UDL General Support

Modification – Essential Elements for Students with Significant Intellectual Disability

The Core Growth Assessment provides quick links to Essential Elements related to specific test questions. This allows teachers to see how standards and assessments can be modified for students who have significant intellectual disabilities.

As described in the Essential Elements document, "the Common Core EEs are linked to the Common Core State Standards for English Language Arts and Mathematics and were written by a group of general educators, special educators, and content specialists from member states in the Dynamic Learning Maps (DLM) Consortium. The EEs provide a link between CCSS and performance for students with significant intellectual disabilities. They are intended to provide a beginning structure for the design of a summative alternate assessment.

These EEs are not intended as a redefinition of the standards. Rather, they are intended to describe challenging expectations for students with significant intellectual disabilities concerning the CCSS. The EEs clarify the bridge between grade-level achievement expectations for students with significant intellectual disabilities who participate in alternate assessments and the CCSS.

Neither are the EEs intended to prescribe the beginning or end of instruction on the content and skills they represent; rather, they indicate the grade level at which initial mastery would be the target to be assessed. Students should begin instruction in content and skills at the earliest point possible and continue instruction until mastery is attained.

Four performance levels have been proposed for the DLM's alternate academic achievement standards: I, II, III, and IV. Mastery is

considered to be demonstrated at Level III and Level IV and is identified as meeting Level III on an alternate assessment as specified in the NCLB. A general description of each of these levels is included below:

- Level I - A student at this level attempts to perform tasks with support.
- Level II - A student at this level demonstrates some content knowledge and skills from the extended grade-level standards.
- Level III - A student at this level demonstrates content knowledge and skills at a level aligned with the complexity of the EEs.
- Level IV - A student at this level demonstrates content knowledge and skills at a higher level of complexity than those described for Level III.

Typically, this complexity includes the routine use of symbol systems as applied to English Language Arts. For each performance level, specific descriptions of content and skills are bulleted and examples of each level of performance are provided. The EEs linked to Core Growth provide a possible roadmap for instruction toward CCSS and assessment for students with extensive intellectual support needs."