National Center and State Collaborative

Arkansas Department of Education

Parent Overview of the NCSC Assessment System: Grade 7

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This overview of the NCSC Alternate Assessment explains:

- alternate assessment,
- importance of academic instruction,
- possible instructional supports, and
- ways to work with your child's teachers.

Alternate Assessment

When you receive your child's test results, the report will show your child's score and performance level on the NCSC test. The scores are based on high expectations and these expectations are appropriate for students taking an alternate assessment in this grade. The test was designed using the principles of Universal Design for Learning (UDL) and has built-in supports:

- reduced passage length in reading,
- pictures and graphics included to help students understand,
- models in reading, writing, and mathematics,
- common geometric shapes and smaller numbers on the mathematics test, and
- option to have the entire test read aloud.

The alternate assessment is designed to work with the way your child communicates. The teachers will provide all the accommodations included in your child's IEP as long as they are consistent with the NCSC assessment policies.

The NCSC test results, reported in the Individual Student Report, may be used to identify areas for needed improvement as well as areas of strength so that everyone can work together to help your child. Teachers may use this information to guide their teaching so that students learn the knowledge and skills of the grade level academic content with appropriate supports.

Your child's teacher can select and use appropriate NCSC curriculum and instructional resources located at https://wiki.ncscpartners.org. The resources provide the skills taught at each grade, explanation of curriculum, and examples of lesson plans and systematic instruction. The NCSC Assessment System provides training for teachers on each of these resources. See descriptions of the resources on page 1 of this document.

College, Career, and Community Skills

- **Reading and writing** is important to understand books, gather and learn new information, make notes, share thoughts and stories, compare information, read schedules, etc.
- **Mathematics** is important to understand numbers, solve problems, schedule, arrange transportation, manage money, etc.
- **Communication skills** are important to advocate for self, participate in social and educational conversations, express wants and needs, access information, made requests, shop, prepare a meal, etc.
- **Age appropriate social skills** are important to build knowledge and shared experiences with peers in school, the community, and work.
- **Independent and teamwork** are important to build problem-solving skills, understand and follow directions, complete a new task, work with others, and use provided supports.
- **Skills to access support systems** are important to academic instruction, collaborative work with peers, developing independence, requesting assistance, and using appropriate tools (e.g., calculator) to complete a task.

Academic Instruction

Changes in our culture, our technology, and our work are happening at a fast pace. There are recognized college, career, and community skills that prepare our children for the world they will live in as adults. This preparation requires instruction that is individualized to meet your child's unique needs, focused on skills to communicate, read, write, use mathematics, and develop work skills.

Instructional Supports

Teachers have many tools and techniques to teach academic content. Teachers will provide the supports identified in your child's IEP. This should help your child learn the content and improve his or her knowledge, skills, and abilities as well as demonstrate them on the test.

The principles of Universal Design for Learning (UDL) provide flexible approaches for curriculum and are used throughout the NCSC Assessment System to provide support and accommodations as needed for all children, including your child. Teachers can use these same strategies to support your child in learning. For example, in reading, your child may listen to the story read by someone else and answer questions using a communication system. In mathematics, your child might use counters to help solve problems and follow steps that are provided for calculations instead of having to memorize the steps. Supports will be important as your child is introduced to new content.

Additional examples of supports include providing:

- information presented in different ways (e.g., with pictures, manipulatives, and simplified text),
- access to learning materials in different ways (e.g., listening to a story while using a screen reader or a version enhanced with textures, providing word or picture choices),
- different ways to show what your child has learned (e.g., answering using a switch activated recording, presenting using technology, eye-gaze to select words or pictures to write a story), and

- multiple options to engage your child (e.g., providing choices, using topics of personal interest).

You can find more about Universal Design for Learning at http://www.udlcenter.org.

English Language Arts – Grade 7

In middle school, your child's instruction has an increased focus on informational texts, but still includes enjoying reading or listening to and learning more about literary (non-fiction) texts read aloud. Your child will:

- read/listen to stories, poetry (e.g., *The Road Not Taken*), plays and informational texts (e.g., biographies, historical documents, science texts, etc.) that may be adapted,
- produce different types of writing: stories, informational, and persuasive, and
- learn communication skills (e.g., classroom discussions and presentations).

The complexity of the stories and informational text your child will read or listen to will increase throughout the year and as he/she moves to the next grade. The following are a few ways that stories and text become more complex.

Range of Text Complexity

- Text is short with many pictures.
- Sentences are simple and include repeated ideas.
- Text has events in order with ideas clearly stated.
- Charts and diagrams are simple.
- Text includes everyday, common words.

- Text is detailed with few pictures.
- Sentences are compound and complex.
- Text has implied ideas and connections among a range of ideas.
- Charts and diagrams include detailed information.
- Text includes expressions and phrases.

Instructional activities should be individualized for your child as needed. For example, to teach how to compare the written and movie versions of a play the teacher introduces segments of each. The teacher has the students complete a Reading and Viewing Guide on which the students record information about the setting, characters, plot, events, and resolution of the written version of the play and of the movie. The teacher may provide options on sticky notes for some students to place on the guide, ask some students a series of questions (e.g., is the character scared in the play), or have some students dictate their responses.

Teachers often pair reading and writing together. After completing several more instructional activities to help students analyze the written and movie versions of the play, the teacher provides students with two options for a writing project. In the first option, students create a movie poster using information from the written play and a brief summary to entice people to see the movie. In the second option, students use images and information from the movie to create a book jacket that will entice people to read the play. The movie poster and the book

jacket should include information about what is included in one version and not the other. The teacher provides an adapted/alternative keyboard for some students to use to create the poster or book jacket on the computer. For some students, the teacher provides a gallery of pictures to use when creating the poster or book jacket. Some students may record themselves and a partner discussing the written and movie versions.

ELA Sample Instructional Activities (text complexity increases in each grade)

7th Grade

- Learning the meaning of new words, and how they affect 7th grade level stories or informational texts
- Determining the big idea or central meaning of stories and informational text
- Understanding how characters, individuals, settings, ideas, and events affect each other (e.g., character's choices might be different in the city than the country)
- Comparing texts in two different books or mediums (e.g., book and a video) to see how the information is presented
- Finding evidence in an informational text to support the claim the author is trying to convince the reader
- Sharing ideas and information by producing persuasive pieces that include claims, relevant ideas and evidence, informational pieces using a conclusion that summarizes the information, and stories with sequenced events and details to show experiences
- Communicating with classmates in discussions; changing own views when appropriate
- Reporting on a topic using multimedia (e.g., slide show) and using relevant information to support main ideas

8th Grade Preview

- Learning the meaning of new academic and content words (e.g., galaxy), and how they affect 8th grade level stories or informational texts
- Understanding how the big idea or central idea of stories and informational text are developed by finding evidence throughout
- Comparing two or more texts to see how the characters' points of view are similar or different and how they affect the story
- Analyzing two or more informational texts that provide conflicting information on the same topic
- Determining the author's claim and evaluating the evidence used to support the claim
- Determining how a text is structured (e.g., cause/effect, chronological order)
- Sharing ideas and information by producing persuasive pieces that include clear reasons, ideas, and evidence; informational pieces using content specific vocabulary; and stories that use language such as imagery (e.g., juicy and sweet) that build understanding and appreciation
- Communicating claims and information to classmates

Mathematics – Grade 7

In grade 7, the focus in mathematics is on creating and solving equations about real-world problems, solving problems using positive and negative numbers, studying area, surface area, and volume of shapes, making scale drawings, and comparing data from different types of graphs, and determining probability based upon data. All of these learning activities that you can expect your child to be involved in might be individualized for your child. This allows the

skills to be taught, practiced, and learned so that your child can make progress more easily. Here is a mathematics example that shows how individualization might work.

The teacher is teaching how to determine the probability of different events based upon data. Students use a color wheel game spinner to create data. Students work in pairs to take turns spinning the spinner and recording their results. Then they answer a question based upon their data (e.g., If you spin a spinner with four colors, what is the chance it will land on green on the next trial?). Some students may choose a color wheel game spinner with only red, green, and blue, making it easier for one of the students who is learning to identify colors. Each student records what color the spinner lands on. Some students may record results by putting tally marks next to the written color name; some students may put cubes of the same color into boxes of the same color. At the end of the trials, some students may count the tally marks and the other students may use a golf counter to record the number of cubes in each box. Students order the colors from the one with the largest number of "hits" to the one with the smallest number of "hits" so they can use that information to determine the probability of an event occurring (e.g., On the next spin what is the chance the spinner will land on green?).

Mathematics Sample Instructional Activities

7th Grade

- Multiplying and dividing positive and negative numbers
- Creating and solving equations about real-world problems
- Using ratios and proportions on grids or line graphs to show proportional relationships
- Solving percent problems and word problems that have a combination of whole numbers, fractions, and decimals
- Using formulas to solve area, surface area, and volume problems; solving problems about the area and circumference of circles
- Connecting proportionality to geometry to show effect of scale change on distance, area, and volume
- Solving equations and expressions that are not equal about real-world problems
- Collecting and analyzing data; identifying range, median, mean and mode; comparing data
- Determining probability based on data

8th Grade Preview

- Working with rational and irrational numbers
- Adding, subtracting, multiplying, and dividing fractions, decimals, or positive/negative numbers
- Recognizing and comparing congruent and similar figures; describing scale change on surface area, area, and volume
- Changing a 2-dimensional shape using turns, flips, or slides
- Learning about how angles are related to each other (e.g., supplementary, complementary, and adjacent)
- Solving problems involving angle measure, area, surface area, and volume including cylinders, cubes, and spheres
- Solving linear equations; graphing linear functions
- Interpreting information from graphs and plots
- Conduct and analyze probability experiments

Families Working with Teachers

Children learn well when teachers and families work together. You can help your child learn when you and his or her teachers share information with each other. You can share how your child learns best and what his or her interests are. It is also important to provide your child with learning activities suggested by the teachers. To do this, you should find out what your child's instruction looks like and what your child is expected to learn and do. For example, the activity might be to read and answer questions about a story. The teacher might say that the most important part is for your child to answer the questions, which he or she can do after listening to the story instead of reading it alone. Likewise, writing might include the way your child communicates his or her thoughts and ideas. This might be using the computer, assistive technology, or dictation instead of using a pencil and paper.

NCSC Curriculum and Instructional Resources for Teachers and Parents

- Content Modules (explanation of grade level content)
- Instructional Families (skills for each grade)
- Curriculum Resource Guide (examples for teaching grade level content)
- Universal Design for Learning (UDL) Units (model universally designed lesson plans)
- Instructional Resource Guide (instructional strategies)
- Systematic Activities for Scripted Systematic Instruction (samples of intensive instruction: LASSIs for language arts and MASSIs for mathematics)

To see examples of what these supports look like and how teachers may use these supports, go to the NCSC Resources- https://wiki.ncscpartners.org. Parents can use the resources on this site to help increase their child's knowledge and skills. The site includes a "Parent Tips and Tools" section that can help parents use the resource materials. These resources help teachers and parents know what content to teach in each grade, suggestions and models for how to teach specific content, and how the content relates to the real world. Working closely with your child's teacher and these resources helps your child to develop college, career and community skills.

Summary

As everyone works together to support your child's learning of the college, career, and community skills, the NCSC Assessment System provides guidance on the appropriate content and supports. Teachers and families working together will make individualize instruction meaningful and will help your child develop those skills. As you read through this overview and look at your child's test report, please contact your child's teacher if you need more information.