RHODE ISLAND
STATE ASSESSMENT PROGRAM
2008

Alternate
Assessment

Guide to Interpretation

2008 Alternate Assessment Guide to Interpretation
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Purpose of the Rhode Island Alternate Assessment

The federal Elementary and Secondary Education Act was reauthorized as the No Child Left Behind Act, NCLB. This law requires that states establish a single assessment and accountability system. It requires the assessment of all students, including those with significant cognitive disabilities. NCLB has three critical elements: academic content standards, academic achievement standards, and assessments. These provide the foundation for an accountability system that ensures that all students, including those with disabilities, reach high standards.

Reauthorization of the Individuals with Disabilities Education Act–2004 confirmed these elements.

Accountability through assessment systems provides equity in program and educational opportunities for all students. Alternate assessment, as part of the state assessment program, ensures a unified system of program and student accountability linked to the common core of learning within the general curriculum.

In response to Individuals with Disabilities Education Act–1997, the following statement was developed by the Rhode Island Alternate Assessment Advisory Committee:

"The State has established goals for the performance of children with disabilities in the state that...are consistent, to the maximum extent appropriate, with other goals and standards for children established by the state."

The Alternate Assessment was designed to fulfill this requirement. All students in Rhode Island are moving toward the same general curriculum. The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students. The Alternate Assessment was designed for up to one percent of the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress. Completion of the Alternate Assessment

- ensures that students with significant challenges are represented in school accountability;
- provides multiple ways for the Individual Education Program (IEP) team, including general and special education teachers, support services, families, and students, to measure progress toward relevant student outcomes;
- merges instructional and assessment activities; and
- builds support for meaningful participation in the appropriate general education curriculum.

The Advisory Committee, in consultation with the Rhode Island Department of Education, designed an assessment that is a multidisciplinary approach to student learning and progress. Datafolios showcase student work so that learning can be assessed in a comprehensive way. The philosophy behind these performance-based assessments, supports a method of student evaluation that allows students to demonstrate strengths, knowledge, skills, and independence and merges the processes of instruction and assessment. This assessment process encourages the student to engage in learning that is meaningful and appropriate, and provides multiple opportunities for measuring significant progress.

In effective learning environments, assessment and instruction are fundamentally linked. High-quality assessment practices provide information, which can be a basis for ongoing development of a curriculum that is responsive to student needs. Aside from the use of a datafolio to capture student learning, an extension of this philosophy also considers students with severe or multiple disabilities as valued and contributing members of their schools and communities. The performance-based assessment promotes a vision of enhancing capacities and integrated life opportunities for students who experience severe disabilities. Positive results are expected from these students, including living, working, and contributing to their communities upon completion of their schooling.

The Alternate Assessment was developed to reflect the application of Rhode Island's alternate achievement standards for students with moderate to severe and profound cognitive disabilities. All students must be assigned a grade designation by their IEP teams. It is recommended that the students' grade assignments vary no more than two years from the grade of their same-aged peers. The students' IEP teams determine and verify in the students' IEPs that the students meet all of the guidelines for participation in the Alternate Assessment. Documents in the students' records, which include current and longitudinal data, are the basis for that decision.

Students who qualify for the Alternate Assessment have several characteristics. Their levels of cognitive ability and adaptive skills must preclude full involvement in the state's grade-level expectations, even with program modifications and adaptations. These students are unable to apply academic skills at home, in school, and in the community without intensive, frequent, and individualized instruction in multiple settings. They must have current IEPs.

IEP teams should not consider a student for participation in the Alternate Assessment solely on the fact that the student has an IEP; the student's instructional reading level is below grade-level expectations; the student is not expected to perform well on the state assessment; the student is expected to experience distress under testing conditions; the student has excessive absences; the student has visual or auditory disabilities, emotional-behavioral disabilities, or specific learning disabilities; or there are social, cultural, or economic differences.

Participation in the Rhode Island Alternate Assessment must be documented on students' IEPs. IEP teams should reconsider the documentation for these students each year to ensure that the students have an opportunity to participate in the most appropriate assessment.

The alternate assessment assesses content in reading and mathematics at grades 2–8 and 10; writing at grades 4, 7, and 10; and science at grades 4, 8, and 11.

The assessment effectively links content strands, curriculum, instruction, and assessment to demonstrate student learning, which is linked to standards. It has four criteria: connection to the content strand, student progress, level of accuracy, and level of independence. Rhode Island educators score the RIAA according to the rubric displayed on pages 8–9.

An Alternate Assessment datafolio includes four student entries comprised of a set of required documents for each content area assessed.

Each entry begins with a Data Summary Sheet that lays out the assessment data and supporting evidence in the entry.

This evidence includes student work and teacher data collected across the school year. Multiple dimensions of the scoring rubric criteria may be applied to a single piece of evidence. In total, the entry should reflect the student's progress on individualized, targeted skills taught within the context of the state curriculum standards.

Each datafolio is scored using the scoring rubric by at least two independent, qualified scorers from outside the student's district (see pages 8–9). A *qualified scorer* is defined as a Rhode Island teacher or administrator who, after scorer training, has been certified. Teachers who worked with the student in developing the datafolio are not permitted to score it.

As indicated on the assessment blueprint (see page 4), students are assessed on different content strands according to their grade. Each content area assesses two content strands and four Alternate Assessment Grade Span Expectations (AAGSEs) (see pages 5–6). Teachers assess a student's performance and collect evidence in each content area strand during three distinct collection periods.

Rhode Island Alternate Assessment
Blueprint

Content Area	Title of Content Strand	Grade(s) Assessed
Mathematics	Numbers and Operations (NO)	2–8 and 10
	Geometry and Measurement (GM)	2–5
	Data, Statistics, and Probability (DSP)	6–8
	Functions and Algebra (FA)	10
Reading	Word Identification Skills and Strategies (WID) Vocabulary Strategies and Breadth of Vocabulary (V)	2–8 and 10
	Early Reading (ER)	2
	Initial Understanding, Analysis, and Interpretation of Literary Text (LT) OR Initial Understanding, Analysis, and Interpretation of Informational Text (IT)	3–8 and 10
Writing	Structures of Language (SL) Writing Conventions (WC)	4, 7 and 10
	Response to Literary or Informational Text (LT)	4
	Narratives (N)	7
	Informational Writing (IW)	10
Science	Inquiry Constructs and Knowledge AAGSEs Grade 4: Observing/Questioning; Conducting Grade 8: Planning; Conducting Grade 11: Conducting; Analyzing	4, 8 and 11

Assessment Design
Reading, Mathematics, and Writing

Required Content Strand 1					
Structured Performance Task					
AAGSE 1			AAGSE 2		
Data Summary Sheet			Data Summary Sheet		
Collection Period 1	Collection Period 2	Collection Period 3	Collection Period 1	Collection Period 2	Collection Period 3
Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form

Required Content Strand 2					
Structured Performance Task					
AAGSE 1			AAGSE 2		
Data Summary Sheet			Data Summary Sheet		
Collection Period 1	Collection Period 2	Collection Period 3	Collection Period 1	Collection Period 2	Collection Period 3
Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form

Science Assessment Design

Structured Performance Task

Two entries: Inquiry Construct and Knowledge AAGSE

Data Summary Sheet for each entry
3 collection periods - 1 from each science domain

Collection Period 1	Collection Period 2	Collection Period 3
6 weeks	6 weeks	6 weeks
Oct. - Nov.	Jan. - Feb.	March - April
Student Documentation Form	Student Documentation Form	Student Documentation Form

One student work product is included per entry (inquiry and knowledge).

Science Inquiry Constructs

Grade	Observing/ Questioning	Planning	Conducting	Analyzing
4	Make and describe observations in order to ask questions, and/or make predictions related to the science investigation.		Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.	
8		Identify information/ evidence that needs to be collected and/or tool to be used in order to answer a question and/or check a prediction.	Use data to summarize results.	
11			Use accepted methods of organizing, representing and/or manipulating data.	Use evidence to support and/or justify interpretations and/or conclusions or explain how the evidence refutes the hypothesis.

Scoring Rubrics

The scoring rubrics are a guide used to determine student performance on four criteria. The criteria are Connection to Content Strand, Student Progress, Level of Accuracy, and Level of Independence. These criteria are used to determine a student's score for each content area in a student's Datafolio.

Dimension	0 points	2 points	4 points	6 points	8 points
Connection to Content Strand for Mathematics, Reading, and Writing	There is insufficient evidence of a connection to the AAGSE.	There is evidence of a connection to the AAGSE but no application of the AAGSE in a distinct standards-based activity connected to the SPT.	There is evidence of connection of the AAGSE and applying the AAGSE in at least 1 distinct standards-based activity connected to the SPT, 1 out of 3 collection periods.	There is evidence of connection of the AAGSE to the SPT and applying the AAGSE in at least 2 distinct standards-based activities connected to the SPT, 2 out of 3 collection periods.	There is evidence of connection of the AAGSE to the SPT and applying the AAGSE in at least 3 distinct standards-based activities connected to the SPT, 3 out of 3 collection periods.

Dimension	0 points	2 points	4 points	6 points	8 points
Connection to Content Strand for Science	There is insufficient evidence of a connection to the AAGSE and/or the Inquiry Construct.	There is evidence of a connection to the AAGSE /Inquiry Construct but no application of the AAGSE/ Inquiry Construct in a distinct standards-based science investigation connected to the SPT.	There is evidence of connection to the AAGSE/ Inquiry Construct and applying the AAGSE/ Inquiry Construct in at least 1 distinct standards-based science investigation connected to the SPT, 1 out of 3 collection periods.	There is evidence of connection to the AAGSE/ Inquiry Construct and applying the AAGSE/ Inquiry Construct in at least 2 distinct standards-based science investigations connected to the SPT, 2 out of 3 collection periods.	There is evidence of connection to the AAGSE/ Inquiry Construct and applying the AAGSE /Inquiry Construct in at least 3 distinct standards-based science investigations connected to the SPT, in 3 out of 3 collection periods.

Dimension	0 points	4 points	8 points
Student Progress	No progress across any data collection periods.	Progress shown across 2 data collection periods.	Progress shown across 3 data collection periods.

Dimension	0 points	1 point	2 points	3 points	4 points
Level of Accuracy	Entry contains insufficient information to determine a score OR 0% accuracy	Student performance of skills based on AAGSE demonstrates a minimal understanding of concepts. 1-25% accuracy	Student performance of skills based on AAGSE demonstrates a limited understanding of concepts. 26-50% accuracy	Student performance of skills based on AAGSE demonstrates some understanding of concepts. 51-75% accuracy	Student performance of skills based on AAGSE demonstrates a high level understanding of concepts. 76-100% accuracy
Level of Independence	Entry contains insufficient information to determine a score OR 0% independence	Student utilizes extensive verbal, visual, and/or physical assistance to demonstrate skills and concepts. 1-25% independence	Student utilizes frequent verbal, visual, and/or physical assistance to demonstrate skills and concepts. 26-50% independence	Student utilizes some verbal, visual, and/or physical assistance to demonstrate skills and concepts. 51-75% independence	Student utilizes minimal verbal, visual, and/or physical assistance to demonstrate skills and concepts. 76-100% independence

The Alternate Assessment results are reported in several formats:

Paper copies:

- Student Score Reports (parent/guardian copy and school copy)

Online to schools and districts via a secure website:

- School Summary Reports
- School Roster Reports
- District Summary Reports
- District Roster Reports

Score Reports

Each child receives a Student Score Report and a copy of the *Alternate Assessment Guide to Interpretation* for parents and guardians. In some districts, the Student Score Report and guide are sent home with a student's report card. A sample of a Student Score Report is shown on page 12.

Each student's datafolio evidence was scored at the content area level and each content area received an Achievement Level. This Achievement Level was determined from the overall total dimension scores on the datafolio. The Dimension Score Charts are content specific and demonstrate the four Achievements Levels, *Substantially Below Proficient, Partially Proficient, Proficient* and *Proficient with Distinction* (see pages 14–17).

To understand how a student's Achievement Level was determined, follow the steps below.

Step 1: Locate the student's Total Dimension Scores for content area in the shaded bar on the sample Student Report on page 12 of this guide.

Step 2: Locate the student's total progress score and match the student's progress score to the total progress dimension score on the Dimension Score Chart for each content area (horizontal axis) on pages 14–17.

Step 3: Add the total accuracy and independence scores together and locate the total combined score on the Dimension Score Chart for each content area (vertical axis).

Step 4: The Achievement Level is found by locating the cell on the Dimension Score Chart at which the total progress score and the combined accuracy and independence scores intersect. The Achievement Level key is located at the top of the Dimension Score Chart. For most students this is the final step. For some students whose Achievement Level is just above or just below the cut point for an Achievement Level, their Achievement Level may be adjusted using the connection scores as indicated in Step 5.

Step 5: Locate the Connection to the Content Strand for each content area. Use the connection chart on the bottom of the Dimension Score Chart to determine if the connection is minimal, satisfactory or strong. If the total connection score is minimal and the student is just above the cut point between Achievement Levels, the score is lowered one Achievement Level. A student's Achievement Level is increased one Achievement Level if the datafolio demonstrates a strong connection score. If the total connection score is satisfactory, the Achievement Level remained the same.

A sample Achievement Level Descriptor may be found on page 13 and on the back of the Student's Score Report.

Students are classified into one of four Achievement Levels: "Proficient with Distinction," "Proficient," "Partially Proficient," and "Substantially Below Proficient" for each content area. In addition, a "No Score" category applies to those students who were coded to participate in the Alternate Assessment but their datafolios for that content area were very incomplete. A "Not Tested, Other" category applies to students who were coded to participate in the Alternate Assessment but no entries were submitted.

Having a standard of performance that is expected of **all** students is the ambitious and challenging target central to Rhode Island's Comprehensive Education Strategy. The Board of Regents has approved the establishment of the "Proficient" level as the **Achievement Level** (how good is good enough) for all of Rhode Island's children.

Both educators and families should be aware that the score on the Alternate Assessment is best viewed as only one indicator of the student's knowledge and skills and should be used in combination with class, school, and/or district assessments.

SAMPLE

Rhode Island Alternate Assessment
Student Score Report 2007-2008

Student:	Student Name
Grade:	6
School:	School Name
District:	District Name

Alternate Assessment datafolios assessed students in grades 2, 3, 4, 5, 6, 7, 8, and 10 in Reading and Mathematics. Students in grades 4, 7, and 10 were also assessed in Writing. Evidence of student work was collected in 3 distinct data collection periods: October 9 - November 16, 2007, January 14 - February 18, 2008, and March 17 - April 11, 2008.

Mathematics

	Dimensions			
	Connection to the Content Strand	Student Progress	Level of Accuracy	Level of Independence
Numbers and Operations				
Structured Performance Task 68-1: The student will use number concepts to plan an activity, gather the appropriate materials/information for the activity and/or complete the activity.				
AAGSE 3.2 Show that fractional parts are equal shares or equal-sized portions of a whole unit using area models (e.g., shows a fair share of a cookie; folds a piece of paper into two halves; identifies two out of four children are wearing a blue shirt).	2	4	2	2
AAGSE XX.XXX	2	4	2	2
Data, Statistics and Probability				
Structured Performance Task 68-2: The student will create a hypothesis and test that hypothesis by collecting and presenting data.				
AAGSE 3.2a **Represent a small data set with physical objects.**	4	4	3	3
AAGSE XX.XXX	4	4	3	3
Total Mathematics Dimension Scores	12	16	10	10
Achievement Level	Proficient			

STEP 5 = 12   **STEP 2 = 16**   **STEP 3 (Accuracy and Independence) = 20**

STEP 1

Reading

Word Identification Skills/Vocabulary				
Structured Performance Task XXX:				
AAGSE XX.XXX				
AAGSE XX.XXX				
Early Reading Strategies				
Structured Performance Task XXX:				
AAGSE XX.XXX				
AAGSE XX.XXX				
Total Reading Dimension Scores				
Achievement Level				

AAGSE = Alternate Assessment Grade Span Expectation   S = State approved special consideration   No Score = Datafolio was submitted but every entry was unscorable
Not Tested, Other = no entries submitted   L = Student is First Year LEP in Reading and Writing

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Achievement Level Descriptors
Mathematics
Grades 6–8

Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate

➤ strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Data, Statistics and Probability AAGSEs
➤ participation in distinct standards-based instructional activities that demonstrate consistent application of the AAGSEs across all entries within the context of the Structured Performance Tasks
➤ consistent progress during the year
➤ a high level of accuracy on instructional activities and
➤ a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

➤ consistent connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Data, Statistics and Probability AAGSEs
➤ participation in distinct standards-based instructional activities that demonstrate consistent application of the AAGSEs across most entries within the context of the Structured Performance Tasks
➤ consistent progress during the year
➤ adequate level of accuracy in instructional activities and/or
➤ adequate level of independence completing instructional activities

Partially Proficient: Students performing at this level submitted datafolios that demonstrate

➤ inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Data, Statistics and Probability AAGSEs
➤ participation in standards-based instructional activities that demonstrate consistent application of the AAGSEs across few entries within the context of the Structured Performance Tasks
➤ inconsistent progress during the year
➤ minimal level of accuracy in instructional activities and/or
➤ minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

➤ little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Data, Statistics and Probability AAGSEs
➤ participation in standards-based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries within the context of the Structured Performance Tasks
➤ little or no progress during the year
➤ low level of accuracy in instructional activities and
➤ low level of independence completing instructional activities

SAMPLE

RIAA Mathematics Dimension Score Chart

Achievement Levels:
SBP = Substantially Below Proficient
PP = Partially Proficient
P = Proficient
PWD = Proficient with Distinction

TOTAL Progress ▶   STEP 2

TOTAL Accuracy +

Independence ▼

Independence	0	4	8	12	16	20	24	28	32
0	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
1	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
2	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
3	SBP	SBP	SBP	SBP	SBP	PP	PP	PP	PP
4	SBP	SBP	SBP	SBP	SBP	PP	PP	PP	PP
5	SBP	SBP	SBP	SBP	SBP	PP	PP	PP	PP
6	SBP	SBP	SBP	SBP	SBP	PP	PP	PP	PP
7	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
8	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
9	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
10	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
11	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
12	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
13	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
14	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
15	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
16	SBP	SBP	PP	PP	PP	PP	P	P	P
17	SBP	SBP	PP	PP	PP	PP	P	P	P
18	SBP	SBP	PP	PP	PP	P	P	P	P
19	SBP	SBP	PP	PP	PP	P	P	P	P
20	SBP	SBP	PP	PP	(P)	P	P	P	P
21	SBP	SBP	PP	PP	P	P	P	P	P
22	SBP	SBP	PP	PP	P	P	P	P	P
23	SBP	SBP	PP	PP	P	P	P	P	P
24	SBP	SBP	PP	PP	P	P	P	P	P
25	SBP	SBP	PP	PP	P	P	P	P	P
26	SBP	SBP	PP	PP	P	P	P	P	P
27	SBP	SBP	PP	PP	P	P	P	PWD	PWD
28	SBP	SBP	PP	PP	P	P	P	PWD	PWD
29	SBP	PP	PP	PP	P	P	P	PWD	PWD
30	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
31	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
32	SBP	PP	PP	PP	P	P	PWD	PWD	PWD

STEP 3

STEP 4

	Minimal Connection	Satisfactory Connection	Strong Connection
Score Range	0–6	8–26	28–32
Possible Impact on Achievement Level	Lower	Remain	Increase

STEP 5

RIAA Reading Dimension Score Chart

Achievement Levels:
SBP = Substantially Below Proficient
PP = Partially Proficient
P = Proficient
PWD = Proficient with Distinction

TOTAL Progress ▶
TOTAL Accuracy +

Independence ▼	0	4	8	12	16	20	24	28	32
0	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
1	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
2	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
3	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
4	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
5	SBP	SBP	SBP	SBP	SBP	PP	PP	PP	PP
6	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
7	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
8	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
9	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
10	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
11	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
12	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
13	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
14	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
15	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
16	SBP	SBP	PP	PP	PP	PP	P	P	P
17	SBP	SBP	PP	PP	PP	P	P	P	P
18	SBP	SBP	PP	PP	PP	P	P	P	P
19	SBP	SBP	PP	PP	PP	P	P	P	P
20	SBP	SBP	PP	PP	PP	P	P	P	P
21	SBP	SBP	PP	PP	PP	P	P	P	P
22	SBP	SBP	PP	PP	P	P	P	P	P
23	SBP	SBP	PP	PP	P	P	P	P	P
24	SBP	SBP	PP	PP	P	P	P	P	P
25	SBP	SBP	PP	PP	P	P	P	P	P
26	SBP	SBP	PP	PP	P	P	P	P	P
27	SBP	SBP	PP	PP	P	P	P	PWD	PWD
28	SBP	SBP	PP	PP	P	P	P	PWD	PWD
29	SBP	PP	PP	PP	P	P	P	PWD	PWD
30	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
31	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
32	SBP	PP	PP	PP	P	P	PWD	PWD	PWD

	Minimal Connection	Satisfactory Connection	Strong Connection
Score Range	0–6	8–26	28–32
Possible Impact on Achievement Level	Lower	Remain	Increase

RIAA Writing Dimension Score Chart

Grades 4, 7 and 10

Achievement Levels:
SBP = Substantially Below Proficient
PP = Partially Proficient
P = Proficient
PWD = Proficient with Distinction

TOTAL Progress ▶

TOTAL Accuracy +

Independence ▼	0	4	8	12	16	20	24	28	32
0	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
1	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
2	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
3	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
4	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
5	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
6	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
7	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
8	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
9	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
10	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
11	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
12	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
13	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
14	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
15	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
16	SBP	SBP	PP	PP	PP	P	P	P	P
17	SBP	SBP	PP	PP	PP	P	P	P	P
18	SBP	SBP	PP	PP	PP	P	P	P	P
19	SBP	SBP	PP	PP	P	P	P	P	P
20	SBP	SBP	PP	PP	P	P	P	P	P
21	SBP	SBP	PP	PP	P	P	P	P	P
22	SBP	SBP	PP	PP	P	P	P	P	P
23	SBP	SBP	PP	PP	P	P	P	P	P
24	SBP	SBP	PP	PP	P	P	P	P	P
25	SBP	SBP	PP	PP	P	P	P	P	P
26	SBP	SBP	PP	PP	P	P	P	P	P
27	SBP	SBP	PP	PP	P	P	P	PWD	PWD
28	SBP	SBP	PP	PP	P	P	P	PWD	PWD
29	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
30	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
31	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
32	SBP	PP	PP	PP	P	P	PWD	PWD	PWD

	Minimal Connection	Satisfactory Connection	Strong Connection
Score Range	0–6	8–26	28–32
Possible Impact on Achievement Level	Lower	Remain	Increase

RIAA Science Dimension Score Chart

Grades 4, 8 and 11
Achievement Levels:
SBP = Substantially Below Proficient
PP = Partially Proficient
P = Proficient
PWD = Proficient with Distinction

TOTAL Progress ▶

TOTAL Accuracy +

Independence ▼	0	4	8
0	SBP	SBP	SBP
1	SBP	SBP	PP
2	SBP	SBP	PP
3	SBP	PP	PP
4	SBP	PP	PP
5	SBP	PP	P
6	PP	PP	P
7	PP	PP	P
8	PP	PP	P
9	PP	P	P
10	PP	P	P
11	PP	P	P
12	PP	P	PWD
13	PP	P	PWD
14	PP	P	PWD
15	PP	PWD	PWD
16	PP	PWD	PWD

	Minimal Connection	Satisfactory Connection	Strong Connection
Score Range	0–3	4–13	14–16
Possible Impact on Achievement Level	Lower	Remain	Increase

The piece of student work that follows reflects a portion of one AAGSE entry that scored at the Proficient level of achievement. The explanation of the connection to the Structured Performance Task (SPT) is clear and purposeful, *"students in the classroom will use graphing as a way to display the information about their choices."* The description of the standards-based activity provides further explanation of the connection to the AAGSE and SPT, *"...students will choose which colors they want to dye the fabric. They will graph the class's color choices and use this information to determine the amount of dye needed for each color."*

A review of the Data Summary Sheet (see page 22) shows that this student made progress between Collection Periods 1 and 2 by increasing his/her Level of Accuracy. Progress between Collection Periods 2 and 3 is demonstrated by an increase in both his/her Level of Accuracy and Level of Independence.

In the final collection period, this student had a Level of Accuracy of 97%, which scores 4 points on the Rubric, and a Level of Independence of 68%, which scores 3 additional points.

Students performing at this level submitted datafolios that demonstrate:

- consistent connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Data, Statistics and Probability AAGSEs

- participation in distinct standards-based instructional activities that demonstrate consistent application of the AAGSEs across most entries within the context of the Structured Performance Tasks

- consistent progress during the year

- adequate level of accuracy in instructional activities and/or

- adequate level of independence completing instructional activities

Student Documentation Form (Sample: Collection Period 3)

☑ Check box if Student Product or Photo attached.

Student Name:		Date: 3/26/08

CONTENT: Mathematics	CONTENT STRAND: DSP	Structured Performance Task#: 68-2　　Description: The student will create a hypothesis and test that hypothesis by collecting and presenting data.

AAGSE#: DSP3.2a　　Description: Represent a small data set with physical objects (e.g., simulate a bar graph with cubes).

Describe the overall Structured Performance Task as it is embedded in your classroom/school/community: The students in the classroom are studying a unit on early American history. As part of the unit they are investigating the daily living of the early settlers, including dyeing fabric. The activity requires the students to dye fabric and make color choices similar to those of the early settlers. The students in the classroom will use graphing as a way to display the information about their choices. They will use this information to help prepare for the activity.

Describe the student's application of the AAGSE to the SPT in a standards-based activity: The students will be dyeing t-shirts as part of the early settlers unit. To prepare for the activity, students will choose which colors they want to dye the fabric. They will graph the class's color choices and use this information to determine the amount of dye needed for each color.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	**Evaluate the student's independent performance on the AAGSE. Explain how percentages were determined.**
She needed physical assistance to graph the 2 remaining student choices (2 out of 9= 22% physical prompt). Using the graph, she answered 3 questions about the color choices. She answered all 3 correctly (100% accuracy).	She participated in graphing by placing stickers on the graph to identify the color choice of her classmates. Of the 9 students in her group, she was able to accurately graph 7 choices independently (7 out of 9 = 78% independence).
Level of Accuracy ___100__%	**Level of Independence ___78__%**

Teacher's Initials ___TT__

Name: _____

3/26/08

Dye   Tee shirts

$\frac{9}{9}$ = 100% Accurate

$\frac{7}{9}$ = 78% Independent

$\frac{2}{9}$ = 22% Phy Prompt

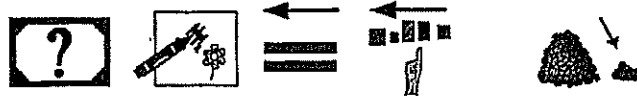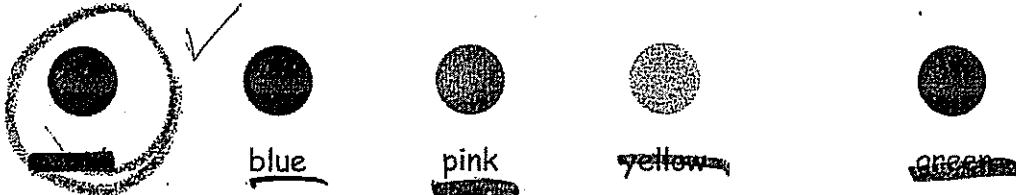|				
★ Physical Prompt				
★ Phy Prompt	★ ✓ I		★ ✓ I	★ ✓ I
★ ✓ I	★ ✓ I		★ ✓ I	★ ✓ I

Red   Blue   Pink   Yellow   Green

Name: _____ 3/26/08
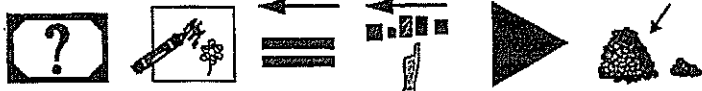
100% Accurate

Which color was chosen the most?

red (circled)   blue   pink   ~~yellow~~   ~~green~~

Which color was chosen the least?

~~red~~   blue   pink (circled)   ~~yellow~~   ~~green~~
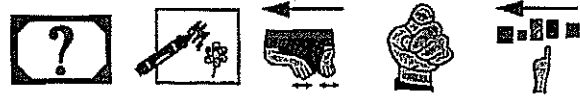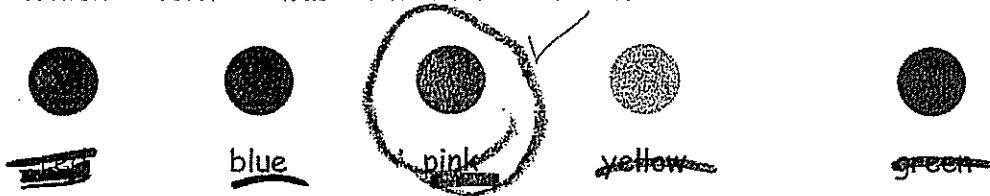
Which color did you chose?

~~red~~   blue   pink   yellow (circled)   ~~green~~
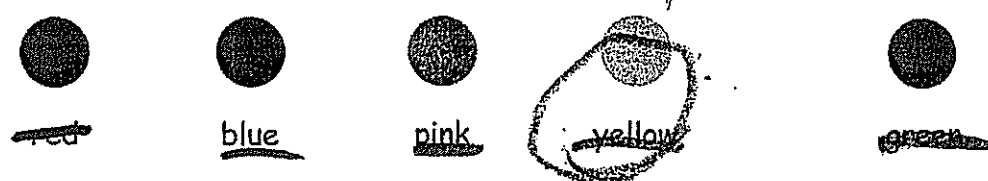
Data Summary Sheet

Student: _____

Grade: ___6th___

Content: Mathematics	Content Strand: Data, Statistics and Probability	Structured Performance Task# _68-2_ Description: The student will create a hypothesis and test that hypothesis by collecting and presenting data.

AAGSE # _DSP 3.2a_ Description: Represent a small data set with physical objects (e.g., simulate a bar graph with cubes).

	Collection Period 1 Oct. 9 – Nov. 16, 2007				Collection Period 2 Jan. 14 – Feb. 8, 2008				Collection Period 3 March 17 – April 11, 2008			
Date	11/01	11/09	11/17		1/25	2/01	2/15		3/26	4/3	4/11	
Data Type	SDF	DP	DP		SDF	DP	DP		SDF	DP	DP	
Accuracy %	100	75	88		100	80	87		100	100	90	
Independence %	63	50	50		63	47	53		78	60	65	
Levels of Assistance				Average				Average				Average
auditory Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
visual Prompt %	0	0	0	0	0	0	7	2	0	10	10	7
physical Prompt %	38	25	38	34	37	33	27	32	22	30	15	22
Average % for Collection Period	Accuracy: _88_				Accuracy: _89_				Accuracy: _97_			
	Independence: _54_				Independence: _54_				Independence: _68_			

Most to least assistance

Data Type Key: DP= Data Point   SDF=Student Documentation Form

The purpose and uses of the Alternate Assessment mirror those of other state assessments. Assessment results offer information useful for planning and instruction at the district, school, and student levels. The results also provide valid and reliable data to document program effects. Datafolio contents are developed so that programs constantly move toward instructional practices currently considered to be the best in special education. Some ways teachers and parents can create enhanced programs are to

- merge the processes of instruction, assessment, teaching, and learning;

- examine the assessment guidelines, requirements, scoring rubrics, and examples;

- model and practice making extensions and connections throughout the year;

- offer extensive opportunities for students to establish interactions and social relationships with nondisabled peers; and

- ensure that programs will be based on best-practice research in offering integrated settings, age-appropriate materials, functionality, assistive technology, and opportunities for choices.

The 2008 Rhode Island Alternate Assessment Summer Scoring Institute took place July 14-18 and 21-25, 2008 at The Aldrich Mansion in Warwick, RI.

RI Department of Education:
Cynthia Y. Corbridge, Office of Assessment and Accountability
Phyllis Lynch, Ph.D., Office of Diverse Learners

Paul V. Sherlock Center on Disabilities, Rhode Island College:
Susan J. Dell, Training facilitator
Amy Grattan, Training facilitator

Measured Progress:
Susan Izard, Asst. Director, Special Education
Sharon Houle, Special Education Program Manager
Lynn Albee, Special Education Program Manager
Jane Twombly, Special Education Program Assistant

Table Leaders:

Ronald Celio, Providence	Angela Palazini, Cranston
Michelle Lemme, Cranston	April Vocke, Providence
Richard Palazzo, The Groden Center	Cherie Sanger, Providence
Dale White, Coventry	Laurie Masterson, Coventry
Eileen Brown, Cornerstone	Danielle Petsch, North Smithfield
Lori Jean Valois, The Groden Center	

Scorers:

Katherine Acciola, Tavares Educ. Center	Dennis Almeida, Smithfield
Janet Antonelli, Cranston	Carrie Baris, Coventry
Judith Bisikirski, Westerly	Laura Blecharczyk, East Greenwich
Maryellen Brady, Johnston	Marylou Butterfield, Newport
Jessica Capaldi, Coventry	Joyce Currier, RI Certified Special Educator
Margaret Cusumano, Cranston	Helina Dlugon, Johnston
Gina Marie Gateman, Coventry	Erin Giuliano, Warwick
Elizabeth Goldberg, Providence	Abbie Groves, Scituate
Laurie Jansen, Warwick	Mary Beth Keating, South Kingstown
Stephanie Kociuba, Woonsocket	Alyssa Koerner, North Smithfield
Catherine Lonardo, Cranston	Christine Lopes, North Smithfield
Cheryl Maiorana, Lincoln	Stephanie Martland, Newport
Tammie McNaught, Pawtucket	Susan Meriano, Exeter-West Greenwich
Erin Metivier, Lincoln	Tennille Montiero, Woonsocket
Kristen Mooney, Pawtucket	Kimberly Morgan, East Greenwich
Tracy Morgan, Warwick	Elizabeth Neves, Northern RI Collaborative
Marie Noble, North Kingstown	Nancy O'Hare, Foster

Nancy Patalano, Bristol Warren
Robert Prignano, Providence
Diane Ritchotte, Westerly
Holly Scott, Warwick
Susan Storey, Johnston
Ciana Tancrelle, Smithfield
Heidi Vacher, The Groden Center
Susan Viveiros, Exeter-West Greenwich
Kathleen Whaley, North Kingstown

Johanna Pimental, Lincoln
Susan Pucillo, Warwick
Anne Rotatori, Woonsocket
Amy Simoes, North Smithfield
Virginia Swanson, North Smithfield
Lynne Torrey, Newport
Patricia Vecchione, Johnston
Marie Ward, Providence