

POLICY 2520.16: Next Generation Alternate Academic Achievement Standards for Science in West Virginia Schools

**Comment Log
August 13 – September 14, 2015**

Action Type
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/Type	Rationale
§126-44P-1. General.				
09-12	Rosemary Jenkins Director of Field Services AFT WV Charleston WV	This policy will be very difficult for a teacher to understand and use. Please put back in the performance indicators and the cognitive levels. The way it is currently written there is no way these standards will be mastered . We are talking about the students with significant disabilities.	NA/-	Format was adopted by the development committee, reviewed and approved by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-13	Andrew Harper Poca wv	The format and content of the proposed policy is not user friendly for teachers. Performance descriptors with the students cognitive levels needs to be included in this policy. A policy without performance levels with the students different cognitive levels does not provide the framework for teachers of students with the most significant disabilities.	NA/-	Format was adopted by the development committee, reviewed and approved by WV special education and content teachers. Each standard includes two (2) levels below mastery (target).
09-13	Jenna Stitt English Teacher	The format and content of the proposed policy is not user friendly for teachers. Performance descriptors	NA/-	Format was adopted by the development committee,

	AFT Hampshire Romney WV	with the students cognitive levels needs to be included in this policy. A policy without performance levels with the students different cognitive levels does not provide the framework for teachers of students with the most significant disabilities.		reviewed and approved by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-13	Kevin Fooce Point Pleasant WV	I do not find a lot wrong with the measures other then how local and state officials rolled out the changes and no good public outreach.	N/o	
09-13	Courtney Ostaff Morgantown WV	The format and content of the proposed policy is not user friendly for teachers. Performance descriptors with the students cognitive levels needs to be included in this policy. A policy without performance levels with the students different cognitive levels does not provide the framework for teachers of students with the most significant disabilities.	NA/-	Format was adopted by the development committee, reviewed and approved by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-13	Wendy Dillon Grant Town WV	The format and content of the proposed policy is not user friendly for teachers. Performance descriptors with the students cognitive levels needs to be included in this policy. A policy without performance levels with the students different cognitive levels does not provide the framework for teachers of students with the most significant disabilities.	NA/-	Format was adopted by the development committee, reviewed and approved by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-14	Andy Bird Special Educator	I am a classroom teacher and have students who take the alternate assessment. As I compared the current	NA/-	Format was adopted by the development committee,

	Putnam County Schools Hurricane WV	standards and format to the proposed standards, I became concerned. The proposed standards do not have performance descriptors, which is necessary when dealing with students with a variety academic abilities.		reviewed and approved by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-14	Justin Altizer Music Specialist GVMS Branchland WV	Performance descriptors with the students cognitive levels needs to be included in this policy	NA/-	Format was adopted by the development committee, reviewed and approved by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-14	Eva Seccurro Special Educator Putnam County Schools Hurricane WV	As I looked at the standards, I realized that the format is not user-friendly and lacks the performance descriptors which is crucial when dealing with such a range of abilities. The proposal lacks the framework necessary to indicate varying levels of abilities.	NA/-	These standards were reviewed, edited and accepted by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-14	Brian Sutphin Special Educator Putnam County Schools Hurricane WV	I believe the proposed policy does not provide the framework necessary to engage students with such a range in abilities. Performance descriptors are necessary in order to provide adequate instruction of the standards and the current policy changes lack such an important item.	NA/-	These standards were reviewed, edited and accepted by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2)

				levels below mastery (target).
§126-44P-2 Purpose				
09-12	Rosemary Jenkins Director of Field Services AFT WV Charleston WV	Review these standards again. This time include teachers that are certified in this area and are with these kids everyday. How can you hold these teachers accountable for standards that their students are not able to master. The current standards are broken down into the cognitive levels and these are not.	NA/-	These standards were reviewed, edited and accepted by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-13	Kevin Fooce Point Pleasant WV	I believe they have a good purpose and are needed. I experienced as did many others having what we believed as a good education only to find we was behind when we attended college.	N/+	
§126-44P-3 Incorporate by Reference				
09-13	Kevin Fooce Point Pleasant WV	Better resources needed by local boards. Local boards need to tell the truth instead of passing false information to the public.	N/-	
§126-44P Next Generation Alternate Academic Achievement Standards for Science in West Virginia Schools				
09-12	Rosemary Jenkins Director of Field Services AFT WV Charleston WV	Please compare the current policy with this one and you will see that these students with significant cognitive disabilities - cannot perform these standards as they are currently written. for example how will a non verbal student summarize data in distributions shown in graphs or tablets. Another example - select the appropriate graphical representation (first quadrant) given a situation involving constant rate of change. Please do not do this to our teachers or students. Keep the current policy and if necessary form a committee of practitioners and even parents of these students.	NA/-	These standards were reviewed, edited and accepted by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-13	Shirley Skaggs	I do not think students with mild/moderate intellectual	N/-	

	Charleston WV	disabilities can distinguish between igneous, metamorphic, and sedimentary rock.		
09-14	Joy Jenkins Hurricane WV	Performance descriptors with the students cognitive levels needs to be included in this policy. A policy without performance levels with the students different cognitive levels does not provide the framework for teachers of students with the most significant disabilities.	NA/-	These standards were reviewed, edited and accepted by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-14	Andy Bird Special Educator Putnam County Schools Hurricane WV	I am concerned that some of the standards are not reasonable for the targeted population. Many of the students of whom these standards are designed for are unable to write complete sentences or may be non-verbal which would greatly complicate their ability to successfully master the standard.	NA/-	These standards were reviewed, edited and accepted by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-14	Eva Seccurro Special Educator Putnam County Schools Hurricane WV	I maintain high expectations for ALL of my students including those with the most limited abilities; However, I am concerned that some of the standards require unrealistic expectations for students with special needs especially those unable to write or those who are non-verbal and unable to effectively communicate their responses.	NA/-	These standards were reviewed, edited and accepted by WV special education and content teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
09-14	Brian Sutphin Special Educator Putnam County Schools Hurricane WV	The standards for the high school population without the performance descriptors are unrealistic for students with the most severe limitations. Requiring students to construct arguments when they lack the	NA/-	These standards were reviewed, edited and accepted by WV special education and content

		ability to write or verbalize their thoughts is concerning to me.		teachers including the WV Alternate Assessment Advisory Committee. Each standard includes two (2) levels below mastery (target).
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N	No Response	-	Negative
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DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
§126-44P-1 General				
09-12	Rosemary Jenkins Director of Field Services AFT WV Charleston WV	This policy will be very difficult for a teacher to understand and use. Please put back in the performance indicators and the cognitive levels. The way it is currently written there is no way these standards will be mastered . We are talking about the students with significant disabilities.		
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		The following WV Board of Education policy is on public comment until September 14 at 4:00 PM. POLICY 2520.16 - Next Generation Alternate Academic Achievement Standards for Science in West Virginia Schools AFT-WV encourages members to comment on the policy at http://wvde.state.wv.us/policies/onlinecomment.html?		

09-13	Wendy Dillon Grant Town WV	id=2520.16. The union's concerns with the policy are below. Feel free to use any portion of AFT-WV's comments in your own remarks. 126-44P-1 -General: The format and content of the proposed policy is not user friendly for teachers. Performance descriptors with the students cognitive levels needs to be included in this policy. A policy without performance levels with the students different cognitive levels does not provide the framework for teachers of students with the most significant disabilities.		
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