

SUPPORTS AND MONITORING INFORMATIONAL SESSION

Understanding Ohio's Learning Standards, Ohio's Learning Standards – Extended, and Accommodations

October 3, 2024



AGENDA

- Introduction
- Special Education
- Specially Designed Instruction
- Ohio Learning Standards (OLS)
- Ohio's Learning Standards – Extended (OLS-E)
- Accommodations
- Questions

OFFICE FOR EXCEPTIONAL CHILDREN

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1. Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)
2. Ohio's 1% Alternate Assessment Participation and Monitoring
3. State Assessment Accessibility
4. Ohio's Learning Standards-Extended





FEDERAL DEFINITION OF SPECIAL EDUCATION

*“Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of **a child with a disability...**”*

“Specially designed instruction means adapting, as appropriate to the needs of an eligible child ... the content, methodology, or delivery of instruction...”

34 CFR §300.39



SPECIALLY DESIGNED INSTRUCTION

Means **adapting, as appropriate** to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

- **Content:** what is taught to allow the student to access general education programming
- **Methodology:** how the instruction is delivered or the practices and approach the teacher uses to teach
- **Delivery of instruction:** by whom, where, and when the instruction will be delivered



WHAT ARE THE OHIO LEARNING STANDARDS (OLS)?

- The [OLS](#) explain the knowledge and skills Ohio students should know and be able to do in pre-kindergarten through grade 12.
- The OLS define what **all students** should know and be able to do, not how teachers should teach.

WHAT ARE THE OHIO LEARNING STANDARDS-EXTENDED (OLS-E)?

- The OLS-E are commonly known as the “extended standards.”
- The OLS-E are specific statements of knowledge and skills **linked to the expectations** in the OLS broken down into three complexities (a-c) **for grades 3 through 12.**
- The purpose of the extensions is to **build a bridge** that provides **grade level access** for students with the most significant cognitive disabilities to the content of the OLS.
- A committee comprised of special educators, general educators, parents, administrators, and other stakeholders in Ohio came together to develop the extended standards to be used for eligible students participating in [Ohio’s Alternate Assessment for Students with the Most Significant Cognitive Disabilities \(AASCD\)](#).

Navigating the Ohio Learning Standard Extensions

The graphic illustrates the components of the Extensions:

GRADE 3

Grade Level

Three levels of complexity

Topic

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex			Complex
<i>Reading Standards for Literature</i>			
Key Ideas and Details			
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1a Answer literal questions including details from the text.	RL.3.1b Answer literal questions to show understanding of the text.	RL.3.1c Identify one or more key details within a given text.
RL.3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.	RL.3.2a Explain the theme of a story and retell by citing details that contribute to this	RL.3.2b Retell a story, including a beginning, middle, and end.	RL.3.2c Match pictures to sequence the events in the text.

Standards with Codification





WHAT DOES IDEA SAY ABOUT TEACHING TO THE GENERAL EDUCATION CURRICULUM?

IDEA requires that students with disabilities, including students with the most significant cognitive disabilities, are to be provided access to and make progress in the **general education curriculum (the same curriculum as for nondisabled children)**, not an alternate curriculum ([CFR 34 § 300.320](#)).

OLS AND OLS-E

The **OLS** are the achievement targets used to access **grade-level general education curriculum**.



The **OLS-E**, are specific statements of knowledge and skills linked to the expectations within the OLS.

USING THE OLS-E

- It is appropriate for educators to use the OLS-E to adapt instruction for a wide range of students by using the extensions as entry points to the OLS **but must do so with caution.**
- Students **who are not eligible to participate** in Ohio's AASCD will be assessed using general assessments, the Ohio State Test's, aligned to the general standards or OLS.
- The student's educational team should monitor the students' progress towards grade-level learning and report this information annually or at each IEP meeting.

WHAT THE OLS-E ARE **NOT!**

- The OLS-E are not a curriculum, they are standards (learning goals) that describe what students should know and be able to do at each grade level.
 - Curriculum is the detailed plan that helps students meet the standards.
- A modified curriculum
- An alternate curriculum



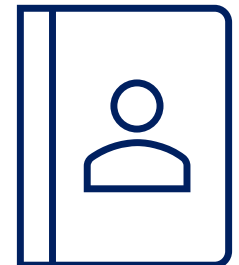
REMINDERS ABOUT OLS-E

- **The phrases “modified curriculum” or “alternate curriculum” should not be utilized within a student’s IEP** as it suggests something other than the general education curriculum is the target for instruction rather than what IDEA requires.
- Standards are used for the purpose of achievement targets for each grade level. No student is “on” standards. It is not suggested to have language indicating a student is “on extended standards” or “on OLS-E” within the IEP.
- Information in the IEP should identify targeted needs within a specific subject, topic, skillset, or range of targeted skills

OFFICE FOR EXCEPTIONAL CHILDREN

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LATEST NEWS

[List of Approved Assessments for 2024-2025 Announced](#)

[Request for Qualifications for the 2024-2025 List of Approved of Assessments Posted](#)

[Department seeks educators to help develop Ohio's State Tests by](#)

Accessibility for Ohio's Students

This page includes information and resources related to accommodations on state assessments such as:

- » Ohio's State Tests (OST)
- » Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)
- » Ohio English Language Proficiency Screener (OELPS)
- » Ohio English Language Proficiency Assessment (OELPA)
- » Alternate Ohio English Language Proficiency Assessment for Students with the Most Significant Cognitive Disabilities (Alt-OELPA)



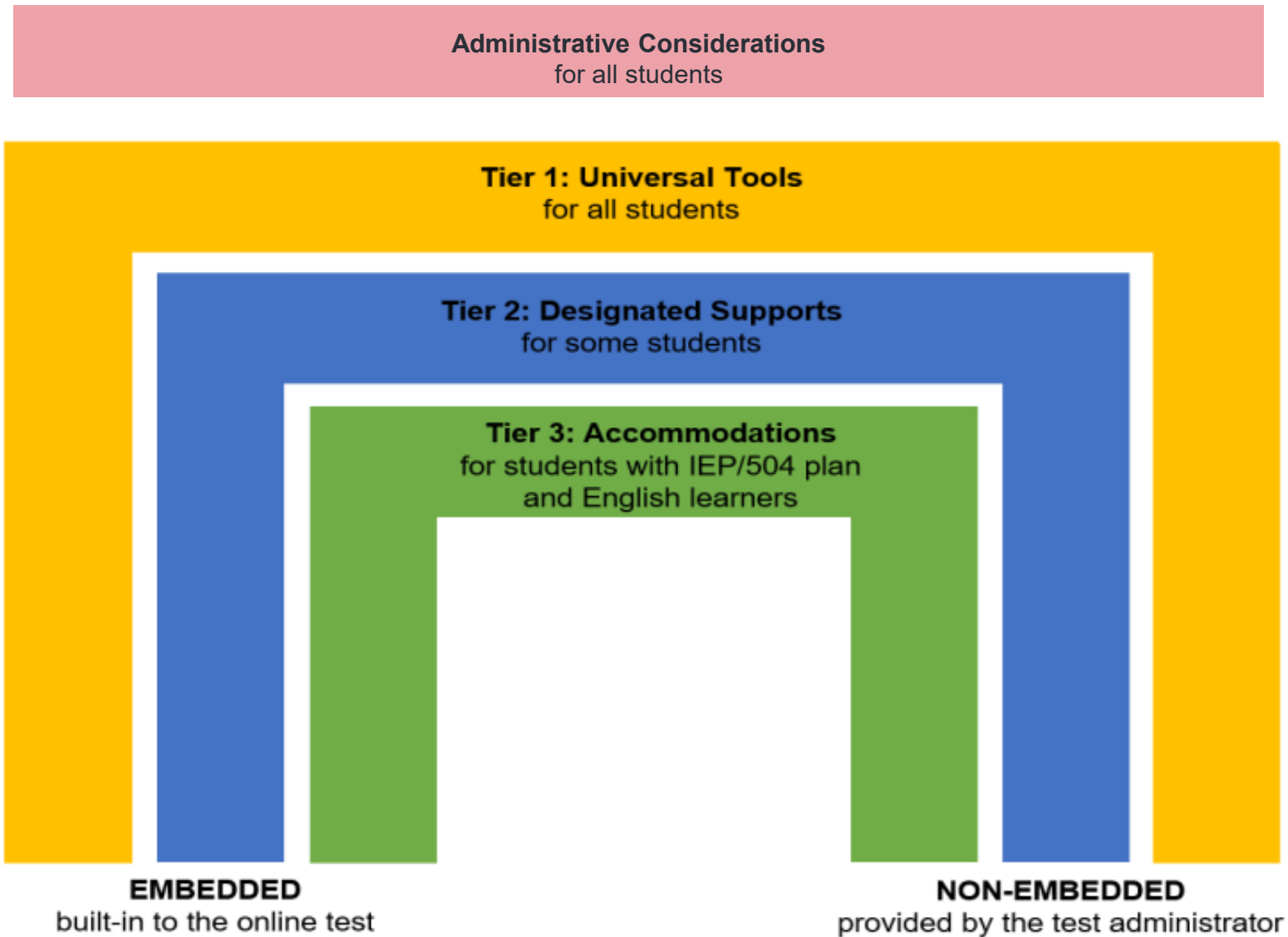
OHIO ACCESSIBILITY MANUAL

A comprehensive policy document providing information about the accessibility features of Ohio's State Tests for grades 3-8 and high school in English language arts, mathematics, science and social studies.

The manual helps define the specific accessibility features available for all students, students with disabilities, students who are English learners, and students who are English learners with disabilities.



OHIO'S ACCESSIBILITY SYSTEM





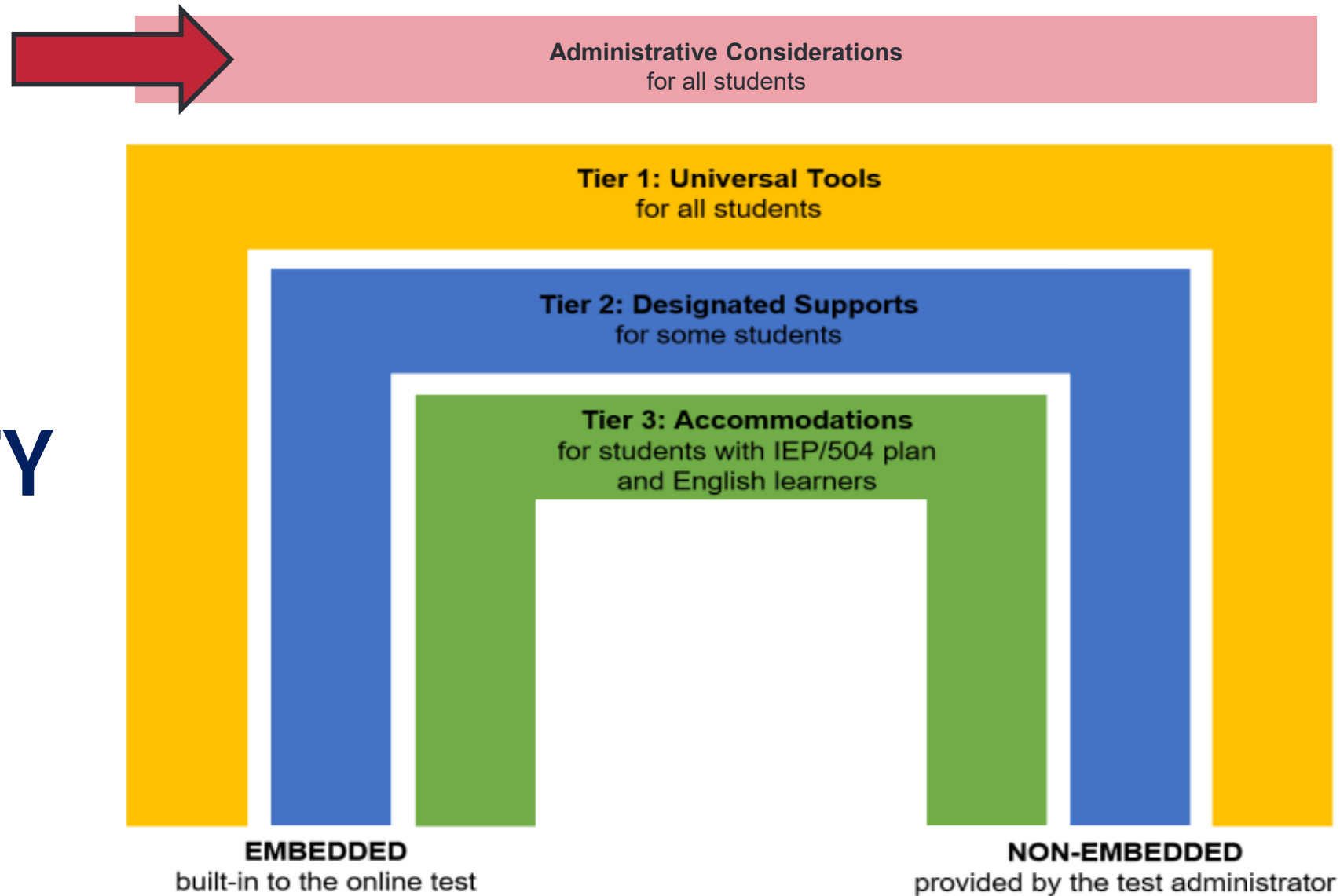
IEP COMPONENTS

1. Future Planning
2. Special Instructional Factors
3. **Profile**
4. Extended School Year Services
5. Postsecondary Transition
6. Measurable Annual Goals
7. **Description(s) of Specially Designed Services**
8. Transportation as a Related Service
9. Nonacademic and Extracurricular Activities
10. General Factors
11. Least Restrictive Environment
12. **Statewide and Districtwide Testing**
13. Exemptions
14. Meeting Participants
15. Signatures
16. Children with Visual Impairments





OHIO'S ACCESSIBILITY SYSTEM



ADMINISTRATIVE CONSIDERATIONS

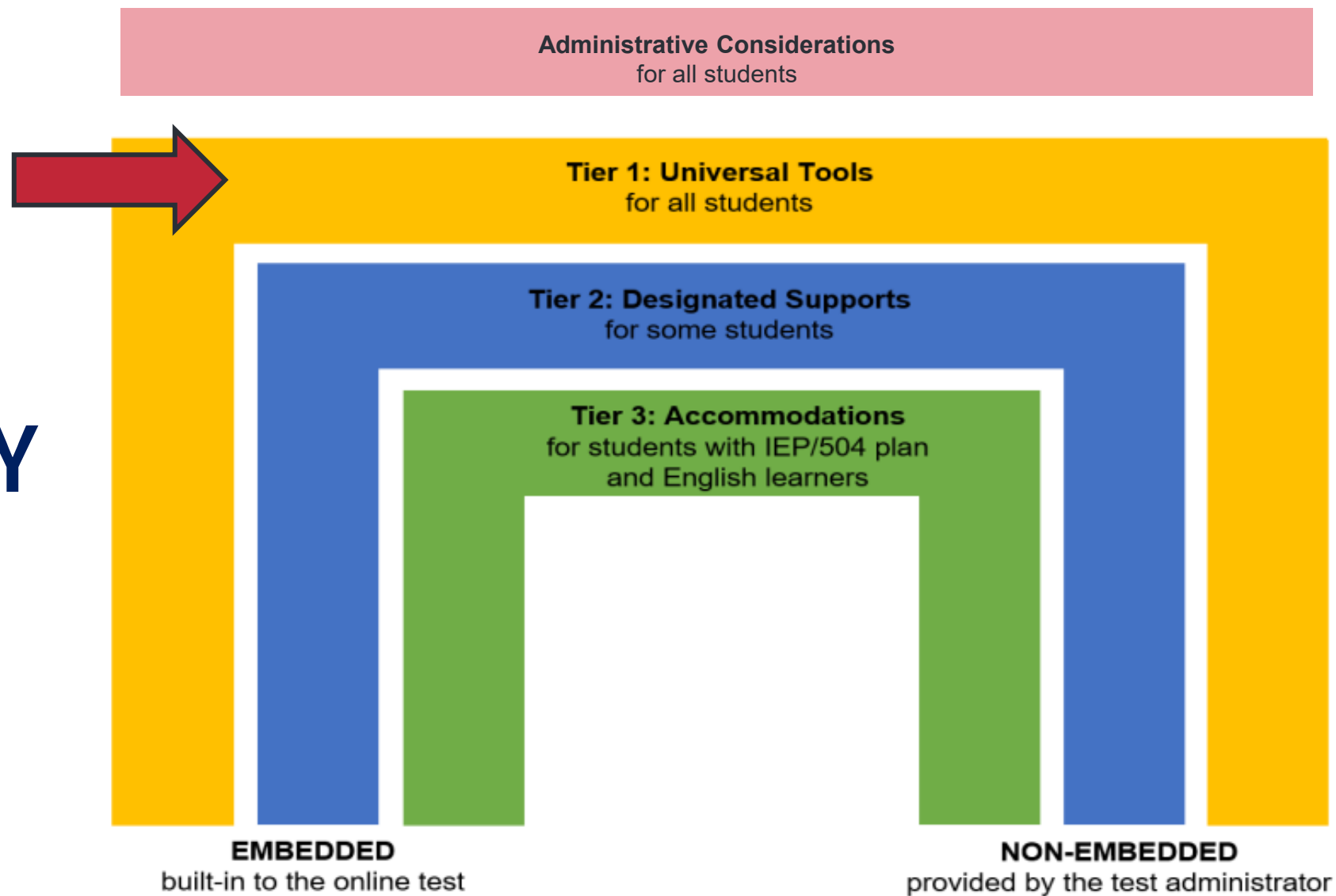
- Changes to the **timing, setting, or conditions** of testing.
- Available for **all students** and possibly required for some
- Provided at the discretion of the school

Examples:

- Adjustable lighting
- Familiar test administrator
- Frequent breaks
- Separate or alternate testing location



OHIO'S ACCESSIBILITY SYSTEM, CONT.



UNIVERSAL TOOLS

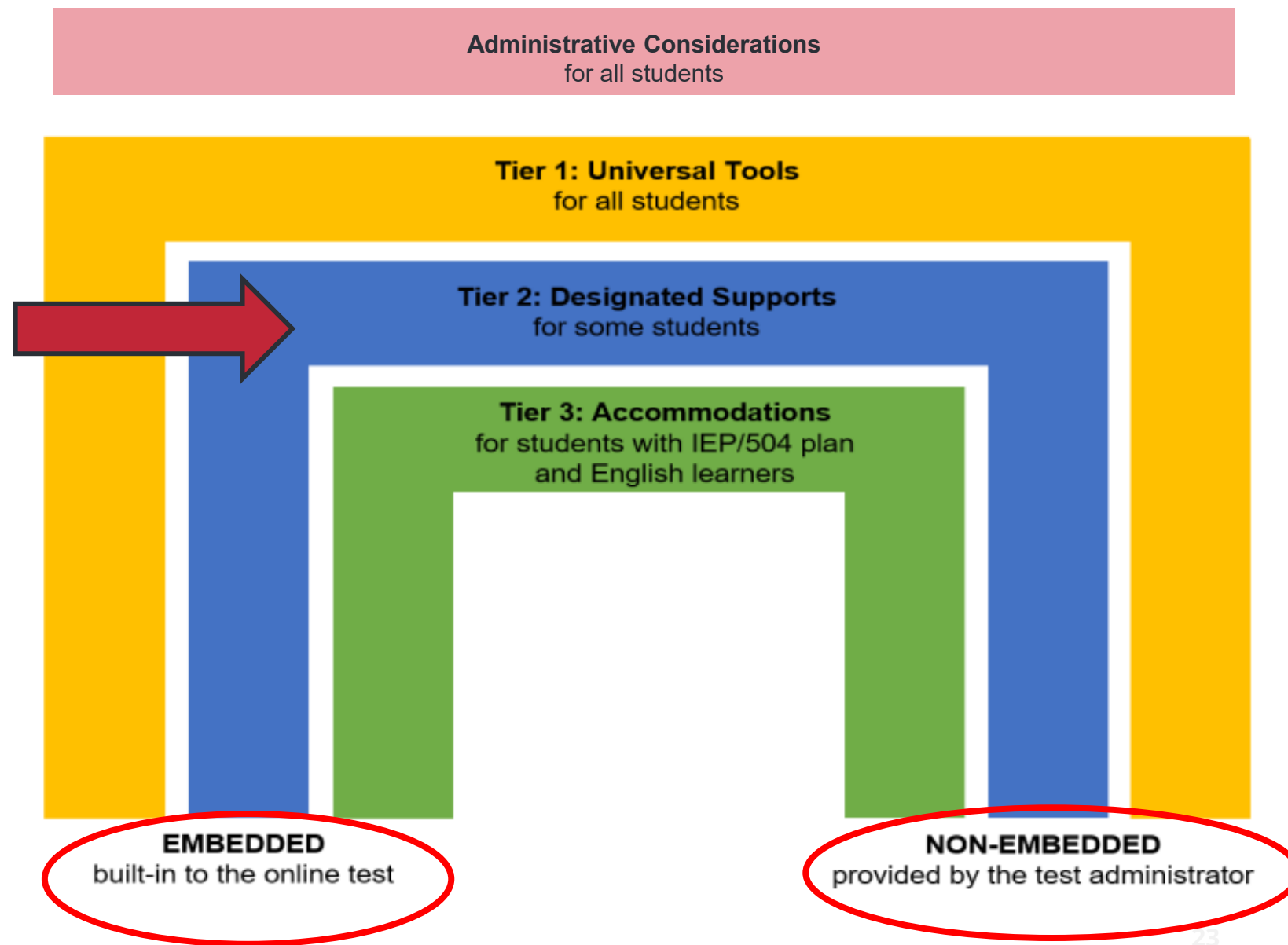
- Features or preferences that are either **built into** the assessment system **or provided externally by test administrators**.
- Universal tools **are available for all students** taking Ohio's State Tests.
- Since these features are **available for all students**, they are not classified as accommodations.

Examples:

- Calculator (except for certain grades)
- Text-to-Speech (except for ELA tests)
- Line Reader & Masking
- Notepad



OHIO'S ACCESSIBILITY SYSTEM, CONT..



DESIGNATED SUPPORTS

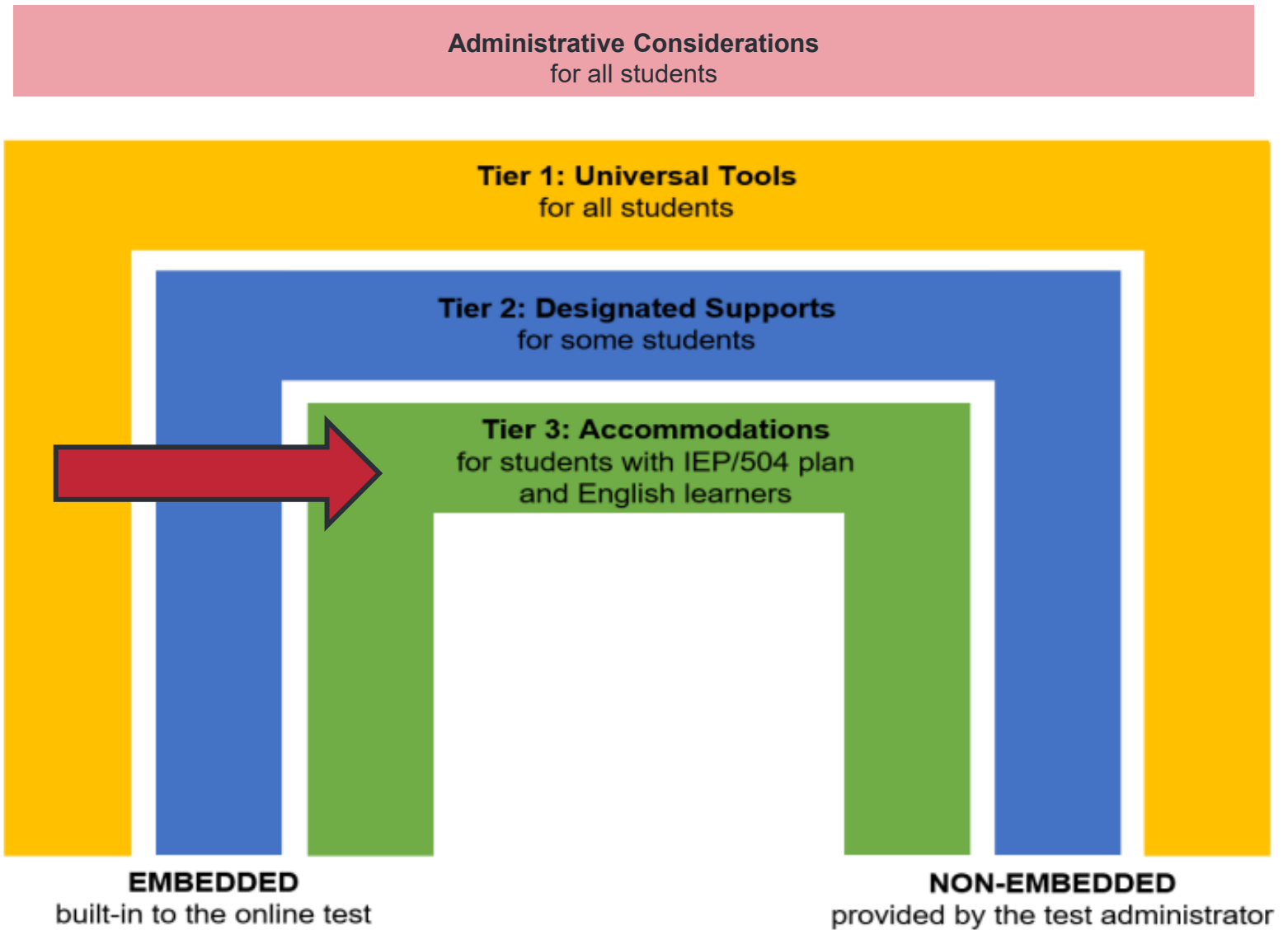
Within Ohio's statewide testing accessibility system, designated supports are features provided during testing ***that are not universally provided to all students but do not require an IEP or 504 plan to be provided if these supports meet individual student needs.***

Examples:

- Background/Font Color Choice (embedded)
- Mouse Pointer: Size and Color (embedded)
- Music/White Noise (non-embedded)
- Timer (non-embedded)



OHIO'S ACCESSIBILITY SYSTEM, CONT...





ACCOMMODATIONS

Accommodations are changes in procedures or materials that:

- (a) ensure a student has equitable access to instructional and assessment content, and
- (b) support valid assessment results for those students who require them.

Accommodations do not reduce or change learning or performance expectations.

There are ***Instructional Accommodations*** and ***Assessment Accommodations***

ACCOMMODATIONS, CONT.

Accommodations are changes made to ***how*** a student accesses learning content, communication, environments, materials, or assessments.

Testing accommodations are adjustments to the:

- testing conditions
- test format
- or test administration

that ***provide equitable access*** during assessments for students with disabilities, English learners with disabilities, and students who are English learners. Testing accommodations ***cannot*** change what is being measured.

WHO CAN RECEIVE ASSESSMENT ACCOMMODATIONS?

1 – Students with disabilities who have an IEP

2 – Students with disabilities who have a Section 504 Plan

3 – Students identified as English learners

4 – English learners with disabilities

5 – Adult testers who exited high school with EL status, a valid IEP or 504 plan

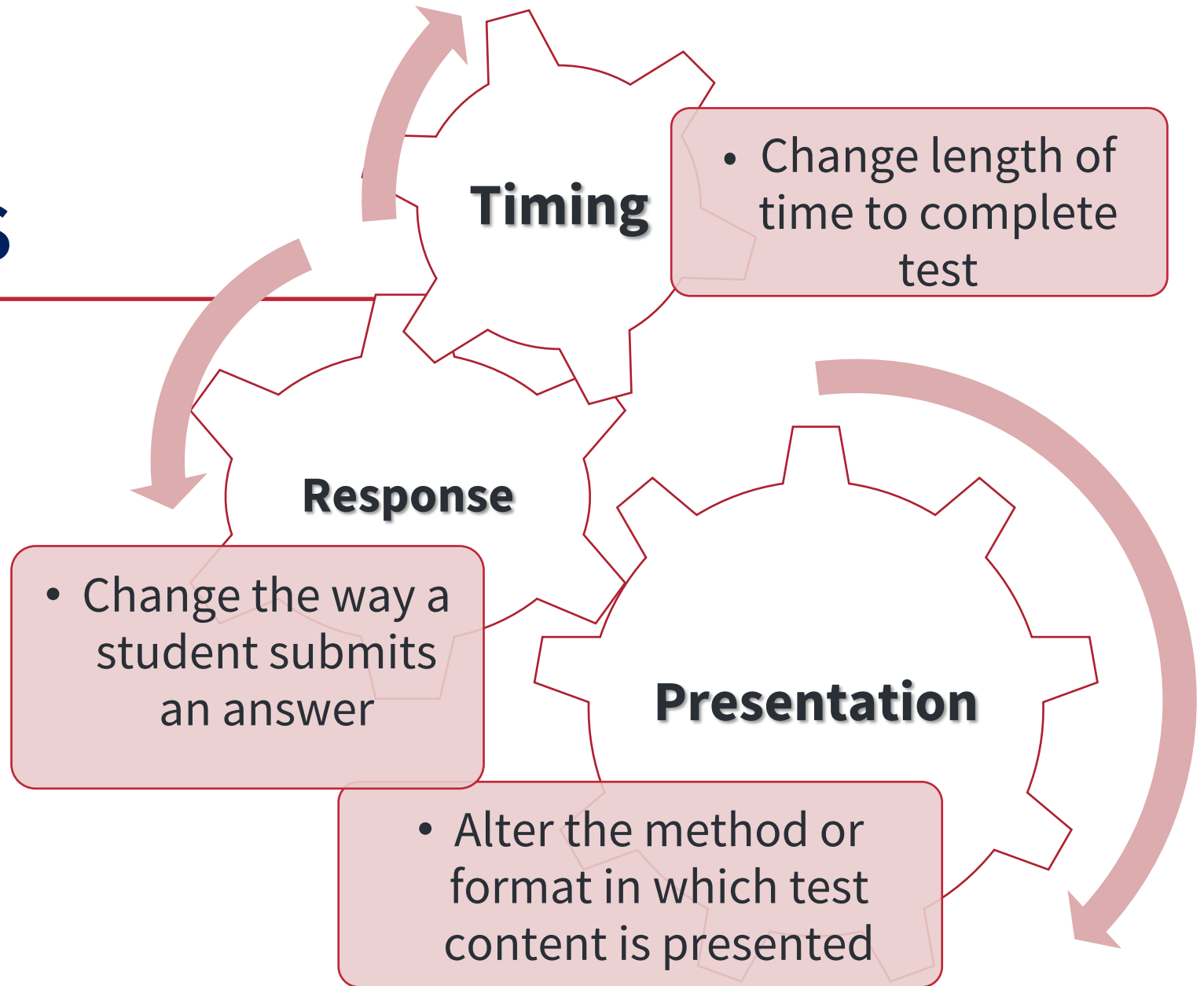
ACCOMMODATIONS, CONT..

Instructional and assessment accommodations are determined by IEP teams as per the Individuals with Disabilities Education Act (IDEA) or 504 plan teams.

Accommodations are determined annually (or at each IEP/504 meeting) based on individual student needs.

Accommodations must be provided to the student in all required school settings by general educators, special educators, support staff, and related service providers.

TYPES OF ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES



ACCOMMODATIONS, CONT...

Some examples of *typical* accommodations include:

- Extended Time
- Scribe or Speech-to-Text
- Paper version of test instead of online
- Mathematics Tools: Fact Charts, Calculators, Manipulatives
- Small group testing
- Preferential Seating
- Text-to-Speech

The conditions for and the extent of accommodations must be thoroughly explained in sections 7 and 12 of the IEP or in the 504 plan.

REMINDERS ABOUT ACCOMMODATIONS

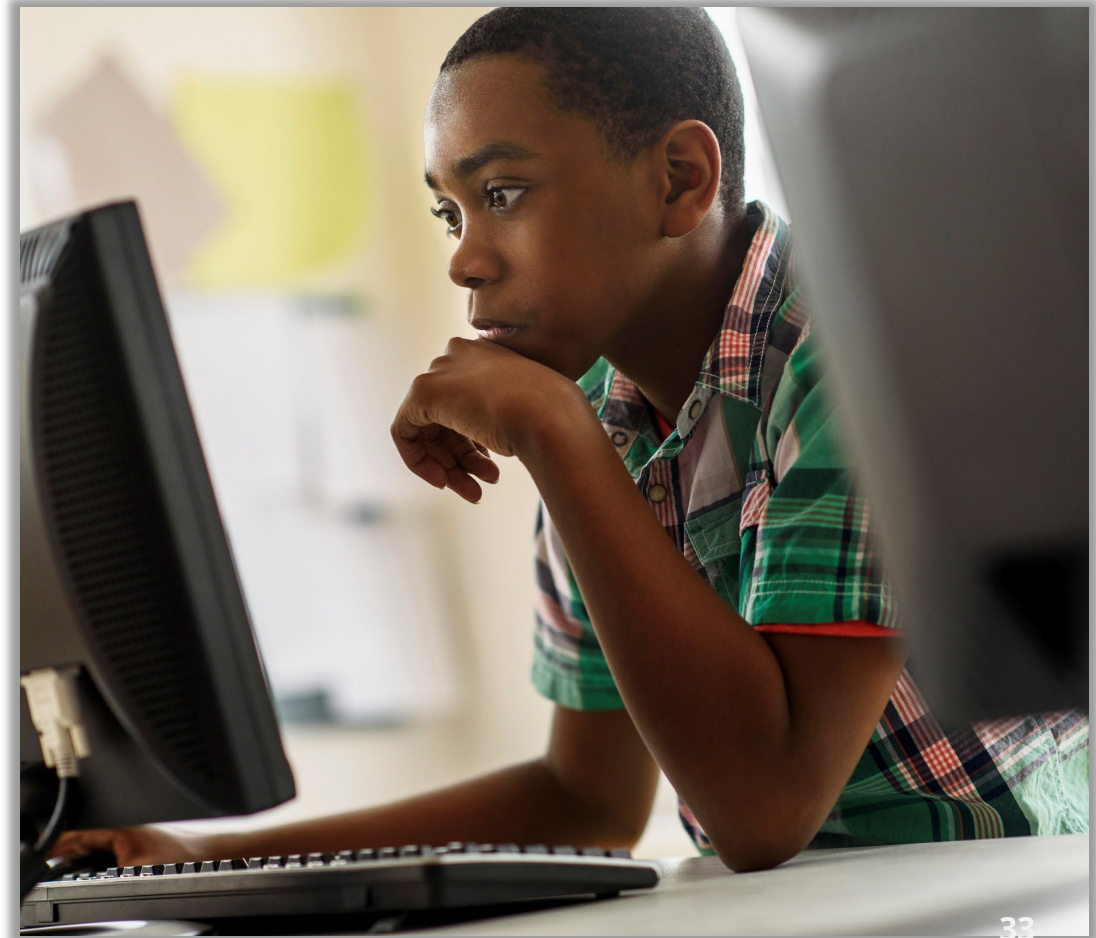
- Avoid the "laundry list" of accommodations
- General educators **must** provide input
- Focus on **student** needs, NOT teacher needs.
- Be specific, e.g. "Extended time" needs to be described specifically
- Testing accommodations are familiar supports that the student uses regularly during instruction.
- **An accommodation should never be introduced to the student during testing.**
- Districts should refer to the vendors' accessibility manual for assessments developed by vendors ***other than*** the Ohio Department of Education and Workforce.

EXCEPTIONAL REQUESTS

Contact the Office of Assessment at:

statetests@education.ohio.gov

(614) 466-1317



AASCD, OLEPS, OELPA, ALT-OELPA, AND ACCESSIBILITY



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QUESTIONS?

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