

## Georgia Alternate Assessment 2.0 Eligibility Criteria Training

### Student Sample 1 - Candace

Candace is 8 years old and in the 3<sup>rd</sup> grade. She is currently served as a student with a Mild Intellectual Disability (MID) with speech language therapy as a related service. Candace was initially evaluated through the local school district in first grade (dated November 1, 20XX) and began receiving services as a student with MID on November 2, 20XX.

According to attendance records, Candace attends school regularly and has only two excused absences this school year. Her most recent IEP indicates that she receives specially designed instruction for reading, written expression and math in the resource setting and is in a co-taught setting for guided reading and social skills instruction. Candace receives instruction for science, social studies, and electives in the general education setting.

Candace is provided the following accommodations and supports across all settings: Language Arts: Auditory output of text grade level materials (e.g., text reader, tape, human reader), audio presentation of grade level text for assessments (text reader/ human reader), taped materials for select instructional level reading materials to provide opportunities for repeated exposures. Math: Calculator, concrete objects (e.g., manipulatives for counting, geometric shapes, real objects). General: visual supports (e.g., pictures, diagrams, symbols to support instruction, word cards, word lists, alphabet strip, copy of word or sentence at desk, highlighting of sentence parts), Verbal prompts/cues, provision of alternate ways to demonstrate competence on grade level test requiring greater than one sentence response (e.g., oral response, diagram response, scribe), Paraphrasing of text and directions. Behavioral: Reinforcement is provided to encourage on task behavior and work completion. (*NOTE: May be located in the IEP and Disability Eligibility*)

**Communication**-Candace's articulation, voice, and fluency skills are within normal limits. Per formal language assessment, Candace demonstrates strength in identifying word relationships by pointing to pictures. Given formal assessment, results of language interventions and observation, Candace demonstrates severe language deficits in comprehension of basic concepts (0%), attributes (adjectives describing color, size, shape, etc. at 25%), prepositional phrases (i.e., on, under, behind 25%), sorting and labeling a category (40%), following oral directions (20%), answering /wh/ questions (who/where/when - 40% to 60%, what/why 10 to 40%), and formulating sentences (44%). Expressively, Candace uses past tense – ed in sentences at 0%. (*Note: Information may be located in the current IEP and Evaluation Report*)

**Reading** -Candace is a beginning reader. She scored a Level 2 on the Developmental Reading Assessment (DRA2) which is the Kindergarten level of reading ability. She enjoys looking at picture books and listening to picture books on tape/CDs at the classroom listening station. She

often listens to the same book multiple times. Given multi-sensory, direct instruction in phonological awareness, phonics, vocabulary, fluency and comprehension, Candace recognizes upper and lower case letters (90%), demonstrates letter/sound correspondence (65%), identifies single syllable consonant/vowel/consonant words (62%), and identifies high frequency sight words (Dolch words at 42% at the Kindergarten level). Given a guided reading passage on her instruction level and following multiple exposures to the passage, Candace reads 50 words with 18 miscues, and responds to literal questions at 70% (e.g., main idea and key details, retell story) and inferential questions (e.g., making prediction, making connections between events, characters, ideas) at 45%. Candace listens to the oral reading of grade level texts across core content areas. She does not volunteer during text discussion. With teacher prompting, she answers basic factual questions (main character, setting - 30%) and is unable to answer questions requiring deeper meaning (e.g., point of view, moral, theme, cause/effect - 0%). Candace participated in a Tier II and Tier III direct instruction language intervention entitled *Language for Learning*. The intervention consisted of multi-sensory presentation of vocabulary, word forms, sentence forms, and word relationships to improve language skills. Given ten weeks of intervention, Candace made limited progress in three skill areas: following oral teacher directions (20%), responding to wh questions (who/where/when 40% - 60%, what/why 10-40%), and sorting objects by category (40%). Retention of skills from week to week was poor. (*Note: Information may be located in the current IEP, Evaluation Report*)

**Math-**Candace reports that math is her favorite subject. Given daily direct instruction using manipulatives, Candace demonstrates slow but steady progress in the domains of Counting and Cardinality and Operations and Algebraic Thinking (basic addition and subtraction) at an entry-Kindergarten level. Candace counts objects 1-20 (100%), recognizes numerals 1-20 (80%), and adds sets 1-10 using manipulatives or her fingers (no regrouping - 80%, regrouping 30%). Subtraction poses greater challenge. She performs one digit subtraction problems with objects 1-10 (no regrouping - 60%). She demonstrates minimal understanding of math attributes of *less than, greater than* and *equal* (0%). Candace's math fluency in counting beyond 20, problem-solving and understanding math concepts is significantly and consistently below that of age peers thus affecting involvement in and progress in the third-grade math curriculum. (*Note: Information may be located in the current IEP, Evaluation Report*)

**Written Language** -Given direct instruction in written language focusing on writing production and conventions of Standard English, Candace demonstrates beginning writing skills. Given a teacher prompt, Candace produces upper (85%) and lower-case letters (90%) when an alphabet strip is on her desk. Without the alphabet strip on her desk, Candace produces the letters but looks about the room for letter examples (80% upper and lower case). Candace copies single syllable words given a copy of the word at her desk (70%) and she is starting to copy a sentence including capital letter and end punctuation (40%) when given a copy of the sentence at her desk. She categorizes familiar nouns (person, place, thing 80%) and acts out familiar action verbs

(80%) and constructs a simple sentence using a sentence strip and picture prompts (The boy/walks - 75%). Candace does not independently generate a simple sentence (with at least one noun, one verb, capital letter, and end punctuation). When given a grade level writing prompt and teacher assistance, Candace will write a series of letters and pictures (scribbles). With multiple teacher prompts, Candace will explain her piece and dictate sentences to the teacher. *(Note: Information may be located in the current IEP, Evaluation Report)*

**Adaptive Behavior:** Candace is a quiet, compliant student. Her adaptive skills are significantly below same age peers. Candace was evaluated using the Vineland-3 Domain-Level Teacher and Parent Form. Candace's overall level of adaptive functioning is 66, which is well below the normative mean of 100 (the normative standard deviation is 15). The ABC score is based on scores for three specific adaptive behavior domains: Communication, Daily Living Skills, and Socialization. The Communication domain measures how well Candace listens and understands, expresses herself through speech, and reads and writes. Her Communication standard score is 65. This corresponds to a percentile rank of 1. Communication is a relative weakness for Candace. The Daily Living Skills domain assesses Candace's performance of the practical, everyday tasks of living that are appropriate in the school setting. Her standard score for Daily Living Skills is 79, which corresponds to a percentile rank of 8. Daily Living Skills is a relative strength for Candace. Candace's score for the Socialization domain reflects her functioning in social situations. Her Socialization standard score is 57. The percentile rank is <1. The domain is a relative weakness for Candace. *(Note: Information may be located in the current and previous IEP, Social-Development History, Adaptive Behavior Assessments, Rating Scales, Evaluation Report and past and current multi-setting observations data)*

**General Intelligence-**According to evaluation (dated November 1, 20XX), Candace performed in the well below average range score on a cognitive assessment (Mental Processing Index or MPI of 65). Candace obtained a well below average range MPI score of 65, which corresponded to a percentile rank of 1. This means that Candace scored as well as or better than 1 out of 100 children her age taking the test. When considering the band of error that naturally accompanies any standardized test score, there is a 95 percent probability that the range of scores 60 to 72 will include Candace's actual IQ score. Candace's overall performance in sequential processing was in the well below average range (standard score = 66). Candace's performance on the Simultaneous Processing Scale was in the average range (standard score = 87). The Simultaneous Processing Scale requires a student to spatially integrate stimuli, which is needed to solve problems with maximum efficiency. Candace demonstrated well below average range skills on the Learning Scale, with a standard score of 64. The Learning Scale of the KABC-II addresses an individual's ability to store and retrieve newly or previously learned information.

Reflecting on cognitive, language, academic and social deficits in total, Candace requires a variety of supports for learning. In order to follow teacher directions, Candace benefits from peer and adult models and teacher prompts. She needs visual supports to promote understanding and retention of new concepts (e.g., real objects for categorizing, manipulatives for counting, alphabet/word/sentence models for writing, pictures to enhance understanding of reading

materials). She requires multiple models, ongoing review and multiple practices to master and retain a skill (e.g., Consonant Vowel Consonant (CVC) words). She requires specific instruction and examples to generalize a concept (e.g., written letters). Candace is more successful when a complex concept is broken into smaller chunks (e.g., CVC word family>present CVC words randomly; generate>letter>word>sentence). *(Note: Information may be located in the current and previous IEP, initial or most recent evaluation report and progress monitoring data across multiple settings)*

**Other Considerations:** Candace appears hesitant to join small group student conversations given language deficits. She requires specific role assignments to participate in cooperative group activities (e.g., distribute materials, match labels to diagram). In large group activities, Candace follows the lead of others (e.g., looking at reading passage, working quietly during independent seatwork, listening during class discussion). She is unable to read grade level materials, seatwork tasks are often blank, and she is unable to respond to comprehension checks during a listening activity. Candace struggles to follow oral teacher directions announced to the class. She requires individual repetition of the directions and teacher prompting. *(Note: This information may be provided the Present Levels in the IEP, teacher observations)*

**Parent(s) Input:** Candace is an 8-year-old child who resides with her mother, brothers (ages 10 and 20), sister-in-law (age 16), and niece (age 9 months). Candace's sister-in-law assists her with homework.

Parents indicated that Candace was born at 39 weeks gestation and was delivered by cesarean section because she was in the breech position. Candace was reportedly a healthy baby. Candace met developmental milestones related to sitting, walking, and talking within developmentally appropriate time frames but was late to be toilet trained. A family history of mental health, behavioral, or learning problems was not reported. Within the past 12 months, Candace's family has experienced one stressful event that included the addition of a family member and the birth of a niece.

At home, Candace plays outside, plays with toys or non-electronic games, and watches television. In the community, she visits the library and zoos or parks. Candace is described as a sweet and timid child. Family is concerned about Candace's lack of interest in socializing with other children and her academic difficulties.

Candace has a select few friends at home and in her church with whom she will communicate. Candace is hesitant to talk to new kids she meets. She will often follow what others are doing when in group. Parents can get Candace to do chores and tasks at home if they break them up into steps for her and use short phrases. *(Note: This information may be provided by parents or guardians of the student, in current Evaluation Report, Social Development History or parent survey/questionnaires)*

