



# Alternate Assessment Achievement Level Descriptions For Grade 2

## Mathematics

### **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 Geometry and Measurement 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 Geometry and Measurement 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 Geometry and Measurement 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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement 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.

## Reading

### **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 Word Identification and Vocabulary and Early Reading 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 Word Identification and Vocabulary and Early Reading 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 Word Identification and Vocabulary and Early Reading 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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Early Reading 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.



# Alternate Assessment Achievement Level Descriptions For Grade 3

## Mathematics

### **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 Geometry and Measurement 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 Geometry and Measurement 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 Geometry and Measurement 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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement 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.

## Reading

### **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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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.



# Rhode Island Alternate Assessment State Summary Report 2007-2008

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. Students in grades 4, 8, and 11 were assessed in Science. Evidence of student work was collected in 3 distinct data collection periods: October 9 - November 16, 2007, January 14 - February 8, 2008, and March 17 - April 11, 2008.

State of Rhode Island

Grade: 04

Number of Students Enrolled: 86

Achievement Levels	Mathematics				Reading				Writing				Science			
			State				State				State				State	
			n	%			n	%			n	%			n	%
Proficient with Distinction			14	18			20	26			15	21			18	26
Proficient			18	23			13	17			20	28			9	13
Partially Proficient			18	23			13	17			11	15			9	13
Substantially Below Proficient			9	12			19	25			9	13			7	10
No Score			18	23			12	16			17	24			25	37

All Reported Students			State number			State number			State number			State number
Students Reported Above			77			77			72			68
Not Tested State Approved			1			1			1			1
Not Tested, Other			8			8			13			17

# Alternate Assessment Achievement Level Descriptions For Grade 4

## Mathematics

### **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 Geometry and Measurement 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 Geometry and Measurement 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 Geometry and Measurement 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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement 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.

## Reading

### **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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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.

# Alternate Assessment Achievement Level Descriptions For Grade 4

## Writing

### **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 Structures of Language/Writing Conventions and Response to Literary or Informational Text 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 Structures of Language/Writing Conventions and Response to Literary or Informational Text 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 are inconsistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text 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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional activities and connections that may or may not be consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text 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.

## Science

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

- strong connections to the Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are consistently aligned with the Science Inquiry Constructs of Observing/Questioning an Experiment or Conducting an Experiment that follows procedures, uses equipment or measurement devices accurately to collect or record data.
- participation in distinct standards based instructional activities that demonstrates consistent application of the Science AAGSEs across all collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- a high level of accuracy on skills within instructional activities and
- a high level of independence demonstrating skills within instructional activities.

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- consistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are regularly aligned with the Science Inquiry Constructs of Observing/Questioning an Experiment or Conducting an Experiment that follows procedures, uses equipment or measurement devices accurately to collect or record data.
- participation in distinct standards based instructional activities that demonstrates consistent application of the Science AAGSEs across most collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- adequate level of accuracy on skills within instructional activities and/or
- adequate level of independence demonstrating skills within instructional activities.

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

- inconsistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that may or may not be aligned with the Science Inquiry Constructs of Observing/Questioning an Experiment or Conducting an Experiment that follows procedures, uses equipment or measurement devices accurately to collect or record data.
- participation in standards based instructional activities that demonstrates consistent application of the Science AAGSEs across few collection periods within the context of the Structured Performance Tasks.
- inconsistent progress in the Inquiry Construct during the year.
- minimal level of accuracy on skills within instructional activities and/or
- minimal level of independence demonstrating skills within instructional activities.

### **Substantially Below Proficient: Students performing at this level submitted datafolios that demonstrate**

- little or no connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instruction activities and connections may or may not be consistently aligned with the Science Inquiry Constructs of Observing/Questioning an Experiment or Conducting an Experiment that follows procedures, uses equipment or measurement devices accurately to collect or record data.
- participation in standards based instructional activities that demonstrates consistent application of the Science AAGSEs across little or no collection periods within the context of the Structured Performance Tasks.
- little or no progress in the Inquiry Construct during the year.
- low level of accuracy on skills within instructional activities and
- low level of independence demonstrating skills within instructional activities.



# Alternate Assessment Achievement Level Descriptions For Grade 5

## Mathematics

### **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 Geometry and Measurement 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 Geometry and Measurement 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 Geometry and Measurement 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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement 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.

## Reading

### **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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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.



# Alternate Assessment Achievement Level Descriptions For Grade 6

## Mathematics

### **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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional 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.

## Reading

### **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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text.
- 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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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.



# Rhode Island Alternate Assessment State Summary Report 2007-2008

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. Students in grades 4, 8, and 11 were assessed in Science. Evidence of student work was collected in 3 distinct data collection periods: October 9 - November 16, 2007, January 14 - February 8, 2008, and March 17 - April 11, 2008.

State of Rhode Island

Grade: 07

Number of Students Enrolled: 94

Achievement Levels	Mathematics				Reading				Writing			
			State				State				State	
			n	%			n	%			n	%
Proficient with Distinction			7	8			14	16			11	13
Proficient			18	20			26	30			21	25
Partially Proficient			18	20			18	21			16	19
Substantially Below Proficient			17	19			11	13			13	15
No Score			28	32			18	21			24	28

All Reported Students			State number			State number			State number		
Students Reported Above			88			87			85		
Not Tested State Approved			1			1			1		
Not Tested, Other			5			6			8		





# Rhode Island Alternate Assessment State Summary Report 2007-2008

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. Students in grades 4, 8, and 11 were assessed in Science. Evidence of student work was collected in 3 distinct data collection periods: October 9 - November 16, 2007, January 14 - February 8, 2008, and March 17 - April 11, 2008.

State of Rhode Island

Grade: 08

Number of Students Enrolled: 124

Achievement Levels	Mathematics				Reading				Science			
			State				State				State	
			n	%			n	%			n	%
Proficient with Distinction			11	9			22	18			13	12
Proficient			27	23			33	28			10	9
Partially Proficient			30	25			26	22			29	27
Substantially Below Proficient			18	15			11	9			9	8
No Score			34	28			28	23			48	44

All Reported Students			State number			State number			State number		
Students Reported Above			120			120			109		
Not Tested State Approved			0			0			0		
Not Tested, Other			4			4			15		

# Alternate Assessment Achievement Level Descriptions For Grade 8

## Mathematics

### **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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional 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.

## Reading

### **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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text.
- 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 submitted datafolios that demonstrate**

- little or no connections to the grade level content strands through participation in instructional activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text 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.

## Science

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

- strong connections to the Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are consistently aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in distinct standards based instructional activities that demonstrate consistent application of the Science AAGSEs across all collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- a high level of accuracy on skills within instructional activities and
- a high level of independence in demonstrating skills within instructional activities.

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- consistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are regularly aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in distinct standards based instructional activities that demonstrate consistent application of the Science AAGSEs across most collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- adequate level of accuracy on skills within instructional activities and/or
- adequate level of independence demonstrating skills within instructional activities.

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

- inconsistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are consistently aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in standards based instructional activities that demonstrate consistent application of the Science AAGSEs across few collection periods within the context of the Structured Performance Tasks.
- inconsistent progress in the Inquiry Construct during the year.
- minimal level of accuracy on skills within instructional activities and/or
- minimal level of independence demonstrating skills within instructional activities.

### **Substantially Below Proficient: Students performing at this level submitted datafolios that demonstrate**

- little or no connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instruction activities and connections may or may not be consistently aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in standards based instructional activities that demonstrate consistent application of the Science AAGSEs across little or no collection periods within the context of the Structured Performance Tasks.
- little or no progress during the year.
- low level of accuracy on skills within instructional activities and
- low level of independence demonstrating skills within instructional activities.



# Rhode Island Alternate Assessment State Summary Report 2007-2008

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. Students in grades 4, 8, and 11 were assessed in Science. Evidence of student work was collected in 3 distinct data collection periods: October 9 - November 16, 2007, January 14 - February 8, 2008, and March 17 - April 11, 2008.

State of Rhode Island

Grade: 10

Number of Students Enrolled: 92

Achievement Levels	Mathematics				Reading				Writing			
			State				State				State	
			n	%			n	%			n	%
Proficient with Distinction			8	9			8	9			9	10
Proficient			18	20			25	28			21	24
Partially Proficient			20	22			14	16			20	23
Substantially Below Proficient			17	19			16	18			14	16
No Score			26	29			26	29			24	27

All Reported Students			State number			State number			State number		
Students Reported Above			89			89			88		
Not Tested State Approved			2			2			2		
Not Tested, Other			1			1			2		





# Alternate Assessment Achievement Level Descriptions For Grade 11

## Science

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

- strong connections to the Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are consistently aligned with the Science Inquiry Constructs of Conducting an Experiment using accepted methods of organizing, representing and/or manipulating data or Analyzing the Evidence of an Experiment.
- participation in distinct standards based instructional activities that demonstrate consistent application of the Science AAGSEs across all collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- a high level of accuracy on skills within instructional activities and
- a high level of independence in demonstrating skills within instructional activities.

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- consistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are regularly aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- adequate level of accuracy on skills within instructional activities and/or
- adequate level of independence demonstrating skills within instructional activities.

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

- inconsistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are consistently aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few collection periods within the context of the Structured Performance Tasks.
- inconsistent progress in the Inquiry Construct during the year.
- minimal level of accuracy on skills within instructional activities and/or
- minimal level of independence demonstrating skills within instructional activities.

### **Substantially Below Proficient: Students performing at this level submitted datafolios that demonstrate**

- little or no connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instruction activities and connections may or may not be consistently aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in standards based instructional activities that demonstrate consistent application of the Science AAGSEs across little or no collection periods within the context of the Structured Performance Tasks.
- little or no progress in the Inquiry Construct during the year.
- low level of accuracy on skills within instructional activities and
- low level of independence demonstrating skills within instructional activities.