

Consideration of Students' Wide Range of Cognitive/Social Abilities

The wide range of cognitive/social abilities of students in alternative assessment classes must be reflected in our expectations of their performances and in our provision of opportunities to learn. Educators are faced with having to identify appropriate learning goals for students with differing abilities and then addressing these goals instructionally. At times instructors may be overwhelmed, thinking that separate experiences/activities must be developed and implemented for each student. However, it is critical to realize that a wide variety of expectations, at varying degrees of complexity, may be addressed in the context of the same experiences/activities.

The following are some suggested considerations to deal effectively with the demands of instructing students who perform at varying cognitive/social levels:

Considerations	Number of Indicators	Quality of Performance	Nature of Social Context
Some students may independently...	Demonstrate 1 or 2 skills/behaviors in each content area	Demonstrate skills/behaviors with a rudimentary attempt at completion	Complete steps in instructional situation when requested
Other students may independently ...	Demonstrate 3 or 4 skills/behaviors in each content area	Demonstrate skills/behavior with limited efficiency	Complete steps in natural situations when requested
Still other students may independently...	Demonstrate 5 or 6 (or more) behaviors in each content area	Demonstrate skills/behavior with thoroughness	Apply steps at the appropriate time and in the appropriate place without a request (self initiate)

Consideration of Students' Wide Range of Cognitive/Social Abilities (Cont.)

Number of Settings	Nature of Social Context	Pace of Performance	Duration of Performance
Perform only in the classroom	Perform in a 1:1 situation Perform in relation to classroom staff/classmates Respond to social interactions initiated by peers, other- aged children, and adults in routine situations	Perform skills/behaviors at a slow pace	Perform skills/behaviors for a short length of time
Perform in the classroom, at home, and in the school community	Perform in a 1:1 situation and in a small group Perform in relation to classroom staff/classmates and school staff/family members Initiate social interactions with peers, other-aged children, and adults in routine situation	Perform skills/behaviors at a moderate pace	Perform skills/behaviors for a moderate length of time
Perform in the classroom, at home, in the school community, and in the larger neighborhood community	Perform in a 1:1 situation, in a small group and in a larger group Perform in relation to classroom staff/classmates, school staff, family members and community workers/members Initiate social interactions with peers, other- aged children, and adults in novel or infrequently occurring situations	Perform skills/behaviors at a fast pace	Perform skills/behaviors for an extended length of time