



Alternate Grade Span Expectations (AGSEs)

May 2006

Rhode Island Department of Elementary and Secondary Education

No Child Left Behind (NCLB) Requirements for General Education

- Beginning with the school year 2005-06, states must assess student knowledge in Reading and Mathematics at grades 3-8 and high school.
- States must have Science standards in place for the school year 2005-06.
- Writing is assessed in grades 4,8, and high school in Rhode Island.



Rhode Island Department of Elementary and Secondary Education

No Child Left Behind (NCLB) Requirements for Science

- Beginning with the school year 2007-08, states must assess student knowledge in Science one time during each of three grade groupings:
 - grades 3 and 5
 - grades 6 and 9
 - grades 10 and 12
- Testing must be consistent with state Science standards.
- States have Science standards in place for the school year 2005-06.



Rhode Island Department of Elementary and Secondary Education

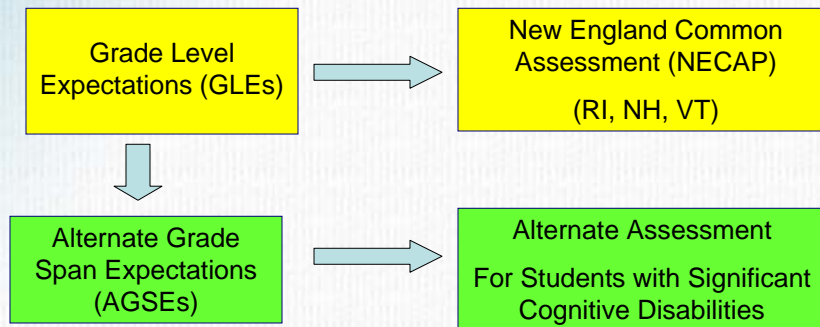
No Child Left Behind Requirements for Alternate Assessment

- The academic standards required shall be the **same** academic standards that the State applies to all schools and children in the State.
- Alternate achievement standards must be established for students with significant cognitive disabilities.
- Results from alternate assessment must be aggregated with results from the general assessment.



Rhode Island Department of Elementary and Secondary Education

The Rhode Island Response to NCLB



Rhode Island Department of Elementary and Secondary Education



Rhode Island's Response to NCLB Requirements for Students with Significant Cognitive Disabilities

Beginning with the school year 2005-06, RI will assess students' knowledge and skills in:

- Reading and Mathematics at grades 2-8 and 10
- Writing at grades 4, 7 and 10

Beginning with the school year 2006-07, RI will pilot a science assessment at elementary, middle and high school.



Rhode Island Department of Elementary and Secondary Education



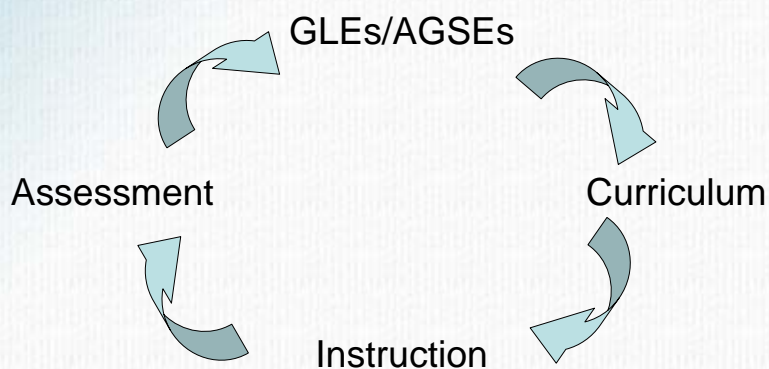
RI Believes That...

- Curriculum is the same for all students.
- Students experience age appropriate curriculum in a way that addresses their own development of skills.
- A learning continuum for instruction exists, based on a hierarchy of knowledge, skills, and abilities.

Rhode Island Department of Elementary and Secondary Education



Instructional Process



Rhode Island Department of Elementary and Secondary Education



Understanding the AGSEs

- AGSEs were created by RI teachers.
- AGSEs were developed in content areas of Reading, Writing and Mathematics.
- AGSEs are at grade spans K-2, 3-5, 6-8 and 9-12.
- Some AGSEs are grade span specific.
- Alternate Assessment Instructional Terms have been defined to address an child's individual levels of communication, participation and application.

Rhode Island Department of Elementary and Secondary Education



Understanding the AGSEs

- AGSEs were derived and expanded from NECAP GLEs in Mathematics, Reading, Writing, and RI Science GSEs.
- The language and order of the instructional focus (stem) used in the GLEs and the AGSEs are similar.

Rhode Island Department of Elementary and Secondary Education



Understanding the AGSEs

- AGSEs are a downward extension of the GLEs.
- AGSEs meet the needs of students with significant cognitive disabilities across a wide span of abilities.
- Each stem has indicators that denote how the AGSE is specified at a given grade span.
- Each indicator defines a skill that is appropriate for a grade span.

Rhode Island Department of Elementary and Secondary Education



AGSE Expansion of Context

Stem: WID 1. Student applies word identification and decoding strategies by :

Indicators for the four grade spans:

Grades K-2 WID 1.8 Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal and classroom experiences.

Grades 3-5 WID 1.8 Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom and community experiences.

Grades 6-8 WID 1.8 Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom, community, and vocational experiences.

High School WID 1.8 Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom, community and vocational experiences.

Rhode Island Department of Elementary and Secondary Education



AGSE Expansion of Content

Number and Operation: Demonstrate understanding of monetary value.			
12. Counting and adding a collection of coins and/or bills.			
K-2	3-5	6-8	High School
<p>NO 12.1 Demonstrate different kinds of counting (e.g., by ones, by fives, by 10s, by 25s).</p> <p>NO 12.2 Add collections of like coins together to a sum no greater than \$1.00 (e.g., ten dimes or four quarters).</p> <p>NO 12.3 Find possible combinations of coins to equal 25¢, 50¢.</p> <p>NO 12.4 Matching coin combinations to cents and dollar notation.</p> <p>NO 12.5 Add coins together to a value no greater than \$1.00.</p>	<p>NO 12.1 Demonstrate different kinds of counting (e.g., by ones, by fives, by 10s, by 25s).</p> <p>NO 12.2 Add collections of like coins together to a sum no greater than \$1.00 (e.g., ten dimes or four quarters).</p> <p>NO 12.3 Find possible combinations of coins to equal 25¢, 50¢.</p> <p>NO 12.4 Matching coin combinations to cents and dollar notation.</p> <p>NO 12.5 Add coins together to a value no greater than \$1.00.</p>	<p>NO 12.1 Demonstrate different kinds of counting (e.g., by ones, by fives, by 10s, by 25s).</p> <p>NO 12.2 Add collections of like coins together to a sum no greater than \$1.00 (e.g., ten dimes or four quarters).</p> <p>NO 12.3 Find possible combinations of coins to equal 25¢, 50¢.</p> <p>NO 12.4 Matching coin combinations to cents and dollar notation.</p> <p>NO 12.5 Add coins together to a value no greater than \$1.00.</p> <p>NO 12.6 Add bills together to a value of \$5.00, \$10.00 or \$20.00</p>	<p>NO 12.1 Demonstrate different kinds of counting (e.g., by ones, by fives, by 10s, by 25s).</p> <p>NO 12.2 Add collections of like coins together to a sum no greater than \$1.00 (e.g., ten dimes or four quarters).</p> <p>NO 12.3 Find possible combinations of coins to equal 25¢, 50¢.</p> <p>NO 12.4 Matching coin combinations to cents and dollar notation.</p> <p>NO 12.5 Add coins together to a value no greater than \$1.00.</p> <p>NO 12.6 Add bills together to a value of \$5.00, \$10.00 or \$20.00</p>

Rhode Island Department of Elementary and Secondary Education



Comparing GLEs and AGSEs: GLE Narrative Writing

Post Field Trial Tri-State New England (TSNE) Grade Level Expectations (GLEs) Grades 3-8 for Writing

Narrative Writing – Creating a Story Line and Applying Narrative Strategies					
End of Grade 3	End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7	End of Grade 8
<p>NEGLE#W4</p> <p>In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> Creating a clear, understandable story line with a beginning, middle, and end 	<p>NEGLE#W4</p> <p>In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W4.1.4 Creating a clear, understandable story line with a beginning, middle, and end W4.2.4 Establishing a problem and solution 	<p>NEGLE#W4</p> <p>In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> Creating a clear and coherent (logically consistent) story line Establishing context (setting or background information), problem/conflict/challenge, and resolution Using transition words and phrases to establish clear chronology and to enhance meaning 	<p>NEGLE#W4</p> <p>In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> Creating a clear and coherent (logically consistent) story line Establishing context, problem/conflict/ challenge, and resolution, and maintaining point of view, (1st person, 3rd person, or omniscient) Using transition words and phrases to establish clear chronology and to enhance meaning 	<p>NEGLE#W4</p> <p>In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W4.1.7 Creating a clear and coherent (logically consistent) story line W4.2.7 Establishing context, character motivation, point of view, problem/conflict/challenge, and resolution W4.3.7 Using a variety of effective transitional devices (e.g., ellipses, time transitions) to enhance meaning 	<p>NEGLE#W4</p> <p>In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> Creating a clear and coherent (logically consistent) story line Establishing context, character motivation, point of view, problem/conflict/challenge, and resolution Using a variety of effective transitional devices to enhance meaning

Rhode Island Department of Elementary and Secondary Education



Comparing GLEs and AGSEs: AGSE Narrative Writing

Standard: Narrative Writing – Creating a Story Line and Applying Narrative Strategies (N 4)





N 4. In written narratives, students organizes and relates a story line, plot, and/or series of events by			
K-2	3-5	6-8	High School
<p>N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.</p> <p>N 4.2 Using pictures, symbols, objects, and/or words to create an understandable story line.</p>	<p>N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.</p> <p>N 4.2 Using pictures, symbols, objects, and/or words to create an understandable story line.</p> <p>N 4.2a <u>Creating a story line with a beginning, middle, and end (may take the form of words or pictures or some combination).</u></p>	<p>N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.</p> <p>N 4.2 Using pictures, symbols, objects, and/or words to create an understandable story line.</p> <p>N 4.2a Creating a story line with a beginning, middle, and end (may take the form of words or pictures or some combination)</p> <p>N 4.2b <u>Using dialogue to advance plot or story line (e.g., what would this character say?).</u></p>	<p>N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.</p> <p>N 4.2 Using pictures, symbols, objects, and/or words to create an understandable story line.</p> <p>N 4.2a Creating a story line with a beginning, middle, and end (may take the form of words or pictures or some combination)</p> <p>N 4.2b Using dialogue to advance plot or story line (e.g., what would this character say?).</p>

Rhode Island Department of Elementary and Secondary Education



AGSE Instructional Terms

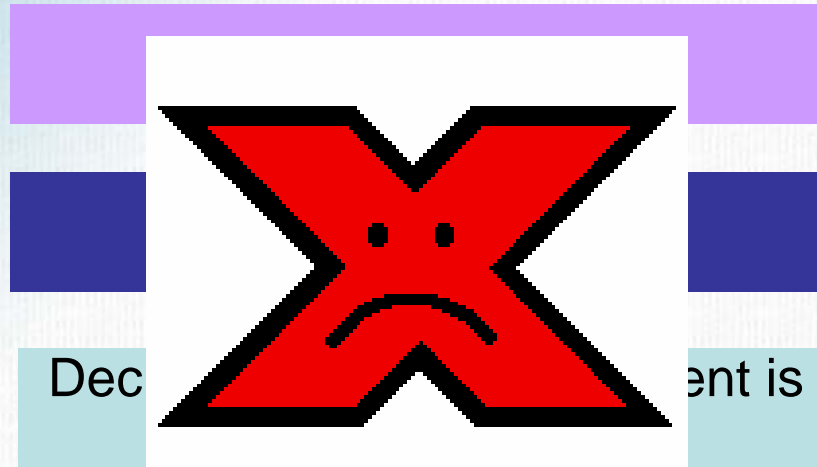
Example: In the Reading AGSE, “text” is expanded to incorporate:

<p>drink (words)</p>	<p>An actual cup (object) (representing drink)</p>
 <p>(symbol representing drink)</p>	 <p>(photograph of a cup representing drink)</p>
 <p>(texture that represents “drink”)</p>	 <p>Braille represents c-u-p</p>

Rhode Island Department of Elementary and Secondary Education



Guiding Instruction



Rhode Island Department of Elementary and Secondary Education



Guiding Instruction

Decide what skills/AGSEs the student is going to work on.

Identify what occurs in general education.

Create modifications so the student can work with the same materials – different skills.

Rhode Island Department of Elementary and Secondary Education



AGSEs and Inclusion

AGSEs should be taught where learning naturally occurs.

- Elementary School: General Education Setting
- Middle School: General Education Setting, Community Setting
- High School: General Education Setting, Community Setting and Employment Settings.

Rhode Island Department of Elementary and Secondary Education



To Obtain A Copy of the AGSEs

RIDE Website: www.ridoe.net

Rhode Island Department of Elementary and Secondary Education



For More Information

Contact:

- Cynthia Corbridge, RIDE
– cynthia.corbridge@ride.ri.gov
- Sue Dell, Sherlock Center
– sdell@ric.edu
- Amy Grattan, Sherlock Center
– amy.grattan@ride.ri.gov

Rhode Island Department of Elementary and Secondary Education

