



Introducing the Criterion-Referenced Competency Tests - Modified

Agenda

1. What is an AA-MAS?
2. Georgia's Development of the CRCT-M
3. What is the CRCT-M?
4. Who is eligible for the CRCT-M?
5. CRCT-M Logistics
6. Questions & Answers



What is an Alternate Assessment based on Modified Achievement Standards?

What is an AA-MAS?

- An assessment that covers the same grade-level content as the general assessment, with expectations for content mastery modified
 - the modified expectations must still be challenging for eligible students and should position the student toward achieving grade-level proficiency

What is an AA-MAS?

- Modified academic achievement standards (expectations) may not be based on academic content standards that have been modified or restricted
- The AA-MAS must demonstrate alignment to the grade-level curriculum standards
 - In other words, it must cover the same grade-level content as the general education assessment

What is an AA-MAS?

- Proficient performance on an AA-MAS must represent understanding of grade-level content, albeit through a less rigorous assessment
- An AA-MAS may NOT:
 - assess off-grade level standards, content, or skills
 - lower learning expectations
 - reduce the number of standards, content, or skills

Defining the Population

- According the US ED, “there is a small group of students whose disability precludes them from achieving grade-level proficiency and whose progress is such that they will not reach grade-level proficiency in the same time frame as other students.”

Ground Rules: Eligibility

US ED guidance stipulates:

- there must be objective evidence demonstrating the student’s disability has precluded the student from achieving grade-level proficiency
- the student’s progress to date in response to appropriate instruction, including special education services designed to meet the individual needs of the student, is such that even if significant growth occurs, the IEP team is reasonably certain the student will not reach grade-level proficiency within the year covered by the IEP
- the student’s IEP must include goals that are based on the academic content standards for the grade in which the student is enrolled

Summary of Federal Criteria

- Student must have an IEP with goals based on current grade's academic content standards
- Student's disability precludes him/her from achieving grade-level proficiency on the general assessment
- Even if significant growth occurs, the student will still not achieve grade-level proficiency in this school year



Georgia's Development of the CRCT-M

Georgia's Development of an AA-MAS

- Understand who the lowest performing students are
- Understand the achievement of these students
- Develop an assessment that is
 - technically sound
 - appropriately challenging
 - accessible to the target group of students

It's about better measurement.

Georgia's Investigations & Work

- Data mining – who are the kids?
- Item revision/enhancement
- Pilot test
- Survey teachers
- Curriculum implementation survey
- Universal Design evaluation
- Cognitive Labs
- Draft performance level descriptors
- More item revision/enhancement
- Field test
- Survey teachers
- Developed participation guidelines

Findings: Data Mining

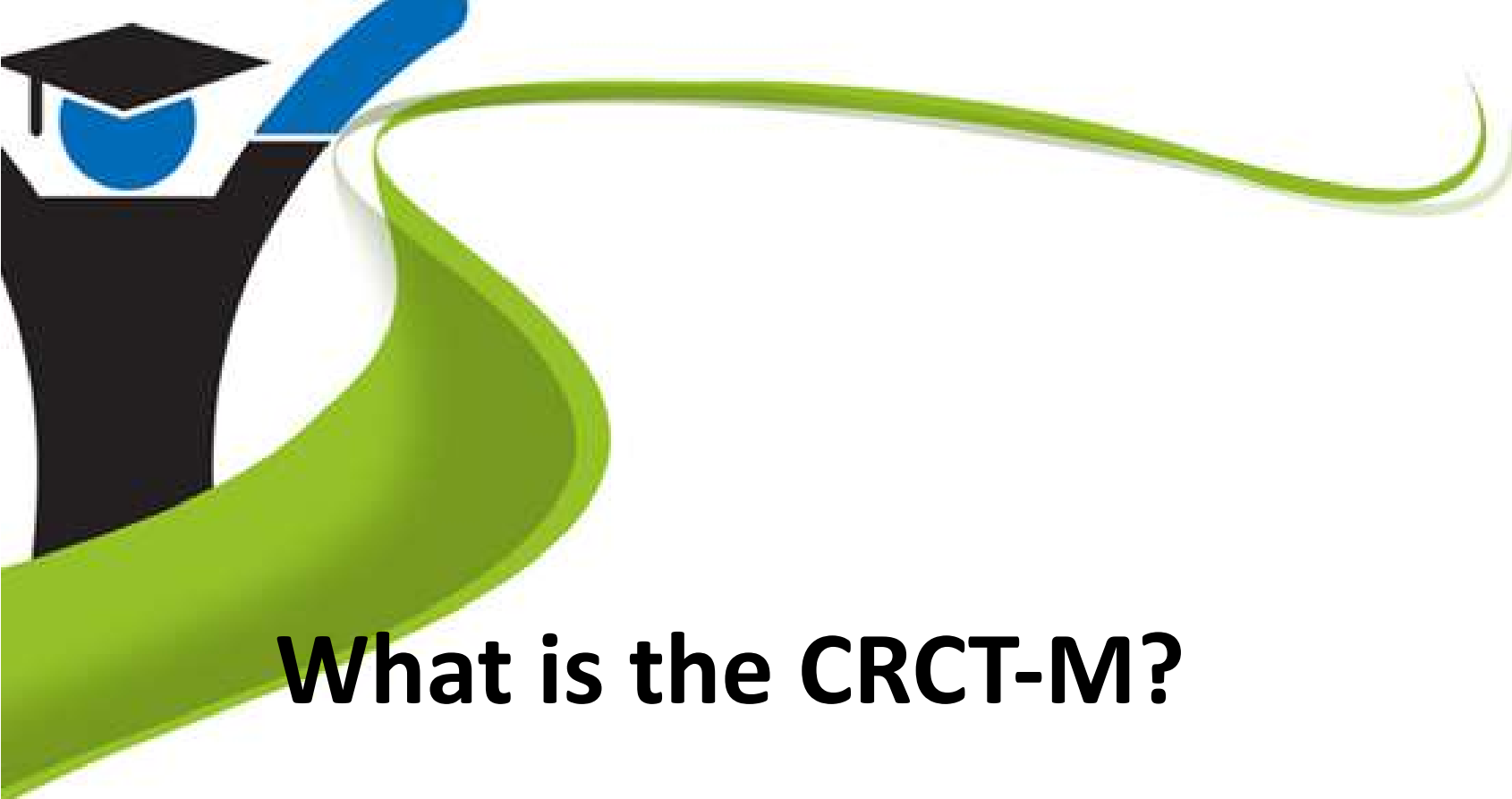
- Half the students identified as persistently low performing were not special education students
- Deficit concepts and/or skills were not clearly discernable
 - There was no clear pattern for the identified population in terms of item type, design feature, or skill classification
- Tests did contain items that functioned for identified students

Teachers' Perceptions of PLP Students

- Passive learners / non-risk takers
- Have meta-cognition deficits
 - Can't generalize skills and concepts to new situations or problems
 - Don't make connections
 - Can't change topics easily
 - Can't readily access and apply strategies
- Limited vocabulary and prior knowledge
- Poor decoding, fluency, and comprehension skill
- Poor number sense

Teacher Strategies for PLP Students

- Guided practice
- Preview words/questions
- Group, chunk, and summarize
- Visual tools
 - Number lines
 - Place value charts
 - Manipulatives
 - Graphic organizers
 - Multiple representations



What is the CRCT-M?

What is the CRCT-M?

- The CRCT-M is a grade-level alternate assessment designed for eligible students with IEPs
 - Grades 3 – 8
 - Reading
 - English/Language Arts
 - Mathematics
 - Students must take the CRCT for any subject in which the student does not take the CRCT-M
 - All students must take the Science and Social Studies CRCT.

How does the CRCT-M differ from the CRCT?

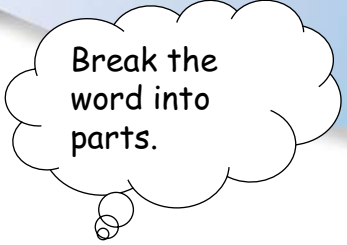
- Both the CRCT-M and the CRCT measure the Georgia Performance Standards.
- The CRCT-M measures the same domains in the same proportion as the CRCT but with 10 fewer items per content area.
- The CRCT-M uses test items and reading passages from the CRCT.
 - Items and passages are revised or enhanced to make the test more accessible to target students.

Types of Revisions

- Simplify language in question/stem and/or distracters
- Simplify graphics, visuals, etc.
- Eliminate extraneous information
- Substitute another (*more familiar*) word without changing the construct
- Reformat items or passages (e.g., adding more white space, size of text)
- Adjust layouts (e.g., reorder items or passages)
- Separate reading passages into segments, followed by related items

Types of Enhancements

- Add a Helpful Hint in a “Thought Balloon”
 - Definition, key word or phrase
 - Reminder of approach to help solve a multi-step problem (e.g., circle the information you need to solve)
- Provide a Scaffold
 - Graphic organizer (e.g., timeline for organizing chronology)
 - Table, graph, chart, or visual to enhance *conceptual understanding* (e.g., input-output chart for finding pattern)
 - Key words, phrases, definitions (e.g., sidebar glossary), introductions to passages
- General Presentation: underline, bold, enlarge key words/phrases/symbols



Break the word into parts.

Other Features of the CRCT-M

- Increased font size
- Fewer items per page
- Increased white space
- Grouping of like items
- Reading passages edited to reduce reading load (both length and vocabulary)
 - Passages remain grade-level appropriate

Sample CRCT-M Item

(used more familiar words in distracters; shortened stem)

BEFORE

In paragraph 9, what does the word genuine mean?

- a. real *
- b. pretend
- c. content
- d. anxious

AFTER

In paragraph 9, what does genuine mean?

- a. real *
- b. pretend
- c. happy
- d. worried

Sample CRCT-M Item

(segmented reading passage)

Carol Ryrie Brink lived with her Grandmother Caddie and two aunts on a tiny farm in Idaho. The farm was a great place to live. Besides wonderful tall climbing trees, it had cats and chickens and a barn that held her pony, Tommy, whom she rode all over the countryside and through the streets of town.

Even so, Carol was sometimes lonely. She would climb to the top of her favorite tree and make up stories to entertain herself. Carol knew all about stories. The favorite part of her day was when Grandmother Caddie would sit with her and tell stories about when she was a pioneer girl, and her family had moved from Boston to the wilderness of Wisconsin. Grandmother Caddie told Carol story after story about the adventures of her and her brothers.

Answer questions 1–6 in your answer booklet.

1. Why did Carol enjoy hearing her grandmother's stories?

A She could listen to her grandmother's stories from the top of a tree.

B She enjoyed how her grandmother read stories aloud.

C She thought her grandmother's adventures were unusual.

D She liked to imagine her grandmother as a pioneer girl.

Sample CRCT-M Item

(reorganized and simplified text; underlined key word)

BEFORE

Bill was discussing the total sales in his store this week. He said that on Monday there were twice as many sales as Thursday, less 13. If there were 135 sales on Thursday, how many sales did he have on Monday?

AFTER

Bill had 135 sales on Thursday. The sales on Monday were twice as many as Thursday, less 13.

How many sales did Bill have on Monday?

Sample CRCT-M Item

(changed format; simplified reading load)

BEFORE

- Mary has six white shirts, four blue shirts, and five red shirts in her dresser. If she randomly chooses...

AFTER

Mary has

6 white shirts

4 blue shirts

5 red shirts

If she randomly chooses...



Who is Eligible for the CRCT-M?

Federal Ground Rules: Eligibility

- US ED guidance stipulates:
 - there must be objective evidence demonstrating the student’s disability has precluded the student from achieving grade-level proficiency
 - the student’s progress to date in response to appropriate instruction, including special education services designed to meet the individual needs of the student, is such that even if significant growth occurs, the IEP team is reasonably certain the student will not reach grade-level proficiency within the year covered by the IEP
 - the student’s IEP must include goals that are based on the academic content standards for the grade in which the student is enrolled

Participation Guidelines

- For each content area:
 - Evidence that the student’s disability has precluded the student from achieving grade-level proficiency.
 - Evidence the student’s progress to date is such that, even if significant growth occurs, the student will not achieve grade-level proficiency.
 - Evidence stems from multiple, valid measures collected over time.
 - The student’s IEP includes goals based on the grade-level GPS for the content area.
 - The student has access to the grade-level curriculum.
- The decision should not be related to:
 - Time receiving special education services;
 - Excessive or extended absences; or
 - Language, cultural, or economic differences;
- The decision may not be based solely on the student’s disability type and must be an IEP team decision, not an administrative one.

Official participation guidelines will be released in September. IEP teams must wait for the official guidelines.

Participation Guidelines

- Participation must be decided annually.
- Participation must be determined by each content area.
 - IEP teams may not make blanket participation decisions.
 - Students who Met Expectations on the CRCT the previous year are not eligible for the CRCT-M.
- Participation will require documentation of evidence supporting the placement decision.

Participation Guidelines

- Participation is limited to 2% of all students enrolled in tested grades (grades 3 – 8).
- To the extent the district is under 1% on the GAA, the district may exceed 2% on the CRCT-M.
 - For instance, if a district tests 0.8% on the GAA, the district may test 2.2% on the CRCT-M.
 - Districts must continue to seek a waiver if the 1% cap is exceeded.



CRCT-M Logistics

CRCT-M Logistics

- The CRCT-M will be administered during the state window for the CRCT: April 4 – May 6, 2011.
 - Systems will select 5 consecutive days to administer the CRCT-M.
 - Systems are not required to administer the CRCT-M at the same time as the CRCT.

CRCT-M Logistics

- Accommodations appropriate for the CRCT are appropriate for the CRCT-M.
- Conditional accommodations will be monitored across programs (CRCT & CRCT-M).
 - The expectation remains that only a small number of students will participate using conditional accommodations.

CRCT-M Logistics

- Test results will be reported in terms of three performance levels, yet to be named:
 1. Basic (not proficient)
 2. Proficient
 3. Advanced
- With the administration of the CRCT-M, the proxy percentage allowed during AYP calculations ceases.

Questions?

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