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Overview of

Core Content Connectors (CCCs)

Alternate Academic Achievement Standards (AAAS)

DOE Special Education Programs
May 2023

Introduction

- This training is being recorded, so please encourage others in your district to contact me for the recording link.
- **Stacy Holzbauer**
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  - Alternate Assessment Specialist with the DOE Special Education Programs

Training Agenda

- **Overview of Core Content Connectors (CCCs) in Individual Education Plans (IEPs):**
  - History of CCCs
  - WHO (which students) should have CCCs in their IEPs?
  - WHY should IEP teams use CCCs?
  - WHAT are the CCCs in ELA, Math, and Science?
  - HOW are CCCs used in IEPs and instruction?
  - Other resources for students with significant cognitive disabilities

History of CCC development

- Federal law requires states to test ALL students via regular or alternate assessment and to have Alternate Academic Achievement Standards (AAAS).
- South Dakota created AAAS called Core Content Connectors (CCCs), which were used to create the state alternate assessment.
- CCCs were created to:
  - Align to South Dakota Content Standards in ELA, Math, and Science, as a “bridge” for students to access grade level standards.
  - Maintain the goal of each state standard, but do not fully extend the skills or knowledge. Complexity, breadth, and depth are reduced.
  - Guide development of academic IEP goals, short-term objectives/benchmarks, instruction, and post-school outcomes.

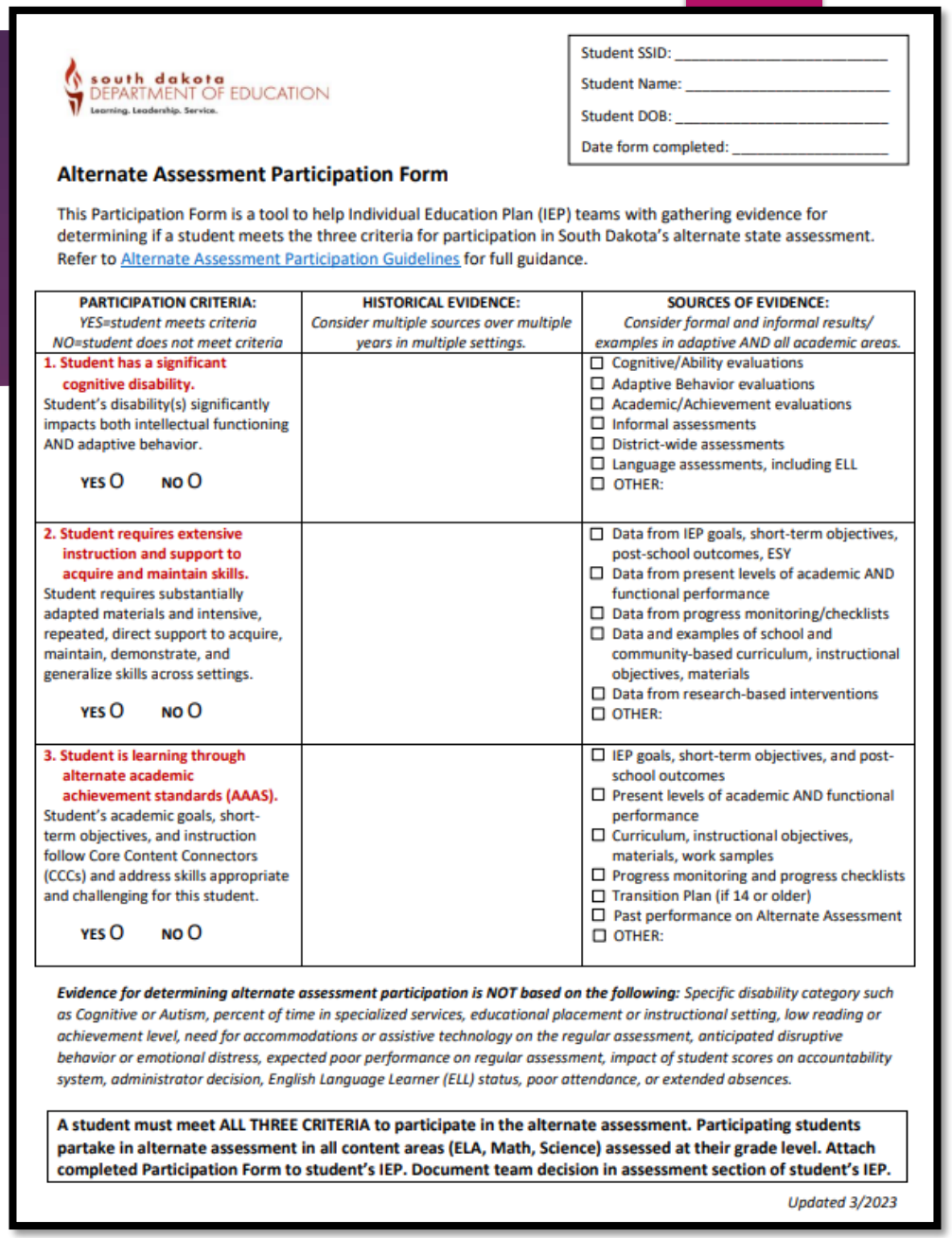
WHO should use CCCs?

- CCCs are only used for students who meet all three criteria for participation in the state alternate assessment:

1. **Student has a “significant cognitive disability”.**
2. **Student requires extensive instruction and support to acquire and maintain skills.**
3. **Student is learning through alternate academic achievement standards (AAAS)/CCCs.**

WHO should use CCCs?

- Individual Education Plan (IEP) teams should use the following documents when identifying student participation on the Alternate Assessment:
  - Alternate Assessment Participation Guidelines
  - Alternate Assessment Participation Form



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Student SSID: _____
Student Name: _____
Student DOB: _____
Date form completed: _____

Alternate Assessment Participation Form

This Participation Form is a tool to help Individual Education Plan (IEP) teams with gathering evidence for determining if a student meets the three criteria for participation in South Dakota's alternate state assessment. Refer to Alternate Assessment Participation Guidelines for full guidance.

PARTICIPATION CRITERIA: *YES=student meets criteria NO=student does not meet criteria*	**HISTORICAL EVIDENCE:** *Consider multiple sources over multiple years in multiple settings.*	**SOURCES OF EVIDENCE:** *Consider formal and informal results/ examples in adaptive AND all academic areas.*
1. Student has a significant cognitive disability. Student's disability(s) significantly impacts both intellectual functioning AND adaptive behavior. YES O NO O		☐ Cognitive/Ability evaluations ☐ Adaptive Behavior evaluations ☐ Academic/Achievement evaluations ☐ Informal assessments ☐ District-wide assessments ☐ Language assessments, including ELL ☐ OTHER:
2. Student requires extensive instruction and support to acquire and maintain skills. Student requires substantially adapted materials and intensive, repeated, direct support to acquire, maintain, demonstrate, and generalize skills across settings. YES O NO O		☐ Data from IEP goals, short-term objectives, post-school outcomes, ESY ☐ Data from present levels of academic AND functional performance ☐ Data from progress monitoring/checklists ☐ Data and examples of school and community-based curriculum, instructional objectives, materials ☐ Data from research-based interventions ☐ OTHER:
3. Student is learning through alternate academic achievement standards (AAAS). Student's academic goals, short-term objectives, and instruction follow Core Content Connectors (CCCs) and address skills appropriate and challenging for this student. YES O NO O		☐ IEP goals, short-term objectives, and post-school outcomes ☐ Present levels of academic AND functional performance ☐ Curriculum, instructional objectives, materials, work samples ☐ Progress monitoring and progress checklists ☐ Transition Plan (if 14 or older) ☐ Past performance on Alternate Assessment ☐ OTHER:

Evidence for determining alternate assessment participation is NOT based on the following: *Specific disability category such as Cognitive or Autism, percent of time in specialized services, educational placement or instructional setting, low reading or achievement level, need for accommodations or assistive technology on the regular assessment, anticipated disruptive behavior or emotional distress, expected poor performance on regular assessment, impact of student scores on accountability system, administrator decision, English Language Learner (ELL) status, poor attendance, or extended absences.*

A student must meet ALL THREE CRITERIA to participate in the alternate assessment. Participating students partake in alternate assessment in all content areas (ELA, Math, Science) assessed at their grade level. Attach completed Participation Form to student's IEP. Document team decision in assessment section of student's IEP.

Updated 3/2023

WHO should use CCCs?

- When an IEP team identifies that a student meets all three criteria for alternate assessment participation:
  1. The *Alternate Assessment Participation Form* should be filed with the student's IEP.
  2. The decision must be documented in the assessment section of the student's IEP. Also note the decision in the prior written notice.
  3. The student's IEP goals should follow grade-level Core Content Connectors and must include academic short-term objectives or benchmarks.
- A word of caution…IEP teams should remember that CCCs do not measure the full breadth of the State Content Standards.
  - Therefore, participation in the state alternate assessment and the use of CCCs for IEP goals affects the student's potential to obtain a high school diploma.

WHY should IEP teams use CCCs?

- Reflect on your current methods of developing IEP goals/objectives or benchmarks for your students with significant cognitive disabilities who participate in the alternate assessment:
  - *What standards do you currently use as a basis for developing IEP goals/objectives/benchmarks?*
  - *How do you develop IEP goals/objectives/benchmarks when students make minimal progress at acquiring/maintaining new skills?*
  - *Are the same IEP goals/objectives/benchmarks repeated year after year?*
  - *Are your students accessing academic content at their grade-level throughout their school year, or does their instruction repeatedly address basic pre-requisite skills?*
  - *How is your individualized instruction/curriculum allowing students to progress and demonstrate knowledge towards grade level content?*

WHY should IEP teams use CCCs?

- It is vital that students with significant cognitive disabilities be engaged in the general education curriculum with appropriate modifications and the highest and most rigorous instruction appropriate.
- If we fall short of this goal, we risk:
  - failing to give students the opportunity to achieve their fullest academical potential
  - failing to prepare students for life and job skills
  - failing to provide students with a Free and Appropriate Education (FAPE) as required by federal law

- **CCCs help SPED professionals to provide rigorous instruction with rich academic content!**

WHAT are the CCCs?

- CCCs are Alternate Academic Achievement Standards (AAAS) that identify the most salient grade-level, core academic content in ELA, Mathematics, and Science.
- CCCs:
  - illustrate the necessary knowledge and skills to reach the learning targets within the Learning Progression Framework (LPF) and the South Dakota State Standards
  - focus on the core content, knowledge, and skills needed at each grade to promote success at the next
  - identify priorities in each content area to guide the instruction and alternate assessment of students with significant cognitive disabilities

WHAT are the CCCs?

- CCCs can be found on SD Alternate Assessment website :

1. The following are CCCs/AAAS aligned to South Dakota Content Standards:
   - **ELA:** K-5 6-8 9-12
   - **Math** K-5 6-8 9-12
   - **Science** K-5 6-8 9-12

2. The following are comprehensive lists of CCCs/AAAS:
   - ELA K-12 Comprehensive List
   - Math K-12 Comprehensive List

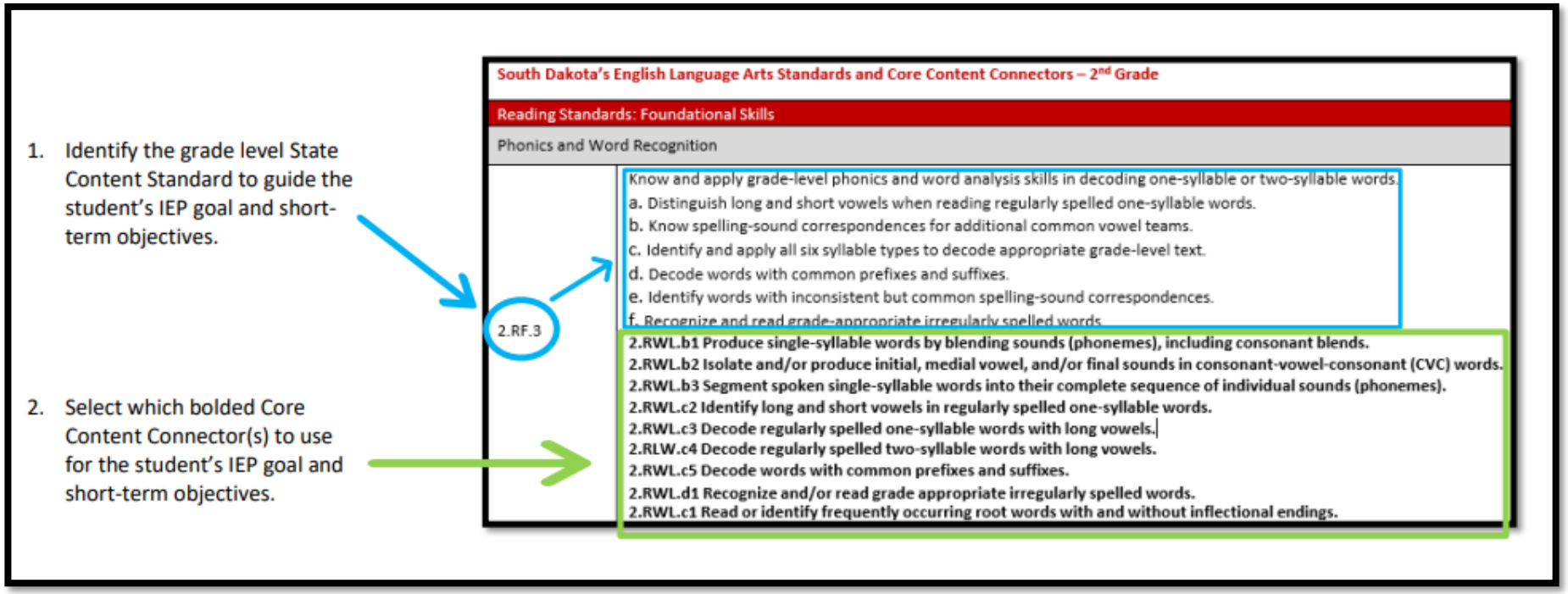
WHAT are the CCCs in ELA?

- CCCs in English Language Arts address the following strands at each grade level:
  - Habits and Dispositions; Reading at Word Level; Reading Informational Text; Reading Literary Text; Literary Writing; Informational Writing; Persuasive Writing; Writing Across All Types

- CCCs for English Language Arts (ELA) are available in two ways:
  1. CCCs that are aligned to the 2018 SD State Standards for English Language Arts, per grade level spans: **K-5** **6-8** **9-12**
  2. Comprehensive List of all CCCs: **ELA K-12 Comprehensive List**

WHAT are the CCCs in ELA?

1. Identify/select CCC by grade level that are aligned to South Dakota Content Standards:
   - These are used for SD Alternate Assessment test item development.



WHAT are the CCCs in ELA?

2. Identify/select CCC by grade level from the Comprehensive List.

- These might not be aligned to SD Content Standards.
- These are still helpful for instructional purposes.

4th Grade Informational Writing
Progress Indicator: locating information from at least two reference sources (e.g., print/ non-print) to obtain information on a topic (e.g., sports); listing sources
4.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.
4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.
Progress Indicator: using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts
4.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
4.WI.l2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.
4.WI.l3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
4.WI.l4 Sort evidence collected from print and/or digital sources into provided categories.
4.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
4.WI.l6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).

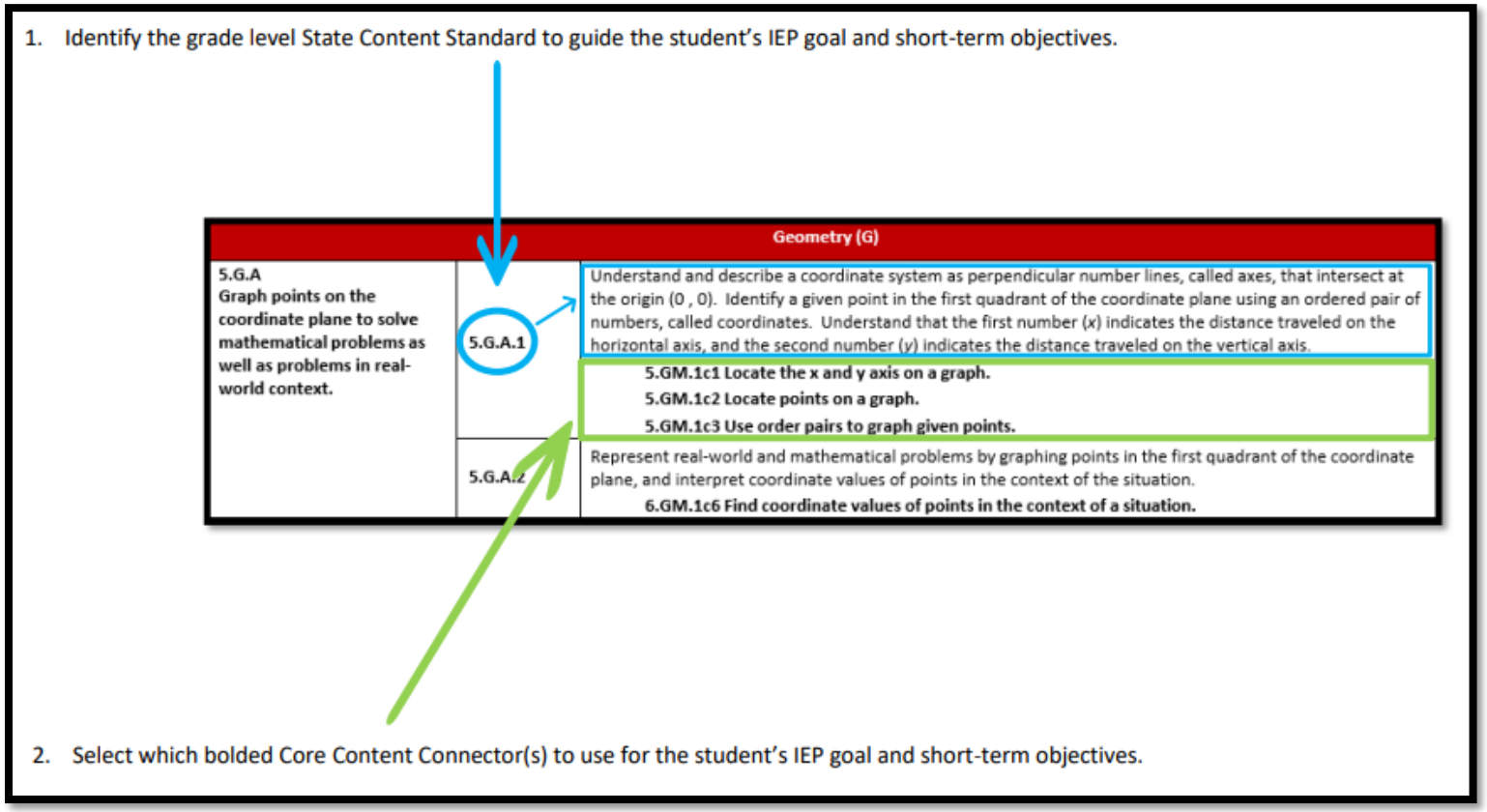
WHAT are the CCCs in Math?

- CCCs in Mathematics address the following strands at each grade level:
  - Data Analysis, Probability, and Statistics; Geometry; Measurement; Numbers and Operations; Patterns, Relations, and Functions; Symbolic Expression

- CCCs documents for Math are available in two ways:
  1. CCCs that are aligned to the 2018 SD State Standards for Mathematics, per grade level spans: **K-5** **6-8** **9-12**
  2. Comprehensive List of all CCCs: **Math K-12 Comprehensive List**

WHAT are the CCCs in Math?

1. Identify/select CCC by grade level that are aligned to SD Content Standards:
   - These are used for SD Alternate Assessment test item development.



WHAT are the CCCs in Math?

2. Identify/select CCC by grade level from the Comprehensive List.

- These might not be aligned to SD Content Standards.
- These are still helpful for instructional purposes.

3rd Grade Numbers and Operations
Progress Indicator: reading and writing numbers; counting and estimating (e.g., how many?; skip counting by 2s, 5s, 10s; even/odd)
3.NO.1e1 Skip count by 100s.
3.NO.1e2 Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?).
Progress Indicator: applying place value understanding to compare and order numbers, express number relationships (<, >, =), and express numbers in expanded form
3.NO.1h1 Compare 3-digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds, more tens, less tens, more ones, less ones, larger number, smaller number).
Progress Indicator: applying place value concepts to: read, write, and compare whole numbers up to 100,000; use expanded form; and round numbers to a given place
3.NO.1j1 Build representations of numbers using hundreds, tens and ones.
3.NO.1j2 Write or select the expanded form for up to 3-digit number.
3.NO.1j3 Use place value to round to the nearest 10 or 100.
3.NO.1j4 Use rounding to solve word problems.
Progress Indicator: identifying and locating fractions on the number line or as regions, or parts of a set or unit, and recognizing that whole numbers are a subset of rational numbers
3.NO.1I1 Identify the number of highlighted parts (numerator) of a given representation (rectangles and circles).
3.NO.1I2 Identify the total number of parts (denominator) of a given representation (rectangles and circles).
3.NO.1I3 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds, eighths).
3.NO.1I4 Identify that a part of a rectangle can be represented as a fraction that has a value between 0 and 1.
3.NO.1I5 Locate given common unit fractions (i.e., ½, ¼, 1/e) on a number line or ruler.

WHAT are the CCCs in Science?

- CCCs for Science are available in three grade spans: K-5 6-8 9-12

Science and Engineering Practices. The blue shaded text on the left includes the CCC for the science and engineering practices used to address the South Dakota science standard listed above. The bold headings are derived from the eight categories detailed in the *Framework for K-12 Science Education*.

Disciplinary Core Ideas. The orange shaded text in the middle includes the CCCs to address the South Dakota science standard listed above. The CCCs are arranged by bold headings representing how the core ideas in the *Framework for K-12 Science Education* are divided into a total of 39 sub-ideas representing the 11 core ideas: four in Life Science, four in Physical Science, and three in Earth and Space Science. The CCCs represent what students should understand about that sub-idea at the end of the grade. The CCCs are bulleted to be certain that each statement is distinct.

Crosscutting Concepts. The green shaded text on the right includes the CCCs to address the South Dakota science standard listed above. The CCCs are arranged by bold headings which are derived from the seven categories detailed in the *Framework for K-12 Science Education*.

Core Content Connectors (CCCs) linked to the
2015 South Dakota Science Standards – Fifth Grade

5-ESS3 Earth and Human Activity		
5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.		
Science and Engineering Practices Core Content Connectors	**Disciplinary Core Ideas Core Content Connectors**	**Crosscutting Concepts Core Content Connectors**
Obtaining, Evaluating, and Communicating Information With guidance and support from peers and adults, obtain information from books and other reliable media about positive and negative effects on the environment as a result of human activities.	**ESS3.C: Human Impacts on Earth Systems** • Identify ways people can help protect the Earth's resources and environment.	**Systems and System Models** With guidance and support from peers and adults, identify interactions between components of environmental systems due to human activities.

HOW are CCCs used in IEPs?

- For students who are taking the alternate assessment and have a “significant cognitive disability”:

1. **CCCs should be used to develop curriculum and instructional planning.**
   - Use CCCs to guide and develop a student’s academic programming for their school year.
   - Use CCCs to help a student access general education content alongside their grade level peers.
2. **CCCs should be used to develop IEP goals and short-term objectives or benchmarks**, which ALL must include:
   - Condition – what/how the information is presented
   - Target Behavior – specific, observable skill the student will perform
   - Criteria – measure of how well/how often the skill must be demonstrated to consider it mastered

HOW are CCCs used in IEPs?

- IEP Technical Assistance Guide - pages 23-24 explains requirements of target behavior/performance in IEP goals and short-term objectives or benchmarks:
  - Target Behavior/Performance: State the specific skill or observable behavior the student will perform. The skill should be linked to the student's skill-based assessment and to the district's curriculum and **content standards** (beginning at the student's current level of performance).
- If a student is working on alternate content standards and is taking the alternate assessment, all of that student's academic goals MUST include objectives or benchmarks during the school years in which the student will be taking state and/or district assessments. **CCCs guide development of short-term objectives and benchmarks:**
  - **Short-term objectives** are measurable, intermediate steps between a student's present level of educational performance and the annual goals established for the student. Short-term objectives are often used when the subskills leading to the goal change over time.
  - **Benchmarks** are also measurable indicators of skill acquisition. They are broader than short-term objectives and typically address major milestones. Benchmarks are often used when the skill or behavior remains the same, but the percentage, accuracy, or rate change over time.

HOW are CCCs used in IEPs

- Approaches for short-term objectives or benchmarks:
  - **Task Analysis Approach** – Objectives for component skills of overall goal.
  - **Sequential Approach** – Benchmarks for increasing complexity of skill.
  - **Holistic Approach** – Objectives are “part of the whole.”
- When developing short-term objectives/benchmarks, consider changes of:
  - Complexity
  - Behavior
  - Criteria
- If student is transition age (required before 16, recommended at 14 for students with significant cognitive disabilities), CCCs can be embedded throughout IEP goals/objectives/benchmarks that link to Measurable Post-Secondary Goals.

HOW are CCCs used in IEPs - Math

- **Mathematics Example:**
- Scenario: Student is in the 3rd grade and will participate in the alternate assessment. Student's math skills are at the preschool level.
  1. Find the CCCs: Go to the documents **CCCs Math K-5** to find 3rd grade CCCs.
  2. Review and identify 3rd grade CCCs that are appropriate for the student based on their skill level.
  3. Develop the student's Math goals and short-term objectives or benchmarks.

HOW are CCCs used in IEPs - Math

Operations and Algebraic Thinking (OA)		
Note: Grade 3 expectations in this domain are limited to whole number multiplication through 10 x 10 and whole number division with both quotients and divisors less than or equal to 10.		
3.OA.A Represent and solve problems involving multiplication and division.	**3.OA.A.1**	Interpret products of whole numbers, e.g., interpret 5x7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5x7. **3.NO.2d1 Find the total number of objects when given the number of identical groups and the number of objects in each group neither number larger than 5.** **3.NO.2d2 Find total number inside an array with neither number in the columns or rows larger than 5.** **3.NO.2d3 Solve multiplication problems with neither number greater than 5.** **3.PRF.1d1 Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results.** **4.NO.2d6 Find total number inside an array with neither number in the columns or rows larger than 10.** **4.NO.2d8 Match an accurate addition and multiplication equation to a representation.** **4.PRF.1d2 Use objects to model multiplication and division situations involving up to 10 groups with up to 5 objects in each group and interpret the results.**

- **Math Computation Goal Example:** Given multiplication problems with both numerals and picture representations, Student will correctly solve the problems, in 4 out of 5 trials for 80% accuracy.
  - **Objective 1 Example:** Given an array with rows and columns of 5 or less, Student will find the total number inside the array, in 4 out of 5 trials for 80% accuracy.
  - **Objective 2 Example:** Given manipulatives and a multiplication equation using numbers 1-5, Student will correctly use the manipulatives to model the equation, in 4 out of 5 trials for 80% accuracy.

HOW are CCCs used in IEPs - Math

- Use the **Math K-12 Comprehensive List** to find 3rd grade CCCs.
- Progress Indicators can be used as IEP goals, and the CCCs can be used as objectives.
- These CCCs can be used to guide instructional planning and progress monitoring.

3rd Grade Numbers and Operations
Progress Indicator: reading and writing numbers; counting and estimating (e.g., how many?; skip counting by 2s, 5s, 10s; even/odd)
3.NO.1e1 Skip count by 100s.
3.NO.1e2 Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?).
Progress Indicator: applying place value understanding to compare and order numbers, express number relationships (<, >, =), and express numbers in expanded form
3.NO.1h1 Compare 3-digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds, more tens, less tens, more ones, less ones, larger number, smaller number).
Progress Indicator: applying place value concepts to: read, write, and compare whole numbers up to 100,000; use expanded form; and round numbers to a given place
3.NO.1j1 Build representations of numbers using hundreds, tens and ones.
3.NO.1j2 Write or select the expanded form for up to 3-digit number.
3.NO.1j3 Use place value to round to the nearest 10 or 100.
3.NO.1j4 Use rounding to solve word problems.
Progress Indicator: identifying and locating fractions on the number line or as regions, or parts of a set or unit, and recognizing that whole numbers are a subset of rational numbers
3.NO.1I1 Identify the number of highlighted parts (numerator) of a given representation (rectangles and circles).
3.NO.1I2 Identify the total number of parts (denominator) of a given representation (rectangles and circles).
3.NO.1I3 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds, eighths).
3.NO.1I4 Identify that a part of a rectangle can be represented as a fraction that has a value between 0 and 1.
3.NO.1I5 Locate given common unit fractions (i.e., ½, ¼, 1/e) on a number line or ruler.

HOW are CCCs used in IEPs - ELA

- **English Language Arts Example:**
- Scenario: Student is in the 10th grade and will participate in the alternate assessment. Student's reading/writing skills are at kindergarten level.
  1. Find the CCCs: Go to the documents **CCCs ELA 9-12** to find 10th grade CCCs.
  2. Review and identify 10th grade CCCs that are appropriate for the student based on their skill level.
  3. Develop the student's Reading and Writing goals and short-term objectives or benchmarks.

HOW are CCCs used in IEPs - ELA

Reading Standards for Informational Text	
Range of Reading and Level of Text Complexity	
9-10.RI.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints **910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.** **910.HD.e1 Read challenging grade appropriate texts.** 910.RI.a1 Use a variety of strategies to derive meaning from a variety print/non-print texts.

- **Reading Comprehension Goal Example:** Given directions (including pictures and concise words) of 6 or less steps to complete a task, Student will follow the steps independently in 4 out of 5 trials for 80% accuracy.
  - **Objective 1 Example:** Given a picture schedule of 6 or less task-analysis steps of making a peanut butter sandwich, Student will independently follow all the steps in 4 out of 5 trials for 80% accuracy. ***(Independent Living)***
  - **Objective 2 Example:** Given a picture schedule of 3 tasks (sweep, wash dishes, wipe off tables, etc.) with lines to sign when completed, and directions to hand the schedule to an adult when he is done, Student will independently complete each task, write his name on the line by each picture, and give the completed schedule to his teacher, in 4 out of 5 trials for 80% accuracy. ***(Employment)***

HOW are CCCs used in IEPs - ELA

Writing Standards	
Production and Distribution of Writing	
9-10.W.5	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) **910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.** 910.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). **910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).** 910.WI.f2 Strengthen writing by revising and editing.

- **Written Expression Goal Example:** Given a specific topic, guidance regarding writing steps from an adult, and pictures of potential story events, Student will produce a coherent written product, in 3 out of 4 trials for 75% accuracy.
  - **Objective 1 Example:** Given four sequential pictures of a fictional event in random order, Student will put the pictures in order, in 3 out of 4 trials for 75% accuracy.
  - **Objective 2 Example:** Given pictures of fictional events, a writing graphic web, and writing step guidance from an adult, Student will choose a topic, characters, storyline, and conclusion, in 3 out of 4 trials for 75% accuracy.
  - **Objective 3 Example:** Given three sentences with errors for editing (capitalization, no periods) and guidance from an adult, Student will identify and fix the errors, in 3 out of 4 trials for 75% accuracy.

HOW are CCCs used in IEPs - ELA

- Use the **ELA K-12 Comprehensive List** to find 10th grade CCCs.
- Progress Indicators can be used as IEP goals, and the CCCs can be used as objectives.
- These CCCs can also be used to guide instructional planning and progress monitoring.

9th-10th Grade Reading at Word Level
Progress Indicator: utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking
910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.

HOW are CCCs used in IEPs - Science

- Science is not an area of special education eligibility, therefore IEP goals/objectives/benchmarks in science are not required. But, best practice is to embed them:
  - Science CCCs can be used throughout ELA and Math goals/objectives/benchmarks.
    - Math: When presented with a data graph of results from a science experiment…
    - ELA: Given pictures cards showing the steps of the scientific method…
  - Science CCCs can relate to functional/job skills and physical tasks to help students become college, career, and life ready.
- As a student is progressing through grade levels, science CCCs should be used by special education and science teachers for curriculum/instructional planning. Share the science documents with science teachers in your district:
    - K-5 6-8 9-12

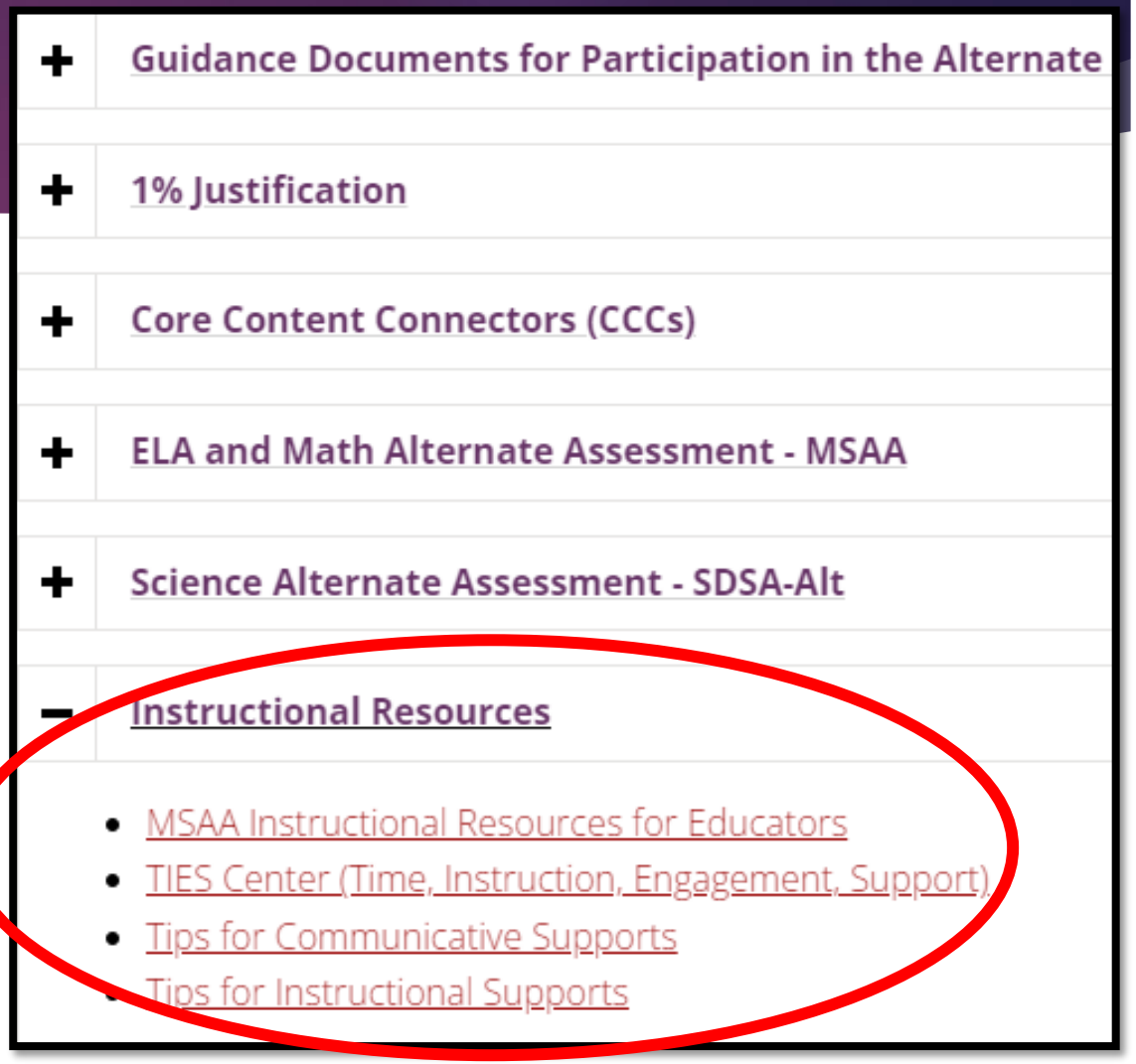
Summary: CCCs in IEPs

- Get to know the CCC documents that apply to your student(s)' grade level. The documents are there to help!
- Thank you for serving students with significant cognitive disabilities, and thank you in advance for incorporating CCCs into your student(s)' goals/objectives/benchmarks and instruction.

Other Resources

https://doe.sd.gov/assessment/alternate.aspx

- Visit the DOE Alternate Assessment website for further resources:
  - MSAA
  - SDSAA
  - Instructional Resources



Questions?

- Questions about Alternate Assessment participation or instruction of students with significant disabilities:

Stacy Holzbauer, Alternate Assessment Specialist
DOE Special Education Programs
Stacy.Holzbauer@state.sd.us
605-295-3441

- I will stay on for a few minutes to answer any questions. That concludes this training. Thank you for attending.