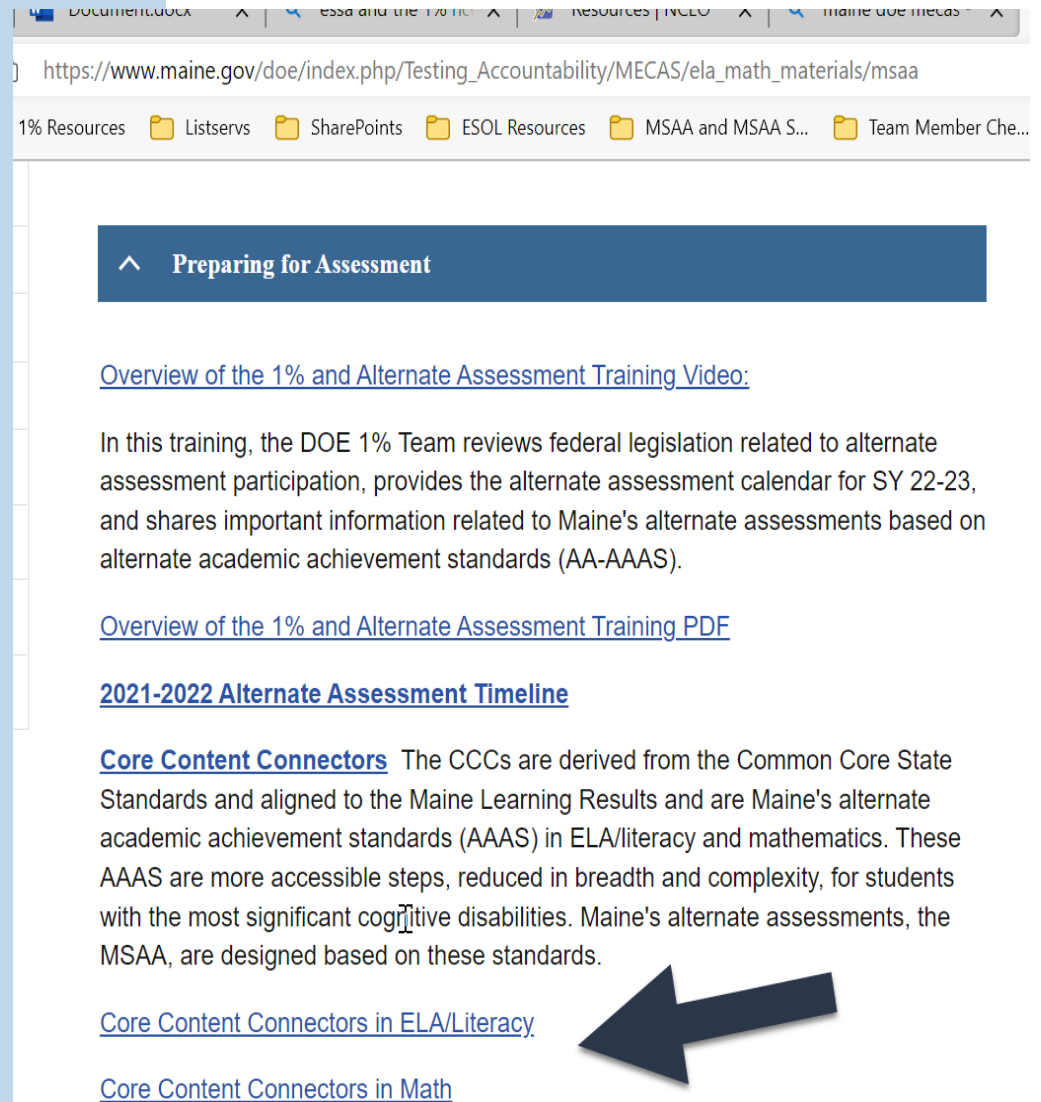
Maine's Alternate Academic Achievement Standards

- ❑ Core Content Connectors in reading/ELA and mathematics (derived from CCSS and MLR)
- ❑ Extended Performance Expectations in science (aligned to NGSS)

Maine's Alternate Academic Achievement Standards – Where do these live?

Maine DOE
MeCAS /
MSAA webpage

Maine DOE
Special Services /
1% information page



The screenshot shows a web browser window with the URL https://www.maine.gov/doe/index.php/Testing_Accountability/MECAS/ela_math_materials/msaa. The browser's address bar and tabs are visible at the top. Below the address bar, there is a navigation menu with several items: "1% Resources", "Listservs", "SharePoints", "ESOL Resources", "MSAA and MSAA S...", and "Team Member Che...". The main content area features a blue header with the text "Preparing for Assessment" and an upward-pointing arrow. Below the header, there are three links: "[Overview of the 1% and Alternate Assessment Training Video:](#)", "[Overview of the 1% and Alternate Assessment Training PDF](#)", and "[2021-2022 Alternate Assessment Timeline](#)". The text below the links explains that Core Content Connectors (CCCs) are derived from the Common Core State Standards and aligned to the Maine Learning Results. It states that these CCCs are Maine's alternate academic achievement standards (AAAS) in ELA/literacy and mathematics, designed to be more accessible for students with cognitive disabilities. The MSAA assessments are based on these standards. At the bottom of the page, there are two more links: "[Core Content Connectors in ELA/Literacy](#)" and "[Core Content Connectors in Math](#)". A large blue arrow points from the right side of the page towards the "Core Content Connectors in Math" link.

1% Resources Listservs SharePoints ESOL Resources MSAA and MSAA S... Team Member Che...

Preparing for Assessment

[Overview of the 1% and Alternate Assessment Training Video:](#)

In this training, the DOE 1% Team reviews federal legislation related to alternate assessment participation, provides the alternate assessment calendar for SY 22-23, and shares important information related to Maine's alternate assessments based on alternate academic achievement standards (AA-AAAS).

[Overview of the 1% and Alternate Assessment Training PDF](#)

[2021-2022 Alternate Assessment Timeline](#)

Core Content Connectors The CCCs are derived from the Common Core State Standards and aligned to the Maine Learning Results and are Maine's alternate academic achievement standards (AAAS) in ELA/literacy and mathematics. These AAAS are more accessible steps, reduced in breadth and complexity, for students with the most significant cognitive disabilities. Maine's alternate assessments, the MSAA, are designed based on these standards.

[Core Content Connectors in ELA/Literacy](#)

[Core Content Connectors in Math](#)

What are the requirements around Alternate Academic Achievement Standards?

- Aligned to the state academic content standards at grade level
- Provide access points to the general curriculum
- Highest possible standards / assume competence!
- Inclusion in the IEP (more on this later)
- Ensure students are on track for postsecondary education or competitive workforce opportunities

Alternate Assessments based on Alternate Academic Achievement Standards (AA-AAAS)

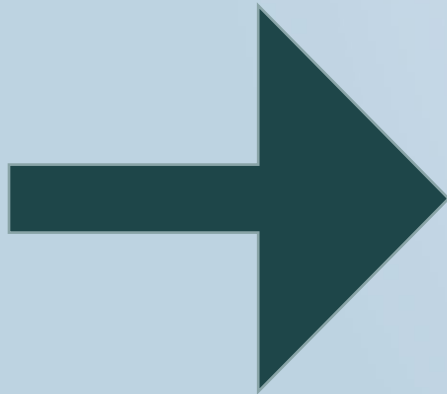
- ❑ **MSAA** in reading/ELA and mathematics (therefore designed around the Core Content Connectors)
- ❑ **MSAA Science** (Extended Performance Expectations)



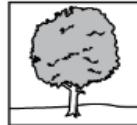
Example of Alignment Between AAAS and Assessment Item

Alignment

Core Content Connector (CCC): 3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.



What is the main idea in this passage?



The Sun helps trees to grow big and tall.



People can guess a riddle and win a prize.



The Lantern Festival is important to families.

Would you like to read this question again, yes or no?

Core Content Connectors & Grade Level Content Standards

Core Content Connectors (CCCs) identify the **most salient grade-level**, core academic content in ELA and Mathematics found in both the Common Core State Standards and the Learning Progression Frameworks. CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the CCSS, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Core Content Connectors and Grade Level Content Standards

Learning Progression Frameworks (LPFs) define research-based pathways for learning. Learning Progression Frameworks are developed and refined using available research and evidence and have clear binding threads that articulate the essential core concepts and processes of a discipline (sometimes called the ‘big ideas’ of the discipline). The LPFs articulate movement toward increased understanding (meaning deeper, broader, more sophisticated understanding).

Core Content Connectors and Grade Level Content Standards

Do you want me to talk about the strands of the Learning Progressions Framework for ELA or is that too much information?

High Standards for All Students Kindergarten Example

READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
Craft and Structure:	Craft and Structure:	READING: Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.	CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	R.7.K With prompting and support, ask and answer questions about unknown words in a text.

Literature
K.RWL.a1
Ask questions about unknown words in a text.
K.RWL.a2
Answer questions about unknown words in a text.

Informational
K.RWL.a1
Ask questions about unknown words in a text.
K.RWL.a2
Answer questions about unknown words in a text.

High Standards for All Students

Grade 3 Example

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Standard SL.2 (Repeated Anchor Standard): Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.2.3.b Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	

High Standards for All Students

Grade 5 Example

6. Assess how point of view or purpose shapes the content and style of a text.	6. Assess how point of view or purpose shapes the content and style of a text.	Standard R.9: Assess how perspective or purpose shapes the content and style of a text.
CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.		R.9.5.a Describe how a narrator's or speaker's point of view influences how events are described in various contexts.
	CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	R.9.5.b Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts.

Literature 5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described. 5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed. 5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text. 5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.
Informational 5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.

Federal Monitoring

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

(MUSER IX.3.A.(1)(f)(ii)(I) & (II)).

Federal Monitoring

6B is a must fill, please do not leave it blank

B. Alternate Assessments

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child (MUSER IX.3.A.(1)(f)(ii)(I) & (II)).

Yes, the child meets qualifications outlined in the Participation Decision Flowchart.

- If yes, include an explanation:

No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments.

Not applicable.

Federal Monitoring

If the student is determined eligible for alternate assessment per the Participation Guideline document, all academic goals must have short-term objectives aligned to the Alternate Academic Achievement Standards (AA-AAAS).

<https://www.maine.gov/doe/learning/specialed/assessment>

MUSER IX.3.A(1)(a)(iii)

AAAS, IEPs, Goals and Objectives

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):

Lily is currently able to participate in conversations (including but not limited to: eye contact with the speaker, use of text to speech device), and express her own thoughts in 5 out of 10 opportunities per week.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

Progress:

By date, given service, child's name will skill as measured by evidence.

By November 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 8 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

Objective(s) required? Yes No

By date, given service, child's name will skill as measured by evidence.

By February 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 6 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

By May 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 7 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

Alt. Assessment CAP Findings

<p>ALT2 Section 6B & 5A</p>	<p>If the student is determined eligible for alternate assessment per the Participation Guideline document, all academic goals must have short-term objectives linked to alternate standards.</p> <p>MUSER IX.3.A(1)(a)(iii)</p>	<p>Yes= If section 6B is marked "Yes", all academic goals must have short-term objectives linked to alternate standards.</p> <p>No= Section 6B of the IEP is marked "Yes", but the student does not have academic objectives linked to alternate standards.</p> <p>NA- Section 6B is marked "No" or "NA"</p>	<p>NA</p>	<p>0</p>	<p>0</p>
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Alt. Assessment CAP Findings

<p>ALT1 Section 6B</p>	<p>The Participation Guideline document is used annually to determine if a student meets or does not meet the criteria for participating in alternative assessments.</p> <p>MUSER IX.3.A(1)(a)(iii)</p>	<p>Yes=Section 6B is not blank. No= Section 6B is blank.</p>	<p>NA</p>	<p>0</p>	<p>0</p>
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Questions and Answers?

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