

# Introduction to Access Points

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# Topics

- Access Points
- Reading and Language Arts
- Mathematics
- Science
- And more!

# Access Points for Students with Significant Cognitive Disabilities



Access points describe challenging alternate learning expectations for students with significant cognitive disabilities.

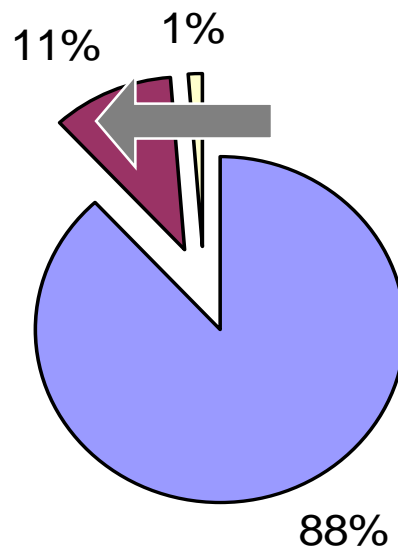
# The Mandates

- **NCLB** focuses on high expectations for ALL students.
  - Expectations are specified for each grade level.
  - Students with the most significant cognitive disabilities may use alternate assessment, based on alternate achievement standards aligned with academic content standards
- **IDEA** requires access to the general curriculum.

# Who May Need Access Points?

- Only students with significant cognitive disabilities
- Students who meet the criteria for alternate assessment
- Most students with disabilities are working on the general education standards with accommodations as necessary

# Participants in Alternate Assessments



- Total population of student learners
- Students with disabilities
- Students participating in alternate assessment

# What is an Access Point?

- Access Points are expectations written for students with significant cognitive disabilities to access the general curriculum.
- Embedded in the Sunshine State Standards, Access Points reflect the core intent of the standards with reduced levels of complexity.
- Accommodations  
(not stated—provided, as needed)

**NEW**

# Levels of Complexity

- Describe the knowledge and skills required at each grade level.

Independent

Supported

Participatory

In.

Su.

Pa.

More  
Complex



Complexity

Less  
Complex

# Organization of Standards

- Strand/Body of Knowledge
  - Standard/Big Ideas
    - Benchmarks
      - Access Points


# Access Points

## Standards/Benchmarks

Independent Level Access Point

Supported Level Access Point

Participatory Level Access Point

A cartoon illustration of a young girl with brown hair, wearing a red long-sleeved shirt and blue pants with green shoes. She is sitting cross-legged and has her right hand raised high in the air, palm facing forward. The illustration has a yellow drop shadow.

How do you  
write an  
access point?

# Access Points

# Establish Expectations

- Imagine a “typical” student with significant cognitive disabilities
- Project what knowledge and skills can be expected by graduation
- Align with the core intent of the benchmarks
- Make sure it is meaningful
- Work backwards across the grade levels

# A Logical Progression

- The terminology used in the access points describes three types of information:
  - knowledge/skill
  - representation of information
  - context/setting

# Knowledge/Skill

The verb and additional content

- A. Indicate desire for more...
- B. Write narratives about events
- C. Use one-to-one correspondence to count

# Representation of Information

## Reading and Language Arts

- The type and format of information presented to the student or expressed by the student:

1. Person
2. Concrete object
3. Picture (photo, drawing)
4. Gesture or sign
5. Symbol
6. Word and/or phrase
7. Read-aloud text
8. Text

# Representation of Information Mathematics

- Progression from  
Concrete - Representational - Abstract
  1. Objects
  2. Pictures
  3. Visual and Physical Models
  4. Symbols

# Representation of Information

## Examples:

- A. Identify characters, settings, actions, and events **in read-aloud prose.**
- B. Copy **letters and words.**
- C. The student will solve addition and subtraction facts **using objects and pictures.**
- D. The student will identify examples of area in **objects, pictures, and diagrams.**

# Numbering Scheme

MA.	5.	A.	1.	1
Subject	Grade Level	Body of Knowledge	Standard Big Idea Supporting Idea	Benchmark



What's  
happened so  
far?

# Reading and Language Arts

# Reading and Language Arts

- Strands
  - Reading Process
  - Literary Analysis
  - Writing Process
  - Writing Applications
  - Communication
  - Information and Media Literacy

Adopted  
January 2007

# Access Points Link to Benchmarks

**Grade 4 Benchmark:** Demonstrate legible cursive writing skills

- **In.** Write words and sentences with proper spacing and sequencing
- **Su.** Write words using upper case and lower case letters, proper spacing, and sequencing
- **Pa.** Use pictures, symbols, or words to convey meaning

# Access Points Link to Benchmarks

**Grade 6 Benchmark:** Explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism and know the associated consequences

- **In.** Record simple bibliographic data and identify ethical practices for using information (e.g., not claiming ownership of others' ideas)
- **Su.** Identify the titles of references or other sources used to answer search questions
- **Pa.** Identify objects, books and print material that belong to others

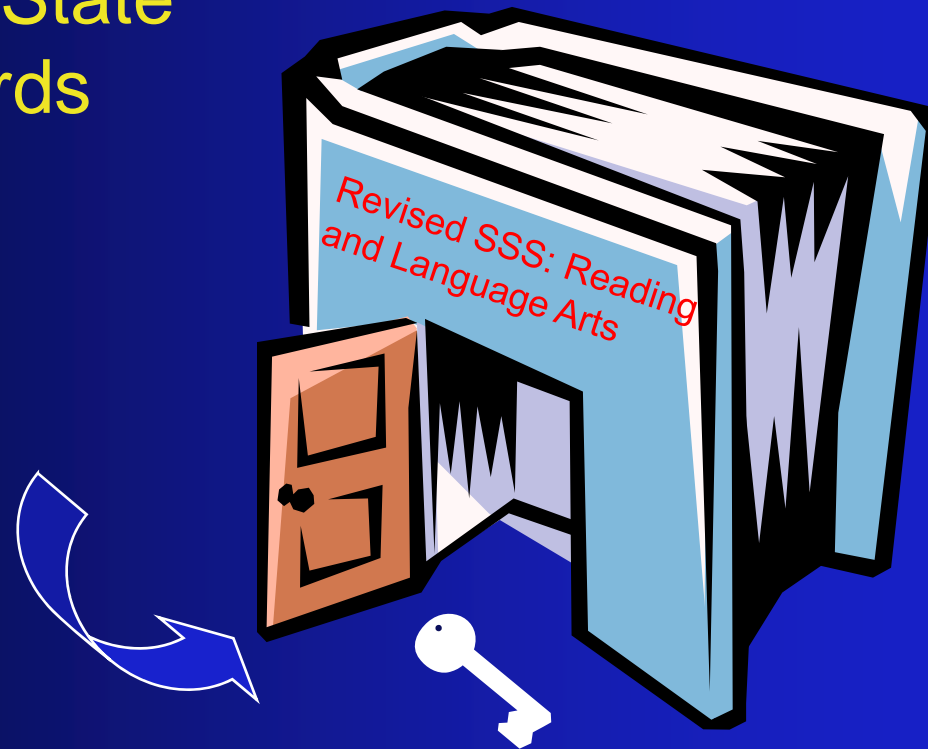
# Access Points Link to Benchmarks

**Grade 11-12 Benchmark:** Apply oral communication skills in interviews, formal presentations and impromptu situations according to designed rubric criteria

- **In.** Apply oral communication skills in interviews with familiar persons, brief presentations, and other real-world situations
- **Su.** Apply oral communication skills in interviews with familiar persons and other real-world situations
- **Pa.** Communicate information and requests in familiar activities in real-world situations

# Available Online!

## Sunshine State Standards



Download a copy at  
<http://flstandards.org>

And more!



Mathematics

# SSS Mathematics Access Points

- **Identify the core intent:** the basic concept or skill of the benchmark
- **Determine the expectations** for each level of complexity
  - Is it math?
  - Does it link to the standard/benchmark?
  - Is it meaningful?

# Content Alignment

- Content is academic – reflects science
- Content reflects assigned grade level
- Content differs from grade level benchmarks in range, balance, and depth of knowledge

Flowers, Wakeman, Browder, Karvonen, (2007),  
National Alternate Assessment Center, Charlotte, NC

# Core Intent

Secondary

Algebra:

*Students **solve** linear **equations**  
and **inequalities**.*

# Try It

- The student will pour pre-measured ingredients into a mixing bowl.
  - **Is this math?** *No. The student is not measuring.*
  - **Does it link to the algebra standard on solving linear equations and inequalities?** *No.*
  - **Is it meaningful?** *This may be a skill for the IEP in terms of following directions or motor development. It does not promote understanding of mathematical concepts.*























# What About This?

- The student will identify specific coins and match them to the correct amount.
  - **Is this math? Yes.** It involves money skills.
  - **Does it link** to the algebra standard on solving equations and inequalities? **No.**
  - **Is it meaningful?** Yes, but keep searching for a closer link to algebra.

Date: 3/25/03

**MONEY** + = correct  
- = incorrect

Direct: *Use this worksheet with a partner. The correct circle to show how much each group of coins is worth.*

<p>+</p> <p><input type="radio"/> 5¢ </p> <p><input checked="" type="radio"/> 11¢ </p> <p><input type="radio"/> 10¢ </p>	<p><input type="radio"/> 1¢ </p> <p><input checked="" type="radio"/> 5¢ </p> <p><input type="radio"/> 10¢ </p>
<p>•</p> <p><input checked="" type="radio"/> 7¢ </p> <p><input type="radio"/> 5¢ </p> <p><input type="radio"/> 10¢ </p>	<p><input type="radio"/> 1¢ </p> <p><input type="radio"/> 10¢ </p> <p><input checked="" type="radio"/> 25¢ </p>
<p>+</p> <p><input type="radio"/> 4¢  </p> <p><input type="radio"/> 15¢ </p> <p>• <input checked="" type="radio"/> 13¢  </p>	<p><input checked="" type="radio"/> 1¢ </p> <p><input type="radio"/> 5¢ </p> <p><input type="radio"/> 10¢ </p>

REPRODUCIBLE BASIC PICTURE MATH

# How About This?

- The student will use physical models to solve for one unknown within the equation.
  - **Is it math?** *Yes.* The student is working on equations.
  - **Does it link** to the algebra standard on solving equations and inequalities? *Yes.*
  - **Is it meaningful?** *Yes.* It strengthens basic number sense, in addition to using higher order thinking skills.



# Core Intent

**Grade 5**

**BIG IDEA 2:**

Develop an understanding of  
and fluency with  
addition and subtraction  
of fractions and decimals

# Grade 5 Access Points

In.b Compare fractional parts of objects of equal size, including halves, fourths, and thirds

In.c Use the associative property as a strategy to solve addition problems with three or more numbers

Associative:  $2 + (3 + 1) = 6$ ,  $(2 + 3) + 1 = 6$

# Grade 5 Access Points

Su.a Identify the relationship between half and whole

Su.b Use the commutative property as a strategy to check the accuracy of solutions to addition problems

Commutative:  $5 + 2 = 7$ ,  $2 + 5 = 7$

# Grade 5 Access Points

- Pa.a Communicate desire for more in two or more routines or familiar activities
- Pa.b Communicate desire for none in two or more routines or familiar activities
- Pa.c Communicate desire for less in a routine or familiar activity
- Pa.d Respond to a prompt to identify a specified part of a whole

And more!



Science

# Life Science

## Grade 1

### Big Idea 4: Heredity and Reproduction

SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but there variations exist among individuals within a population.

SC.1.L.16.In.a Match offspring of specific animals to adult animals.

SC.1.L.16.Su.a Recognize that baby plants and animals have parents.

SC.1.L.16.Pa.a Recognize own parents.

# Physical Science

## Grade 6

### Big Idea 6: Forces and Changes in Motion

SC.6.P.13.3 Investigate and describe that an unbalanced force acting on an object changes its speed, its direction of motion, or both.

SC.6.P.13.In.b Demonstrate and describe how forces change the speed and direction of objects in motion.

SC.6.P.13.Su.b Recognize that force can change the speed and direction of an object in motion.

SC.6.P.13.Pa.c Recognize the speed (fast or slow) of a moving object.

# Earth and Space Science

**Grades 9-12**

**Standard 3: Earth Systems and Patterns**

SC.912.E.7.5 Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.

SC.912.E.7.In.e Identify weather conditions using weather data and weather maps.

SC.912.E.7.Su.e Identify weather conditions, including temperature, wind speed, and humidity.

SC.912.E.7.Pa.e Recognize the weather conditions, including severe weather. in Florida.

# Sunshine State Standards Revisions Plan

## Subject Area

- Reading and Language Arts
- Mathematics
- Science
- Social Studies
- Health and Physical Education
- Foreign Languages
- Visual and Performing Arts

# Florida Alternate Assessment

- Pilot Test – Fall, 2007
- Operational Test – Spring, 2008
  - Reading
  - Writing
  - Mathematics
  - Science

# ESE Course Descriptions

- Recommended Revisions
  - Align with Access Points
  - Develop elementary course descriptions
  - Divide 6-12 courses into separate grade levels
  - Add FCAT remediation courses for ESE

**More to come**

# For More Information

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- Marty Beech, Florida State University
  - Accommodations and Modifications for Students with Disabilities Project
    - [Mbeech@lsi.fsu.edu](mailto:Mbeech@lsi.fsu.edu)