

RHODE ISLAND ALTERNATE ASSESSMENT

Administration Manual & Resource Guide
for Teachers
2012 – 2013



STATE ASSESSMENT PROGRAM

Acknowledgements

State of Rhode Island and Providence Plantations

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Rhode Island Board of Regents for Elementary and Secondary Education

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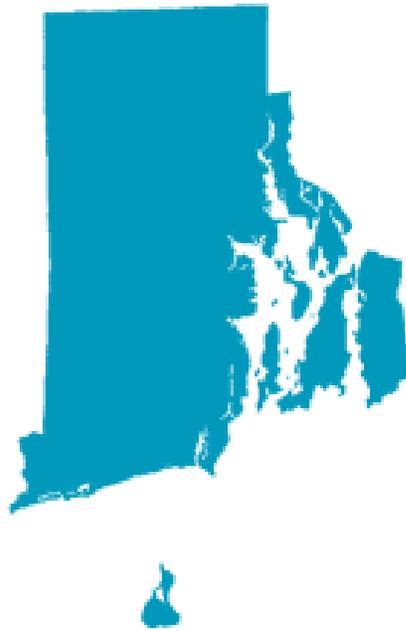
Measured Progress Website:

<http://measuredprogress.org/assessments/clients/rhodeisland.html>



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Important Dates and Deadlines for 2012–13	
Training Dates	
August 22	Test Administrator’s Workshop for District Special Education Directors, Testing Coordinators, and Principals
September 19 September 20	Update and Science Training Part 1: Introduction to the RIAA <i>Full-day session for teachers new to the RIAA or those who need refresher training</i>
September 27	Part 2: Introduction to the RIAA <i>(full-day session)</i>
Student Registration	
September 20	ProFile Open for Student Registration
January 7	Registration Closes for the 2012–13 Testing Year
January 7	Last Day to Remove Students from Class Lists
April 5	Last Day to Submit State-Approved Special Considerations and Waivers for NECAP
Materials Shipments	
November 30	First Round Rosters Pulled for Binder Orders
December 14	Round 1 Binder Shipment
January 11	Second Round Rosters Pulled for Binder Orders
January 23	Round 2 Binder Shipment
April 8	Return Materials Shipped to Schools
May 3	UPS Pickup
Drop-In Sessions	
<i>Register at:</i>	
October 10, 11 January 16, 17 March 20	Winman Jr. High Library Warwick, RI
Assessment Dates	
Collection Period 1	
October 1 – November 13	Collection Period 1: Assessment
November 14 – 26	Wrap-Up and Administrative Review
November 27	ProFile Locks Collection Period 1*
Collection Period 2	
January 7 – February 1	Collection Period 2
February 4 – 15	Wrap-Up and Administrative Review
February 15	ProFile Locks Collection Period 2*
Collection Period 3	
March 4 – April 5	Collection Period 3
April 8 – May 2**	Wrap-Up and Administrative Review
May 3	ProFile Locks*

* During these dates, access for making changes to documentation will be available only for the current collection period. Read-only access will be available throughout the year for printing.

** The time frame is longer in order to accommodate Spring Break.

Introduction to the Rhode Island Alternate Assessment

Participation in the Rhode Island Assessment Program is an important means of ensuring that each student has the opportunity to acquire the knowledge and skills addressed in the New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs). The majority of students with disabilities will learn in general education classrooms, participate in the general education curriculum, and participate in the subject area assessments of the NECAP. However, some students with significant cognitive disabilities require an alternative method of assessment. The small numbers of students who cannot participate in the large-scale assessments, even with accommodations, participate in the Rhode Island Alternate Assessment (RIAA). The RIAA is based on the Alternate Assessment Grade Span Expectations (AAGSEs), which are an extension of the NECAP GLEs and GSEs.

The Individuals with Disabilities Act (IDEA) of 2004 is the federal special education law that requires that students with disabilities be involved in the general education curriculum with supplementary aides and supports when necessary. This law further requires that students with disabilities be included in all general and districtwide assessment programs with appropriate accommodations or alternate assessments when necessary, as determined by their individualized education program (IEP) team. In addition, the No Child Left Behind Act (2001), Title I requires that all students participate in state assessments in reading, mathematics, and science and that their performance results be reported. This legislation supports Rhode Island's Article 31.

High-quality assessments provide information upon which to base ongoing development of curriculum and instruction that is responsive to individual student needs. Students with significant cognitive disabilities are valued and contributing members of their school and community and are assessed using the RIAA. The RIAA design consists of an assessment that utilizes Structured Performance Tasks (SPTs), which promote integrated academic and life opportunities for students. Capturing evidence of student learning is the core of the RIAA. Teachers collect data and student work to assess the student's progress, accuracy, and independence. The collected evidence provides documentation that ensures a connection between GSEs and GLEs, Rhode Island AAGSEs, and instruction.

The RIAA assesses content in reading, mathematics, writing, and science. The scope of standards assessed on the RIAA is much narrower than that on the NECAP, in order to accommodate the unique needs of the students. Within each content area, two strands are identified to be assessed; one is required and the other is the teacher's choice after careful consideration of the student's needs and goals. After teachers select the AAGSEs, they design the assessment activity around the assigned SPT. This task provides the context for assessing the standard. This design allows for content, instruction, and assessment to be successfully linked and provides a framework for evaluating what students know and can do in reading, mathematics, writing, and science.

Science follows the same structure except that the science investigation is the focus. From the science investigation, teachers assess students' science content knowledge (Knowledge Entry) as well as their ability to conduct aspects of the investigation (Inquiry Entry).

Diagrams of the RIAA structure for reading, mathematics, writing, and science are on the following pages. For more information on how teachers administer the RIAA in their classrooms, please read the *RIAA Administration Manual & Resource Guide* given to teachers during the fall training sessions or discuss plans directly with teachers implementing the RIAA.

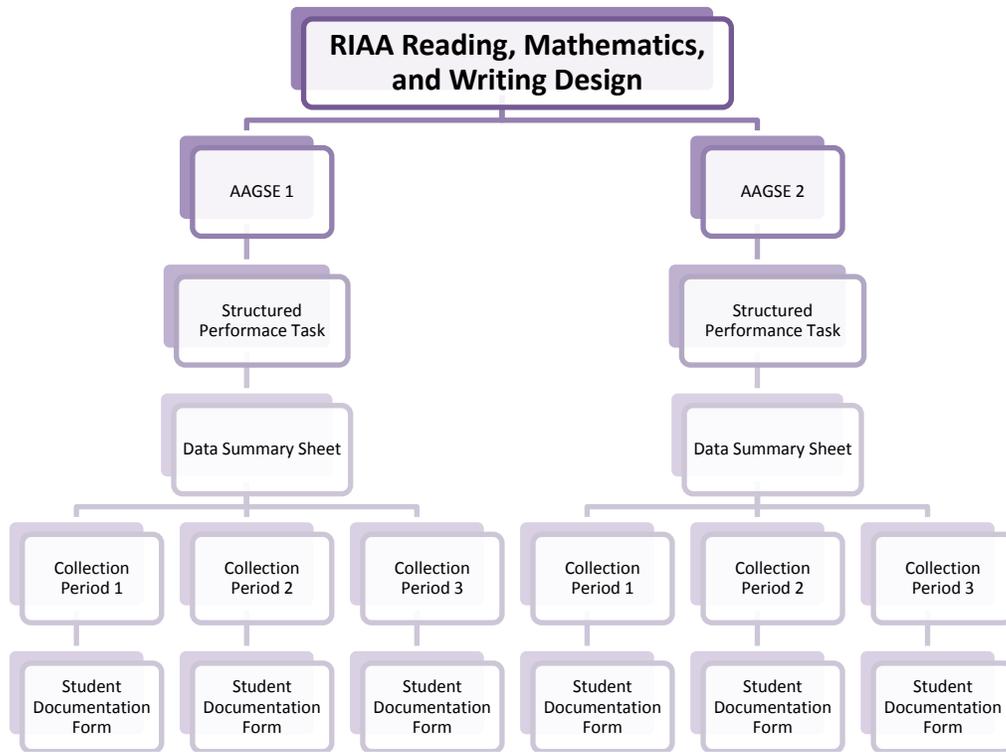


Figure 1: Structure of RIAA for Reading, Mathematics, and Writing. This structure is repeated for each content strand for each content area. All of these forms are accessible through ProFile.

Alternate Assessment Grade Span Expectation (AAGSE): These are the standards that teachers use to design instruction and assessment activities and are extensions of the GLEs and GSEs on which the NECAP is designed.

Structured Performance Task (SPT): Each AAGSE is attached to an SPT that teachers must incorporate into their assessment activity. The primary role of the SPT is to guide teachers’ thinking about how to teach and assess the AAGSE at a level appropriate for the student.

Data Summary Sheet (DSS): This summarizes the results of the assessment for each collection period.

Student Documentation Form (SDF): On this form, the teacher must describe the larger context of the student’s participation in the assessment, the assessment activity, how well the student did (Accuracy), and how much of the assessment the student did on his or her own (Independence). For one of the collection periods, there must be evidence of the student’s participation in the assessment activity in the form of either a photograph or actual student work.

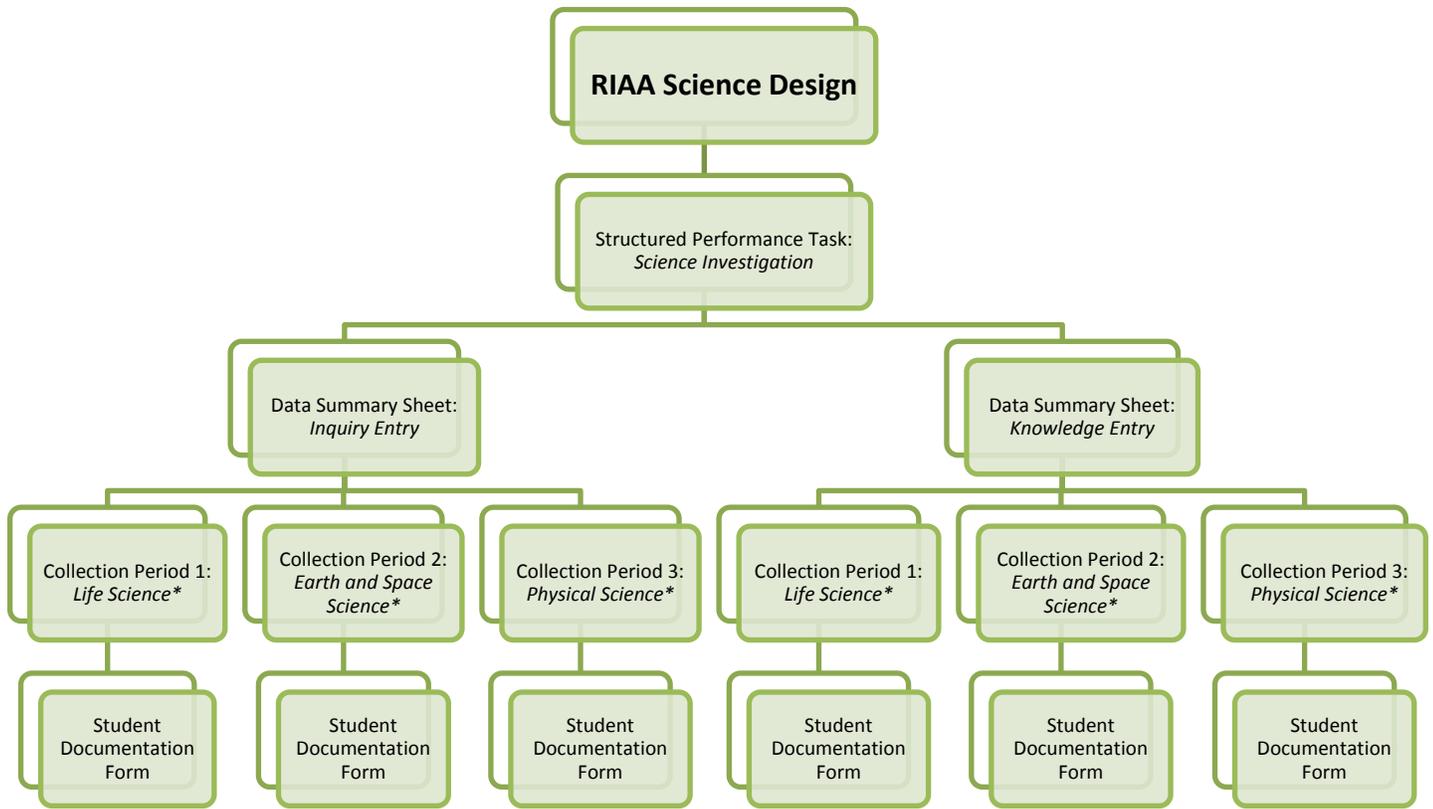


Figure 2: Structure of RIAA for Science. All of these forms are accessible through ProFile.

* The science domains are not required to be assessed in this order. Each science domain must be assessed by the end of the testing period in the order that makes instructional sense to the teacher. For one of the collection periods, there must be evidence of the student’s participation in the assessment activity in the form of either a photograph or actual student work.

Eligibility for the RIAA

Determining Eligibility

The IEP team, including parents and guardians, determines how a student with an IEP participates in the state assessment program. Participation decisions are based on the eligibility criteria outlined in the Participation Criteria for the Rhode Island Alternate Assessment System: Instructions for IEP Teams, revised June 2012. These determinations are not based solely on the cognitive ability of the student; therefore, IQ score alone should not be the basis for decision. In addition, eligibility is not based on the placement of students in self-contained classrooms or on behavior issues. IEP teams must consider all of the criteria for eligibility and ensure that families understand the criteria for and implications of participating in the RIAA. Not all students on an IEP will be eligible to take the RIAA.

If the IEP team determines that the student is eligible for the RIAA, they must document their decision in the IEP; an IEP team LEA representative must sign the form and place the completed Participation Criteria Form in the student’s permanent school record with the IEP. *This must be done regardless of grade level.* For example, grade 9 students do not take the RIAA but the Participation Criteria Form should be completed and kept in the student’s permanent school record.

Found Eligible before January 7, 2013

If students are found eligible to take the RIAA prior to January 7, 2013, teachers must add them to their class list using the ProFile system and begin the assessment. The teacher should log in and add each student following the instructions on the screen. If a student’s information cannot be found, teachers should complete the REQUEST STUDENT form available on the ProFile system and complete the required fields. Once this information is received by Measured Progress, the data will be made available to the requesting teacher. The student’s alternate assessment will count for the 2012–13 state assessment.

Found Eligible after January 7, 2013

If a student is found eligible to take the RIAA after January 7, 2013, that student will not be able to participate in the RIAA for the 2012–13 school year and must not submit a datafolio. Students must complete any required NECAP assessments for their grade for the 2012–13 school year as well as the following year’s NECAP assessments. However, the student may be eligible for a State-Approved Special Consideration (SASC) exemption for the corresponding NECAP testing in the following fall. Instructions, forms, and guidance can be found here: <http://www.eride.ri.gov/SASC>. SASC exemption requests are due no later than May 2, 2013.

Table 1: If students are found eligible **after January 7, 2013**, do they take the NECAP or the RIAA?

School Year 2012–13	School Year 2013–14
NECAP: No, except for students in grades 4, 8, and 11, who must take NECAP Science in May 2013.	NECAP: Yes. Students must take any assessments required for their grade level. *
RIAA: No. It is too late to submit a datafolio for scoring.	RIAA: Yes.

**An exemption from testing may be granted for these students. For more information, please turn to page 1 .*

Eligible Grades

The RIAA is administered to eligible students in grades 2 through 8, 10, and 11.

Designating a Grade

Students who qualify for the RIAA are assessed in the same grade that their same-aged peers are being assessed. The IEP team should use the district's policy regarding retention/advancement in conjunction with the students' identified needs to determine grade designation. Students should not be assigned to a grade that is more than two years below typical grade peers, by chronological age, or to a grade that is outside the grade range of the school they are attending.

Retaining a Student

If a student is retained in a grade that is assessed by the RIAA, that student must be assessed at that grade a second time. If a student is in a grade level for more than one year, careful consideration should be given to ensure the student is not more than two years below typical grade peers, by chronological age, or is not designated in a grade that is outside the grade range of the school in which he/she is being instructed.

Registering Students for the RIAA

District personnel are no longer responsible for registering students. ALL Rhode Island teachers, including teachers in private special education schools (in and out of state), will use the ProFile online system to register students by creating class lists. These lists will trigger the registration, binder ordering, and shipment processes. For dates pertaining to registration deadlines and binder shipment dates, please see page 5 of this manual.

As an administrator, however, you can have read-only viewing privileges of the class lists and any data and narratives entered into the ProFile system.

Registering Students Eligible for the RIAA

To register students, teachers will need the following:

- An account with ProFile. Accounts from last year are still active.
- SASIDs for each student they need to register.
- The first and last names of each student they need to register.

When to Register a Student

The RIAA is a year-long assessment with three distinct collection periods, or assessment windows. Each collection period contributes data and information that determine the progress a student makes in each content area throughout the year. For this reason, a missed collection period will affect a student's score. Students who enter the RIAA after the beginning of the second collection period may not be able to demonstrate student progress throughout the year. For this reason, students who are determined eligible for the RIAA after January 7, 2013, will not be enrolled in the RIAA until the next academic year.

Outplacement Schools in Rhode Island or Other States

All teachers who have students enrolled from a public school district in Rhode Island must use the ProFile system to register and document the assessment for students taking the RIAA. However, it is the responsibility of the Rhode Island school district to ensure that all

eligible students included on their enrollment take all applicable assessments required by the state of Rhode Island.

The process for registering a student who is out of state or in an outplacement school is the same. Teachers in any outplacement school must have an account in ProFile to create class lists in order to register students and receive binder shipments. For registration, teachers will need an account with ProFile and the SASIDs and first and last names of the students in their class.

Removing a Student from the RIAA

Teachers will remove a student from their class list when the student transfers to a different school or district either within Rhode Island or in another state or the student is determined to be ineligible for the RIAA.

To remove a student, teachers log in to the ProFile system and select REMOVE next to the student's name on their class roster. Teachers will be required to provide a reason for the removal of the student. They will receive an email confirmation of the student's removal from their class roster.

The maintenance and accuracy of the class list is the responsibility of the teacher and district administrator. If a student moves or withdraws from school at any point during any of the three collection periods, teachers must remove that student from their class lists through the ProFile system. Any evidence produced by the student during any of the collection periods must be included in the datafolio and submitted to Measured Progress for scoring. Therefore, when a student transfers, the sending teacher must provide the new teacher with any student work and other data sheets for the collection periods that have been completed.

Transferring a Student

Transferring a student is necessary when the student fulfills both of the following conditions:

1. The student remains eligible for the RIAA.
2. The student remains on the enrollment list of a Rhode Island public school district.

NOTE: If a student moves to another state and does not remain on the enrollment of a Rhode Island school district, teachers must submit the incomplete datafolio for scoring.

If the student does not meet both of these conditions, the student must be removed (see previous section) from the class list if he/she moves before April 6, 2013 (the last day of the third collection period).

The transfer process involves three steps:

1. The sending school's teacher must release the student from his or her class list (on ProFile) by selecting TRANSFER STUDENT and completing and printing the form.
2. The sending school's teacher must include the completed Transfer Student Form inside the datafolio pocket, along with any student work collected, to the new school following district protocols for the transfer of student records.

3. The receiving school's teacher must complete the Receiving Transfer Student Form in ProFile. This will allow any data collected by the former teacher to be transferred to the new teacher. Once that step has been completed and the binder and student work is received, the teacher can begin to add any data ProFile and new student work to the binder.

Any data and/or evidence collected by the teacher during any of the collection periods must be submitted to Measured Progress for that student. In most cases, a student's in-progress RIAA datafolio (binder and materials) will be sent to the new school following district policies for the transfer of student records. The new school will complete the student's datafolio and submit it to Measured Progress for scoring.

Student not found in ProFile: If the receiving school's teacher cannot find the student in the ProFile system, please contact Measured Progress's technical support help desk at TechSupport@MeasuredProgressProFile.org with the student's information, including the sending school's and teacher's names, if known.

Datafolio and student work not received: First, contact the sending school's principal. If you continue to have difficulties, contact Michelle Couture at Measured Progress (Couture.Michelle@measuredprogress.org) or Heather Heineke (heather.heineke@ride.ri.gov).

State-Approved Special Considerations and Exemptions from NECAP (SASC)

State-Approved Special Considerations

Almost every student, including those with very serious, chronic, and fragile medical conditions, can participate in state assessment. Typically, if a student can receive instruction, the student can participate in the state assessment, whether at home, at school, or in another setting. In the rare situation in which a student may be unable to participate in any part of the RIAA, a request for an exemption, including proper documentation, may be made no later than the end of the third collection period. All requests must be made online **and** faxed to RIDE.

Before requests can be made, it is important to read the regulations and requirements. The *State-Approved Special Considerations for Statewide Assessments: Guidelines & Forms* explains the required documentation and process. After the guidelines have been read, requests must be completed online **and** all forms and documentation must be faxed to RIDE. The SASC guidelines can be found at <http://www.eride.ri.gov/SASC/>.

NOTE: If an exemption is submitted for the same student for more than one school year, the exemption may not be granted. The intent of the exemption is to provide a one-year waiver from state testing and accountability requirements. Any issues that prevent a student from being tested one year should be resolved by the following testing cycle.

Exemptions from NECAP

If a student is found eligible for the RIAA after January 7, 2013, which is the start of the second collection period, it will not be possible to provide enough evidence to demonstrate

progress across the year. This puts the student and the school at a disadvantage because it is too late to take the assessment for which the student is eligible and the NECAP assessments are inappropriate for the student's needs. Because a test score is required by federal law for each student for each school year, students found eligible after this date would then be required to take the NECAP.

The exemption from NECAP is designed to address this issue. Approval of this exemption allows a student to participate in RIAA the following school year (2013–14) and exempts the student from the NECAP assessments that would be required. This is because the NECAP assessments test content taught during the previous school year and the RIAA assesses content taught during the current school year.

ProFile

ProFile is an online system designed by Measured Progress that allows teachers to input their assessment data and narratives explaining the instructional activity and how the student participated and performed in that activity. At the end of the year, teachers will print all of the required documentation from ProFile and place it into the three-ring binder that will be shipped to their schools. After they include the student work they collected throughout the year, the completed binder will be returned to Measured Progress for scoring.

This year, district special education directors and principals will be able to read what teachers have entered into ProFile throughout the year in a read-only format in order to facilitate monitoring and shorten the time required for reviewing datafolios at the end of the year.

Process for Viewing Datafolio Entries in ProFile as an Administrator

It is important that school and district administrators monitor the RIAA in their schools and districts just as they would any other state assessment. At the close of the testing cycle, May 3, 2013, principals are required to sign the Affirmation of Test Security and Fidelity of Implementation before submitting the datafolio for scoring. By signing this form, the principal, teacher, and any other teachers involved in the administration of the RIAA certify that the policies and procedures outlined in this manual and the Teacher's Test Administration Manual are followed. Signing the form also certifies that the data, narratives, and any student work submitted were properly collected on the dates provided.

After teachers create the class lists, they will need to enter the email address(es) of the administrators, including principals, district special education directors, and/or district testing coordinators, who need to view the data and narratives. Administrators can view the narratives and data only in a read-only format; they cannot make changes to any of the documentation.

Collection Periods

The students taking the RIAA have special requirements that make traditional large-scale assessment designs ineffective for measuring what students know and can do. For this reason, the RIAA is divided into three collection periods, or testing windows, that span the school year in order to provide adequate time for students to show academic progress. The dates for these collection periods are listed at the beginning of this manual.

ProFile Is Locked after Each Collection Period

It is important to view these collection periods as testing windows. For this reason, the first two collection periods will be “locked” two weeks after the closing date. The third collection period includes Spring Break, so teachers have three weeks to complete their data entry in ProFile. Teachers will be able to input narratives and data only for the applicable collection period. Dates for these closures are provided at the beginning of this manual. Teachers will still be able to print and have read-only access to their data and narratives. However, they will not be able to change any of the information after the collection period locks.

The only way to submit evidence for the RIAA is through the ProFile system. **Hand-written or modified datafolio entries or student work will be invalidated.** Each datafolio is a valid and reliable collection of evidence of student learning only if the assessment is administered during the appropriate collection period. Locking the collection periods is one way to ensure that each student assessment is conducted within the appropriate testing window.

Reviewing Datafolios

By signing the Affirmation, administrators and teachers are certifying that the collection of evidence in the datafolio is a true representation of what the student knows and can do across various content areas. Administrators should feel comfortable signing the Affirmation. However, before signing, administrators should review each datafolio to ensure that they understand how each student has been instructed and assessed over the year.

There are three options for determining the level of review necessary:

1. Comment codes. On the score reports, the comment codes give more information about the datafolio. If any of the following comment codes are listed on the score reports, administrators may want to review the datafolios with the teacher.
 - 15: *No student work product submitted for an entry.*
 - 16: *Student work product does not meet criteria.*
 - 17: *A submitted Student Documentation Form (SDF) for a collection period does not connect to the AAGSE/Inquiry (for Science).*
 - 18: *A collection period does not include an SDF.*
 - 19: *The SDFs for an entry do not demonstrate the student's participation in a distinct instructional activity, and/or application of the identified AAGSE/Inquiry skill and/or SPT connection in at least 2 of the 3 collection periods.*
 - 24: *Evaluation of Student Performance documented on the SDF does not reflect assessment of the AAGSE/Inquiry Construct.*
2. Datafolio is identified for potential testing irregularities. If a datafolio is identified for potential testing irregularities, that means there was something that alerted a scorer that evidence was presented in a way that could jeopardize the validity of the

assessment for that student. The state is obligated to ensure that all testing irregularities are investigated.

3. A teacher is struggling in some way:
 - Entering data into ProFile
 - Organizing/developing instructional activities
 - Organizing/completing the datafolio in general
 - What is their workload? Was there an increase in the number of students the teacher assessed?

Practical Look at the Datafolio: To perform a quick review, ask the following questions:

- Data Summary Sheet (DSS): Are there three assessment dates per collection period and were they conducted within the collection period? Does the date on the student work match the date on the summary sheet?
- Data Collection Form (DCF): Is the activity clearly described?
- Datafolio:
 - Are all entries included for all content areas?
 - Is student work included in the form of either a photograph showing the student engaged in the assessment activity or the product of the assessment itself (writing sample, chart, graph, etc.)?
 - Is the student work graded appropriately and according to what the teacher said was assessed?
 - Does the student work include the student's name and a date?

How to evaluate student work: In order to gauge whether or not the student work accurately shows what the student knows and can do, it is helpful to answer the following questions:

- Is the student work an assessment of the AAGSE?
- Is the name of the student and the date on each work sample?
- Is the student work graded?
- Are the levels of accuracy, assistance, and independence noted on the student work?
- For a photograph:
 - a. Does the photograph show the student engaged in the assessment?
 - b. Is the student demonstrating the AAGSE in the photograph?

Discussing the Datafolio: Suggested Topics to Deepen Understanding

- Discuss ways to support teachers.
- Each entry should describe and show what the student knows and can do regarding the standard being assessed.
- The teacher should be able to clearly explain how the work sample or the photograph is evidence of the student's knowledge and/or ability.
- Discuss how the student's level of independence changed or stayed the same across the collection period or the year.

- Discuss improvements/challenges in the student’s knowledge and skills over the year.
- Discuss the student’s communication plan. Is it meeting their needs academically and socially?

Support for Teachers and Students

Drop-In Sessions

We understand that the RIAA is a demanding assessment design and requires a lot of planning and organization. These sessions are designed to help teachers problem-solve any aspect of the RIAA, ask questions on any topic, and receive moral support from other expert teachers. Information on drop-in sessions can be found at the beginning of this manual.

Some Online Resources

The following resources are provided for teachers as they plan their assessment activities and instructional units:

RIDE Site: <http://www.ride.ri.gov/Assessment/Altassessment.aspx>

Sherlock Center at Rhode Island College: <http://www.ric.edu/sherlockcenter/wwslist.html>

The Importance of Communication

It is important that all students have a strategy and/or device that allows them to communicate beyond addressing their basic needs. Without a communication system that allows students to show what they know and can do academically *and* one that addresses their desires personally and socially, we cannot provide an adequate education that encourages students to reach their full potential. Communication is essential to all people, regardless of their ability level.

Communication devices and strategies should be evaluated each year to ensure that the student has the device that best suits the student’s needs and abilities. These systems should allow the student to engage meaningfully both socially and academically. To foster and support communication competence, RIDE is organizing and supporting the Rhode Island Statewide Communication Competence Initiative in order to facilitate growth and understanding in this area.

What Is Augmentative/Alternative Communication (AAC)?

Although the same systems can be used for either augmentative communication or alternative communication needs, there is a difference between the two.

Communication devices that either supplement a person’s speaking ability or replace it completely are referred to as AAC. The term “Augmentative/Alternative Communication” refers to any mode of communication other than speech. AAC includes systems such as sign language, symbol or picture boards, and electronic devices with synthesized speech. *Augmentative communication systems* are used by people who already have some speech but whose speech is unintelligible or people who have limited abilities to use their speech.

In such cases, other modes of communication are used to support or supplement what the person is able to communicate verbally.

Alternative communication systems are used when a person does not have the ability to speak. These systems are for people who must rely completely on another method to make all of their ideas, wants, and needs known.

RIAA Testing Materials: Receiving and Shipping

Receiving Test Materials: Students must be registered for the RIAA by January 7, 2013, in order to receive a three-ring binder and tabs. For information on registering a student, please turn to page 1 . Datafolios and tabs will be sent to schools on the following days:

- Round 1 Shipment: December 16, 2012
- Round 2 Shipment: January 23, 2013

Returning Test Materials: Please refer to the Return Materials Information sheet provided with the April 2013 return materials shipment for detailed directions.

ALL datafolios will be picked up by UPS on May 3 on or shortly after 8:00 a.m. UPS will not wait for datafolios to be packaged, so make sure packages are complete and ready to be shipped.

If UPS doesn't arrive on May 3, 2013:

- DO NOT call UPS.
- Call Michelle Couture at Measured Progress at 800-431-8901 x2252 or email her at couture.michelle@measuredprogress.org so she can arrange another pickup date.

The following guidelines apply to materials for students who transferred out of the Rhode Island school system or who are no longer eligible to take the RIAA:

- As with NECAP, *do not* send shipping materials to the new school. Shred all labels with student information on them.
- For students who were found to no longer be eligible for the RIAA **before January 7, 2013**, a datafolio does not have to be submitted for scoring *if they are taking the NECAP the following school year*. If they are not taking the NECAP, then the first collection period assessment and student work must be submitted for scoring.
- For students who were found to no longer be eligible for the RIAA **after January 7, 2013**, a datafolio containing the first collection period's assessment data and student work **must** be submitted for scoring. Please follow packing directions included in the return materials shipment and submit the datafolio for scoring.

Appendix A: Eligibility Criteria

Participation Criteria for the Rhode Island Alternate Assessment

➤ Instructions for IEP Teams ➤

Revised June 2011

State law requires all children attending public schools to participate in the state uniform achievement testing program (R.I.G.L. 16-22-9). A student's Individualized Education Program (IEP) team, which includes the parent/guardian, determines on an individual basis how a child with an IEP participates in state assessment. This determination must be made at every *annual* IEP review. Student participation decisions must be made by September 15 of each school year to ensure that the student participates in the state assessment system in the most meaningful and appropriate manner. If the IEP team determines that Rhode Island's general assessment, the New England Common Assessment Program (NECAP), may not be the most appropriate means of assessment for a particular child, even if provided accommodations, the IEP team must discuss the participation criteria, on page 2 , for the Rhode Island Alternate Assessment (RIAA).

The RIAA is the assessment administered to students with a significant intellectual disability and measures student achievement based on alternate academic achievement standards. Students eligible for special education services under any of the thirteen disability categories identified by IDEA may participate in the RIAA if they have a significant intellectual disability and meet all participation criteria. Students who meet the participation criteria for the RIAA will be assessed in grades 2 through 8, 10, and 11.

To determine that a student should participate in the RIAA, the IEP team must review all important information about the child over the years and in a variety of settings (i.e., home, school, community), and determine and document that the child meets the following criteria and team decision-making factors. Only those students who meet *all* criteria and factors participate in RIAA. If the team cannot answer 'yes' to all the criteria and factors, they must determine what accommodations are necessary for the student to participate in the NECAP general assessment. The team may refer to the NECAP accommodations manual (<http://www.ride.ri.gov/assessment/Altassessment.aspx>) for further information in this area. IEP teams must document assessment decisions annually on the IEP form and attach this Participation Criteria Form to the student's IEP.

In accordance with Title I regulations, the IEP team must inform the parents of students who participate in the RIAA that their child's achievement will be measured based on alternate academic achievement standards and also of any other state or local policies that may have implications for the student's education that result from taking such an assessment. A notable implication for students participating in the RIAA is that they will not achieve the required expectations for a diploma upon graduation. Local Education Agencies (LEAs) must inform all parents about the district's diploma requirements including students and parents participating in the RIAA.

The Board of Regents established minimum requirements for receiving a diploma to begin with the graduating class of 2014. These requirements include an academic achievement measure from the state assessments that are based on grade level expectations. Parents must know that the RIAA does not meet this requirement because it is based on alternate academic achievement standards. While their child will not receive a diploma, the student is eligible for participation in graduation ceremonies just like any other student. It is important to remember that, as always, the paramount goal of the IEP, the alternate achievement standards, and the RIAA is to promote the highest and most appropriate academic education for a child, at the most appropriate instructional level, in order to ensure as much learning and acquisition of academic skills as possible.

Additional information and guidance is forthcoming regarding how the RIAA results may be incorporated into such graduation decisions and what credentials a student participating in RIAA may earn. When such guidance becomes available, it will be widely distributed and available on the RIDE website.

Participation Criteria for the Rhode Island Alternate Assessment

Student Name: _____ DOB: _____

State-Assigned Student ID (SASID): 1000-_____ IEP Date: _____

Participation Criteria

Yes	Criteria	No	Documentation <i>(must be provided for each criteria)</i>
	Student has a disability that significantly impacts cognitive function and adaptive behavior.		
	The student’s instruction is aligned to the RI Alternate Assessment Grade Span Expectations, including academic skills and short-term objectives/benchmarks.		
	The student is unable to apply academic skills in home, school, and community without intensive, frequent, and individualized instruction in multiple settings.		

Team Decisions

Yes	Factor	No
	The decision to administer the RIAA is not based solely on the fact that the student has an IEP.	
	The decision to administer the RIAA is not based solely on the fact that the student’s instructional reading level is below grade level expectations.	
	The decision to administer the RIAA is not based solely on the fact that the student is not expected to perform well on state assessment.	
	The decision to administer the RIAA is not based solely on the fact that the student is expected to experience distress under testing conditions.	
	The decision to administer the RIAA is not based solely on the fact that the student has excessive or extended absences.	
	The decision to administer the RIAA is not based solely on the fact that the student has a visual or auditory disability, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, economic, or language differences.	

Assurance: The IEP team has informed the parent(s) of the implications of their child’s participation in the RIAA, namely that:

1. Their child’s achievement will be measured based on alternate academic achievement standards;
2. Beginning with the 2014 graduating class, the RIAA cannot be used to meet the state assessment requirement for receiving a diploma since the RIAA is based on alternate grade level and grade span expectations (L-6-3.3; Guidance for 2011 Secondary Regulations, p. 16). Additional guidance regarding certificates/diplomas for students taking the RIAA is forthcoming.
3. They have been informed of any other implications, including any effects of local policies on the student’s education resulting from taking an alternate assessment based on alternate academic standards.

Name of LEA Representative (print): _____ Date: _____

Signature of LEA Representative: _____

Appendix B: Affirmation of Test Security and Fidelity of Implementation (SAMPLE)

RIAA Affirmation of Test Security and Fidelity of Implementation June 2012

Each assessment instrument in the Rhode Island State Assessment Program is procured and disseminated to local school districts by the State of Rhode Island under the authority of the Commissioner of Elementary and Secondary Education and the Board of Regents for Elementary and Secondary Education.

It is the position of the Rhode Island Department of Education that any compromise of the security of assessment instruments constitutes professional misconduct, which could lead to the suspension or revocation of education certification under R.I.G.L. 16-11-4, which provides for revocation “for cause.” All school staff that administer the RIAA and support staff that assist in facilitating the administration of test materials are required to sign an affirmation form and return it to each student’s datafolio acknowledging their understanding of test security expectations.

Furthermore, principals are required to sign the validation form providing assurances that, to the best of their knowledge, the test security procedures have been followed and that test administration guidelines and procedures set forth in the *RIAA Administration Manual & Resource Guide, 2012–13* have been followed. In addition, principals are required to specifically note any exceptions or problems. Should such affirmation and assurances of a submission be intentionally false, erroneous, or defective, the affirmation official may be prosecuted criminally under R.I.G.L. 11-18-1 and may be suspended or suffer revocation of an educational certificate for cause under R.I.G.L. 16-11-4.

All personnel who contribute to the RIAA datafolio are expected to read and follow the test administration instructions and procedures provided by the Rhode Island Assessment Program for RIAA. All contributing staff and the principal shall sign the affirmation listed below prior to submitting the datafolio.

I affirm that I have read and understand the *RIAA Affirmation of Test Security and Fidelity of Implementation*. I further affirm that the datafolio of *student name* is the result of a true and accurate assessment of said student’s performance.

Name: _____ Position: _____

Signature: _____ Date: _____

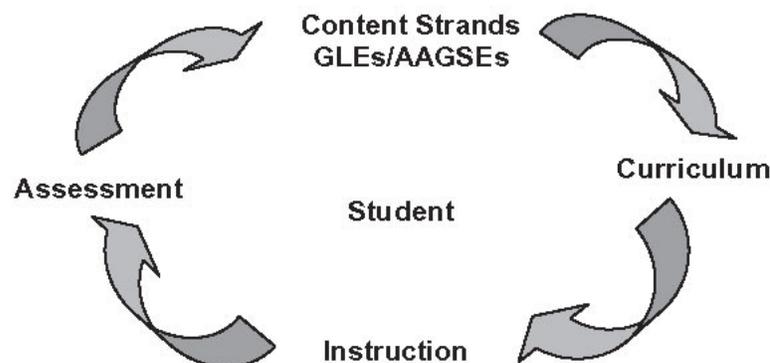
CHAPTER ONE: The Instructional Process for the RIAA

Instruction for students with significant cognitive disabilities has the same goal as for children without disabilities. That goal is to help students learn skills that they will use to become independent productive community members. For children to achieve this goal, they must have the opportunity to participate in the same general curriculum as their peers. Instruction does not occur in isolation, but instead is one component of the larger learning process. This process connects content expectations, curriculum, instruction, and assessment to meet the needs of student learning. In Rhode Island this continuous cycle is comprised of the New England Common Assessment Program Grade Level Expectations (GLEs)/Rhode Island Alternate Assessment Grade Span Expectations (AAGSEs), curriculum, instruction, and assessment. The GLEs identify the content knowledge and skills expected of all students. They provide a foundation for the “big ideas” of curriculum that can be assessed in a large-scale assessment. The AAGSEs are a downward extension of the GLEs and focus on those skills that meet the needs of students with significant cognitive disabilities who require more time and opportunities to learn.

This continuous cycle guides teachers through a process to instruct students with cognitive disabilities.

This process includes the following sequence:

1. **Content Strands and AAGSEs:** Identify the content strand and the AAGSE consistent with the student’s grade. What skill is the student learning?
2. **Curriculum:** Identify how the content is organized in the general education curriculum. What is the age/grade appropriate instruction the student is engaging in to learn?
3. **Instruction:** Identify instructional techniques used to support student participation in those activities. What accommodations or modifications will assist the student in his/her learning?
4. **Assessment:** Define the objective measure utilized to demonstrate student skills. What data will be collected to understand and measure student progress?



Content Strands and AAGSEs

By beginning the instructional process with Alternate Assessment Grade Span Expectations (AAGSEs), an educator establishes a focus for instruction that is meaningful and purposeful. For students with severe disabilities this focus provides a clear connection to the high expectations for all students using the Grade Level Expectations (GLEs). The GLEs and AAGSEs address fundamental skills in the content areas of Mathematics, Reading, Writing, and Science. Mathematics, Reading and Writing are organized into content strands. For example, Reading includes the following content strands:

- Word Identification
- Vocabulary Strategies and Breadth of Vocabulary
- Early Reading Strategies of Literary Text
- Early Reading Strategies of Informational Text
- Initial Understanding, Analysis and Interpretation of Literary Text
- Initial Understanding, Analysis and Interpretation of Informational Text

Science is organized into three domains, Life Science, Earth Space Science and Physical Science.

The AAGSEs differ from the GLEs in that they are comprised of grade spans rather than specific grade levels. The AAGSEs have four grade spans, K-2, 3-5, 6-8 and 9-12 for Reading, Mathematics, and Writing and three grade spans, K-4, 5-8 and 9-12, for Science. As the grade spans progress, the level of difficulty of the skills increases. When choosing skills a student will be working on, the teacher first refers to the appropriate grade span AAGSEs and then selects skills that are appropriate for that student's learning. A student's Individualized Education Program (IEP) should provide guidance in the selection process.

For the purposes of the RIAA, AAGSEs have been grouped within a Structured Performance Task (SPT), which embeds skill instruction within lessons that demonstrate application of the skills. Each Structured Performance Task includes targeted set of AAGSEs that connect to the context of the SPT. An example of a Structured Performance Task is: *A student will participate in monetary activities in classroom, school and/or community activities.*

Curriculum

Curriculum is the big picture concept through which children have opportunities to learn. In many cases, school districts in Rhode Island have aligned their curriculum to the GLEs/AAGSEs to provide students with comprehensive instructional programs. Students with significant cognitive disabilities engage in curriculum activities that are individualized and allow them to participate in a meaningful way. A student's IEP defines prioritized skills to be addressed within the child's school program. Participation is also individualized using accommodations, modifications and assistive technology that had been defined in the student's IEP. Curriculum for students with significant disabilities should be aligned with the general education curriculum. Through individualized instruction, a student will participate in authentic activities that measure the AAGSEs chosen for him or her.

It is important for educators to take into account the age of the students and provide them with instruction that is consistent with their age/grade level peers. For example, high school students have the opportunity to read Shakespeare's *Romeo and Juliet*. Students with significant disabilities should also have the opportunity to participate in reading *Romeo and Juliet*, although their mode of participation may be different from that of their non-disabled peers.

Instruction

There are several important concepts to keep in mind when planning instructional activities for students with significant cognitive disabilities. First, instruction is most effective when students engage in learning that provides a context in which they can apply the skill. SPTs have been created for RIAA to provide the context for skill application. Second, learning should utilize age appropriate materials and activities while addressing students' current characteristics and emerging skills. Third, teachers should plan standards-based activities that utilize the GLEs/AAGSEs in conjunction with their district's curriculum. Finally, teachers must identify potential barriers that may interfere with student learning. These may be related to the physical environment, instructional materials, and/or the level of supports available to the student.

There are two basic types of instructional activities that educators use to help students learn skills, acquisition and application. Acquisition activities teach skills in isolation and are often used when introducing new skills. They are taught in isolation so the students can understand the concepts of the skill. For example, when teaching students to add $2 + 2$ the teacher will provide an example and manipulatives so the students can put two groups together. Application activities require the student to use the skills to accomplish a goal other than practice. These activities teach students how to use the skill for a specified purpose. For example, the students will add $2 + 2$ to determine the number of students who will buy hot lunch or will use addition to solve a word problem.

Science requires the Inquiry Constructs and AAGSE skills be shown within a science investigation. Showing these concepts within a science investigation will almost always show application because the investigation requires the student to apply skills within the investigation itself. When deciding if an activity is an example of acquisition or application ask the question "What is the purpose of the activity?" If the purpose of the activity is simply to practice something, and there is no end product, it is most likely an example of acquisition. When working with students who have severe disabilities, application activities are one of the most effective methods in promoting skill development.

Acquisition vs. Application Activities

Acquisition	Application through standards-based activities
Key word drill and skill with flashcards	Key words highlighted in a weekly reader with student identifying highlighted words
Copying spelling words	Correct use of spelling words in a journal entry
Flashcard practice of math facts	Application of math facts to determine lunch count
Identifying time on a clock worksheet	Identifying the time on the clock to go to the next class
Sort coins into piles of like coins	Sort coins needed to make a purchase (e.g., quarters for a juice from the vending machine)
Sort ingredients by attribute	Sort ingredients of a mixture to identify/communicate what makes up the mixture to record observations for a science investigation

Students with significant disabilities participate in standards-based activities in a variety of different ways. Sometimes they participate without the assistance of another person and other times they may require varying levels of assistance to participate. Levels of assistance, also often referred to as prompting, need to be individualized for a student and defined to reflect the student’s ability to participate in the activity with the least amount of assistance. The goal for the student is to work towards participating in the activity independently. For most students with significant disabilities, the teacher creates a hierarchy of the level of prompts the student requires to participate in an activity. An example of a prompt hierarchy (most to least assistance) is the following: the student requires hand over hand assistance, the student requires a guided hand prompt, the student requires a tap prompt and the student requires a verbal prompt. To obtain more information about levels of assistance and instructional techniques refer to the RIAA webpage at <http://www.ride.ri.gov/assessment/Altassessment.aspx>.

When teaching students who have significant cognitive disabilities, teachers should provide them with opportunities to participate in distinct standards-based activities. Distinct activities allow a student to demonstrate his/her AAGSE skills in a variety of contexts and/or differing content. The following are examples of distinct standards-based activities in which the student demonstrates the same skill in the same way with a different content/context (different books).

- Activity 1: The student will answer three comprehension questions about the story *Olive’s Ocean* by Kevin Henkes.
- Activity 2: The student will answer three comprehension questions about the story *Nightjohn* by Gary Paulsen.
- Activity 3: The student will answer three comprehension questions about the story *Joey Pigza Swallowed the Key* by Jack Gantos.

The following are examples of distinct standards-based activities in which the student demonstrates the same skill in the same way with different materials and/or for a different purpose.

- Activity 1: The student will spell his/her first and last name correctly on his/her journal entry.
- Activity 2: The student will spell his/her first and last name correctly using a computer to complete a Power Point presentation on his/her research project.
- Activity 3: The student will spell his/her first and last name correctly to sign a job application.

Comparison Chart Defining Distinct Activities

	Distinct	Not Distinct
Different Materials	Materials used are from different categories or from the same category (coins, blocks, rocks or forks, plates, bowls).	Materials differ only by attribute (e.g., small blocks, medium blocks, large blocks or blue bowls, red bowls, yellow bowls).
Context of Content	Same activity in different context (e.g., counting money to make purchase, counting money to save, counting money to make change or answering comprehension questions from 3 different stories).	Repetition of activity within same context (e.g., making a purchase at McDonalds, Burger King and Wendy's-all fast food restaurants or answering different comprehension questions from the same story).
Setting	Different settings that change the context of the skill use (e.g., using money at the school store, the cafeteria and in the community).	Settings that do not change the context of the skill (e.g., doing a mathematics worksheet in the general education room, in the resource room and in the hallway).
Application	Same activity has a different purpose (e.g., signing name to journal, poem, or letter).	Same activity with same purpose (e.g., signing name to 3 separate attendance sheets).

Using the SPT as a context for instruction, teachers need to create standards-based activities that allow students to learn AAGSE skills that are connected to the general curriculum. These activities must be individualized to meet the students' needs and demonstrate application of skills within an appropriate context. When these criteria are in place it is called Connection to the Content Strand. Connection to the Content Strand is an essential component to the instructional process for students with significant disabilities. Students with significant disabilities can learn academic skills when connections to the Content Strands are made. (See page 2J for examples of instruction that connects to the Content Strands and SPTs.)

Science instruction is unique because the SPT is the same throughout the assessment. The SPT addresses both broad based inquiry skills as well as individual skills that are related to the science domains of Life Science, Earth and Space Science and Physical Science. Broad based inquiry skills are the higher order thinking skills that provide a foundation to carry out an investigation. Inquiry skills include four Inquiry Constructs which are Formulating Questions & Hypothesizing, Planning and Critiquing Investigations, Conducting Investigations, and Developing and Evaluating Explanations. For the purposes of the RIAA the four inquiry constructs are referred to as Observing/Questioning, Planning, Conducting and Analyzing.

The Science SPT is *“The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.”*

To facilitate the organization and planning of the RIAA assessment, teachers should align their instruction to the domain areas with the instruction that is taking place in the general education setting. For example, if the fourth grade students are working in the domain of physical science during the first collection period, then the RIAA domain assessed should also be physical science. Whenever possible, students in the RIAA should experience science within the general education setting among their peers.

Examples of Instruction that Connects to the Structured Performance Task

SPT and AAGSE	Connects	Does Not Connect
<p>Content Area: Reading (K-2) Content Strand: Word Identification and Vocabulary Strategies and Breadth of Vocabulary SPT: The student will read/ experience text related to self, family, and/or school. AAGSE: WID 1.1a Identifying pictures/symbols/objects/words that represent self and others.</p>	<p>The students in the 2nd grade class are studying a unit on family. The students are reading about different families and will answer questions in their journals that provide information about their own family. Johnny will read and choose the family words that best describe him and his family for his journal entry.</p>	<p>The second grade class is studying a unit on family. Johnny will practice reading his five dolch words in his journal. (This does not connect to the SPT and AAGSE because there is no indication that the dolch words relate to self.)</p>
<p>Content Area: Mathematics (6-7) Content Strand: Data, Statistics and Probability SPT: The student will interpret given data to make decisions or draw conclusions. AAGSE: DSP 1.2 Answer questions about parts of the data and/or the set of data as a whole.</p>	<p>The seventh grade science class is participating in an investigation unit. The students need to find out who committed a crime. As a group the class will ask and answer questions to make a prediction chart about who may have committed the crime. Sandra will use the data chart to count how many people predict that the librarian committed the crime. She will report the information to class using her augmentative communication device.</p>	<p>Sandra will complete a worksheet to answer questions about a data chart. (This does not clearly connect to the SPT because the information does not indicate that decisions were made.)</p>
<p>Content Area: Writing (10) Content Strand: Informational Writing SPT: The student will write to demonstrate membership in school and/or his/her community. AAGSE: IW 6.4 Using an appropriate organizational text structure (e.g., by description, sequence, chronology, and compare/contrast) to develop main/controlling idea.</p>	<p>Jesse’s class is exploring a variety of membership opportunities in the community. Jesse is interested in the YMCA. Jesse will write his name, age and address on a YMCA application form.</p>	<p>Jesse will practice writing his personal information by answering the following questions: What is your name? What is your age? Where do you live? (This does not connect to the SPT because there is no link to membership in the school or community and there is no indication of the topic.)</p>

Assessment

The last piece of the instructional process is assessment. Teachers use assessment to understand what students know, understand and are able to do. Assessment provides the information necessary for teachers to make instructional decisions that help to support student learning. Good teaching practice uses assessment as a means of gathering information for the purpose of planning instruction, evaluating instruction, and refining instruction to ensure students have appropriate opportunities to learn skills.

If the student is appropriately learning, the teacher may decide to continue with his/her current instructional decisions. If the student is not learning or is learning too slowly, the teacher will reevaluate his/her instructional decisions and make modifications so that the student can achieve success. Assessment is a critical piece of student learning because it provides information of what skills a student has and how he/she can apply those skills in different situations. Assessment is defined as collecting, analyzing, reporting and utilizing data. Assessment data is collected to demonstrate a student's learning and for instructional purposes. It should objectively measure and clearly define what skills the student is able to use and apply in different situations.

A datafolio is used to measure a student's achievement on the AAGSEs for an academic year. For those students who are being assessed through the RIAA data on the students' demonstration of the AAGSEs is collected during three collection periods for the datafolio. Using three collection periods allows the student to demonstrate progress in accuracy of skills and level of independence on those skills. These data collection periods can also provide opportunities to monitor a student's progress on the prioritized goals in the IEP. For more information on accuracy and level of independence, refer to the information on data collection found on the RIAA webpage at <http://www.ride.ri.gov/assessment/Altassessment.aspx>.

The benefit of the datafolio is that it is designed to integrate daily instruction and assessment of a student's skills. The datafolio does not assess skills in isolation, but rather within the context of daily standards-based instructional activities.

Example of the Instructional Process

The following is an example of the Instructional process applied to a student with a significant cognitive disability.

1. **Define the skill/AAGSE that will be worked on by the student.**

Content area: Writing.

Content Strand: Writing Conventions.

Structured Performance Task: The student will write in response to activities within his/her school environment.

AAGSE: WC 9.1a Reproducing his/her own first and last name correctly

2. **What is the curriculum of the general education classroom?**

All students are required to write their first and last names on their pieces of work completed throughout the school day. The fourth grade classroom is studying health foods and discussing what types of food are good for them to eat. As part of the lesson, all students volunteered to sign a "Healthy Food Contract". As a participant in this activity, Nick will also sign a "Healthy Food Contract".

3. **What is the instructional method/technique that will be used for this student?**

Nick will participate in this activity using name labels to sign his first and last name to his work. He will choose his first and last name from a field of two labels. Nick will peel the sticky label from the paper and locate the signature place on the contract. The signature place will be highlighted with a yellow marker and have a box to help Nick complete the task. Nick will place the name label in the appropriate spot.

Nick requires various levels of prompting to complete this task. If Nick does not independently complete this task, the following prompt hierarchy is in place for him to be successful:

Verbal prompt: *"Nick look at the first letter of the complete name."*

Tap prompt: A light tap prompt on the back of his hand.

Physical prompt: Hand-over-hand assistance to choose the correct complete name.

4. **What data will be collected to show how the student demonstrates his/her skill?**

Nick is given the opportunity to sign his first and last name on all of his daily papers. Data will be collected every day using a Single Step Data Chart.

Accuracy data will be completed on whether or not Nick chooses the correct name sticker. Independence and level of assistance data will be taken using the prompt hierarchy of verbal prompt, tap prompt or physical prompt.

CHAPTER TWO: A Step-by-Step Process for Completing the Mathematics, Reading, and Writing Content Areas

This step-by-step guide is designed to assist educators assessing participating students in Mathematics, Reading and Writing. Prior to collecting evidence for the RIAA, the IEP and/or instructional team should carefully review the steps, collection of data, and the manner in which the evidence must be submitted in the RIAA. Below is a brief outline of the steps with more in-depth descriptions on the pages that follow.

OVERVIEW OF ADMINISTRATION STEPS

Pre-Administration Activities to Be Completed by the IEP Team

- Step 1:** Determine student eligibility for participation in the RIAA.
- Step 2:** Determine the composition of the instructional team who will assess the student and fully inform all participants about the alternate assessment.
- Step 3:** Determine the student's grade level and identify the required strands and SPTs in each content area.
- Step 4:** Select Alternate Assessment Grade Span Expectations (AAGSE) for each Structured Performance Task.

Administration Activities to Be Completed by the Instructional Team

- Step 5:** Review the requirements for documentation of the RIAA.
- Step 6:** Determine the data collection system for collecting documentation of student performance (accuracy and independence).
- Step 7:** Collect and record student data for each collection period.
- Complete the Data Summary Sheet of each AAGSE Entry for each collection period.
 - Complete a Student Documentation Form for each collection period; include one piece of student work for each AAGSE Entry.
 - Check calculations to ensure their accuracy.

Post-Administration Activities

- Step 8:** Assemble the student's datafolio in the binder provided for the RIAA.
- Step 9:** Submit completed RIAA.

A case study of a third grade student, Christine, who participates in the RIAA, will guide you through these steps.

Case Study: Christine

Step 1: Determine student eligibility for participation in the RIAA.

The IEP team should refer to the revised 2011 Participation Eligibility Criteria established by the Rhode Island Department of Elementary and Secondary Education.

Participation Criteria for the Rhode Island Alternate Assessment System Revised June 2011

Student Name Christine Pupil **DOB** 10/26/02 **IEP DATE** 5/16/11

The Individualized Education Program (IEP) team, including the parents/guardians, determines on an individual basis how a child with an IEP participates in state assessment. This determination should be made at every *annual* IEP review. Student participation decisions must be made by September 15th of each school year to assure that the student participates in the state assessment system in the most meaningful and appropriate manner. For some students, this determination is that the student will participate in the state assessment with or without accommodations. If the team determines that the general assessment, i.e., New England Common Assessment Program even with accommodations, may not be the most appropriate means of assessment for a particular child, the team must discuss the participation criteria, listed below, for alternate assessment.

The alternate assessment is the state assessment for students with a significant cognitive disability and measures student achievement based on alternate academic achievement standards. Students eligible for special education services under any of the thirteen disabilities categories identified by IDEA may participate in the RIAA if they have a significant cognitive disability and meet all participation criteria. Students who meet the participation criteria for the alternate assessment will be assessed in grades 2-8, 10 and 11.

To verify that a child should participate in the RIAA, the IEP team must review all important information about the child over the years and in a variety of settings (i.e., home, school, community), and determine and document that the child meets the following criteria and team decision making factors. Only those students who meet *all* the criteria and factors participate in RIAA. If the team cannot answer 'yes' to all the criteria and factors, they must determine what accommodations are necessary for the student to participate in the general assessment. The team may refer to the NECAP accommodations manual (<http://www.ride.ri.net/assessment/NECAP.aspx>.) for further information in this area. IEP teams must document assessment decisions on the IEP form and attach this participation criteria form to the student's IEP.

The IEP team must inform parents of students who participate in the RIAA that their child's achievement will be measured based on alternate academic achievement standards. In addition, the IEP team must inform parents of any implications, including any effects of State or local policies on the student's education resulting from taking an alternate assessment based on alternate achievement standards.

**Participation Criteria for the Rhode Island Alternate Assessment System (RIAA)
June 2011**

PARTICIPATION CRITERIA

YES	CRITERIA	NO	DOCUMENTATION must be provided for each criteria
✓	Student has a disability that significantly impacts cognitive function and adaptive behavior.		<i>Three year evaluation dated 12/6/10</i>
✓	The student's instruction is aligned to the RI Alternate Grade Span Expectations, includes academic skills and short-term objectives/ benchmarks.		<i>Three year evaluation dated 12/6/10</i>
✓	The student is unable to apply academic skills in home, school and community without intensive, frequent and individualized instruction in multiple settings.		<i>Three year evaluation dated 12/6/10</i>

TEAM DECISIONS

YES	FACTORS	NO
✓	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student has an IEP.	
✓	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student's instructional reading level is below grade level expectations.	
✓	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student is not expected to perform well on state assessment.	
✓	The decision to administer the RIAA is <i>not</i> based on the fact that the student is expected to experience distress under testing conditions.	
✓	The decision to administer the RIAA is <i>not</i> based on the fact that the student has excessive or extended absences.	
✓	The decision to administer the RIAA is <i>not</i> based on the fact that the student has a visual or auditory disability, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, economic or language differences.	

The IEP team has informed the parent(s) or guardian(s) of students who participate in the RIAA

1. that their child's achievement will be measured based on alternate academic achievement standards and
2. of any implications of that assessment including any effects of State or local policies on the student's education resulting from taking an alternate assessment based on alternate achievement standards.

Name of the IEP Team LEA Representative _____

Signature of the LEA Representative: _____ Date: _____

Step 2: Determine the composition of the instructional team who will assess the student and fully inform all participants about the alternate assessment.

The instructional team may include general education and special education teachers, the school administrator, physical therapists, speech therapists, occupational therapists, paraprofessionals, job coaches, parents or guardians, and the student, as appropriate. The student's teacher/case manager is responsible for the coordination of the assessment.

The teacher/case manager should fully inform all participants about the alternate assessment. Other professionals responsible for assisting the teacher/case manager in collecting information about the student should be aware of the RIAA requirements.

Christine is a third grade student with a significant cognitive disability who communicates in a variety of ways. Christine speaks using a small repertoire of words/phrases, and also communicates using pictures, symbols, and objects to convey meaning. She can complete some work independently, but does need auditory, visual and physical prompts when she experiences difficulty. Christine learns best when her academic skills are embedded in her areas of interest, which include animals and shopping.

Theresa Turner, Christine's special education teacher, involved other instructional team members in the development of Christine's Rhode Island Alternate Assessment datafolio. Christine's IEP team was comprised of Mrs. Turner, the speech and language therapist, a paraprofessional, a third grade general education teacher, and her parents. The IEP team selected the AAGSEs that best matched Christine's skill level and planned activities to match the opportunities already available in Christine's third grade classroom. Mrs. Turner developed the data collection system, and shared teaching and other data collection responsibilities with other trained team members.

Step 3: Determine the student's grade level and identify the required strands and SPTs in each content area.

Prior to collecting evidence for the RIAA, the IEP team should refer to the student's IEP to identify his/her grade level. Students should not be assigned a grade that is more than two years below or above the typical grade of their chronological peers, or be assigned a grade which is outside of the grade range of students in the school where he or she is being instructed. IEP teams should refer to the district's retention/promotion policies when making grade changes. In addition, the team must assure that the grade designation matches with the school and district's official assessment roster used for testing purposes. It should be noted that 'Current Grade' on the IEP front page is the grade of the student at the time of the IEP meeting and should be considered a reference when determining assessment participation for students. For example, if a student's IEP team meeting is held in May and the student is a fifth grader at the time of the meeting, that grade designation is written on the front of the IEP. The student advances to the sixth grade the following academic year unless the student is retained by a district's retention policy.

The student's grade level will determine which content strands and SPTs will be included in the student's assessment. See the Assessment Blueprint in Appendix A.

Christine is a third grader. The first required Reading Content Strand for third graders is Word Identification Skills and Strategies/Vocabulary Strategies and Breadth of Vocabulary (WID/V). The first SPT that Christine will be assessed on is from this content strand and is required for the alternate assessment. The second required Reading Content Strand for third graders is Initial Understanding, Analysis and Interpretation of Literary Text (LT). To determine the second SPT, Mrs. Turner reviews the general third grade curriculum with the IEP team in Christine's school; then she selects one of the two SPT choices within that Content Strand.

The first required Mathematics Content Strand for third grade students is Numbers and Operations, which has one required SPT. The second SPT is from the second required Content Strand of Geometry and Measurement and will be selected from two SPT choices. See the table of Structured Performance Tasks by Grade on pages F-H.

Christine's datafolio will consist of four SPTs (two in Reading and two in Mathematics). The RIAA planning worksheet was used to organize the contents of her datafolio (page I-H).

Step 4: Select Alternate Grade Span Expectations (AAGSE) for each Structured Performance Task.

The IEP team should refer to Appendix A for a list of appropriate grade span AAGSEs for each SPT. Two AAGSEs are assessed for each SPT. Students **must** be assessed on different AAGSEs each year. Please refer to the student’s individual student reports in their permanent student file to review previous assessment results on identified AAGSEs.

In the same year, the IEP team may **not** select two AAGSEs within the same number, for example, LT 4.1 and LT 4.1a or GM 1.1 a and GM 1.1b, for a student’s assessment. However, if the student is assessed on LT 4.1a one year he may be assessed on LT 4.1 or LT 4.1b another year.

Additional information on choosing appropriate AAGSEs for the RIAA is provided on pages 38–39.

Now that the IEP team has identified the two SPTs to be assessed in Mathematics and two SPTs in Reading, they will select two different targeted AAGSEs to be assessed in each SPT. This means that Christine will be assessed on four AAGSEs in Mathematics and four AAGSEs in Reading for a total of eight AAGSEs. The IEP team reviewed the targeted AAGSEs listed on each SPT and selected AAGSEs that aligned with her IEP goals.

In Mathematics, Numbers and Operations, SPT # 35-1, Christine was assessed on AAGSE NO 5.1 “Demonstrate how to make more and less of a quantity” and NO 6.5, “Identify the larger of two written numbers.”

On her second Mathematics SPT, Geometry and Measurement, SPT #35-3, Christine was assessed on AAGSE GM 1.1, “Identify, name, classify and sort 2-D shapes,” and GM 1.2, “Describe attributes of a 2-D shape.”

In Reading, Word Identification and Vocabulary, SPT #35-4 Christine was assessed on WID 1.4, “Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., decodable) one- or two-syllable words” and V3.5 “Selecting the appropriate word to use in context of one or more sentences (e.g., student uses pictures or word banks to complete sentences or storyboards).”

Christine’s second Reading SPT was Literacy Text. She was assessed on “responding in a variety of ways to a literary text,” SPT #35-5. The two AAGSEs used for that entry were AAGSE LT 4.1a, “Identifying and/or describing the main character(s) and setting” and AAGSE LT 4.2, “Answering simple questions about a story’s content.”

See page 40 for a visual representation of one of Christine’s Reading SPTs and AAGSEs and page 41 for the planning sheet, which organizes the contents of Christine’s datafolio.

Considerations for Choosing AAGSEs to Assess for the RIAA

When choosing AAGSEs for a student to assess for the RIAA, there are three main facets that need to be considered: 1) student factors, 2) the SPTs and AAGSEs, and 3) RIAA requirements. Student factors include a student's strengths and needs as described in the student's IEP, the AAGSEs which the student was assessed on in the previous year, a student's mode of communication, and mode of participation. RIAA professional development and various resources available on the RIAA website provide information to assist educators in developing an understanding of the SPTs and AAGSEs. The RIAA requirements are explained in the *RIAA Administration Manual 2012 - 2013* and adherence to these requirements are necessary for submission of a valid and reliable RIAA student datafolio. Submission of datafolio data and supporting evidence that does not adhere to these requirements and/or that is not valid and reliable may result in one or more unscorable entries. In order to further assist educators in choosing appropriate AAGSEs for the RIAA some key RIAA requirements and tips for understanding AAGSEs are provided below.

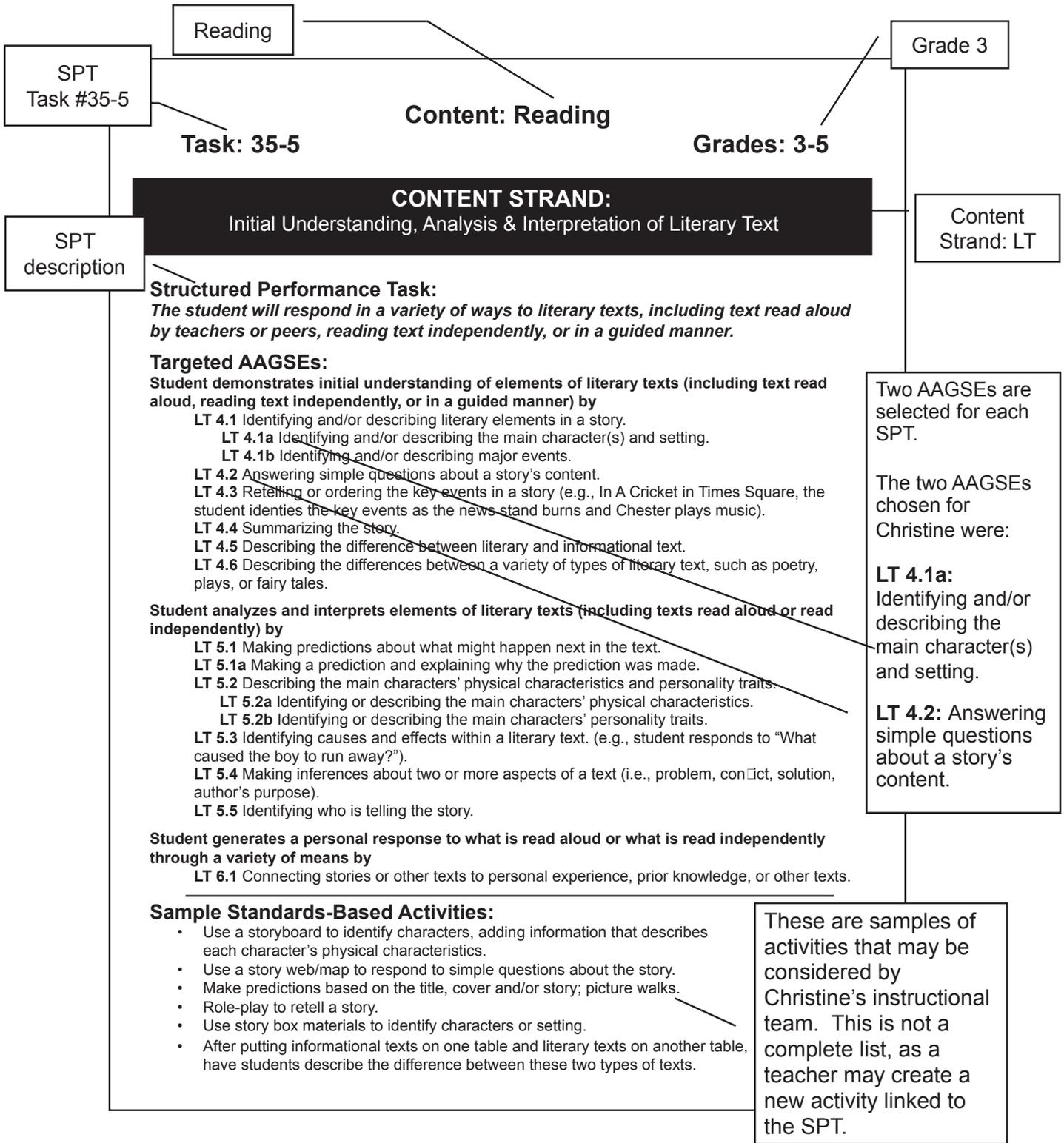
Tips for reading and understanding SPTs and AAGSEs

- **AND:** When there is an "and" within an AAGSE, all skills included must be assessed at least once over the course of the year. Submitted RIAA documentation must provide evidence of assessment of all skills included within the AAGSE. For example, **V.3.3** Using synonyms (e.g., big/large) and antonyms (e.g., hot/cold). Both synonyms and antonyms must be assessed. Synonyms could be assessed during collection period 1, antonyms could be assessed during collection period 2 and both, synonyms and antonyms could be assessed in collection period 3.
- **AND/OR:** When there is an "and/or" within an AAGSE, at least one skill included must be assessed over the course of the year. For example, Writing in response to literary or informational text, student makes and supports analytical judgments about text by **LT 3.3** Making inferences about content/ideas, events, characters, and/or settings. One or more of the four parts of this AAGSE must be assessed over the course of the year.
- **SLASH:** When there is a slash within an AAGSE any of the parts of the AAGSE may be assessed. For example, Student applies word identification and/or decoding strategies by **WID 1.1** Identifying pictures/symbols/objects/words that represent nouns and verbs. The student can demonstrate this skill by reading nouns and verbs represented by pictures, symbols, objects, or words, as appropriate for his/her mode of communication.
- **PLURAL:** When a plural is used within an AAGSE, more than one type of that item that is plural must be assessed at least once over the course of the year. Submitted RIAA documentation must provide evidence demonstrating assessment of more than one type of that item. For example, **WC 9.4** Using punctuation marks to clarify meaning. More than one type of punctuation mark must be assessed. During the course of the year, a student datafolio could show assessment on a period, question mark and quotation marks.

- **WRITING PRODUCTS:** All writing AAGSE assessment activities must result in a tangible written product in the student's mode of communication (i.e., words, pictures, symbols, objects). Although only one work product must be submitted for each AAGSE entry, the submitted Student Documentation Form must provide evidence of the student's completion of a tangible written product.
- **SPELLING:** AAGSEs that assess spelling require that the student spell the word letter by letter. For this reason, pictures, symbols, or objects cannot be used to assess these AAGSEs.
- **CAPITALIZATION:** AAGSEs that assess capitalization require the student to write letters. Students cannot write with pictures, symbols, or objects for these AAGSEs.
- **ASTERISK (*):** Reading AAGSEs denoted with an asterisk (*) require that students read words. Students cannot read words written with pictures, symbols, or objects for these AAGSEs. For example, **WID 1.4** Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., decodable) one-or two-syllable words. *
- **HIGHLIGHTED** words are defined in the respective glossaries of each set of AAGSEs.

Key RIAA requirements related to choosing AAGSEs:

- Within a content strand, two AAGSEs within the same number may **not** be selected for assessment. For example, a student may not be assessed on both LT 4.1 and LT 4.1a or GM 1.1a and GM 1.1b the same year.
- Students **must** be assessed on different AAGSEs each year. Please refer to the student's individual student reports in the student's permanent student file to review previous assessment results on identified AAGSEs.

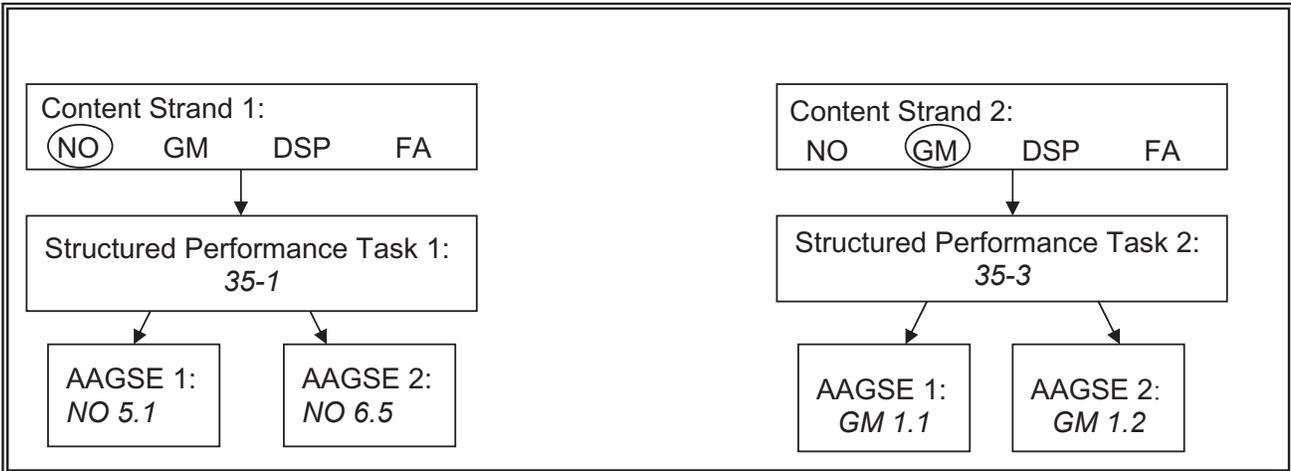


RIAA Planning Worksheet

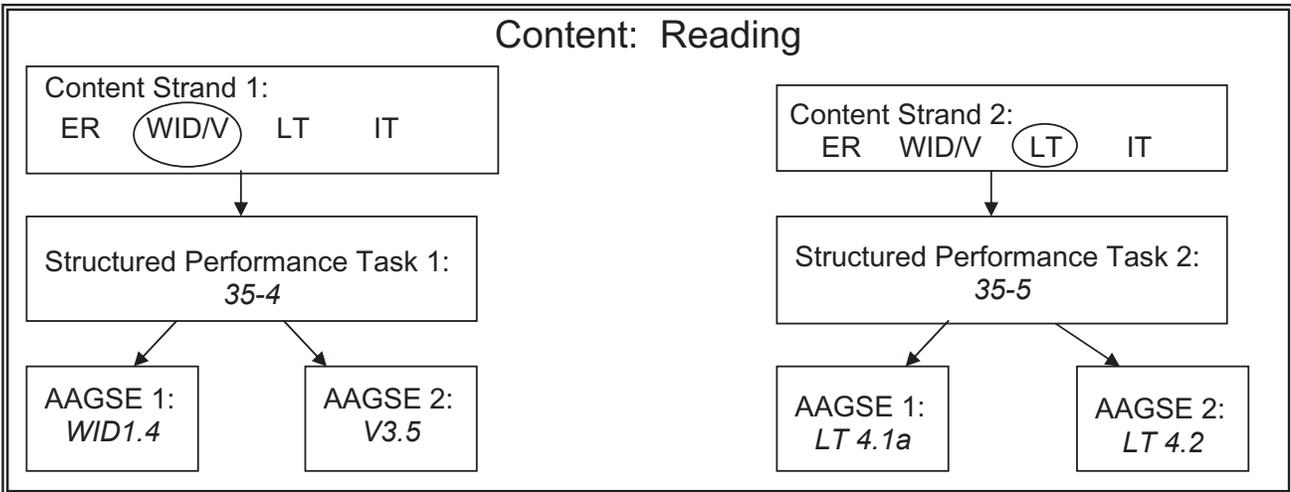
Student: *Christine*

Grade: 3

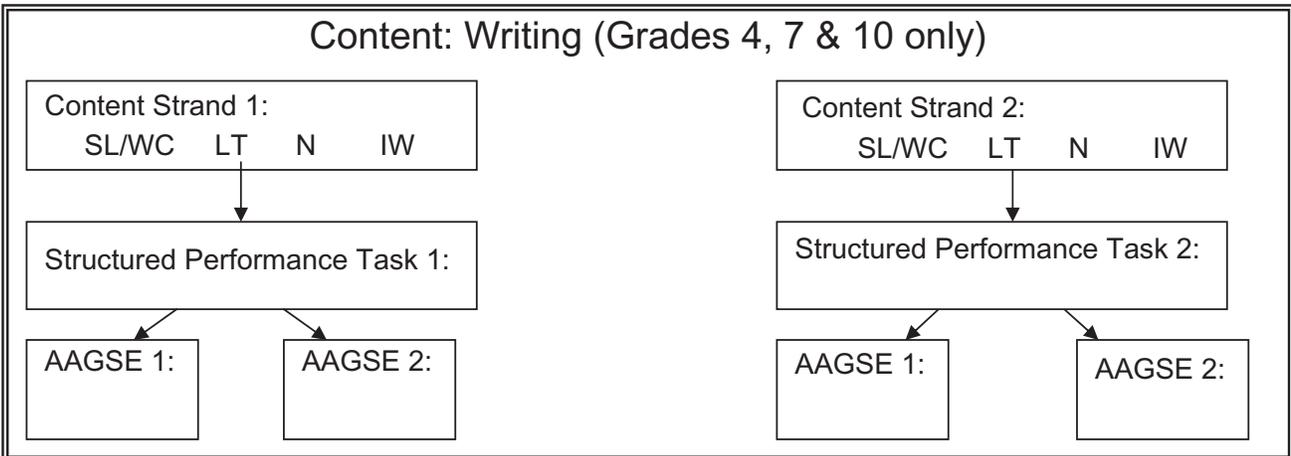
Content: Mathematics



Content: Reading



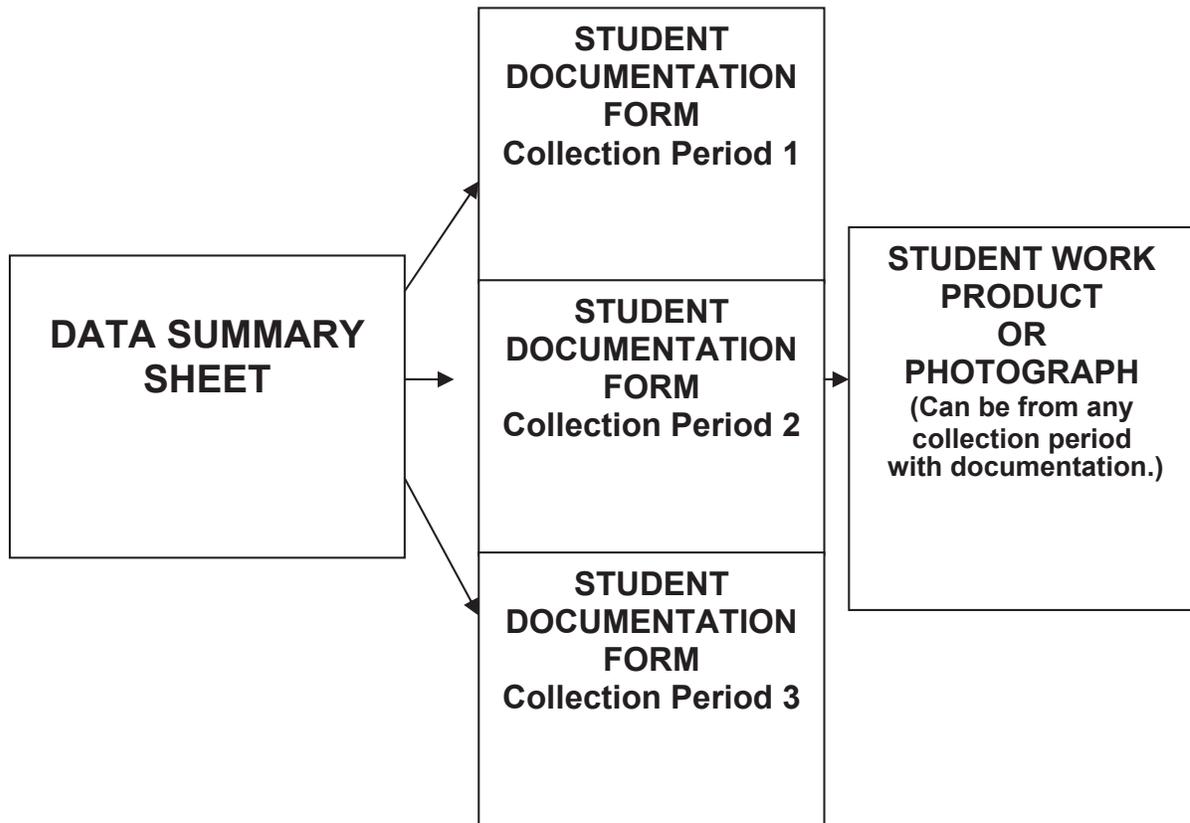
Content: Writing (Grades 4, 7 & 10 only)



Step 5: Review the requirements for documentation of the RIAA.

The RIAA requires two forms of documentation for each AAGSE Entry, the Data Summary Sheet and the Student Documentation Form. The diagram below illustrates the requirements for each AAGSE Entry.

AAGSE ENTRY COMPONENTS



Data Summary Sheet

This form is used to evidence the rubric dimensions of Student Progress, Level of Accuracy and Level of Independence (see page 43).

Include the following information on the Data Summary Sheet:

- Student name and grade
- Content area and strand
- Identification and description of SPT
- Identification and description of the AAGSE
- Three data points per collection period

Data Summary Sheet

Is all identifying information including the Content Strand, SPT number/ description and AAGSE number/description completed?

Student Name: _____ Grade: _____

CONTENT: <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Writing	CONTENT STRAND: _____	Structured Performance Task# _____ Description: _____
--	------------------------------	--

AAGSE # _____ Description: _____

	Collection Period 1 Oct. 1 – Nov. 13, 2012	Collection Period 2 Jan. 7 – Feb. 7, 2013	Collection Period 3 March 14 – April 5, 2013	
Date				
Data Type	DP/ SDF	DP/ SDF	DP/ SDF	DP/ SDF
Accuracy %				
Independence %				
Levels of Assistance				Average
_____ Prompt %				
_____ Prompt %				
_____ Prompt %				
Average % for Collection Period	Accuracy:	Accuracy:	Independence:
	Independence:	Independence:	Independence:	

Are the dates within the collection period time frame?

Least to Most Assistance

Is data type filled in for each date listed?

Are the averages calculated correctly?

Are the prompts listed with the least assistance on the top and the most on the bottom?

Are percent averages for Accuracy/Independence calculated for each collection period?

Be sure to have a student product or photograph attached when this box is checked.

Student Documentation Form

Check box if Student Product or Photograph is attached.

Do not forget to complete the date, SPT #, AAGSE # and descriptions.

Student Name:	Grade:	Date:	Data Collection Period: 1__ 2__ 3__
CONTENT: <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Writing	CONTENT STRAND:	Structured Performance Task#: _____ Description:	
AAGSE#: _____ Description:			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: <i>How does this activity connect to what students the same age are doing?</i> <i>Does this connect to bigger events/activities that are happening in the school day/community?</i> <i>How does this connect to the general curriculum?</i>			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: <i>Is the description of how my student participates in the activity clearly defined?</i> <i>How did the student apply the skill/AAGSE with the context of the SPT?</i> <i>How does the activity demonstrate the student's learning within an age appropriate standards-based activity?</i>			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. <i>Has an explanation, on how the student performed (correct/incorrect), been provided using objective and measurable terms? Example 4/5 = 80%</i>		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. <i>Has an explanation, on how the student performed independently been provided using objective and measurable terms? Example 3/5 = 60%</i>	
Level of Accuracy _____ %	Level of Independence _____ %		
Teacher's Initials _____			

Have these percentages been accurately calculated?

Student Documentation Form

This form is used as evidence for the rubric dimension of Connection to the Content Strand. One Student Documentation Form (SDF) must be submitted for each data collection period, for a total of three SDFs per AAGSE Entry.

Each SDF must include:

- A. A description of how the overall Structured Performance Task (SPT) is embedded in your classroom/school/community. This description shows how the student demonstrated the identified skill within the context provided by RIAA requirements. (This information is documented in the box labeled: **Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school community.**)
- B. A description of the student's application of a distinct standards-based activity. (This information is documented in the box labeled: **Describe the student's application of the AAGSE to the SPT in a standards-based activity.**)
- C. A description of the Levels of Assistance that a student required in order to demonstrate the AAGSE. (This information is documented in both the space that describes the student's participation and in the evaluation box for independence.)
- D. An explanation of how the student's accuracy and independence data were measured and calculated to determine the percentages. When determining the data for independence, the levels of assistance data should be included to demonstrate how the student performed each time the task was attempted. (This information is documented in the Evaluation of Student Performance box respective to Accuracy and Independence.)

One of the three Student Documentation Forms must include an acceptable piece of student work.

Criteria for Acceptable Student Work

Acceptable student work demonstrating a clear connection to the Structured Performance Task and AAGSE is either:

- A. An actual student work product completed by the student, graded and initialed by the teacher. Examples include:
- o worksheets
 - o drawings or writings
 - o journal entries
 - o projects

Student work products must be graded and initialed by the teacher.

Grading *must* include the student's accuracy, independence and levels of assistance (LOA) if LOAs are used by the student. Student work products that are not graded by the teacher will not meet the criteria for acceptable student work and will result in an unscorable entry.

Examples

Acceptable Grading

Accuracy = 8/10 correct = 80%
Independence = 5/10 independent = 50%
Levels of Assistance
3/10 verbal prompt = 30%
2/10 point prompt = 20%

Not Acceptable Grading

Check marks
Smiley faces
Stamps
Stickers
"Great Job!"

OR

- B. A photograph of the student participating in the standards-based activity and an explanation of the student's participation on the Photograph Evidence Documentation form (see page 9F for photograph form).

- ✓ All student work *must* have the student's name and date on it and must be graded by the teacher.

The optional Student Work Product label was designed as a reminder to educators of required criteria for student work. It is a tool to ensure all mandatory information is included. It is *not* a replacement for grading. If a Student Work Product label is used, that information must correspond to the graded student work attached.

A sample of the student work product label follows:

RIAA STUDENT WORK PRODUCT LABEL
(PLACE ON THE BACK OF STUDENT WORK PRODUCT)

NAME: _____ **DATE:** _____

SPT: _____ **AAGSE:** _____

ACCURACY SCORE: _____ **OUT OF** _____ **=** _____ **%**

INDEPEND. SCORE: _____ **OUT OF** _____ **=** _____ **%**

LOA: _____ **OUT OF** _____ **=** _____ **%**

LOA: _____ **OUT OF** _____ **=** _____ **%**

LOA: _____ **OUT OF** _____ **=** _____ **%**

TEACHER'S INITIALS: _____

One sheet of labels will be included in the binders shipped to schools. More labels can be printed from the RIDE website at www.ride.ri.gov/assessment/Altassessment.aspx, listed under the RIAA materials and Reports or from Measured Progress, under Assessment Materials, at <https://www.measuredprogress.org/assessments/clients/rhodeisland.html>.

Step 6: Determine the system for collecting documentation of student performance (accuracy and independence).

Once the AAGSEs are selected, appropriate representatives from the IEP team determine how student performance will be documented (see the RIDE website: <http://www.ride.ri.gov/assessment/Altassessment.aspx> for information on data collection and documentation). The team should ask the following questions when planning for data collection:

- What type of accuracy data will be collected? For example:
 - a. repeated trials
 - b. task analysis
 - c. accuracy rates
- What type of independence data will be collected? For example:
 - a. What levels of assistance does the student require?
 - b. What is the hierarchy of assistance?
- How will the data be collected and organized?
- Who will collect the data?
- When will the data be collected?
- How will data be converted into percentage scores?

This is an example of a data collection system chosen for Christine. This documents her accuracy and independence on responding to simple questions about a story's content. (SPT 35-5, AAGSE LT 4.2).

AAGSE LT 4.2 <i>Answering simple questions about a story's content.</i>	Data Collection #1			Data Collection #2			Data Collection #3		
	11/5	11/9	11/12	1/23	1/30	2/1	3/26	4/3	4/5
Acc.(+/-)/LOP(IAVP)									
Question 1	-A	-A	+A	-V	-A	+I	+I	+I	+I
Question 2	-A	+V	+A	+I	-P	-A	-A	+I	+I
Question 3	-V	-V	+I	+I	-V	+I	+I	+I	+I
Question 4	-A	+A	+A	-A	+I	+I	+I	+I	+I
Question 5	-A	+I	+I	-V	+V	+I	+I	+A	+I
Question 6	-V	+I	+A	-V	+V	-V	-A	+I	+I
Question 7	-V	+I	+A	-V			+I	+I	+I
Question 8	-V	+I	+A				+I	+I	+I
Accuracy	0	75	100	29	50	67	80	100	100
Independence	0	50	25	29	17	67	80	88	100

Level Of Prompt Needed (LOP)

- I = Independent (no prompt needed)
- A= Auditory Prompt
- V= Verbal Prompt
- P= Physical Prompt

Step 7: Collect and record student data for each collection period.

There are three required collection periods for the recording of data on the Data Summary Sheet. Only data collected during the identified collection periods should be included on the data sheets. Each data collection period must include three data points and one Student Documentation Form, only one of which has student work attached.

An example of a Data Summary Sheet for Christine is on page Í F and an example of a Student Documentation Form for her is on page Í G

Data Summary Sheet

Student Name: _____ Christine _____ Grade: 3

CONTENT: <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing	CONTENT STRAND: Initial Understanding, Analysis, & Interpretation of Literary Text (LT)	Structured Performance Task# <u>35-5</u> Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.																																																																																																																																						
AAGSE # <u>L 4.2</u> Description: Answering simple questions about a story's content.																																																																																																																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">Collection Period 1 Oct. 1 – Nov. 13, 2012</th> <th colspan="4" style="text-align: center;">Collection Period 2 Jan. 7 – Feb. 1, 2013</th> <th colspan="4" style="text-align: center;">Collection Period 3 March 4 – April 5, 2013</th> </tr> <tr> <td style="text-align: center;">Date</td> <td style="text-align: center;">11/05</td> <td style="text-align: center;">11/9</td> <td style="text-align: center;">11/12</td> <td style="text-align: center;">1/23</td> <td style="text-align: center;">1/30</td> <td style="text-align: center;">2/2</td> <td style="text-align: center;">3/26</td> <td style="text-align: center;">4/3</td> <td style="text-align: center;">4/6</td> <td style="text-align: center;">3/26</td> <td style="text-align: center;">4/3</td> <td style="text-align: center;">4/6</td> </tr> <tr> <td style="text-align: center;">Data Type</td> <td style="text-align: center;">DP</td> <td style="text-align: center;">DP</td> <td style="text-align: center;">SDF</td> <td style="text-align: center;">DP</td> <td style="text-align: center;">DP</td> <td style="text-align: center;">SDF</td> <td style="text-align: center;">DP</td> <td style="text-align: center;">SDF</td> <td style="text-align: center;">DP</td> <td style="text-align: center;">DP</td> <td style="text-align: center;">SDF</td> <td style="text-align: center;">DP</td> </tr> <tr> <td style="text-align: center;">Accuracy %</td> <td style="text-align: center;">0</td> <td style="text-align: center;">75</td> <td style="text-align: center;">100</td> <td style="text-align: center;">29</td> <td style="text-align: center;">50</td> <td style="text-align: center;">67</td> <td style="text-align: center;">80</td> <td style="text-align: center;">100</td> <td style="text-align: center;">100</td> <td style="text-align: center;">80</td> <td style="text-align: center;">100</td> <td style="text-align: center;">100</td> </tr> <tr> <td style="text-align: center;">Independence %</td> <td style="text-align: center;">0</td> <td style="text-align: center;">50</td> <td style="text-align: center;">25</td> <td style="text-align: center;">29</td> <td style="text-align: center;">17</td> <td style="text-align: center;">67</td> <td style="text-align: center;">80</td> <td style="text-align: center;">88</td> <td style="text-align: center;">100</td> <td style="text-align: center;">80</td> <td style="text-align: center;">88</td> <td style="text-align: center;">100</td> </tr> <tr> <td style="text-align: center;">Levels of Assistance</td> <td colspan="3" style="text-align: center;">Average</td> <td colspan="3" style="text-align: center;">Average</td> <td colspan="3" style="text-align: center;">Average</td> </tr> <tr> <td style="text-align: center;"><u>Auditory</u> Prompt %</td> <td style="text-align: center;">50</td> <td style="text-align: center;">25</td> <td style="text-align: center;">75</td> <td style="text-align: center;">14</td> <td style="text-align: center;">16</td> <td style="text-align: center;">16</td> <td style="text-align: center;">20</td> <td style="text-align: center;">12</td> <td style="text-align: center;">0</td> <td style="text-align: center;">20</td> <td style="text-align: center;">12</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;"><u>Visual</u> Prompt %</td> <td style="text-align: center;">50</td> <td style="text-align: center;">25</td> <td style="text-align: center;">0</td> <td style="text-align: center;">57</td> <td style="text-align: center;">50</td> <td style="text-align: center;">17</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;"><u>Physical</u> Prompt %</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">17</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">Average % for Collection Period</td> <td colspan="3" style="text-align: center;">Accuracy: 58</td> <td colspan="3" style="text-align: center;">Accuracy: 49</td> <td colspan="3" style="text-align: center;">Accuracy: 93</td> </tr> <tr> <td></td> <td colspan="3" style="text-align: center;">Independence: 25</td> <td colspan="3" style="text-align: center;">Independence: 38</td> <td colspan="3" style="text-align: center;">Independence: 89</td> </tr> </table>				Collection Period 1 Oct. 1 – Nov. 13, 2012				Collection Period 2 Jan. 7 – Feb. 1, 2013				Collection Period 3 March 4 – April 5, 2013				Date	11/05	11/9	11/12	1/23	1/30	2/2	3/26	4/3	4/6	3/26	4/3	4/6	Data Type	DP	DP	SDF	DP	DP	SDF	DP	SDF	DP	DP	SDF	DP	Accuracy %	0	75	100	29	50	67	80	100	100	80	100	100	Independence %	0	50	25	29	17	67	80	88	100	80	88	100	Levels of Assistance	Average			Average			Average			<u>Auditory</u> Prompt %	50	25	75	14	16	16	20	12	0	20	12	0	<u>Visual</u> Prompt %	50	25	0	57	50	17	0	0	0	0	0	0	<u>Physical</u> Prompt %	0	0	0	0	17	0	0	0	0	0	0	0	Average % for Collection Period	Accuracy: 58			Accuracy: 49			Accuracy: 93				Independence: 25			Independence: 38			Independence: 89		
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Data Type Key: DP= Data Point SDF=Student Documentation Form

Student Documentation Form

Check box if Student Product or Photograph is attached.

Student Name: <u>Christine</u>	Grade: <u>3</u>	Date: <u>4/3</u>	Data Collection Period: <u>1__ 2__ 3_X</u>
CONTENT: <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing	CONTENT STRAND: Initial Understanding, Analysis, & Interpretation of Literary Text (LT)	Structured Performance Task# <u>35-5</u> Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.	
AAGSE # <u>LT 4.2</u> Description: Answering simple questions about a story's content.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Students are learning about community helpers and their specific jobs and skills. The class read the text, <i>Busy People</i> together and then answered questions about the content.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Christine responded to several questions about the content of the book. When shown a picture of a specific character and asked, "What does this character use?" Christine selected the "prop" that matched the job of the character (e.g. thermometer-doctor, fire hat-firefighter).			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Christine answered 8 out of 8 questions correctly for an accuracy level of 100%		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Christine answered 7 questions out of 8 without assistance for an independence rate of 88%. She needed an auditory prompt to answer 1 out of 8 questions about the painter, 12% auditory prompting.	
Level of Accuracy <u>100</u> %		Level of Independence <u>88</u> %	

Teacher's Initials TT

Step 8: Assemble the student’s datafolio in the binder provided for the RIAA.

Once all of the required documentation has been completed, the teacher should assemble the assessment as directed in the Table of Contents Checklist on pages I – J.

The **Table of Contents Checklist** acts as a guide for the organization of the datafolio.

The **Notice Under the Family Educational Rights and Privacy Act 1974 (FERPA)** allows RIDE or its contractor, Measured Progress, to use the student’s datafolio to train educators and parents.

The **RIAA Affirmation of Test Security** form documents that all school staff who administer the RIAA and support staff who assist in facilitating the administering of test materials have read, understood and followed test security expectations. Principals are required to sign the Affirmation form and provide assurances, that to the best of their knowledge, the test security procedures and test administration guidelines and procedures set forth in the *RIAA Administration Manual & Resource Guide* have been followed.

Please complete this checklist before submitting your student’s datafolio.

RIAA Datafolio Checklist for Reading, Writing and Mathematics	✓
1. Are all of the required entries in the datafolio?	
2. Are the entries in the order of the Table of Contents Checklist?	
3. Are the Table of Contents Checklist, the FERPA notice and the RIAA Affirmation of Test Security Form included?	
4. Are the pages of the datafolio numbered?	
5. Are all of the dates on the data summary sheets within the collection period?	
6. Are four AAGSE entries included for each content area?	
7. Does each entry include three data points per collection period?	
8. Does each entry include three (one per collection period) Student Documentation Forms (SDF)?	
9. Does the evaluation of student’s performance on the SDF clearly illustrate how the student was evaluated?	
10. Do the percentages for level of independence and levels of assistance (if used) add up to 100% each time?	
11. Do the descriptions on the SDF clearly show application of the AAGSE within the context of the SPT in a standards-based activity? (<i>Remember the scorer was not in your classroom.</i>)	
12. Does each entry include one student work product that meets the criteria for acceptable student work? *	
13. Did all contributing individuals sign the RIAA Affirmation of Test Security Form?	
14. Did the principal and parents sign the RIAA Affirmation of Test Security Form?	

*Clarification on criteria for student work products –

Student work products must be graded and initialed by the teacher. Grading is defined as a mark assigned by the teacher to a pupil to indicate the student’s level of accuracy, independence and levels of assistance (LOA) if LOAs are used by the student. Student work products that are not graded by the teacher will not meet the criteria for acceptable student work and will result in an unscorable entry.

Step 9: Submit completed RIAA.

Please refer to page 5 in the *Test Administration Manual for District & School Administrators* for this year's UPS pick-up date for all RIAA datafolios.

CHAPTER THREE: A Step-by-Step Process for Completing the Science Content Area

This step-by-step guide is designed to assist educators assessing students in Science. Many of the reporting requirements for Science are different from other content areas. Prior to collecting evidence for the RIAA Science, the IEP and/or instructional team should carefully review the steps, collection of data, and the manner in which the evidence must be submitted. Below is an outline of the steps with more in-depth descriptions on the pages that follow.

OVERVIEW OF ADMINISTRATION STEPS

Pre-Administration Activities for IEP Teams

- Step 1:** Determine student eligibility for participation in the RIAA.
- Step 2:** Determine the composition of the instructional team who will assess the student and fully inform all participants about the alternate assessment.
- Step 3:** Select the Inquiry Construct, the order of assessing the Science Domains and Structured Performance Task (SPT).
- Step 4:** Select an AAGSE in each Science domain for the Knowledge Entry.

Administration Activities for Educators and the Instructional Team

- Step 5:** Review the requirements for documentation of Science.
- Step 6:** Determine the data collection system for collecting documentation of student performance (accuracy and independence).
- Step 7:** Collect and record student data for each collection period.
- Complete the Data Summary Sheet of each Entry for each collection period.
 - Complete a Student Documentation Form for each collection period; include one piece of student work for each Entry.
 - Check calculations for accuracy.

Post-Administration Activities for Educators and the Instructional Team

- Step 8:** Assemble the student's Science assessment in the datafolio binder provided for the RIAA.
- Step 9:** Submit completed RIAA.

Pre-Administration Activities

Step 1: Determine student eligibility for participation in the Science RIAA.

See Chapter Three for further details regarding student eligibility and grades assessed.

Step 2: Determine the composition of the instructional team who will assess the student and fully inform all participants about the alternate assessment.

See Chapter Three for further details.

Step 3: Select the Inquiry Construct and the order of assessing the Science domains.

The RIAA Science assessment uses a Structured Performance Task to measure an Inquiry Construct and AAGSE for each Science domain. The Inquiry Constructs to be assessed differ by grade. Teachers select one of two Inquiry Constructs to assess at grades 4, 8, and 11.

Use the chart on the following page to identify the Inquiry Construct choices available at each grade.

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 tools 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.

Step 4: Select an AAGSE in each of the three Science domains, i.e., Life Science, Earth Space Science and Physical Science for the Knowledge Entry.

See Appendix A for Inquiry Constructs SPTs, targeted AAGSEs, and ideas for science investigation.

A sample Science planning worksheet follows. This worksheet identifies the Inquiry Construct, the Science domain and the AAGSEs. The worksheet allows for further planning of the overall science investigation, the specific concept being assessed and an explanation of how the student’s ability on the concept will be evaluated.

Planning for Rhode Island Alternate Assessment Science

Inquiry Construct:

Q P C A

Science Domain:

LS ESS PS

Inquiry Construct:

Knowledge AAGSE:

Science Investigation Description:

OBSERVE/QUESTION:

PLAN

CONDUCT

ANALYZE

Describe the student's application of the assessed Inquiry Construct within the science investigation:

Describe the student's application of the assessed AAGSE within the SPT/science investigation:

What data will be taken on the student's performance of the Inquiry Construct?

What data will be taken on the chosen AAGSE?

Accuracy

Accuracy

Independence

Independence

INQUIRY

KNOWLEDGE

Administration Activities

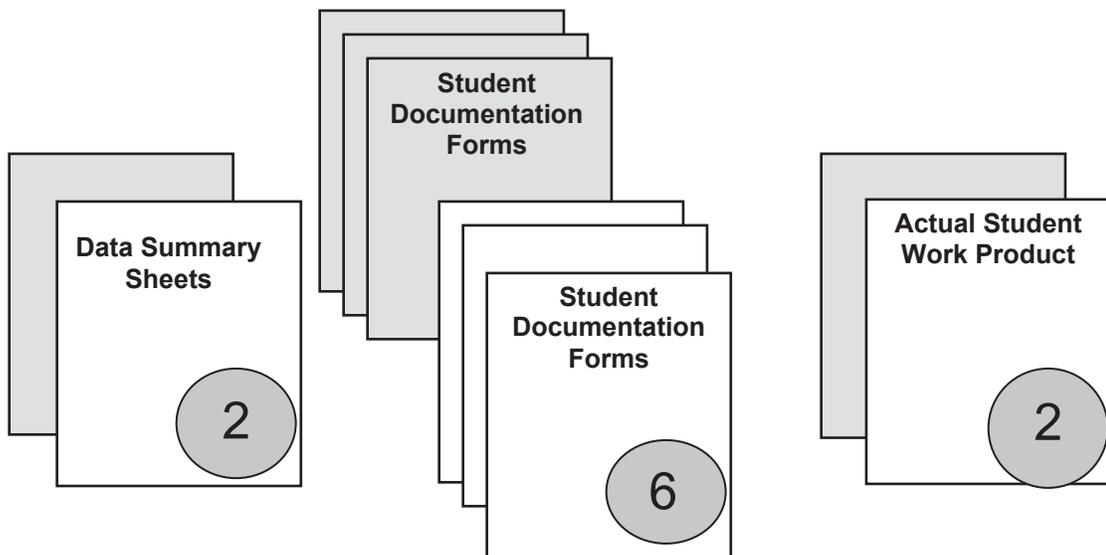
Step 5: Review the requirements for documentation of the Science RIAA.

The Science portion of the RIAA requires two forms of documentation, the Data Summary Sheets and the Student Documentation Forms for each entry.

For Science, complete

- one Data Summary Sheet (DSS) for the Inquiry Construct within the Knowledge AAGSE and one Data Summary Sheet for the Knowledge AAGSE alone; and
- three SDFs for the Inquiry Construct within the Knowledge AAGSE and three SDFs for the Knowledge AAGSE alone and include one piece of student work for each entry.

The diagram below illustrates the requirements for the total Science content area.



Criteria for Acceptable Student Work

Acceptable student work that demonstrates a clear connection to the Structured Performance Task and AAGSE are either:

- A. An actual student work product completed by the student, graded and initialed by the teacher. Examples include:
- o worksheets
 - o drawings or writings
 - o journal entries
 - o projects

Student work products must be graded and initialed by the teacher.

Grading *must* include the student's accuracy, independence and levels of assistance (LOA) if LOAs are used by the student. Student work products that are not graded by the teacher will not meet the criteria for acceptable student work and will result in an unscorable entry.

Examples

Acceptable Grading

Accuracy = 8/10 correct = 80%
Independence = 5/10 independent = 50%
Levels of Assistance
3/10 verbal prompt = 30%
2/10 point prompt = 20%

Not Acceptable Grading

Check marks
Smiley faces
Stamps
Stickers
"Great Job!"

OR

- B. A photograph of the student participating in the standards-based activity and an explanation of the student's participation on the required photograph evidence form (see page 9F for required photograph form).

- ✓ All student work **must** have the student's name and date on it and must be graded by the teacher.

Step 6: Determine the data collection system for collecting documentation of student performance (accuracy and independence).

Once the AAGSEs are selected the instructional team will determine how student performance will be documented. The team should ask the following questions when planning for data collection:

- What type of accuracy data will be collected? For example:
 - a. repeated trials
 - b. task analysis
 - c. accuracy rates
- What type of independence data will be collected? For example:
 - a. What levels of assistance does the student require?
 - b. What is the hierarchy of assistance?
- How will the data be collected and organized?
- Who will collect the data?
- When will the data be collected?
- How will data be converted into percentage scores?

Step 7: Collect and record student data for the collection period.

There are three required data collection periods for Science. Each collection period must assess a different domain of Science, for example, the first collection period might assess Life Science, the second collection period Earth Space Science and the third collection period Physical Science. Educators may select the order of assessment but *each* of the three domains must be assessed for one collection period in grades 4, 8, and 11 and documented on the data collection forms.

Only data collected during the identified collection periods should be included on the data sheets. Each data collection period must include three data points and one Student Documentation Form, only one of which has student work attached.

See Chapter 5 for all of the required documentation and forms.

An example of a Science Data Summary Sheet is on page 8ĭ-ĭĭ and an example of a Student Documentation Form is on pages ĭ J-9Ē.

Step 8: Assemble the student’s Science assessment in the binder provided for the RIAA.

An overall checklist is provided on the next page. It is designed to help you review datafolios for quality as well as completeness. Once all of the required documentation has been gathered and completed, the teacher should assemble the assessment as directed in the Table of Contents Checklist on pages ĭ ĭ -ĭ J.

NOTE: If students are in grade 4, only one copy of the Table of Contents Checklist, Notice Under the Family Educational Rights and Privacy Act 1974 and RIAA Affirmation of Test Security Form (FERPA) is required.

The **Notice Under the Family Educational Rights and Privacy Act 1974 (FERPA)** allows RIDE or its contractor, Measured Progress, to use the student’s work to train educators and parents.

The **RIAA Affirmation of Test Security** form documents that all school staff who administer the RIAA and support staff who assist in facilitating the administering of test materials have read, understood and followed test security expectations. Principals are required to sign the Affirmation form and provide assurances, that to the best of their knowledge, the test security procedures and test administration guidelines and procedures set forth in the *RIAA Administration Manual & Resource Guide* have been followed.

Please complete this checklist before submitting your student's Science datafolio.

RIAA Datafolio Checklist for Science		✓
1. Are all of the required entries in the binder?		
2. Are the entries in the order of the Table of Contents Checklist?		
3. Are the Table of Contents Checklist, the FERPA notice and the RIAA Affirmation of Test Security Form included?		
4. Are the pages of the datafolio numbered?		
5. Are all of the dates on the data summary sheets within the collection period?		
6. Are two entries included for each student?		
7. Does each entry include three data points per collection period?		
8. Does each entry include three (one per collection period) Student Documentation Forms (SDF)?		
9. Does the evaluation of student's performance on the SDF clearly illustrate how the student was evaluated?		
10. Do the percentages for level of independence and levels of assistance (if used) add up to 100% each time?		
11. Do the descriptions on the SDF clearly show application of the AAGSE within the context of the SPT in a standards-based science investigation? <i>(Remember the scorer was not in your classroom.)</i>		
12. Does each entry include one student work product that meets the criteria for acceptable student work? *		
13. Did all contributing individuals sign the RIAA Affirmation of Test Security Form?		
14. Did the principal and parents sign the RIAA Affirmation of Test Security Form?		

***Clarification on criteria for student work products** – Student work products must be graded and initialed by the teacher. Grading is defined as a mark assigned by the teacher to a pupil to indicate the student's level of accuracy, independence and levels of assistance (LOA) if LOAs are used by the student. Student work products that are not graded by the teacher will not meet the criteria for acceptable student work and will result in an unscorable entry.

Step 9: Submit completed Science datafolio entries.

Note: Please refer to page 5 to the *Test Administration Manuals for District & School Administrators Manual* for this year's UPS pick-up date for all RIAA binders.

CHAPTER FOUR: Datafolio Components and Forms

This chapter describes the required components that must be placed in a completed Rhode Island Alternate Assessment datafolio and provides all of the required forms.

All forms are available on ProFile. They should be completed there and printed for inclusion in the student datafolio. **No handwritten forms will be accepted.**

Grades 2, 3, 5, and 6 students are assessed on two SPTs and four AAGSEs in each content area – Reading and Mathematics. There are four entries for Reading and four entries for Mathematics for a total of **eight** entries per datafolio for these grades.

Grade 4 students are assessed on two SPTs and four AAGSEs in Reading, Mathematics and Writing and one SPT, one Inquiry Construct, and three AAGSEs in Science. There are four entries for Reading, four entries for Mathematics, four entries for Writing, and two entries (Inquiry and Knowledge) for Science for a total of **fourteen** entries per datafolio for this grade.

Grades 7 and 10 students are assessed on two SPTs and four AAGSEs in each content area – Reading, Mathematics and Writing. There are four entries for Reading, four entries for Mathematics and four entries for Writing for a total of **twelve** entries per datafolio for these grades.

Grades 8 and 11 students are assessed on one SPT, one Inquiry Construct, and three AAGSEs in Science. There are two entries (Inquiry and Knowledge) for Science, for a total of **two** entries per datafolio for these grades.

The required components of a completed datafolio for **Mathematics, Reading and Writing** are:

- a **Table of Contents Checklist** that acts as a guide for the organization of the datafolio.
- a **Notice Under the Family Educational Rights and Privacy Act 1974 (FERPA)** that allows RIDE or its contractor, Measured Progress, to use the student's datafolio to train educators and parents.
- a **RIAA Affirmation of Test Security** form documents that all school staff who administer the RIAA and support staff who assist in facilitating the administering of test materials have read, understood and followed test security expectations. Principals are required to sign the Affirmation form and provide assurances, that to the best of their knowledge, the test security procedures and test administration guidelines and procedures set forth in the *RIAA Administration Manual & Resource Guide* have been followed.
- AAGSE Entry Forms
 - One **Data Summary Sheet (DSS)** must be used for each AAGSE Entry documented within the assessed Content Strand. All three collection periods must be reflected on the DSS.

- o Three **Student Documentation Forms (SDF)** must be submitted for each AAGSE Entry. One SDF is required for each collection period. Each SDF should include a description of the student’s application of the AAGSE in a distinct standards-based activity.
- o One of the three SDF must have one piece of **student work** attached.

Criteria for Acceptable Student Work

Acceptable student work demonstrating a clear connection to the Structured Performance Task and AAGSE is either:

- A. An actual student work product completed by the student, graded and initialed by the teacher. Examples include:
 - o worksheets
 - o drawings or writings
 - o journal entries
 - o projects

Student work products must be graded and initialed by the teacher.

Grading *must* include the student’s accuracy, independence and levels of assistance (LOA) if LOAs are used by the student. Student work products that are not graded by the teacher will not meet the criteria for acceptable student work and will result in an unscorable entry.

Examples

Acceptable Grading

Accuracy = 8/10 correct = 80%
Independence = 5/10 independent = 50%
Levels of Assistance
 3/10 verbal prompt = 30%
 2/10 point prompt = 20%

Not Acceptable Grading

Check marks
 Smiley faces
 Stamps
 Stickers
 “Great Job!”

OR

- B. A photograph of the student participating in the standards-based activity and an explanation of the student’s participation on the required photograph evidence form (see page 9F for required photograph form).

✓ All student work **must** have the student’s name and date on it and must be graded by the teacher.

Most of the required components of a completed datafolio for Science are the same as for the other content area. If students are in grades 4 or 8, only one copy of the Table of Contents Checklist, Notice Under the Family Educational Rights and Privacy Act 1974 and RIAA Affirmation of Test Security Form (FERPA) is required.

Students in grades 4, 8 and 11 are assessed on one SPT, one Inquiry Construct and three AAGSEs within a Knowledge Entry. There are a total of two entries for Science which will assess each of the Science domains in one of the three collection periods.

The required components for **Science** are:

- a **Table of Contents Checklist** that acts as a guide for the organization of the evidence.
- a **Notice Under the Family Educational Rights and Privacy Act 1974 (FERPA)** that allows RIDE or its contractor, Measured Progress, to use the student's Science to train educators and parents.
- a **RIAA Affirmation of Test Security** form documents that all school staff who administer the RIAA and support staff who assist in facilitating the administering of test materials have read, understood and followed test security expectations. Principals are required to sign the Affirmation form and provide assurances, that to the best of their knowledge, the test security procedures and test administration guidelines and procedures set forth in the *RIAA Administration Manual & Resource Guide* have been followed.
- **Entry Forms:** All forms must be completed through the ProFile system.
 - o One **Data Summary Sheet (DSS)** must be used for each entry. There are separate entry forms for the Inquiry Construct and the Knowledge Entries.

These forms are used as evidence of the rubric dimensions of Connection to the Strand, Student Progress, Level of Accuracy and Level of Independence.

Complete the following information on the Data Summary Sheet:

- Student name and grade
 - Science domain
 - Description of SPT
 - Identification and description of the Inquiry Construct (only on Inquiry Construct DSS)
 - Identification and description of the AAGSE
 - Three data points for each collection period
- o Three **Student Documentation Forms (SDF)** must be submitted for each entry. Each SDF should include a description of the student's application of the AAGSE and the Inquiry Construct in a distinct standards-based science investigation.

One SDF in each entry must include one piece of **Student Work** from any of the three domains.

Criteria for Acceptable Student Work

Acceptable student work demonstrating a clear connection to the Structured Performance Task and AAGSE is either:

- A. **STUDENT WORK PRODUCT** An actual student work product completed by the student, graded and initialed by the teacher. Examples include:
- o worksheets
 - o drawings or writings
 - o journal entries
 - o projects

Student work products must be graded and initialed by the teacher.

Grading *must* include the student's accuracy, independence and levels of assistance (LOA) if LOAs are used by the student. Student work products that are not graded by the teacher will not meet the criteria for acceptable student work and will result in an unscorable entry.

Examples

Acceptable Grading

Accuracy = 8/10 correct = 80%
Independence = 5/10 independent = 50%
Levels of Assistance
3/10 verbal prompt = 30%
2/10 point prompt = 20%

Not Acceptable Grading

Check marks
Smiley faces
Stamps
Stickers
"Great Job!"

OR

- B. **PHOTOGRAPH** A photograph of the student participating in the standards-based activity and an explanation of the student's participation on the required photograph evidence form (see page 9F for required photograph form).

- ✓ All student work **must** have the student's name and date on it and must be graded by the teacher.

Student: _____ Grade: _____ School: _____

Table of Contents Checklist
(Organize datafolio in the following manner)
Grade 2

- RIAA Affirmation of Test Security Form
- Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Tab 1 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 2 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Mathematics Strand: Geometry and Measurement

Tab 3 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 4 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Tab 5 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 6 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Early Reading Strategies

Tab 7 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 8 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Student: _____ Grade: _____ School: _____

Table of Contents Checklist
(Organize datafolio in the following manner)
Grade 3

- RIAA Affirmation of Test Security Form
- Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Tab 1 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 2 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Mathematics Strand: Geometry and Measurement

Tab 3 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 4 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Tab 5 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 6 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text

OR

Initial Understanding, Analysis, and Interpretation of Informational Text

Tab 7 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 8 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Student: _____ Grade: _____ School: _____

Table of Contents Checklist
(Organize datafolio in the following manner)
Grade 4

- RIAA Affirmation of Test Security Form
- Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Tab 1 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 2 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Mathematics Strand: Geometry and Measurement

Tab 3 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 4 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Tab 5 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 6 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text

OR

Initial Understanding, Analysis, and Interpretation of Informational Text

Tab 7 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 8 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Writing Strand: Structures of Language/Writing Conventions

Tab 9 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 10 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Writing Strand: Response to Literary or Informational Text

Tab 11 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 12 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 13 Science Entry 1: Inquiry

Inquiry Contract: (circle one)

Observing/Questioning Conducting

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 14 Science Entry 2: Knowledge

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

SAMPLE

Student: _____ Grade: _____ School: _____

Table of Contents Checklist
(Organize datafolio in the following manner)
Grade 5

- RIAA Affirmation of Test Security Form
- Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Tab 1 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 2 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Mathematics Strand: Geometry and Measurement

Tab 3 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 4 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Tab 5 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 6 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text

OR

Initial Understanding, Analysis, and Interpretation of Informational Text

Tab 7 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 8 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Student: _____ Grade: _____ School: _____

Table of Contents Checklist
(Organize datafolio in the following manner)
Grade 6

- RIAA Affirmation of Test Security Form
- Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Tab 1 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 2 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Mathematics Strand: Data, Statistics & Probability

Tab 3 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 4 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Tab 5 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 6 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text

OR

Initial Understanding, Analysis, and Interpretation of Informational Text

Tab 7 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 8 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Student: _____ Grade: _____ School: _____

Table of Contents Checklist
(Organize datafolio in the following manner)
Grade 7

- RIAA Affirmation of Test Security Form
- Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Tab 1 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 2 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Mathematics Strand: Data, Statistics & Probability

Tab 3 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 4 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Tab 5 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 6 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text

OR

Initial Understanding, Analysis, and Interpretation of Informational Text

Tab 7 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 8 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Writing Strand: Structures of Language/Writing Conventions

Tab 9 Structured Performance Task 1/AAGSE 1

- ❑ Data Summary Sheet
- ❑ Collection Period 1 Student Documentation Form
- ❑ Collection Period 2 Student Documentation Form
- ❑ Collection Period 3 Student Documentation Form
- ❑ Student Product or Photograph

Tab 10 Structured Performance Task 1/AAGSE 2

- ❑ Data Summary Sheet
- ❑ Collection Period 1 Student Documentation Form
- ❑ Collection Period 2 Student Documentation Form
- ❑ Collection Period 3 Student Documentation Form
- ❑ Student Product or Photograph

Writing Strand: Narratives

Tab 11 Structured Performance Task 2/AAGSE 1

- ❑ Data Summary Sheet
- ❑ Collection Period 1 Student Documentation Form
- ❑ Collection Period 2 Student Documentation Form
- ❑ Collection Period 3 Student Documentation Form
- ❑ Student Product or Photograph

Tab 12 Structured Performance Task 2/AAGSE 2

- ❑ Data Summary Sheet
- ❑ Collection Period 1 Student Documentation Form
- ❑ Collection Period 2 Student Documentation Form
- ❑ Collection Period 3 Student Documentation Form
- ❑ Student Product or Photograph

SAMPLE

Student: _____ Grade: _____ School: _____

Table of Contents Checklist

(Organize datafolio in the following manner)

Grade 8

- RIAA Affirmation of Test Security Form
- Notice Under the Family Educational Rights and Privacy Act of 1974

Tab 1 Science Entry 1: Inquiry

Inquiry Contract: (circle one)

Planning Conducting

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 2 Science Entry 2: Knowledge

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

SAMPLE

Student: _____ Grade: _____ School: _____

Table of Contents Checklist
(Organize datafolio in the following manner)
Grade 10

- RIAA Affirmation of Test Security Form
- Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Tab 1 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 2 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Mathematics Strand: Functions & Algebra

Tab 3 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 4 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Tab 5 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 6 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text

OR

Initial Understanding, Analysis, and Interpretation of Informational Text

Tab 7 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 8 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Writing Strand: Structures of Language/Writing Conventions

Tab 9 Structured Performance Task 1/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 10 Structured Performance Task 1/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Writing Strand: Informational Writing

Tab 11 Structured Performance Task 2/AAGSE 1

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 12 Structured Performance Task 2/AAGSE 2

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

SAMPLE

Student: _____ Grade: _____ School: _____

Table of Contents Checklist
(Organize datafolio in the following manner)
Grade 11

- RIAA Affirmation of Test Security Form
- Notice Under the Family Educational Rights and Privacy Act of 1974

Tab 1 Science Entry 1: Inquiry

Inquiry Contract: (circle one)

Analyzing Conducting

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

Tab 2 Science Entry 2: Knowledge

- Data Summary Sheet
- Collection Period 1 Student Documentation Form
- Collection Period 2 Student Documentation Form
- Collection Period 3 Student Documentation Form
- Student Product or Photograph

SAMPLE



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Notice Under the Family Educational Rights and Privacy Act of 1974, as amended

Dear Parent or Guardian:

Federal law protects the disclosure of education records (or personally identifiable information contained therein) maintained by school districts, or their agents, by requiring prior written consent before a district discloses educational records or person identifiable information. Your consent is requested so that materials from your child's Rhode Island Alternate Assessment datafolio might be used by our state testing contractor, **Measured Progress**, to train educators and parents to compile and/or score alternate assessment datafolios. If you give your consent, please sign the form below on the line indicated for your signature.

CONSENT

I, _____ (please print), am the parent or legal guardian of _____ (please print)

I hereby give my consent to the _____ school, the Rhode Island Department of Elementary and Secondary Education, and Measured Progress, to disclose any and all material contained in or related to my child's Rhode Island Alternate Assessment datafolio (including written documentation and pictures) to educators and parents to train them to compile and/or score an Alternate Assessment datafolio. I understand that in the event that my child's assessment datafolio is selected for training purposes, steps will be taken to avoid disclosure of personally identifiable information, e.g., names removed from documents, and faces blanked out of pictures. I also understand that if selected for training purposes, materials from my child's assessment datafolio may be included in teacher training manuals, and other similar materials produced for this year's training and future training programs.

Signature of Parent/Guardian

Date

Signature of Student, if over 18 years of age

Date



Estado de Rhode Island and Providence Plantations
DEPARTAMENTO DE EDUCACIÓN
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Aviso concerniente a la ley de 1974 referente a los derechos de educación a la familia y la privacidad, tal como fue enmendada.

Estimado padre de familia o guardián:

La ley federal protege para que no se dé a conocer la información que se encuentra en un expediente educativo (o la información personal que se menciona a continuación y con la que se pueda identificar al propietario de la misma) el cual esté bajo el control de los distritos escolares o sus representantes sin antes obtener el permiso escrito para que tal distrito divulgue dicho expediente de educación o información con la que se pueda identificar a una persona. Por medio de la presente solicitamos su autorización para que **Measured Progress**, una firma evaluadora contratada por el estado, pueda utilizar los materiales que se encuentran en el portafolio de Evaluación Alternativa en Rhode Island [Rhode Island Alternate Assessment] de su hijo para entrenar a educadores y padres de familia a recopilar y/o evaluar otros portafolios de evaluación. Si usted accede a otorgarnos su permiso, por favor firme en el espacio indicado a continuación.

AUTORIZACIÓN

Yo, _____ (por favor escriba en letra de molde)

soy el padre/madre o guardián asignado de _____
(por favor escriba en letra de molde)

y por medio de la presente autorizo al distrito escolar de _____ al Departamento de Educación Primaria y Secundaria y a Measured Progress, Inc., para que den a conocer todo material que se encuentre o que esté relacionado al portafolio de Asesoramiento Alternativo en Rhode Island de mi hijo (incluyendo documentación por escrito, fotos, cintas auditivas y cintas de video) a educadores y padres de familia para entrenarlos a recopilar y/o evaluar un portafolio de evaluación alternativa. Entiendo que en caso de que el portafolio de mi hijo sea seleccionado con el propósito de usarse en el entrenamiento, se tomarán las medidas necesarias para evitar que se dé a conocer la información por medio de la cual se le pueda identificar; por ejemplo: se eliminarán los nombres de todos los documentos, las caras se borrarán de las fotos, etc. También entiendo que de ser seleccionado, los materiales del portafolio de evaluación de mi hijo pudieran incluirse en manuales de entrenamiento para maestros y en otro tipo de materiales parecidos para el entrenamiento a llevarse a cabo este año y en futuros programas de entrenamiento.

Firma del padre de familia/Guardián

Fecha

Firma del estudiante, si es mayor de 18 años

Fecha

Student: _____ Grade: _____

RIAA Affirmation of Test Security

Each assessment instrument in the Rhode Island State Assessment Program is procured and disseminated to local school districts by the State of Rhode Island under the authority of the Commissioner of Elementary and Secondary Education and the Board of Regents for Elementary and Secondary Education.

It is the position of the Rhode Island Department of Education that any compromise of the security of assessment instruments constitutes professional misconduct which could lead to the suspension or revocation of educational certification under R.I.G.L. 16-11-4 which provides for revocation "for cause." All school staff who administer the RIAA and support staff who assist in facilitating the administering of test materials are required to sign an affirmation form and return it to each student's datafolio acknowledging their understanding of test security expectations.

Furthermore, principals are required to sign the affirmation form providing assurances that, to the best of their knowledge, the test security procedures have been followed and that test administration guidelines and procedures set forth in the *RIAA Administration Manual & Resource Guide, 2011 - 2012* have been followed. In addition, principals are required to specifically note any exceptions or problems. Should such affirmation and assurances of a submission be intentionally false, erroneous or defective, the affirmation official may be prosecuted criminally under R.I.G.L. 11-18-1 and may be suspended or suffer revocation of an educational certificate for cause under R.I.G.L. 16-11-4.

All personnel who contribute to the RIAA datafolio are expected to read and follow the test administration instructions and procedures provided by the Rhode Island Assessment Program for the RIAA. All contributing staff and the principal **shall** sign the affirmation listed below prior to submitting the datafolio.

I affirm that I have read and understand the RIAA Affirmation of Test Security.

I further affirm that the datafolio of _____ is the result of a true and
(Student's Name)
accurate assessment of said student's performance.

Name (printed): _____ **Position:** _____

Signature: _____ **Date:** _____

I affirm that I have read and understand the RIAA Affirmation of Test Security.

I further affirm that the datafolio of _____ is the result of a true and
(Student's Name)
accurate assessment of said student's performance.

Name (printed): _____ **Position:** _____

Signature: _____ **Date:** _____

I affirm that I have read and understand the RIAA Affirmation of Test Security.

I further affirm that the datafolio of _____ is the result of a true and
(Student's Name)
accurate assessment of said student's performance.

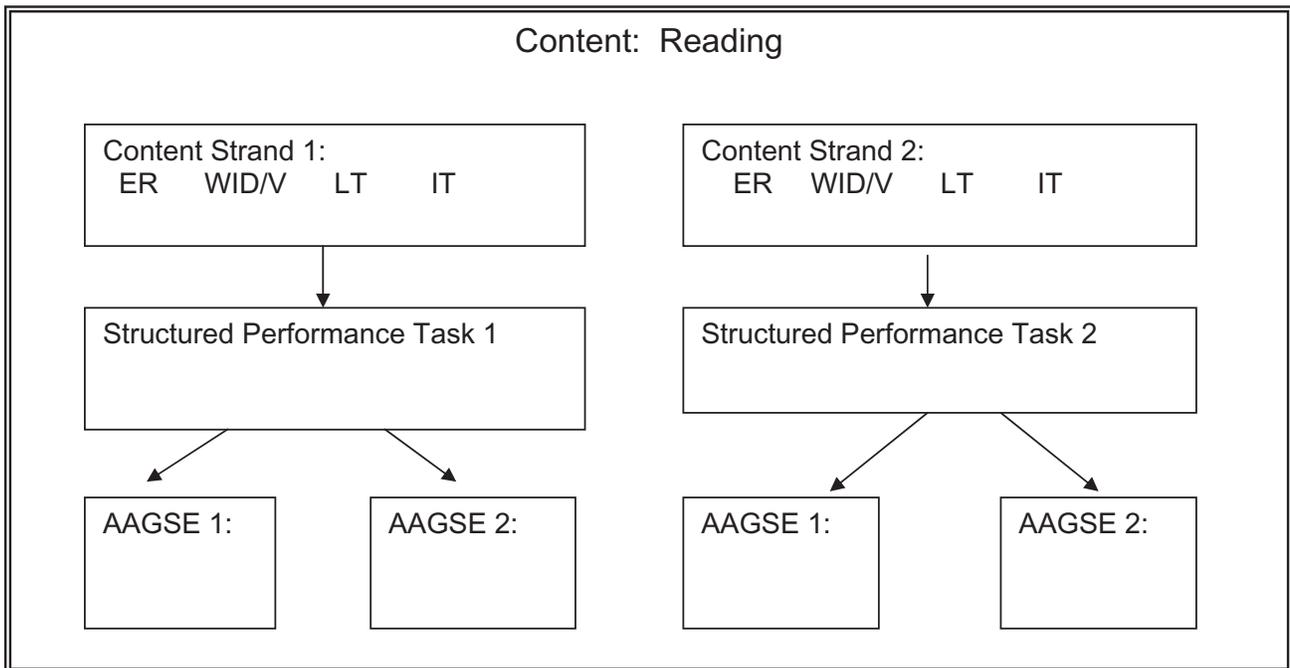
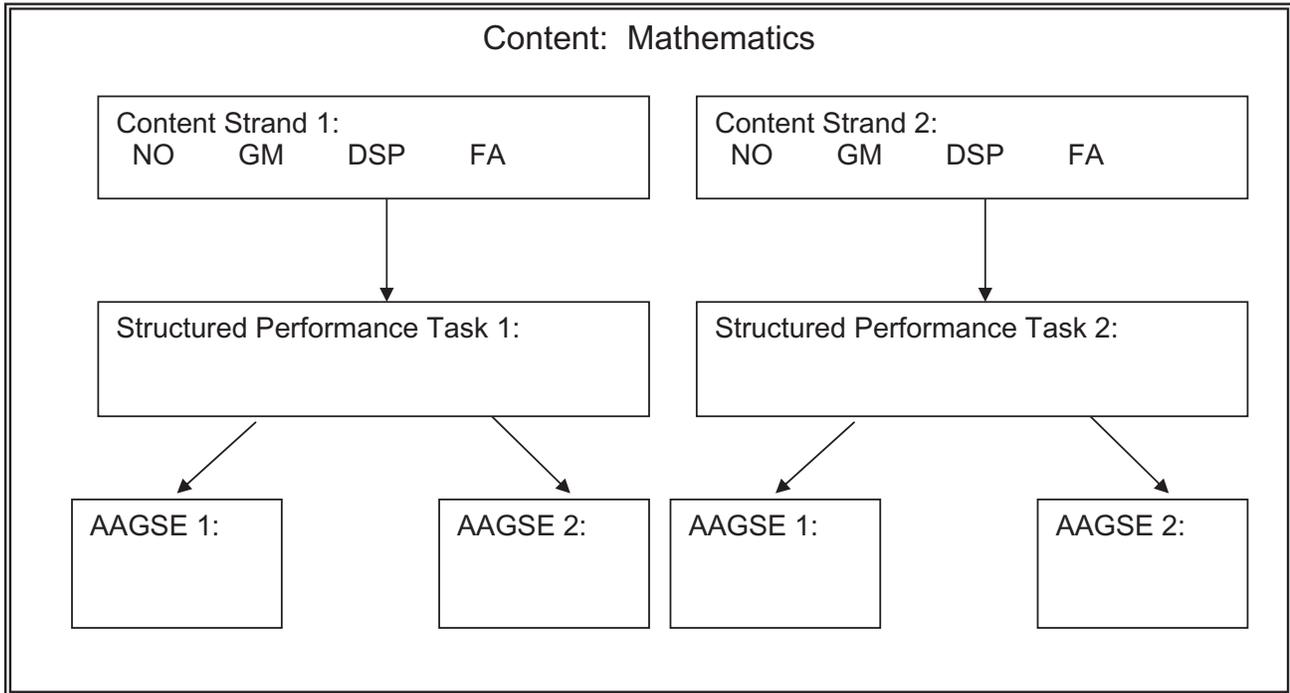
Name (printed): _____ **Position:** **Principal**

Signature: _____ **Date:** _____

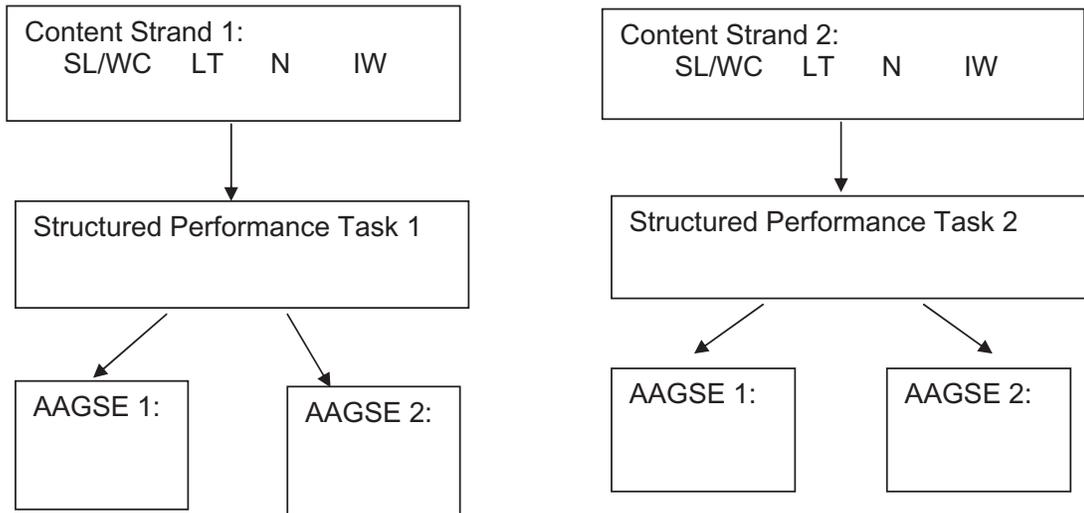
RIAA Planning Worksheets

Student:

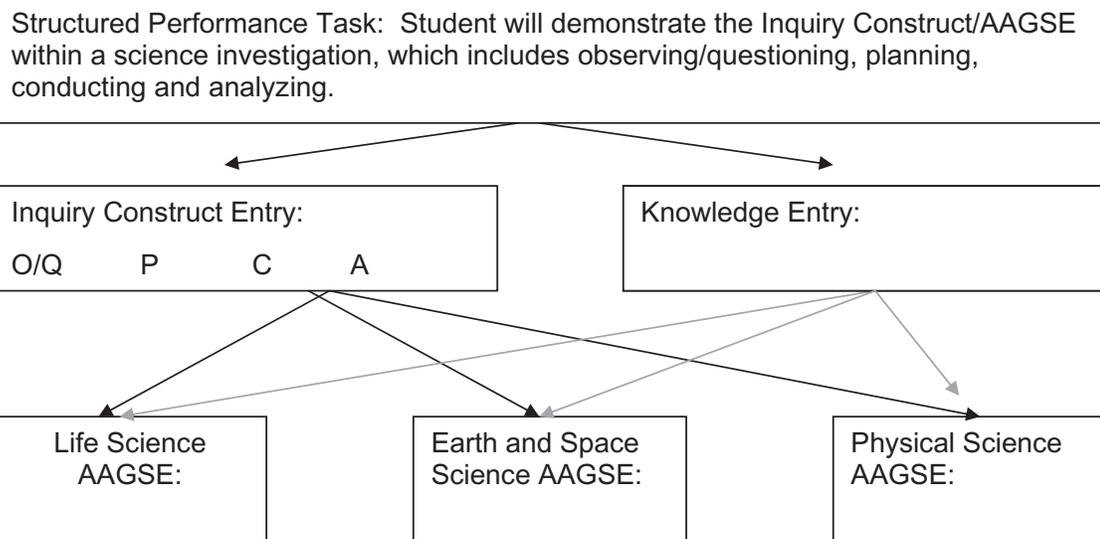
Grade:



Content: Writing: (Grades 4, 7 & 10 only)



Content: Science: (Grades 4, 8 & 11 only)



Student Documentation Form for Mathematics, Reading and Writing

Check box if Student Product or Photograph Evidence Documentation form is attached.

Student Name:	Grade:	Date:	Data Collection Period: 1 ___ 2 ___ 3 ___
Content: <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Writing	Content Strand:	Structured Performance Task#: _____ Description:	
AAGSE#: _____ Description:			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:			
Describe the student's application of the AAGSE to the SPT in a standards-based activity:			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.	
Level of Accuracy _____ %		Level of Independence _____ %	

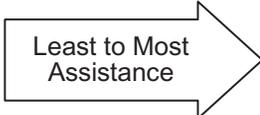
Teacher's Initials _____

Data Summary Sheet for Science Inquiry Construct

Student: _____ Grade: _____

Science	Structured Performance Task # _____ Description:	Inquiry Construct Description:
	Domain: _____ AAGSE# _____ Description: _____	Domain: _____ AAGSE# _____ Description: _____
	Collection Period 1 Oct. 1 – Nov. 13, 2012	Collection Period 2 Jan. 7 – Feb. 1, 2013
Date		
Data Type		
Accuracy %		
Independence %		
Levels of Assistance	Average	Average
_____ Prompt %		
_____ Prompt %		
_____ Prompt %		
Average % for Collection Period	Accuracy:	Accuracy:
	Independence:	Independence:

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



Knowledge Entry

Student: _____ Grade: _____

Science	Structured Performance Task # : _____ Description:	Inquiry Construct:	
	Domain: AAGSE # _____ Description:	Domain: AAGSE # _____ Description:	Domain: AAGSE # _____ Description:
	Collection Period 1 Oct. 1 – Nov. 13, 2012	Collection Period 2 Jan. 7 – Feb. 1, 2013	Collection Period 3 March 4 – April 5, 2013
Date			
Data Type			
Accuracy %			
Independence %			
Average % for Collection Period	Accuracy:	Accuracy:	Accuracy:
	Independence:	Independence:	Independence:

Average % across all three collection periods	Accuracy:
	Independence:

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

Student Documentation Form for Science Inquiry Construct

Check box if Student Product or Photograph Evidence Documentation form is attached.

Student Name:	Grade:	Date:	Data Collection Period: 1__ 2__ 3__
Science Domain: LS ESS PS Structured Performance Task (SPT)# : Description:	Inquiry Construct Description: WITHIN AAGSE # _____ Description:		
Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:			
Describe the student's application of the assessed Inquiry Construct within the science investigation:			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined.		Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined.	
Level of Accuracy _____%		Level of Independence _____%	
Teacher Initials _____			

Student Documentation Form for Science Knowledge Entry

Check box if Student Product or Photograph Evidence Documentation form is attached.

Student Name:	Grade:	Date:	Data Collection Period: 1__ 2__ 3__
Science Domain: LS ESS PS Structured Performance Task (SPT) #: _____ Description:	AAGSE # _____ Description:		
Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:			
Describe the student's application of the assessed AAGSE within the SPT/science investigation:			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.	
Level of Accuracy _____%		Level of Independence _____%	
Teacher Initials _____			

RIAA Photograph Evidence Documentation

Place photograph here.

Explain the student’s participation in applying the AAGSE or Science Inquiry Construct:

Student Name: _____ **Date:** _____

SPT # _____ **AAGSE:** _____

Teacher’s Initials: _____

CHAPTER FIVE: 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 a connection of the AAGSE and application of the AAGSE in 1 distinct standards-based activity connected to the SPT, in 1 out of 3 collection periods.	There is evidence of a connection of the AAGSE and application of the AAGSE in 2 distinct standards-based activities connected to the SPT, in 2 out of 3 collection periods.	There is evidence of a connection of the AAGSE and application of the AAGSE in 3 distinct standards-based activities connected to the SPT, in all 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/ 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 a connection to the AAGSE/ Inquiry Construct and applying the AAGSE/ Inquiry Construct in 1 distinct standards-based science investigation connected to the SPT, in 1 out of 3 collection periods.	There is evidence of a connection to the AAGSE/ Inquiry Construct and applying the AAGSE/ Inquiry Construct in 2 distinct standards-based science investigations connected to the SPT, in 2 out of 3 collection periods.	There is evidence of a connection to the AAGSE/ Inquiry Construct and applying the AAGSE /Inquiry Construct in 3 distinct standards-based science investigations connected to the SPT, in all 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

Connection to Content Strand

Does the student work described in the Student Documentation Forms connect to the AAGSEs and does the student work show application of the AAGSEs in distinct standards-based activities connected to the Structured Performance Tasks (SPT)?

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 a connection of the AAGSE and application of the AAGSE in 1 distinct standards-based activity connected to the SPT, 1 out of 3 collection periods.	There is evidence of a connection of the AAGSE and application of the AAGSE in 2 distinct standards-based activities connected to the SPT, 2 out of 3 collection periods.	There is evidence of a connection of the AAGSE and application of the AAGSE in 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/ 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 a connection to the AAGSE/ Inquiry Construct and applying the AAGSE/ Inquiry Construct in 1 distinct standards-based science investigation connected to the SPT, 1 out of 3 collection periods.	There is evidence of a connection to the AAGSE/ Inquiry Construct and applying the AAGSE/ Inquiry Construct in 2 distinct standards-based science investigations connected to the SPT, 2 out of 3 collection periods.	There is evidence of a connection to the AAGSE/ Inquiry Construct and applying the AAGSE /Inquiry Construct in 3 distinct standards-based science investigations connected to the SPT, in 3 out of 3 collection periods.

Each level of this rubric dimension is scored in the following manner with additional requirements for Science in parentheses:

8 points – The student work included for the AAGSE Entry provides evidence of the connection to the AAGSE (AAGSE in the Knowledge Entry/Inquiry Construct in the Inquiry Construct Entry) and application of the AAGSE in three distinct standards-based activities connected to the SPT per collection period.

6 points – The student work included for the AAGSE Entry provides evidence of the connection to the AAGSE (AAGSE in the Knowledge Entry/Inquiry Construct in the Inquiry Construct Entry) and application of the AAGSE in two distinct standards-based activities connected to the SPT in two out of three collection periods.

4 points – The student work included for the AAGSE Entry provides evidence of the connection to the AAGSE (AAGSE in the Knowledge Entry/Inquiry Construct in the Inquiry Construct Entry) and application of the AAGSE in one distinct standards-based activity connected to the SPT in one out of three collection periods.

2 points – The student work included for the AAGSE Entry provides evidence of the connection to the AAGSE (AAGSE in the Knowledge Entry/Inquiry Construct in the Inquiry Construct Entry) and no application of the AAGSE in standards-based activities connected to the SPT.

0 points – Insufficient information was given. There was no student work included for the Entry **or** the student work submitted was not connected to the correct AAGSE (AAGSE in the Knowledge Entry/Inquiry Construct in the Inquiry Construct Entry).

In the rubric dimension Connection to Content Strands, standards-based activities must show evidence of instruction toward the application of the AAGSE (AAGSE in the Knowledge Entry/Inquiry Construct in the Inquiry Construct Entry).

In addition, though entries may evidence the AAGSE (AAGSE in the Knowledge Entry/Inquiry Construct in the Inquiry Construct Entry), student scores will be lower, if student work does not show application of the academic skill in a distinct standards-based activity connected to the SPT.

Student Progress

Is progress shown on the chosen AAGSE across each data collection period?

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

Each level of this rubric dimension is scored in the following manner:

8 points – Progress has been documented across each of the three data collection periods.

4 points – Progress has been documented across two out of the three data collection periods.

0 points – Insufficient information was given to determine student progress.

Progress is defined as growth that can be demonstrated across the collection periods.

- Student Progress is documented by an increase in Accuracy, Independence and/or a change in Levels of Assistance between data collection periods.
- Progress is shown between data collection periods 1 & 2 and 2 & 3.

In Science, student progress can only be assessed in the Inquiry Construct. It is not possible to assess student progress in the Knowledge Entry because different AAGSEs and different science domains are assessed each collection period.

Level of Accuracy

How accurate is the student's performance on the AAGSE?

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

Each level of this rubric dimension is scored in the following manner:

4 points – The Data Summary Sheet (DSS) indicates the student provided an accurate answer or response by the third collection period **76-100%** of the time.

3 points – The DSS indicates the student provided an accurate answer or response by the third collection period **51-75%** of the time.

2 points – The DSS indicates the student provided an accurate answer or response by the third collection period **26-50%** of the time.

1 point – The DSS indicates the student provided an accurate answer or response by the third collection period **1-25%** of the time.

0 points – Insufficient information was given, the DSS was incomplete, or student achieved 0% accuracy.

Points to Remember

- Each collection period must have three data points as indicated on the DSS.
- All data must be reported as a percentage score on the DSS. (See RIDE website: <http://www.ride.ri.gov/assessment/Altassessment.aspx> for information on converting different types of data into percentages).
- The student's Level of Accuracy is determined from the 3rd collection period for Mathematics, Reading, and Writing.
- The student's Level of Accuracy is determined from the 3rd collection period for the Inquiry Construct Entry of Science and is an average of the three collection periods for the Knowledge Entry of Science.

Level of Independence

How independent is the student's performance on the AAGSE?

Dimension	0 points	1 point	2 points	3 points	4 points
Level of Independence	Entry contains insufficient information to determine a score OR 0% independence	Student requires extensive verbal, visual, and/or physical assistance to demonstrate skills and concepts. 1-25% independence	Student requires frequent verbal, visual, and/or physical assistance to demonstrate skills and concepts. 26-50% independence	Student requires some verbal, visual, and/or physical assistance to demonstrate skills and concepts. 51-75% independence	Student requires minimal verbal, visual, and/or physical assistance to demonstrate skills and concepts. 76-100% independence

Each level of this rubric dimension is scored in the following manner:

4 points – The Data Summary Sheet (DSS) indicates the student demonstrates skills and concepts independently by the third collection period **76-100%** of the time. The student required minimal (0-24% of the time) cueing, prompting, or assistance.

3 points – The DSS indicates the student demonstrates skills and concepts independently by the third collection period **51-75%** of the time. The student required some (25-49% of the time) cueing, prompting, or assistance.

2 points – The DSS indicates the student demonstrates skills and concepts independently by the third collection period **26-50%** of the time. The student required frequent (50-74% of the time) cueing, prompting, or assistance.

1 point – The DSS indicates the student demonstrates skills and concepts independently by the third collection period **1-25%** of the time. The student required extensive (75-100% of the time) cueing, prompting, or assistance.

0 points – Insufficient information was given, the DSS was incomplete, or student achieved 0% independence.

Points to Remember

- Each collection period must have three data points as indicated on the DSS.
- All data must be reported as a percentage score on the DSS. (See RIDE website: <http://www.ride.ri.gov/assessment/Altassessment.aspx> for information on converting different types of data into percentages).
- The student's Level of Independence is determined from the 3rd collection period for Mathematics, Reading, and Writing.
- The student's Level of Independence is determined from the 3rd collection period for the Inquiry Construct Entry of Science and is an average of the three collection periods for the Knowledge Entry of Science.

APPENDIX A

AAGSEs and Structured Performance Tasks

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Rhode Island Alternate Assessment Blueprint

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

STRUCTURED PERFORMANCE TASKS BY GRADE

MATHEMATICS		
Grade	Content Strand	Structured Performance Task
2	NO	Task 02-1: The student will use number concepts to plan a large activity or event, gather the appropriate materials/information for the activity and/or complete the activity.
	GM	Task 02-2: The student will use a calendar, clock, schedule and/or map to participate in a variety of school activities. -OR- Task 02-3: The student will participate in and/or complete an activity within a larger curriculum unit.
READING		
2	WID/V	Task 02-4: The student will read/experience text related to self, family, and/or school.
	ER	Task 02-5: The student will utilize and/or read informational texts. -OR- Task 02-6: The student will listen to and/or read literary texts.

MATHEMATICS		
Grade	Content Strand	Structured Performance Task
3, 4, 5	NO	Task 35-1: The student will use number concepts to solve everyday problems.
	GM	Task 35-2: The student will use a calendar, clock, schedule and/or map to participate in a variety of school activities. -OR- Task 35-3: The student will participate in and/ or complete an activity within a larger academic curriculum unit.
READING		
3, 4, 5	WID/V	Task 35-4: The student will read/experience text related to
	ER	Task 35-5: The student will respond in a variety of ways to literary text, including text read aloud by teachers or peers, reading text independently, or in a guided manner. -OR- Task 35-6: The student will use informational text to gather and interpret information to gain knowledge and expand knowledge on a specific topic.
WRITING		
4	SL/WC	Task 04-1: The student will write in response to activities within his/her school environment.
	LT	Task 04-2: The student will develop a writing piece in response to literary text. -OR- Task 04-3: The student will develop a writing piece in response to informational text.

SCIENCE			
Grade	Content Strand	Inquiry Construct	Structured Performance Task <i>(to be used for both the Inquiry and Knowledge entries)</i>
4	LS, ESS, PS	Observing/Questioning (SPT 04-4): Make and describe observations in order to ask questions, and/or make predictions related to the science investigation.	SPT 04-4 and SPT 04-5: The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.
	LS, ESS, PS	Conducting (SPT 04-5): Follow procedures, using equipment or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data.	

MATHEMATICS		
Grade	Content Strand	Structured Performance Task
6-7	NO	SPT 67-1: The student will use number concepts to solve everyday problems.
	DSP	SPT 67-2: The student will create a hypothesis and test that hypothesis by collecting and presenting data. -OR- SPT 67-3: The student will interpret given data to make decisions or draw conclusions.
READING		
6-7	WID/V	SPT 67-4: The student will read/experience text related to community, state, and/or vocational topics.
	LT IT	Task 67-5: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner. -OR- SPT 67-6: The student will use informational texts to gather and interpret information to gain knowledge and expand knowledge on a specific topic.
WRITING		
Grade	Content Strand	Structured Performance Task
7	SL/WC	SPT 07-1: The student will write in response to activities within his/her school and/or community.
	N	SPT 07-2: The student will develop narrative writing based in response to literary experiences. -OR- SPT 07-3: The student will develop narrative writing based on real-life experiences.

SCIENCE			
Grade	Content Strand	Inquiry Construct	Structured Performance Task <i>(to be used for both the Inquiry and Knowledge entries)</i>
8	LS, ESS, PS	Planning (SPT 08-1): 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.	SPT 08-1 and 08-2: The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.
	LS, ESS, PS	Conducting (SPT 08-2): Use data to summarize results.	

MATHEMATICS		
Grade	Content Strand	Structured Performance Task
10	NO	SPT 10-1: The student will apply number concepts to complete a career, vocational and/or community activity.
	FA	SPT 10-2: The student will identify, interpret and/or use patterns in school and/or community environments within an academic/vocational task. -OR- SPT 10-3: The student will use mathematical concepts to solve everyday problems.

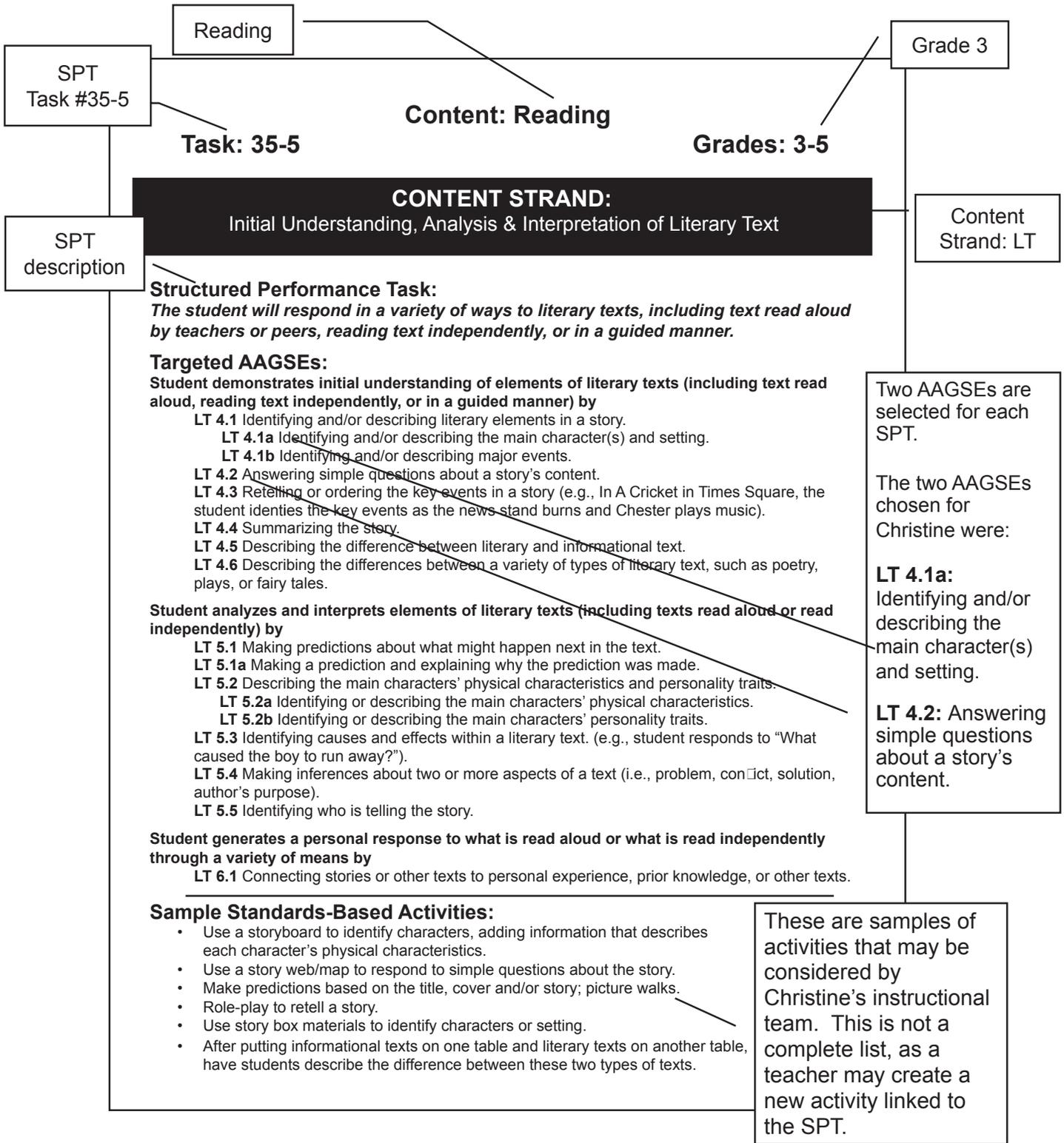
READING		
10	WID/V	SPT 10-4: The student will read/experience text related to transition to adult life (e.g., reading a bus schedule, reading a job application, and/or reading store information).
	LT IT	SPT 10-5: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner. -OR- SPT 10-6: The student will use informational texts to plan or to follow directions to complete an activity, report, or other product.

WRITING		
10	SL/WC	SPT 10-7: The student will write as part of transition to adult life (e.g., using correct capitalization and punctuation, write a cover sheet for a résumé or a sequential list necessary for a vocational task).
	IW	SPT 10-8: The student will write an informational piece about personal experiences within the school and/or community. -OR- SPT 10-9: The student will write an informational piece related to vocational experiences.

SCIENCE			
Grade	Content Strand	Inquiry Construct	Structured Performance Task <i>(to be used for both the Inquiry and Knowledge entries)</i>
11	LS, ESS, PS	Conducting (SPT 11-1): Use accepted methods of organizing, representing, and/or manipulating data.	SPT 11-1 and 11-2: The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.
	LS, ESS, PS	Analyzing (SPT 11-2): Use evidence to support and/or justify interpretations and/or conclusions or explain how the evidence refutes the hypothesis.	

Tips for reading and understanding SPTs and AAGSEs

- **AND:** When there is an “and” within an AAGSE, all skills included must be assessed at least once over the course of the year. Submitted RIAA documentation must provide evidence of assessment of all skills included within the AAGSE. For example, **V.3.3** Using synonyms (e.g., big/large) and antonyms (e.g., hot/cold). Both synonyms and antonyms must be assessed. Synonyms could be assessed during collection period 1, antonyms could be assessed during collection period 2 and both, synonyms and antonyms could be assessed in collection period 3.
- **AND/OR:** When there is an “and/or” within an AAGSE, at least one skill included must be assessed over the course of the year. For example, Writing in response to literary or informational text, student makes and supports analytical judgments about text by **LT 3.3** Making inferences about content/ideas, events, characters, and/or settings. One or more of the four parts of this AAGSE must be assessed over the course of the year.
- **SLASH:** When there is a slash within an AAGSE any of the parts of the AAGSE may be assessed. For example, Student applies word identification and/or decoding strategies by **WID 1.1** Identifying pictures/symbols/objects/words that represent nouns and verbs. The student can demonstrate this skill by reading nouns and verbs represented by pictures, symbols, objects, or words, as appropriate for his/her mode of communication.
- **PLURAL:** When a plural is used within an AAGSE, more than one type of that item that is plural must be assessed at least once over the course of the year. Submitted RIAA documentation must provide evidence demonstrating assessment of more than one type of that item. For example, **WC 9.4** Using punctuation marks to clarify meaning. More than one type of punctuation mark must be assessed. During the course of the year, a student datafolio could show assessment on a period, question mark and quotation marks.
- **WRITING PRODUCTS:** All writing AAGSE assessment activities must result in a tangible written product in the student’s mode of communication (i.e., words, pictures, symbols, objects). Although only one work product must be submitted for each AAGSE entry, the submitted Student Documentation Form must provide evidence of the student’s completion of a tangible written product.
- **SPELLING:** AAGSEs that assess spelling require that the student spell the word letter by letter. For this reason, pictures, symbols, or objects cannot be used to assess these AAGSEs.
- **CAPITALIZATION:** AAGSEs that assess capitalization require the student to write letters. Students cannot write with pictures, symbols, or objects for these AAGSEs.
- **ASTERISK (*):** Reading AAGSEs denoted with an asterisk (*) require that students read words. Students cannot read words written with pictures, symbols, or objects for these AAGSEs. For example, **WID 1.4** Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., decodable) one-or two-syllable words. *
- **HIGHLIGHTED** words are defined in the respective glossaries of each set of AAGSEs.



REQUIRED CONTENT STRAND:
Numbers and Operations

Structured Performance Task:

The student will use number concepts to plan a large activity or event, gather the appropriate materials/information for the activity and/or complete the activity.*

Targeted AAGSEs:

Whole numbers: Develop an understanding of a cardinal number.

NO 1.1 Represent and number small collections (1 to 4 items).

NO 1.1a. Identify or label a small collection of up to “four” items with a number symbol/word (e.g., point to a collection of up to 4 items).

NO 1.3 Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).

Positive Fractional Numbers: Use fractional numbers to represent a part to whole relationship with area and discrete (set) models.

NO 3.1 Using concepts of whole units and parts show how parts make a whole (e.g., show how parts of a brownie can make one whole brownie (area model)).

NO 3.2 Show that fractional parts are equal shares or equal-sized portions of a whole unit using area models (e.g., show a fair share of a cookie; fold a piece of paper into two halves).

Use cardinal numbers to compare quantities by developing and understanding the position and magnitude of whole numbers (up to 199) and the connection between ordinal and cardinal numbers.

NO 5.2a Compare two quantities as same, more, or less, using like items when arranged in the same configuration (number conservation).

Demonstrate a conceptual understanding of addition and subtraction of whole numbers by solving problems.

NO 7.1 Demonstrate that addition means combining items and subtracting means taking away items.

***A large activity or event is one that involves multiple steps and requires more than one day of planning, e.g., science fair.**

Sample Standards-Based Activities:

- Use mathematical skills in cooking refreshments for class or parent gatherings (e.g., cutting treats into equal parts).
- Plant a classroom garden and compare the categories of plants (e.g., vegetables, flowers) using terms such as more, same, or less.
- When planning for a class party, demonstrate addition and subtraction when adjusting for attendance changes.
- Participate in a school cultural night by preparing plates of special foods (no more than 4 items per plate). Once the plates are prepared, have students identify or number the amount of food on each plate to deliver to the correct table.

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:

*The student will use a calendar, clock, **schedule** and/or map to participate in a variety of school activities.*

Targeted AAGSEs:

Determine elapsed and accrued time.

GM 8.1a Describe passage of time using terms such as: “day” and “night”; “morning,” afternoon,” and “night”; “yesterday,” “today” and “tomorrow.”

GM 8.1b Using a.m. and p.m., connect the time of day and daily activities or events.

GM 8.2a Use calendars to determine passage of time (e.g., how many more days until...?).

Demonstrate understanding of spatial relationship using location and position.

GM 9.1 Identify or demonstrate relative positions in space.

GM 9.1a Follow positional descriptions such as over, under, near, far, between, left, right, above, below, on, beside, next to, to locate relative positions of objects in space.

GM 9.2 Create and use simple maps.

GM 9.2a Using a map move from one place to another along a defined path (e.g., move from his/her desk to the teacher’s desk).

Sample Standards-Based Activities:

- Use a monthly school activity calendar to determine how many days until school vacation or another special event.
- Write a journal entry that describes events that have happened in the past using terms such as yesterday, last week, last month.
- Make and use a daily schedule where student uses terms such as a.m. for morning classes, and p.m. for afternoon classes.
- Develop or follow a map to participate in activities in different parts of the school.
- Using the book, *Flat Stanley*, map the places that Stanley visited. Use the map to describe the movement along Stanley’s route.

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:

*The student will participate in and/or complete an activity within a larger curriculum unit.**

Targeted AAGSEs:

Use properties or **attributes** (angles and sides) of **polygons** to name, sort, classify and describe **polygons**.

GM 1.1 Identify, name, classify, and sort 2-D shapes.

GM 1.1a Identify the geometric shapes of rectangles, squares, and triangles.

GM 1.1b Sort **polygons** by their attributes (e.g., all triangles of different sizes and angles have 3 sides and 3 **vertices** so are grouped together).

GM 1.2 Describe attributes of a 2-D shape (i.e., sides and angles), (e.g., when the classroom is mapped, the student describes the rectangle symbolizing a table, as having 4 sides).

GM 1.3 Use 2-D objects to **compose** (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).

Identify, compare, and describe 3-D shapes.

GM 3.1 Identify, describe, compare, and sort 3-D concrete shapes (e.g., cube, sphere, cone, cylinder).

GM 3.1a Identify 3-D concrete shapes.

GM 3.1b Sort 3-D concrete shapes (e.g., sorting cubes from cones).

Use symmetry and transformations.

GM 4.1 Identify or create shapes that have **line symmetry**.

GM 4.1a Identify **lines of symmetry** in a shape (e.g., folding in half, using a mirror, etc.)

GM 4.1b Create 2-D shapes that have **line symmetry**.

Demonstrate conceptual understanding of **perimeter and **area**.**

GM 6.1 Demonstrate conceptual understanding of **perimeter** of a two-dimensional object.

GM 6.1a Compare lengths of sides (length, height) of a figure using language (such as “longer,” “shorter,” “taller,” same etc.).

Demonstrate conceptual understanding of measurable attributes using comparative language.

GM 7.1 Describe and compare measurable **attributes** of objects.

GM 7.1a Compare and communicate length (e.g., “longer/shorter”), height (e.g., “taller/shorter”) and weight (e.g., “heavier/lighter”) of objects using language such as “longer/shorter,” “taller/shorter,” “heavier/lighter” (e.g., the room is longer on one side than the other side).

GM 7.1b Compare and communicate temperature using measurement language such as “warmer, cooler, same.”

**Curriculum Unit (sometimes called Unit of Study): opportunity for developing and understanding concepts and context through multiple connected lessons.*

Sample Standards-Based Activities:

- Sort students by student heights for a class picture and describe/communicate height using measurement language, such as tall or tallest.
- Describe objects using measurement attributes (e.g., describe a bulletin board, identifying the triangles as having 3 sides, and the squares as having four sides).
- Participate in class Science activities of keeping a daily weather chart (e.g., comparing physical characteristics of temperature using language such as warmer, cooler, or same temperature).

Content: Reading

Task: 02-4

Grade: 2

REQUIRED CONTENT STRAND:

Word Identification Skills and Vocabulary Strategies and Breadth of Vocabulary

Structured Performance Task:

The student will read/experience text related to self, family, and/or school.

Targeted AAGSEs:

Student applies text identification and/or decoding strategies by

WID 1.1 Identifying pictures/symbols/objects/words that represent nouns and verbs.

WID 1.1a Identifying pictures/symbols/objects/words that represent self and others.

WID 1.1b Identifying pictures/symbols/objects/words that represent verbs.

WID 1.1c Identifying pictures/symbols/objects/words that represent nouns.

WID 1.2 Identifying most (more than half) letters of the alphabet.*

WID 1.3 Identifying the primary sounds represented by some letters (sound-symbol correspondence).*

WID 1.4 Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., **decodable**) one- or two-syllable words.*

WID 1.5 Reading high-frequency words (e.g., names, and sight words).

***To meet these AAGSEs students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used.**

Student identifies the meaning of unfamiliar vocabulary by

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or verbal) to predict meanings.

V 2.2 Using **context clues** (words and illustrations) in text to predict words or meanings.

Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by

V 3.1 Identifying **vocabulary** that demonstrates knowledge of basic **pragmatic functions** (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).

V 3.2 Using **vocabulary** to identify objects, actions, and/or events (e.g., student applies his/her vocabulary in school environments).

V 3.3 Identifying **synonyms** (e.g., big/large) and **antonyms** (e.g., hot/cold).

V 3.3a Identifying **synonyms** (e.g., big/large).

V 3.4 Organizing **vocabulary** by category, feature, and function.

V 3.4a Organizing **vocabulary** by category.

V 3.4b Organizing **vocabulary** by feature.

Sample Standards-Based Activities:

- Use pocket charts to categorize vocabulary into nouns and verbs in a school newsletter article. The vocabulary would be used in a classroom vocabulary word wall.

- Read names/tasks on classroom helper list (self and others/nouns) to announce the jobs of the day.
- Read high frequency holiday words on a school event announcement.
- Identify animals (nouns) seen from the classroom window as part of a study of animals.
- Identify letters of the alphabet for creating a journal entitled “About Me.” Students identify things they like for each letter (e.g. A=animals, B=baseball, C=clothes). Students use the journal for an open house display.
- Students read and select vocabulary words (objects and actions) to create a caption that describes a photo of the class’s volcano experiment for use in the school newspaper.

CONTENT STRAND:
Early Reading Strategies of Informational Text

Structured Performance Task:

The student will utilize and/or read informational texts.

Targeted AAGSEs:

Demonstrates **phonemic awareness** and applies phonological knowledge and skills by

ER 9.1 Isolating **phonemes** in spoken syllables and single-syllable words (e.g., “Tell me the first sound in “mop.” ”Tell me the last sound in “mop.” “Tell me the middle sound in “mop.”).

ER 9.4 Identifying words, pictures, or auditory representations that rhyme.

Demonstrates awareness of concepts of print during shared and individual reading by

ER10.3 Identifying key parts of a word (e.g., “Point to the beginning of the word.” “Point to the end of the word.”)*

ER 10.4 Identifying key features of a book.

ER 10.5 Identifying basic punctuation marks and their usage.

ER 10.5a Identifying that periods and question marks go at the end of sentences and have specific meaning – telling or asking.

ER 10.6 Demonstrating a one-to-one matching of spoken words to words in print.

***To meet this AAGSE students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used.**

Student demonstrates initial understanding of **informational texts** (expository and practical texts) by

IT 7.3 Using explicitly stated information to answer questions about the text (Where do penguins live?).

Sample Standards-Based Activities:

- Read label on material bins (using one to one matching of spoken words to words in print) to return activity materials to the correct bin.
- Read posted word wall words to check the spelling of the student’s own written work.
- Read a menu, zoo map, or signs to answer explicitly stated information from these informational texts.
- Read a classroom schedule to help change from class to class throughout the day.
- Read center choices (e.g., reading center) by indentifying the key parts of the words on each choice.

CONTENT STRAND:
Early Reading Strategies of Literary Text

Structured Performance Task:

*The student will listen to and/or read **literary texts**.*

Targeted AAGSEs:

Demonstrates **phonemic awareness** and applies phonological knowledge and skills by

ER 9.1 Isolating **phonemes** in spoken syllables and single-syllable words (e.g., “Tell me the first sound in “mop.” ”Tell me the last sound in “mop.” “Tell me the middle sound in “mop.”).

ER 9.4 Identifying words, pictures, or auditory representations that rhyme.

Demonstrates awareness of concepts of print during shared and individual reading by

ER 10.3 Identifying key parts of a word (e.g., “Point to the beginning of the word.” “Point to the end of the word.”).*

ER 10.4 Identifying key features of a book.

ER 10.5 Identifying basic punctuation marks and their usage.

ER 10.5a Identifying that periods and question marks go at the end of sentences and have specific meaning – telling or asking.

ER 10.6 Demonstrating a one-to-one matching of spoken words to words in print.

***To meet this AAGSE students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used.**

Student demonstrates initial understanding of elements of **literary texts** (including text read aloud, reading text independently, or in a guided manner) by

LT. 4.2 Answering simple questions about a story’s content.

Sample Standards-Based Activities:

- When reading a class experience story, identify the basic punctuation marks and their use.
- Locate and return magazines identifying the key features of the book (e.g., title, cover, date - for a magazine).
- Listen to audio books to match words/pictures to spoken language (one-to-one correspondence).
- Identify key words during the morning message.
- Read directions to participate in an activity.

REQUIRED CONTENT STRAND:
Numbers and Operations

Structured Performance Task:

The student will use number concepts to solve everyday problems.

Targeted AAGSEs:

Whole numbers: Develop an understanding of a cardinal number.

NO 1.1 Represent and number small collections (1 to 4 items).

NO 1.1a. Identify or label a small collection of up to “four” items with a number symbol/word (e.g., point to a collection of up to 4 items).

NO 1.3 Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).

NO 1.3a Count by ones forward from a number other than one (e.g., 7.8...).

NO 1.5 Skip count by 2s, 5s, and 10s (may use a hundreds chart).

Positive Fractional Numbers: Use decimals and percents to represent a part to whole relationship.

NO 4.1 Distinguish between decimal notations (e.g., 0.35), percents (e.g., 35%), and other numbers (e.g., 35).

NO 4.2 Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out of 100 is the same as \$0.10; or \$1.17 = \$1.00 and 17 pennies out of 100).

Use numbers to compare quantities by developing and understanding the position and magnitude of whole numbers (up to 199) and the connection between ordinal and cardinal numbers.

NO 5.1 Demonstrate how to make more and less of a quantity (e.g., add objects to make more or subtract objects to make less).

Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.

NO 6.5 Identify the larger of two written numbers.

Identify coin and/or bill value.

NO 11.1 Identify the value of coins, i.e., penny as 1¢, nickel as 5 pennies or 5¢, dime as 10 pennies or 10¢, and a quarter as 25 pennies or 25¢.

Count and add a collection of coins and/or bills.

NO 12.1 Find possible combinations of coins to equal 25¢ and 50¢.

NO 12.2 Add like and unlike coin collections together to dollar and cents notation.

NO 12.2a Add like coins together to match coin combinations to dollar and cents notation.

NO 12.2b Add unlike coins together to match coin combinations to dollar and cents notation.

Demonstrate fluency with basic addition and subtraction combinations (up to 10) regardless of strategy used.

NO 13.2 Use semi-concrete materials (hundreds’ chart, number line) to show more or less than the original number.

NO 13.3 Use **concrete or semi-concrete** materials for addition and subtraction of number combinations (1-10).

Fluently adds and subtracts two digit multiples of ten.

NO 15.1 Use **concrete and semi-concrete materials** to show addition or subtraction with two digit multiples of ten.

NO 15.1a Use **concrete** materials to show addition or subtraction with two digit multiples of ten.

Sample Standards-Based Activities:

- Prepare bake sale menu prices, putting groups of two similar items in order from least expensive to most expensive (identifying the larger of two written numbers).
- Choose products for fund raising by identifying the larger of two written numbers to select the one with the lower cost.
- Participate in yearbook sales by identifying the larger of two written per-unit prices.
- Determine if you have enough money to purchase an item by calculating the sale price of a percentage off.
- Assist in a book fair/book orders, counting the dollars using one-to-one correspondence between objects (dollars) and counting words.
- Identify the value of coins in order to make sure the correct amount of money was received and to provide the correct change.

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:

*The student will use a calendar, clock, **schedule** and/or map to participate in a variety of school activities.*

Targeted AAGSEs:

Determine elapsed and accrued time.

GM 8.1a Describe passage of time using terms such as: “day” and “night”; “morning,” “afternoon,” and “night”; “yesterday,” “today” and “tomorrow.”

GM 8.1b Using a.m. and p.m., connect the time of day and daily activities or events.

GM 8.1c Identify what comes next using a schedule or calendar (e.g., using a monthly school calendar).

GM 8.1d Distinguish between time units (e.g., minutes, hours, days, and years).

GM 8.2a Use calendars to determine passage of time (e.g., how many more days until...?).

GM 8.2b Use clocks to measure and communicate time to the nearest hour and half hour (e.g., a student correctly identifies the time as 1:00 pm by looking at an analog or digital clock).

GM 8.2c Use timers and clocks to measure and communicate the duration of time (e.g., a student uses a stopwatch to measure the amount of time it takes to walk around the school).

Demonstrate understanding of spatial relationship using location and position.

GM 9.1 Identify or demonstrate relative positions in space.

GM 9.1a Follow positional descriptions such as, over, under, near, far, between, left, right, above, below, on, beside, next to, to locate relative positions of objects in space.

GM 9.1b Use **positional descriptions** to identify location of objects in space.

GM 9.2 Create and use simple maps.

GM 9.2a Using a map move from one place to another along a defined path (e.g., move from his/her desk to the teacher’s desk).

GM 9.2b Use navigation concepts, such as left, right, forward, backward, tactile, localizing and tracking to move along a path.

Sample Standards-Based Activities:

- Plan a day’s event using clocks to communicate activity times to the nearest hour.
- Use the lunch schedule to convey lunch offerings using terms such as today, yesterday, tomorrow.
- Write a journal entry that covers a period of time where the entry uses terms such as a.m. and p.m.
- Describe places on a school map using positional descriptions such as between, next to, left, and/or right.
- Communicate directions with a map.
- Draw and use the school map for a treasure hunt.

- Be a tour guide for new students to the school, showing students how to move from one place to another using the map.

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:

*The student will participate in and/or complete an activity within a larger academic curriculum unit.**

Targeted AAGSEs:

Use properties or **attributes** (angles and sides) of **polygons** to name, sort, classify and describe **polygons**.

GM 1.1 Identify, name, classify, and sort 2-D shapes.

GM 1.1a Identify the geometric shapes of rectangles, squares, and triangles.

GM 1.1b Sort **polygons** by their attributes, regardless of orientation (e.g., all triangles of different sizes and angles have 3 sides and 3 **vertices** so are grouped together).

GM 1.2 Describe attributes of a 2-D shape (i.e., sides and angles) (e.g., when the classroom is mapped, the student describes the rectangle symbolizing a table, as having 4 sides).

GM 1.3 Use 2-D objects to **compose** (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).

Identify, compare, and describe 3-D shapes.

GM 3.1 Identify, describe, compare, and sort 3-D concrete shapes (e.g., cube, sphere, cone, cylinder).

GM 3.1a Identify 3-D concrete shapes.

GM 3.1b Sort 3-D concrete shapes (e.g., sorting cubes from cones).

Use symmetry and transformations.

GM 4.1 Identify or create shapes that have **line symmetry**.

GM 4.1a Identify **lines of symmetry** in a shape (e.g., folding in half, using a mirror, etc.).

GM 4.1b Create 2-D shapes that have **line symmetry**.

GM 4.2 Use spatial planning (foresight) to **compose and decompose shapes** using **line symmetry** to demonstrate **congruent** parts within a shape (e.g., use two congruent trapezoids to make a hexagon).

Demonstrate conceptual understanding of similarity.

GM 5.1 Identify and compare **similar shapes** from a group of shapes.

GM 5.1a Match shape from a group of shapes with another same size, shape, and orientation (e.g., match two same size and shape rectangles).

GM 5.1b Match two same shapes of different sizes from a group of shapes (e.g., match two different size triangles with same angles/shape and same orientation).

**Curriculum Unit (sometimes called Unit of Study): opportunity for developing and understanding concepts and context through multiple connected lessons.*

Demonstrate conceptual understanding of perimeter and area.

GM 6.1 Demonstrate conceptual understanding of **perimeter** of a two-dimensional object or figure (e.g., rectangle, circle, oval, or combinations of figures; use string to measure the perimeter of a circular object such as a hula hoop).

GM 6.1a Compare lengths of sides (length, height) of a figure using language (such as “bigger,” “smaller,” “longer,” “shorter,” “taller,” same etc.).

GM 6.1b Show understanding of **unit iteration** (placing units/objects end to end in some manner with no gaps) for length measurement.

GM 6.1c Use both conventional rulers and manipulative units that are **standard units** (such as centimeter cubes) to measure **perimeter** of 2-D figures.

GM 6.2 Demonstrate conceptual understanding of **area** of a two-dimensional object or figure.

GM 6.2a Compare area by placing one object on top of another to determine which has more space.

GM 6.2b Demonstrate understanding of area by covering rectangles with unit tiles (e.g., use grid paper to determine area of rectangles).

Demonstrate conceptual understanding of measurable attributes using comparative language.

GM 7.1 Describe and compare measurable **attributes** of objects.

GM 7.1a Compare and communicate length (e.g., “longer/shorter”), height (e.g., “taller/shorter”) and weight (e.g., “heavier/lighter”) of objects using language such as “longer/shorter”, “taller/shorter”, “heavier/lighter” (e.g., the room is longer on one side than the other side).

GM 7.1b Compare and communicate temperature using measurement language such as “warmer, cooler, same.”

Sample Standards-Based Activities:

- Sort 3-D concrete shapes to be used to develop dioramas for an upcoming Pioneer Day event.
- Combine 2-D shapes into polygons (large rectangles) for use in art projects (e.g., placements) as part of a geometry unit.
- Participate in Science lessons that involve measuring and comparing the physical attributes of objects using language such as heavier and lighter.

Content: Reading

Task: 35-4

Grades: 3-5

REQUIRED CONTENT STRAND:

Word Identification Skills and Vocabulary Strategies and Breadth of Vocabulary

Structured Performance Task:

The student will read/experience text related to school and/or community.

Targeted AAGSEs:

Student applies text identification and/or decoding strategies by

WID 1.1 Identifying pictures/symbols/objects/words that represent nouns and verbs.

WID 1.1a Identifying pictures/symbols/objects/words that represent self and others.

WID 1.1b Identifying pictures/symbols/objects/words that represent verbs.

WID 1.1c Identifying pictures/symbols/objects/words that represent nouns.

WID 1.2 Identifying most (more than half) letters of the alphabet. *

WID 1.3 Identifying the primary sounds represented by most letters (sound-symbol correspondence). *

WID 1.4 Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., **decodable**) one- or two-syllable words. *

WID 1.5 Reading high-frequency words (e.g., names, and sight words).

WID 1.6 Using knowledge of sounds and letter patterns (including common endings such as “-s,” “-ed,” “-ly,” “-ing”) to read regularly spelled one- or two-syllable words. *

WID 1.7 Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words, (e.g., student matches words to other words with similar sounds by answering questions such as “Which word rhymes with the underlined word?” or “Which word has the same vowel sound as the word in the box?”). *

***To meet these AAGSEs students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used.**

Student identifies the meaning of unfamiliar vocabulary by

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words) to predict meanings.

V 2.2 Using **context clues** (words and illustrations) in text to predict words or meanings.

V 2.3 Using other resources to connect unknown words to known words.

V 2.3a Using prior knowledge and personal word banks.

V 2.3b Using text features (e.g., illustrations, diagrams, charts).

Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by

V 3.1 Identifying **vocabulary** that demonstrates knowledge of basic **pragmatic functions** (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).

V 3.2 Using **vocabulary** to identify objects, actions, and/or events (e.g., student applies his/her **vocabulary** in school environments and in the community).

V 3.3 Using **synonyms** (e.g., big/large) and **antonyms** (e.g., hot/cold).

V 3.3a Using **synonyms** (e.g., big/large).

V 3.3b Using **antonyms** (e.g., hot/cold).

V 3.4 Organizing **vocabulary** by category, feature, and function.

V 3.4a Organizing **vocabulary** by category.

V 3.4b Organizing **vocabulary** by feature.

V 3.4c Organizing **vocabulary** by function.

V 3.5 Selecting the appropriate word to use in context of one or more sentences (e.g., student uses pictures or word banks to complete sentences or storyboards).

Sample Standards-Based Activities:

- Choose the correct vocabulary word using context clues from the community newspaper article on *Our Playgrounds in Westerly*.
- Play community vocabulary bingo with vocabulary words such as Town Hall, Rockwell School, and Gray's Ice Cream.
- Read community information (the town's name on the school bus, message on school bulletin board) when selected as "Class Reader" as part of a class helper.
- Identify symbols/signs found in your community (e.g., hospital, school, crosswalk, caution, park, fire station, and/or telephone) to perform a task.
- Read classroom website to develop an invitation for an upcoming classroom event.

CONTENT STRAND:

Initial Understanding, Analysis & Interpretation of Literary Text

Structured Performance Task:

*The student will respond in a variety of ways to **literary texts**, including text read aloud by teachers or peers, reading text independently, or in a guided manner.*

Targeted AAGSEs:

Student demonstrates initial understanding of elements of **literary texts** (including text read aloud, reading text independently, or in a guided manner) by

LT 4.1 Identifying and/or describing literary elements in a story.

LT 4.1a Identifying and/or describing the main **character(s)** and **setting**.

LT 4.1b Identifying and/or describing major events.

LT 4.2 Answering simple questions about a story's content.

LT 4.3 Retelling or ordering the key events in a story (e.g., In *A Cricket in Times Square*, the student identifies the key events as the news stand burns and Chester plays music).

LT 4.4 Summarizing the story.

LT 4.5 Describing the difference between **literary** and **informational text**.

LT 4.6 Describing the differences between a variety of types of **literary text**, such as poetry, plays, or fairy tales.

Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by

LT 5.1 Making predictions about what might happen next in the text.

LT 5.1a Making a prediction and explain why the prediction was made.

LT 5.2 Describing the main characters' physical characteristics and personality traits.

LT 5.2a Identifying or describing the main characters' physical characteristics.

LT 5.2b Identifying or describing the main characters' personality traits.

LT 5.3 Identifying causes and effects within a **literary text**. (e.g., student responds to "What caused the boy to run away?").

LT 5.4 Making **inferences** about two or more aspects of a text (i.e., problem, conflict, solution, author's purpose).

LT 5.5 Identifying who is telling the story.

Student generates a personal response to what is read aloud or what is read independently through a variety of means by

LT 6.1 Connecting stories or other texts to personal experience, prior knowledge, or other texts.

Sample Standards-Based Activities:

- Use a storyboard to identify characters, adding information that describes each character's physical characteristics.
- Use a story web/map to respond to simple questions about the story.
- Make predictions based on the title, cover and/or story.
- Role-play to retell a story.
- Use story box materials to identify characters or setting.

- After putting informational texts on one table and literary texts on another table, have students describe the difference between these two types of texts.

Content: Reading

Task: 35-6

Grades: 3-5

CONTENT STRAND:

Initial Understanding, Analysis and Interpretation of Informational Text

Structured Performance Task:

*The student will use **informational text** to gather and interpret information to gain knowledge and expand knowledge on a specific topic.*

Targeted AAGSEs:

Student demonstrates initial understanding of **informational texts** (expository and practical texts) by

IT 7.1 Identifying the key features of informational texts and their purpose.

IT 7.1a Identifying and describing the purpose of the title, illustrations/photograph, and captions.

IT 7.1b Identifying headings, charts, maps, and diagrams.

IT 7.2 Using features of informational texts to obtain information (e.g., student uses the table of contents to identify the key information on page 5).

IT 7.3 Using explicitly stated information to answer questions about the text.

IT 7.3a Using explicitly stated information to answer questions related to the main idea or key details.

IT 7.4 Identifying the differences in purpose and/or characteristics among different types of informational material.

IT 7.5 Using a provided organizational format to show an understanding of the information (e.g., organizing information by charting, mapping, paraphrasing, and/or summarizing the main/central idea of an informational text).

Student analyzes and interprets **informational text**, citing evidence as appropriate by

IT 8.1 Identifying the general topic of a text.

IT 8.1a Identifying main/central idea and locating supporting details.

IT 8.2 Making inferences and/or drawing conclusions about central ideas that are relevant to the text.

IT 8.3 Identifying causes and effects within the text.

IT 8.4 Comparing facts and supporting details within a text.

Sample Standards-Based Activities:

- Use a newspaper to read and choose options for a class vote on an upcoming field trip.
- Identifying the title and cover photograph's purpose to help a student select informational text for a report on monkeys.
- After reading the procedures of a science investigation, the student answers questions on specifically stated information.
- Research a topic to participate in a group activity or presentation.
- Follow a map or route within the school to get to a location.
- Using a graphic organizer, the student identifies the causes and effects of pollution based on reading a text entitled "The Pollution Around Us".

- After reviewing pages on the Audubon Society website, identify the general topic of the page.
- After putting informational texts on one table and literary texts on another table, have students describe the difference between these two types of texts.

Content: Writing

Task: 04-1

Grade: 4

REQUIRED CONTENT STRAND: Structures of Language and Writing Conventions

Structured Performance Task:

The student will write in response to activities within his/her school environment.

Targeted AAGSEs:

Student demonstrates command of the structures of sentences, paragraphs, and text by

- SL 1.1** Expressing an idea with written language (i.e., words, sentences).
- SL 1.2** Demonstrating that multiple sentences are written left to right, and top to bottom.
- SL 1.3** Writing with organizational structures including correct spacing for sentences and paragraph formats within texts.
 - SL 1.3a** Writing with organizational structures including correct spacing for sentences within texts.
- SL 1.4** Writing simple sentences with a subject and predicate, and with adjectives and/or adverbs.
 - SL 1.4a** Writing simple sentences with a subject and a predicate.
 - SL 1.4b** Writing simple sentences with adjectives and/or adverbs.
- SL 1.5** Writing sentences to express ideas about a topic.

In independent writing, student demonstrates command of appropriate English conventions by

- WC 9.1** Spelling his/her own first and last name, using correct capitalization.
 - WC 9.1a** Reproducing his/her own first and last name.
- WC 9.2** Spelling common/high frequency words.
- WC 9.3** Using capitalization in writing a paragraph, letter, story or poem.
 - WC 9.3a** Capitalizing proper nouns.
 - WC 9.3b** Capitalizing beginnings of sentences.
- WC 9.4** Using punctuation marks to clarify meaning.
 - WC 9.4a** Using periods, question marks and exclamation points.

Sample Standards-Based Activities:

- Write about a favorite school activity (e.g., field day, book fair, assemblies, reading and arts week, school spirit day, 100th day of school, fire prevention week, dental health week) expressing an idea with written language.
- Write a summary of an interview with a classroom visitor.
- Prepare cards to thank classroom visitors.
- Write observations during a Science experiment.
- Develop articles summarizing a classroom or school activity for use in a school newspaper.
- Write a summary of a student's daily activities for use in open house.
- Develop a letter to inform the principal of an exciting field trip event the class completed.

CONTENT STRAND:

Writing in Response to Literary and Informational Text

Structured Performance Task:

The student will develop a writing piece in response to a literary text.

Targeted AAGSEs:

Writing in response to literary or informational text, student shows understanding of plots, ideas, and concepts by

LT 2.1 Writing accurate information to set the text’s context/background.

LT 2.1a Identifying the title and author of the text.

LT 2.1b Describing content/ideas, events, characters, and/or settings.

LT 2.1c Retelling the text.

LT 2.2 Connecting what has been read (the plot, ideas, and concepts) to prior knowledge and/or other texts with written language.

Writing in response to literary or informational text, student makes and supports analytical judgments about text by

LT 3.1 Using references to text to respond to a question regarding the content of the text.

LT 3.2 Stating a focus /purpose.

LT 3.3 Making inferences about content/ideas, events, characters, and/or settings.

LT 3.4 Organizing ideas, using transitions (words, phrases) appropriately.

Sample Standards-Based Activities:

- Create a book report on a literary text read in class where student describes the content and three events.
- Write answers to questions about a literary text (e.g., the student identifies the page and places a “sticky note” on the place in the text where each answer was found).
- Compare the concepts in one book with the concepts in another book (e.g., both stories are about a child who gets in trouble).

CONTENT STRAND:

Writing in Response to Literary and Informational Text

Structured Performance Task:

The student will develop a writing piece in response to an informational text.

Targeted AAGSEs:

Writing in response to literary or informational text, student shows understanding of plots, ideas, and concepts by

LT 2.1 Writing accurate information to set the text’s context/background.

LT 2.1a Identifying the title and author of the text.

LT 2.1b Describing content/ideas, events, characters, and/or settings.

LT 2.1c Retelling the text.

LT 2.2 Connecting what has been read (the plot, ideas, and concepts) to prior knowledge and/or other texts with written language.

Writing in response to literary or informational text, student makes and supports analytical judgments about text by

LT 3.1 Using references to text to respond to a question regarding the content of the text.

LT 3.2 Stating a focus /purpose.

LT 3.3 Making inferences about content/ideas, events, characters, and/or settings.

LT 3.4 Organizing ideas, using transitions (words, phrases) appropriately.

Sample Standards-Based Activities:

- Write a lab report after reading the observations written about a Science experiment.
- Identify the title and author of an informational article in a weekly reader (News-2-You).
- Use a biography to create a book report.
- After reading the newspaper, write about the most popular movies for the current month.
- Create a summary of what ingredients are needed after reviewing a recipe.
- Develop captions that represent informational concepts learned (e.g. writing captions to pictures that represent good nutrition, safety, health).
- Write a “to do list” after reading about an upcoming school event.
- Write a list of questions for a school visitor, after reading his/her biography.

Content: Science

Task: 04-4

Grade: 4

INQUIRY CONSTRUCT: Observing/Questioning
Make and describe observations in order to ask questions, and/or make predictions related to the science investigation

Structured Performance Task:

The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

Life Science

LS1.1.1 Distinguish between living and non-living things.

(Suggestion: Select a living thing from a group of non-living things.)

LS1.1.1b Recognize at least one characteristic of living things (e.g., living things need food and water).

LS1.1.2 Match organisms with similar features.

LS1.1.2a Given an external feature of an organism, match organisms with the same feature (e.g., head, legs, fur, wings, tail).

LS1.2.1 Describe the things that plants need in order to grow and survive.

LS1.2.1a Identify one or more conditions a plant needs in order to grow and survive (e.g., light, soil, water, and/or air).

LS1.2.2 Describe the things that animals need in order to grow and survive.

LS1.2.2a Identify one or more conditions an animal needs in order to grow and survive (e.g., food, water, shelter, and/or air).

LS1.3.1 Recognize the life stages of common organisms.

LS2.1.1. Identify sources of energy for survival of organisms.

LS2.1.1a Identify that sunlight is a source of energy for plants.

LS2.1.1b Identify that some animals get their energy (food) by eating plants.

LS2.1.2 Identify the relationships between organisms in a food web.

LS3.1.1 Identify the responses of plants and animals to changes in their environment.

LS3.1.1a Identify the responses of plants and animals to a change in their food supply.

LS3.1.1c Identify the responses of plants and animals to seasonal and weather-related changes.

LS3.1.2 Describe how some organisms are better adapted for specific environments than other organisms.

LS3.1.2a Match animals to their environment (e.g., camel in desert, polar bear in arctic, fish in water environment).

LS4.1.1 Identify the senses.

LS4.1.1b Match the external body part with the senses known (e.g., ear: hearing, finger: feeling).

Earth and Space Science

ESS1.1.1 Describe soils using their physical properties.

ESS1.1.1b Describe soil using one physical property (see NOTE below).

(Suggestions: Feel soil; use hand lens to examine make-up of soil; select soil when given soil and grass, etc.)

NOTE: Properties of soil include: color, texture/feel, size or shape of particles, structure, drainage, stoniness, easily eroded, and amount of organic material (e.g., decaying leaf or root parts).

ESS1.1.2 Describe rocks and minerals using their physical properties.

ESS1.1.2b Describe rocks and minerals using one physical property (e.g., color, size, shape, texture, smell, weight).

(Suggestions: Examine minerals and rocks with various properties; compare properties of different minerals or rocks; select the rock or mineral when given one along with one other object.)

NOTE: Properties of rocks include: color, texture/feel, size or shape of particles in them, hardness, and structure based on how they were formed (igneous, sedimentary, and metamorphic).

NOTE: Properties of minerals include: color (one or several), luster (how it reflects light), crystal shape, cleavage and fracture (how it breaks).

ESS1.1.3 Compare different soils to each other using their physical properties.

ESS1.1.3c Compare soils using one physical property.

(Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand, and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage of soils.)

ESS1.1.4 Compare different rocks and minerals to each other using their physical properties.

ESS1.1.4b Sort rocks and minerals using one physical property.

ESS1.1.4c Compare rocks and minerals using one physical property.

(Suggestions: Examine a variety of rocks and minerals, sort them into categories and compare rocks to each other, compare minerals to each other, and compare rocks to minerals.)

ESS1.1.5 Compare rocks and minerals to soils using their physical properties.

ESS1.1.5b Compare soils to rocks and minerals using one physical property (e.g., color, size, shape, texture, smell, weight).

(Suggestion: Examine a rock or mineral and soil and describe the differences.)

ESS1.2.1 Identify the forms of water in the water cycle.

(Suggestions: Compare liquid water to ice, boil water and watch the steam, use cool-mist humidifier to feel steam.)

ESS1.2.4 Describe some changes on the earth that happen faster than others.

ESS1.2.4a Identify relatively fast changes to the earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, such as when bulldozers move them or water gets into a crack and freezes).

ESS1.2.5 Identify air and water of different temperatures.

(Suggestion: Feel cool water and warm water; feel that the air above an ice cube is cooler than the air above a warm object.)

ESS1.2.13 Identify weather and seasonal changes throughout the year.

ESS1.2.13a Use observations and data collection tools (e.g., wind vane, thermometer, rain gauge) to describe daily weather (e.g., clouds, hot, cold, wet, dry).

ESS1.2.13b Identify each season.

ESS1.2.13c Describe each season.

(Suggestion: Keep a record of seasonal changes; identify the season when given a picture showing something seasonally obvious – like snow for winter, baby birds for spring; keep a daily record of air temperature, cloud observations, and precipitation.)

ESS2.1.1 Identify the major effects the sun has on the earth.

ESS2.1.1d Identify the sun's position as it changes throughout the day (e.g., sunrise, noon, sunset).

ESS2.1.2 Identify the moon.

ESS2.1.2b Identify changes in the moon's appearance.

Physical Science

PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1a Identify which object in a group has a specific physical property (e.g., size, shape, color, texture, smell, weight).

PS1.1.1d Compare objects using one physical property (e.g., size, shape, color, texture, smell, weight, mass).

PS1.1.1e Use observations and data collection tools (e.g., timer, balance scale, ruler) to sort objects into two groups using one physical property (e.g., size, shape, color, texture, smell, weight).

PS1.3.1 Demonstrate an understanding of mass.

PS1.3.1c Measure the masses of a whole object and parts of that whole object.

PS2.1.1 Identify forms of energy.

PS2.1.1d Identify electrical energy (e.g., identify that hair stands on end when rubbed with a balloon because of electrical energy - static electricity; identify a static electricity shock from a carpet as electrical energy.).

PS2.1.1e Identify mechanical energy (e.g., identify mechanical energy in the movements of a wheel chair or hand mixer).

PS3.1.1 Describe the relationship between force and motion.

PS3.2.1 Identify magnetic forces.

PS3.2.1a Identify objects that are or are not attracted to magnets.

INQUIRY CONSTRUCT: Conducting
Follow procedures, using equipment or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data

Structured Performance Task:

The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

Life Science

LS1.1.1 Distinguish between living and non-living things.

(Suggestion: Select a living thing from a group of non-living things.)

LS1.1.1c Discriminate between a living thing and a non-living thing.

LS1.1.1d Sort living things from a group of living and non-living things.

LS1.1.2 Match organisms with similar features.

LS1.1.2a Given an external feature of an organism, match organisms with the same feature (e.g., head, legs, fur, wings, tail).

LS1.1.2b Sort organisms based on one or two similar or different external features.

LS1.1.3 Distinguish plants from animals.

LS1.1.4 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar animals (including self).

LS1.1.5 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar plants.

LS1.2.1 Describe the things that plants need in order to grow and survive.

LS1.2.1a Identify one or more conditions a plant needs in order to grow and survive (e.g., light, soil, water, and/or air).

LS1.2.2 Describe the things that animals need in order to grow and survive.

LS1.2.2a Identify one or more conditions an animal needs in order to grow and survive (e.g., food, water, shelter and/or air).

LS1.3.2 Identify similarities between parents and offspring.

LS1.3.2a Match offspring with parent (e.g., calf to a cow, chick to a hen, lamb to a sheep, puppy to a dog).

LS2.1.1. Identify sources of energy for survival of organisms.

Earth and Space Science

ESS1.1.1 Describe soils using their physical properties.

ESS1.1.1a Distinguish soil from other objects or materials (e.g., grass, wood, leaves, paper, rubber, food, etc.).

ESS1.1.1b Describe soil using one physical property (see NOTE below).

(Suggestions: Feel soil; use hand lens to examine make-up of soil; select soil when given soil and grass, etc.)

NOTE: Properties of soil include: color, texture/feel, size or shape of particles, structure, drainage, stoniness, easily eroded, and amount of organic material (e.g., decaying leaf or root parts).

ESS1.1.2 Describe rocks and minerals using their physical properties.

ESS1.1.2a Distinguish rocks and minerals from other objects or materials (e.g., grass, wood, leaves, paper, rubber, food, etc.).

ESS1.1.3 Compare different soils to each other using their physical properties.

ESS1.1.3a Match soils using one physical property.

ESS1.1.3b Sort soils using one physical property.

ESS1.1.3c Compare soils using one physical property.

(Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand, and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage of soils.)

ESS1.1.4 Compare different rocks and minerals to each other using their physical properties.

ESS1.1.4a Match rocks and minerals using one physical property.

(Suggestions: Examine a variety of rocks and minerals, sort them into categories and compare rocks to each other, compare minerals to each other, and compare rocks to minerals.)

ESS1.1.5 Compare rocks and minerals to soils using their physical properties.

ESS1.1.5a Sort and separate soils from rocks and minerals.

ESS1.2.1 Identify the forms of water in the water cycle.

(Suggestions: Compare liquid water to ice, boil water and watch the steam, use cool-mist humidifier to feel steam.)

ESS1.2.4 Describe some changes on Earth that happen faster than others.

ESS1.2.4a Identify relatively fast changes to Earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, such as when bulldozers move them or water gets into a crack and freezes).

ESS1.2.5 Identify air and water of different temperatures.

ESS1.2.5a Identify that air can have different temperatures.

(Suggestions: Feel that the air above an ice cube is cooler than the air above a warm object.)

ESS1.2.5b Identify that water can have different temperatures.

(Suggestion: Feel cool water and warm water, feel how the air above an ice cube is cooler than the air above a warm object.)

ESS 1.2.13 Identify weather and seasonal changes throughout the year.

ESS1.2.13a Use observations and data collection tools (e.g., wind vane, thermometer, rain gauge) to describe daily weather (e.g., clouds, hot, cold, wet, dry).

ESS1.2.13b Identify each season.

ESS1.2.13c Describe each season.

(Suggestion: Keep a record of seasonal changes; identify the season when given a picture showing something seasonally obvious – like snow for winter, baby birds for spring; keep a daily record of air temperature, cloud observations, and precipitation.)

ESS2.1.1 Identify the major effects the sun has on Earth.

ESS2.1.1.a Collect data to show that the sun warms Earth during daytime.

ESS2.1.1.b Collect data to show the difference in temperature between a shady spot and a sunny spot.

ESS2.1.1.c Describe the differences between night and day.

(Suggestions: Take the temperature at the same location outside at different times during the day and compare the temperatures, take the temperature in a sunny spot and a shady spot and compare; keep track of the sun's position at different times during the day.)

Physical Science

PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1b Identify one or more physical properties of common objects.

PS1.1.1c Match objects using one physical property (e.g., size, shape, color, texture, smell, weight).

PS1.2.1 Recognize states of matter.

PS1.3.1 Demonstrate an understanding of mass.

PS1.3.1a Measure the masses of objects using balances or see-saws.

PS1.3.1b Identify some objects that are more massive than others.

PS1.3.1c Compare the masses of objects measured.

PS2.1.1 Identify forms of energy.

PS2.1.1a Identify light energy (e.g., Identify shadows as places where light energy is blocked, make shadows with flashlights).

PS2.1.1b Identify sound energy (e.g., Identify sound vibrations as sound energy by plucking guitar strings, feeling drums vibrate, feeling cell phones vibrate, seeing salt vibrate on a drum).

PS2.1.1c Identify heat energy (e.g., Identify the sun's feeling of warmth as heat energy. Take the students outside on a sunny day and use a solar cooker to cook hot dogs.)

PS3.1.1 Describe the relationship between force and motion.

PS3.1.1b Identify something as moving or not moving.

PS3.1.1c Make something move pushing or pulling (applying force).

PS3.2.1 Identify magnetic forces.

PS3.2.1a Identify objects that are or are not attracted to magnets.

REQUIRED CONTENT STRAND: Numbers and Operations

Structured Performance Task:

The student will use number concepts to solve everyday problems.

Targeted AAGSEs:

Whole numbers: Develop an understanding of cardinal numbers.

NO 1.2 Use number/words/symbols together to create the counting sequence by one forward and backward up to 199.

NO 1.2a Count by ones forward up to 199.

NO 1.3 Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).

Whole numbers: Use place value by applying the concepts of equivalency in composing and decomposing numbers or in expanded notation.

NO 2.1 Demonstrate an understanding that “10” is a special unit within the base-ten system by **unitizing** numbers up to 199 (e.g., 19 bundle of 10s and 9 singles is the same as $190+9$ or 199).

NO 2.4 Represent quantities in different ways by **composing/decomposing** numbers to show part-whole relations (e.g., $14=7+7$ and $14=9+5$; $143=142+1$ and $143=100+43$).

Positive Fractional Numbers: Use fractional numbers to represent a part to whole relationship with area and discrete (set) models.

NO 3.1 Using concepts of whole unit and parts, show how parts can make a whole (e.g., Show how parts of a brownie can make one whole brownie (**area model**)).

NO 3.2 Show that fractional parts are equal shares or equal-sized portions of a whole unit using **area models and discrete (set) models** (e.g., show a fair share of a pizza; fold a piece of paper into two halves; identifies two out of four people are wearing a blue shirt – **discrete (set) model**).

NO 3.3 Match **fractional parts** with **area models** (e.g., matches the notation $\frac{1}{2}$ to one half of an apple).

NO 3.4 Match a **fractional notation** to a **discrete (set) model** (e.g., match the notation $\frac{2}{4}$ to a group of two people wearing blue shirts out of a group of four people).

NO 3.5 Using **fractional notation**, numerator = part and denominator = whole, to show the part/whole relationship in an **area model**.

NO 3.6 Using **fractional notation**, numerator = part and denominator = whole, to show the part/whole relationship in a **discrete (set) model**.

Use numbers to compare quantities by developing and understanding the position and magnitude of whole numbers (up to 199) and the connection between ordinal and cardinal numbers.

NO 5.2 Compare two quantities to recognize equivalence or differences despite appearances (**number conservation**) (e.g., use different age appropriate items for comparison of quantity).

NO 5.2a Compare two quantities as same, more, or less using like items when arranged in the same configuration (**number conservation**).

NO 5.2b Compare two quantities as same, more, or less using like items when arranged differently (**number conservation**).

NO 5.2c Compare two quantities as same, more, or less using unlike items when arranged in the same configuration (**number conservation**).

NO 5.3 Understand and apply **ordinal terms** by using the terms first, second, third ... to tenth accurately (e.g., identifies the tenth person in line).

NO 5.4 Use **larger number principle** with number sequences up to 199 (e.g., a collection of 179 is larger than 178 because 9 appears after 8 in the counting sequence).

Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.

NO 6.2 Identify 2-digit and 3-digit numbers.

NO 6.3 Identify numerals 1-10 (e.g., student is able to point out a “five” given a choice of numerals).

NO 6.4 Use numbers between 11-199, or words, or models to represent the cardinal value (how many) of a collection.

NO 6.5 Identify the larger of two written numbers.

Demonstrate a conceptual understanding of addition and subtraction of whole numbers by solving problems.

NO 7.1 Show that addition means combining items and subtracting means taking away items.

NO 7.2 Use **direct-modeling** to solve addition and subtraction word problems using sums of 10 or greater, identifying the correct symbol of operation (+,-).

NO 7.2a Use sums less than 10 and corresponding differences and identify the correct symbol of operation.

Count and add a collection of coins and/or bills.

NO 12.2 Add like and unlike coins collections together to equal dollars and cents notation.

NO 12.2a Add like coins together to equal dollars and cents notation.

NO 12.2b Add unlike coins together to equal dollars and cents notation.

NO 12.3 Add like and unlike bills together to equal dollars and cents notation.

NO 12.3a Add like bills together to equal dollars and cents notation.

NO 12.3b Add unlike bills together to equal dollars and cents notation.

Make estimates of the number of objects in a set up to 20.

NO 17.1 Use comparisons to estimate size of a collection up to 15 without counting (e.g., Are there enough chairs compared to the 15 students?).

NO 17.2 Make estimates in a given situation and explain the reasonableness of the solution (e.g., If there are seven students and five yards of ribbon and every student needs one yard of ribbon, is there enough ribbon for everyone? Explain your answer.).

NO 17.2a Make estimates in a given situation and explain the reasonableness of the solution (e.g., if there are eight students and ten yards of ribbon and every student needs one yard of ribbon, is there enough ribbon for everyone?).

Sample Standards-Based Activities:

- Participate in a school-wide multicultural fair, having students identify two digit classroom numbers when counting fliers to deliver to each classroom.
- Create a school recipe book, collecting recipes from other classes, and having a culmination event where each class prepares one dish and shares as a school. To learn fractions, the class can double or triple the recipe.
- Plan a special event, such as Teacher Appreciation Day, where students make invitations, estimate the number of attendees, prepare the teachers room, and clean up afterward.
- Count and record data for a science investigation that occurs over multiple days, analyze the data, and present the investigation at the school’s science fair.

CONTENT STRAND:
Data, Statistics and Probability

Structured Performance Task:

*The student will create a **hypothesis** and test that **hypothesis** by collecting and presenting data.*

Targeted AAGSEs:

Interpret a given representation (e.g., tables, graphs) to answer questions related to the data.

DSP 1.1 Describe the features (e.g., title, bars, line, labels, key) of a data display (e.g., Using a **bar graph**, where do you find the information that tells what the bars represent?).

DSP 1.2 Answer questions about parts of the data and/or the set of data as a whole (e.g., identifying how many in one category or what the data set represents, e.g., given a **bar graph**, answer the following questions: what was the number of students in our school last year (sets of data) – which grades has the most students (part of data).

DSP 1.3 Answer questions about parts of the data using more than one type of data display (e.g., **pictograph** and **bar graph**).

Analyze patterns, trends, or distributions (e.g., tables, graphs) in data.

DSP 2.1 Demonstrate simple comparisons (fewest, most, least, equal) by using the data (e.g., after looking at the bars, which of the bars have the fewest...?).

DSP 2.2 Make observational statements about all or parts of the data (e.g., compare the number of boys and girls in the class) using comparison words (fewer, more, less, equal most frequent).

DSP 2.3 Make observational statements about the overall trend by using the distribution of data.

Identify or describe representations that best display a given set of data and organize and display data.

DSP 3.2 Given data, select the display that best represents the data.

For a probability event in which the **sample space may or may not contain equally likely outcomes, determine the likelihood of the occurrence of an event.**

DSP 5.1 Identify ideas related to probability: more likely, less likely, and equally likely using simple randomizing devices (e.g., spinners, number cubes).

DSP 5.2 Make predictions about the probability of an event occurring (e.g., use two spinners, one with two colors and one with two numbers, so show the possible outcomes when each spinner is spun).

DSP 5.3 Justify a conclusion based on data from the **sample space** (e.g., show how you got the possible combinations).

In response to a teacher or student generated question or hypothesis, group or collect data to answer the question.

DSP 6.1 Determine an effective method to collect data to answer the question or **hypothesis** (e.g., complete a survey, observation, experiment, investigation).

DSP 6.2 Collect and record data to answer a question or test a **hypothesis**.

DSP 6.3 Organize and display data to answer a question or test a **hypothesis**.

Sample Standards-Based Activities:

- Participate in a science investigation that clearly utilizes the four part inquiry processes.
- Identify a hypothesis on a topic of interest to students (i.e. their favorite movie, clothes worn, favorite shoes, or favorite music group). Conduct a survey and analyze the results to be published in the school newspaper.
- Identify a hypothesis and set up voting experiences, such as class elections.
- Have students develop a hypothesis on something related to their own learning (i.e. "I think I can learn five spelling words each week.") Have students maintain a progress chart and decide if their hypothesis is correct after four weeks.
- Make a hypothesis about an event occurring, given specific conditions (e.g., flipping a coin, selecting combinations of items) and decide if the hypothesis was correct.

CONTENT STRAND:
Data, Statistics and Probability

Structured Performance Task:

The student will interpret given data to make decisions or draw conclusions.

Targeted AAGSEs:

Interpret a given representation (e.g., tables, graphs) to answer questions related to the data.

DSP 1.1 Describe the features (e.g., title, bars, line, labels, key) of a data display (e.g., Using a **bar graph**, where do you find the information that tells what the bars represent?).

DSP 1.2 Answer questions about parts of the data and/or the set of data as a whole (e.g., identifying how many in one category or what the data set represents, e.g., given a **bar graph**, answer the following questions: what was the number of students in our school last year (sets of data) – which grade has the most students (part of data).

DSP 1.3 Answer questions about parts of the data using more than one type of data display (e.g., **pictograph** and **bar graph**).

Analyze patterns, trends, or distributions (e.g., tables, graphs) in data.

DSP 2.1 Demonstrate simple comparisons (fewest, most, least, equal) by using the data (e.g., after looking at the bars, which of the bars have the fewest...?).

DSP 2.2 Make observational statements about all or parts of the data (e.g., compare the number of boys and girls in the class) using comparison words (fewer, more, less, equal most frequent).

DSP 2.3 Make observational statements about the overall trend by using the distribution of data.

Identify or describe representations that best display a given set of data and organize and display data.

DSP 3.1 Given data, sort by general categories and represent the data in a given data display (e.g., after sorting student votes, a student is told to organize the data in a **bar graph**).

DSP 3.2 Given data, select the display that best represents the data.

For a probability event in which the sample space may or may not contain equally likely outcomes, determine the likelihood of the occurrence of an event.

DSP 5.1 Identify ideas related to probability: more likely, less likely, and equally likely using simple randomizing devices (e.g., spinners, number cubes).

DSP 5.2 Make predictions about the probability of an event occurring (e.g., use two spinners, one with two colors and one with two numbers, to show the possible outcomes when each spinner is spun).

DSP 5.3 Justify a conclusion based on data from the **sample space** (e.g., show how you got the possible combinations).

Sample Standards-Based Activities:

- Read nutritional information on food boxes to sort foods (data) into “healthy choices” or “unhealthy choices”.

- Present students with two different types of data displays (i.e., bar graph and pie graph) that present the same data on the inventory items at the school store. Have students select the display that best conveys the information to make a decision.
- Compare and analyze patterns in data collected (e.g., height charts for the year, growth of different plants).
- Use data from a weather and temperature chart to decide the overall temperature range for the month. Students can describe the month/week's weather/temperature with language such as:
There were _____ (more/fewer) rainy days than sunny days.
The _____ (highest) temperature was 85 degrees and the _____ (lowest) temperature was 16 degrees this month.

Content: Reading

Task: 67-4

Grades: 6-7

REQUIRED CONTENT STRAND:

Word Identification Skills and Vocabulary Strategies and Breadth of Vocabulary

Structured Performance Task:

The student will read/experience text related to community, state, and/or vocational topics.

Targeted AAGSEs:

Student applies text identification and/or decoding strategies by

WID 1.1 Identifying pictures/symbols/objects/words that represent nouns and verbs.

WID 1.1a Identifying pictures/symbols/objects/words that represent self and others.

WID 1.1b Identifying pictures/symbols/objects/words that represent verbs.

WID 1.1c Identifying pictures/symbols/objects/words that represent nouns.

WID 1.2 Identifying most (more than half) letters of the alphabet. *

WID 1.3 Identifying the primary sounds represented by some letters (sound-symbol correspondence).*

WID 1.4 Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., **decodable**) one- or two-syllable words. *

WID 1.5 Reading high-frequency words (e.g., names and sight words).

WID 1.6 Using knowledge of sounds and letter patterns (including common endings such as “-s,” “-ed,” “-ly,” “-ing”) to read regularly spelled one- or two-syllable words. *

WID 1.7 Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words, (e.g., student matches words to other words with similar sounds by answering questions such as “Which word rhymes with the underlined word?” or “Which word has the same vowel sound as the word in the box?”).*

WID 1.7a Identifying word families*

WID 1.7b Identifying prefixes and suffixes.*

WID 1.7c Identifying variant spellings for consonants and vowels (e.g., catalog/catalogue).*

*** To meet these AAGSEs students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used.**

Student identifies the meaning of unfamiliar vocabulary by

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words) to predict meanings.

V 2.2 Using **context clues** (words and illustrations) in text to predict words or meanings.

V 2.3 Using other resources to connect unknown words to known words.

V 2.3a Using prior knowledge and personal word banks.

V 2.3b Using text features (e.g., illustrations, diagrams, charts).

V 2.3c Using glossaries, dictionaries, and/or thesauruses.

Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by

- V 3.1** Identifying **vocabulary** that demonstrates knowledge of basic **pragmatic functions** (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).
 - V 3.2** Using **vocabulary**, describe objects, actions, and/or events.
 - V 3.3** Using **synonyms** (e.g., big/large) and **antonyms** (e.g., hot/cold).
 - V 3.3a** Using **synonyms** (e.g., big/large).
 - V 3.3b** Using **antonyms** (e.g., hot/cold).
 - V 3.4** Organizing **vocabulary** by category, feature, and function.
 - V 3.4a** Organizing **vocabulary** by category.
 - V 3.4b** Organizing **vocabulary** by feature.
 - V 3.4c** Organizing **vocabulary** by function (e.g., scissors are used for cutting; books, magazines, and newspapers are used for reading).
 - V 3.5** Selecting the appropriate word to use in context of one or more sentences (e.g., student uses pictures or word banks to complete sentences or storyboards).
 - V 3.6** Identifying the multiple meanings of words (e.g., fall is a time of year and to fall is to trip).
 - V 3.7** Identifying homonyms and homophones.
-

Sample Standards-Based Activities:

- Read words from a personal dictionary to assist with writing a report on places within Rhode Island (e.g., the state house, Roger Williams Park, Narragansett Beach).
- Read a local/community store flyer or website to create a shopping list for materials needed for a class project.
- After reading a newspaper article on an upcoming event, have students create a school flyer that describes an upcoming community or state event (e.g., Gaspee Days, a Polish Festival, and St. Patrick's Day Parade). This flyer can be posted on a school bulletin board.
- Identify community information (e.g., reading information on a RIPTA bus schedule) to perform a task or complete a public bus trip.
- Identify symbols/signs found in your community (e.g., hospital, school, store, crosswalk, caution, park, fire station, and/or telephone) to perform a task or identify where to purchase class materials.

CONTENT STRAND:

Initial Understanding, Analysis & Interpretation of Literary Text

Structured Performance Task:

*The student will respond in a variety of ways to **literary texts**, including text read aloud by teachers or peers, reading text independently, or in a guided manner.*

Targeted AAGSEs:

Student demonstrates initial understanding of elements of **literary texts** (including text read aloud, reading text independently, or in a guided manner) by

- LT 4.1 Describing literary elements in a story.
 - LT 4.1a Describing the main **character(s)** and **setting**.
 - LT 4.1b Describing major events.
 - LT 4.1c Identifying the problem/solution or plot.
 - LT 4.1d Identifying significant changes in character(s) or setting(s) over time.
- LT 4.2 Answering simple questions about a story's content.
- LT 4.3 Retelling or ordering the key events in a story (e.g., In *Holes*, the student identifies the key events as going to camp and digging holes.).
- LT 4.4 Summarizing the text (e.g., poem, story, play).
- LT 4.5 Describing the difference between **literary** and **informational text**.
- LT 4.6 Describing the difference among a variety of types of **literary text**, such as poetry, plays, fantasies, realistic fiction, or mysteries.

Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by

- LT 5.1 Making predictions about what might happen next in the text.
 - LT 5.1a Making a prediction and explaining why the prediction was made.
 - LT 5.1b Using evidence in the text to make logical predictions.
- LT 5.2 Describing the main characters' physical characteristics and personality traits.
 - LT 5.2a Identifying or describing the main characters' physical characteristics.
 - LT 5.2b Identifying or describing the main characters' personality traits.
- LT 5.3 Identifying causes and effects within a **literary text**.
- LT 5.4 Making **inferences** about two or more aspects of a text (i.e., problem, conflict, solution, author's purpose).
 - LT 5.4a Making **inferences** about problem, conflict, or solution.
 - LT 5.4b Making inferences about author's message or purpose.
- LT 5.6 Identifying literary devices (e.g., rhyme, repeated language, dialogue, description) as appropriate to genre.

Student generates a personal response to what is read aloud or what is read independently through a variety of means by

- LT 6.1 Connecting stories or other texts to personal experience, prior knowledge, or other texts.
- LT 6.2 Providing relevant details to support connecting stories or other texts to personal experience, prior knowledge, or other texts.

Sample Standards-Based Activities:

- After students read a literary text, they create a cartoon strip to retell the story, demonstrating their retelling of three key events.
- Use a storyboard to identify a character, describing the main character's physical characteristics.
- After reading a literary text, a student creates and uses a story web/map to respond to simple questions about the story.
- After looking at the illustrations within a chapter of a literary text, students make inferences/predictions on what will happen in the chapter.
- Use story box materials to identify characters or settings in a literary text.

CONTENT STRAND:

Initial Understanding, Analysis and Interpretation of Informational Text

Structured Performance Task:

*The student will use **informational text** to gather and interpret information to gain knowledge and expand knowledge on a specific topic.*

Targeted AAGSEs:

Student demonstrates initial understanding of **informational texts** (expository and practical texts) by

IT 7.1 Identifying the key features of **informational texts** and their purpose.

IT 7.1a Identifying and describing the purpose of the title, illustrations/photograph, and captions.

IT 7.1b Identifying and describing the purpose of headings/subheadings, charts, maps, and diagrams.

IT 7.2 Using features of **informational texts** to obtaining information (e.g., student uses a table to identify the month that has the most precipitation).

IT 7.3 Using explicitly stated information to answer questions about the text.

IT 7.3a Using explicitly stated information to answer questions related to the main idea or key details.

IT 7.4 Identifying the differences in purpose and/or characteristics among different types of informational material.

IT 7.5 Using a provided organizational format to show an understanding of the information. (e.g., representing main ideas and supporting information using a bullet format).

IT 7.6 Choosing an organizational format that clearly conveys information.

Student analyzes and interprets **informational text**, citing evidence as appropriate by

IT 8.1 Identifying the general topic of a text.

IT 8.1a Identifying main/central idea and locating supporting details.

IT 8.2 Making inferences, drawing conclusions, and/or forming judgments/conclusions about central ideas that are relevant to the text.

IT 8.3 Identifying and/or making inferences about causes and effects within the text (e.g., When given a text about growing plants, the student is able to answer the question, "What would happen if the plant has no sunlight?").

IT 8.4 Distinguishing facts from opinions within a text.

Sample Standards-Based Activities:

- Use a newspaper to read and choose options for a class vote on an upcoming field trip.
- Identify the title and cover photograph's purpose to select informational texts for a report on volcanoes.
- After reading the procedures of a science investigation, a student answers questions on specifically stated information.
- Research a topic to create a PowerPoint presentation or brochure to share with the class.
- Follow a map or route within the school to get to a location or to gain knowledge of a building.

- Using a graphic organizer, the student identifies the causes and effects of pollution based on information located in an informational text.
- After reviewing pages on the Audubon Society website, students identify the general topic of the page.
- Extract and share facts by creating a PowerPoint presentation or brochure.
- Read and follow directions to complete a science experiment.

Content: Writing

Task: 07-1

Grade: 7

REQUIRED CONTENT STRAND: Structures of Language and Writing Conventions

Structured Performance Task:

The student will write in response to activities within his/her school and/or community.

Targeted AAGSEs:

Student demonstrates command of the structures of sentences, paragraphs, and text by

SL 1.1 Expressing an idea with written language (i.e., words, sentences).

SL 1.2 Demonstrating that multiple sentences are written left to right, and top to bottom to form a paragraph(s).

SL 1.3 Writing with organizational structures including correct spacing for sentences and paragraph formats within texts.

SL 1.3a Writing with organizational structures including correct spacing for sentences within texts.

SL 1.3b Writing paragraphs with correct spacing (e.g., indenting paragraphs or block format for paragraphs).

SL 1.4 Writing simple sentences with a subject and predicate, and with adjectives and/or adverbs.

SL 1.4a Writing simple sentences with a subject and a predicate.

SL 1.4b Writing simple sentences with adjectives and/or adverbs.

SL 1.4c Using a variety of sentence structures using two or more of the following: declarative, interrogative, exclamatory, simple, compound and/or complex.

SL 1.5 Writing sentences to express ideas about a topic.

SL1.5a Creating several simple related and ordered sentences (paragraph) to develop an idea/topic.

In independent writing, student demonstrates command of appropriate English conventions by

WC 9.1 Spelling his/her own first and last name, using correct capitalization.

WC 9.1a Reproducing his/her own first and last name.

WC 9.2 Spelling common/high frequency words.

WC 9.3 Using capitalization in writing a paragraph, letter, story, or poem.

WC 9.3a Capitalizing proper nouns.

WC 9.3b Capitalizing beginnings of sentences.

WC 9.3c Capitalizing titles.

WC 9.4 Using punctuation marks to clarify meaning.

WC 9.4a Using periods, question marks and exclamation points.

WC 9.5 Using parts of speech.

WC 9.5a Using singular and plural forms of nouns.

WC 9.5b Using simple verb tenses and subject-verb agreement.

Sample Standards-Based Activities:

- After participating, write about a favorite extra-curricular or community activity (e.g., girl/boy scouts, church/youth group, Special Olympics, music activities, after school programs, sporting events, and library).
- After participating, write about a family/community holiday custom.
- After visiting a work site in the community, write a letter with questions to ask a community worker.

- After a community placement/visit, write cards to thank people in the community.
- After participating, write articles for a local newspaper about community/school team events.
- After participating in a school planning meeting, write to prepare an informational flyer about an event in the community (e.g., an Art festival, service learning projects).
- Write a review of a play performed by the Senior Center.
- Write about a visit to the community recreational center.
- Write about a completed trip to the local historical society.

CONTENT STRAND:

Narrative Writing: Creating a Story Line and Applying Narrative Strategies

Structured Performance Task:

The student will develop **narrative writing** in response to literary experiences.

Targeted AAGSEs:

In written narratives, student organizes and relates a story line, plot, and/or series of events by

N 4.1 Creating an understandable story line.

N 4.1a Creating a story line with a beginning, middle, and end.

N 4.1b Establishing a problem and solution.

N 4.2 Using transitions words/phrases to demonstrate an understanding of the sequence of events.

N 4.3 Using dialogue or actions to advance plot or story line (e.g., what would this character say/do?).

Student demonstrates use of narrative strategies by

N 5.1 Using sensory and/or descriptive language to describe an object, person, or event/experience.

N 5.2 Using sensory and/or descriptive language to describe character(s).

N 5.3 Using sensory and/or descriptive language to describe a setting.

Sample Standards-Based Activities:

- Complete a book response, after reading a grade-level appropriate book (e.g. *Winger*, *Hatchet*, *Holes*).
- Write a narrative story about the early life of a character.
- Write a summary of the events of a story using a graphic organizer that clearly presents a sequenced structure.
- Write a narrative summary of a personal experience similar to that experienced by a character in a book.
- Develop a story sequel to a grade-level appropriate book.
- Write an alternative ending to a story about John F. Kennedy, Martin Luther King Jr. or Abraham Lincoln.

CONTENT STRAND:

Narrative Writing: Creating a Story Line and Applying Narrative Strategies

Structured Performance Task:

*The student will develop **narrative writing** based on real-life experiences.*

Targeted AAGSEs:

In written narratives, student organizes and relates a story line, plot, and/or series of events by

N 4.1 Creating an understandable story line.

N 4.1a Creating a story line with a beginning, middle, and end.

N 4.1b Establishing a problem and solution.

N 4.2 Using transitions words/phrases to demonstrate an understanding of the sequence of events.

N 4.3 Using dialogue or actions to advance plot or story line (e.g., what would this character say/do?).

Student demonstrates use of narrative strategies by

N 5.1 Using sensory and/or descriptive language to describe an object, person, or event/experience.

N 5.2 Using sensory and/or descriptive language to describe character(s).

N 5.3 Using sensory and/or descriptive language to describe a setting.

Sample Standards-Based Activities:

- Summarize the sequence of events from a community trip.
- Create a story after a trip to the restaurant including details such as name of restaurant, order of events, details using sensory language.
- Create a story that describes a typical day of a community worker.
- Create a story about a school experience. Students can use a sentence completion technique, completing the sentence with descriptive words to describe the people, setting, or items used.
- Write about the day's events in a note home to parents, at the end of the school day.
- Develop an entry in a school newspaper describing a classroom experience or project.
- Create a sequence of cartoons that conveys a story. Student can use descriptive language to write the speech balloons.
- Write of a personal experience similar to an article found in the news.

INQUIRY CONSTRUCT: Planning
Identify information/evidence that needs to be collected and/or tool to be used in order to answer the question and/or check a prediction

Structured Performance Task:

The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

Life Science

LS1.1.1 Distinguish between living and non-living things.

LS1.1.1b Identify at least two characteristics of living things (e.g., living things need food, water and air).

LS1.1.3 Distinguish plants from animals.

LS1.1.4 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar animals (including self).

LS1.1.5 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar plants.

LS1.2.1 Describe the things that plants need in order to grow and survive.

LS1.2.1a Identify one or more conditions a plant needs in order to grow and survive (e.g., light, soil, water, space, food and/or air).

LS1.2.2 Describe the things that animals need in order to grow and survive.

LS 1.2.2a Identify one or more conditions an animal needs in order to grow, survive (e.g., food, water, shelter, space, and/or air).

LS1.2.4 Identify the characteristics of living things.

LS1.2.4a Identify at least five of the ten characteristics of living things (e.g., need source of energy, need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death).

LS1.2.5 Recognize that organisms are made of cells.

LS2.1.1 Identify sources of energy for survival of organisms.

LS2.1.1b Identify that some animals get their energy (food) by eating plants.

LS2.1.1c Identify that some animals get their energy (food) by eating other animals.

LS2.1.2 Describe the relationships between plants and animals that depend on each other for food.

LS2.1.2d Identify the relationships between plants and animals by creating a simple food web.

LS2.1.3 Discuss living and non-living factors in an ecosystem.

LS2.1.3a Identify one or more living factor(s) that affect organisms in an ecosystem (e.g., introduction of coyote to a forest, effects of a hurricane on an ecosystem, effect of pollution on an ecosystem).

Earth and Space Science

ESS1.1.2 Describe rocks and minerals using their physical properties.

ESS1.1.2a Distinguish rocks and minerals from other objects or materials (e.g., grass, wood, leaves, paper, rubber, food, etc.).

ESS1.1.3 Compare different soils to each other using their physical properties.

ESS1.1.3c Compare soils using one or more physical properties.

(Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand, and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage property of soils.)

ESS1.1.7 Identify the uses of the four basic earth materials (i.e., water, soil, rocks and air).

(Suggestions: Involve students in a scavenger hunt to find water, soil, rocks, and air; make a collage using magazine pictures of the four basic earth materials; observe videos and photographs, read books, build a home for a pet (fish, hermit crab); build a biosphere; work with balloons to understand air.)

ESS1.2.1 Identify the components and changes represented by the water cycle.

ESS1.2.1f Identify the changes between the parts of the water cycle (with arrows).

(Suggestion: Heat water on a hot plate to produce steam, then place a cold surface above the hot plate so the steam will condense into liquid water again; measure evaporation from a glass of water left on a windowsill or table; read or watch age appropriate materials; work with ice in a glass of water; make a diagram showing the relationships between ice, liquid water, and steam.)

ESS1.2.4 Describe some changes on Earth that happen faster than others.

ESS1.2.4a Identify relatively fast changes to Earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, earthquake, volcano erupts, a hurricane or tropical storm occurs).

ESS1.2.4b Identify relatively slow changes to Earth's surface (e.g., a large rock slowly breaks down over many many years from water washing over it in a stream or river; compare photos of slowly moving glaciers taken in different years or a lake drying up over several years.).

(Suggestion: compare smooth rocks collected from a stream to breaking a rock quickly; compare pictures of older – and smoother - mountains on the East coast of the US to younger Rocky Mountains which are higher and pointier.)

ESS1.2.5 Identify how air and water can have different temperatures.

ESS1.2.5a Identify the cause of changes in air temperatures.

(Suggestions: Feel that the air above an ice cube is cooler than the air above a warm object.)

ESS1.2.5b Identify the cause of changes in water temperatures.

(Suggestion: Relate warm temperatures to sun, ice cube in water.)

ESS1.2.6 Describe how wind and water change Earth.

ESS1.2.6a Describe how erosion by wind, water (including floods), and glaciers change the earth.

ESS1.2.10 Investigate volcanoes, faults and earthquakes and how they are related.

ESS1.2.10a Identify physical properties of volcanoes.

ESS1.2.10b Describe what a fault is.

NOTE: A fault is the actual crack in the Earth's crust where rock has fractured due to movement. The fault is not actually what moves. Rocks move along faults past each other. Movement occurs along faults.

ESS1.2.10c Recognize what happens when rocks move along a fault (crack in the Earth's crust) during an earthquake.

(Suggestions: Observe/feel/hear videos, pictures, models, simulate earth questions, model of a volcano; graham cracker and frosting activity to show faults and movement; create a 'town' between two desks & move desks to simulate earthquake; fossils – plaster of paris; leaf press.)

ESS1.2.11 Identify geologic processes of fossil formation.

ESS1.2.11a Identify how fossils form.

ESS1.2.13 Identify weather and seasonal changes throughout the year.

ESS1.2.13b Identify each season.

ESS1.2.13d Identify weather data collection tools (e.g., thermometer, weather/wind vane, rain gauge, wind sock, barometer) and what data they are used to collect.

(Suggestions: Keep a daily record of air temperature, cloud observations, and precipitation, relative humidity by using a weather station; check the weather report in the newspaper each day; create weather instruments.)

ESS1.2.14 Associate air pressure with the weight of air on the earth.

ESS1.2.14a Identify that the weight of air varies on different parts of the earth's surface.

(Suggestion: Pictures of pilots wearing air masks to illustrate air pressure; Mt. Everest climbers; empty container with another container that fits snugly inside – feel the pressure; measure the circumference of a balloon, then place the balloon in hot water then measure the circumference, then place the balloon in ice water and measure the circumference, then compare the sizes.)

ESS2.1.1 Identify the major effects the sun has on the earth.

ESS2.1.1c Describe the night/day differences in temperature to the sun's position in the sky.

ESS2.1.1d Identify the sun's position as it changes throughout the day, (e.g., sunrise, noon, sunset, dawn, dusk).

(Suggestion: Record temperature every hour in their weather station; record where the sun is in the sky at different times during the day; compare the temperature when the sun is behind clouds to the temperature when the sun is shining.)

ESS2.1.2 Identify the moon.

ESS2.1.2b Identify and record changes in the moon's appearance.

(Suggestion: Create an accurate picture of the moon & other nighttime objects in the sky; draw phases of the moon; chart on a class calendar the upcoming phases of the moon; chart on individual calendar the daily/nightly appearances of the moon; draw or cut phases of the moon from a newspaper.)

ESS2.1.3 Identify that Earth is a planet.

ESS2.1.3a Identify that the surface we live on is the surface of the planet Earth.

Physical Science

PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1a Identify which object in a group has a specific physical property (e.g., size, shape, color, texture, smell, weight, etc.).

PS1.1.1b Identify two or more physical properties of common objects.

PS1.1.1d Compare objects using one or more physical properties, e.g., size, shape, color, texture, smell, weight, mass, temperature.

PS1.3.1 Demonstrate an understanding of mass.

PS1.3.1a Measure the masses of objects using balances or see-saws.

PS1.3.1c Measure the masses of a whole object and parts of that whole object.

PS1.4.1 Identify categories of matter.

PS1.4.1d Identify one or more physical changes (e.g., tearing paper, breaking a pencil, food color in water, evaporation, condensation, freezing or melting).

NOTE: Salt, sugar and water are compounds which means they are substances made of two or more elements which have combined chemically.

PS2.1.1 Identify forms of energy.

PS3.1.1 Describe the relationship between force and motion.

PS3.1.1d Identify the initial and final positions of an object that moves.

PS3.2.1 Identify characteristics of magnetic forces.

PS3.2.1b Sort objects into those that are attracted to magnets and those that are not attracted to magnets.

**INQUIRY CONSTRUCT: Conducting
Use data to summarize results**

Structured Performance Task:

The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

Life Science

LS1.1.1 Distinguish between living and non-living things.

LS1.1.1b Identify at least two characteristics of living things (e.g., living things need food, water and air).

LS1.1.1d Sort living things from a group of living and non-living things.
(Suggestion: Select a living thing from a group of non-living things.)

LS1.1.2 Compare similarities and differences between organisms.

LS1.1.2a Match similar organisms based on one or two external features (e.g., match two similar animals such as fish to fish and bird to bird).

NOTE: Classification, sort and compare depend on the selection of the organisms for degree of difficulty.

LS1.1.2b Sort organisms based on one or two similar or different external features.

(Suggestion: Use a graphic organizer to show the common features of the organisms, such as fur, two legs.)

LS1.1.2c Compare one or more external features of a group of organisms.

(Suggestions: Use a graphic organizer to show the common features of the organisms, such as fur, two legs. Use a Venn diagram to compare features of a group of organisms.)

LS1.1.3 Distinguish plants from animals.

LS1.1.3c Distinguish a plant within a group of organisms.

LS1.1.3d Distinguish an animal within a group of organisms.

LS1.1.3e Compare two or more plants to each other.

LS1.1.3f Compare two or more animals to each other.

(Suggestion: Use a Venn diagram or other graphic organizer.)

LS1.1.4 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar animals (including self).

LS1.1.5 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar plants.

LS1.1.6 Associate functions with the external features of animals.

LS1.1.6a Identify that animals move using structures such as legs, wings, tails, or fins.

LS1.1.6b Identify that animals can be protected by features such as shells (e.g., snail), claws (e.g., tiger), quills (e.g., porcupine), color of skin or fur, etc.

LS1.1.6c Identify that animals obtain food using structures or characteristic features such as beaks, claws, fast speed, good eyesight, sense of smell.

LS1.1.7 Classify organisms.

LS1.1.7a Identify one or more major group of organisms from a selection of different organisms. (Groups should include: mammals, fish, and reptiles.)

(Suggestion: Ask the student to identify fish when given several different organisms.)

LS1.2.1 Describe the things that plants need in order to grow and survive.

LS1.2.1a Identify one or more conditions a plant need in order to grow and survive (e.g., light, soil, water, space, and/or air).

LS1.2.2 Describe the things that animals need in order to grow and survive.

LS 1.2.2a Identify one or more conditions an animal needs in order to grow and survive (e.g., food, water, shelter, space, and/or air).

LS1.2.4 Identify the characteristics of living things.

LS1.2.4a Identify at least five of the ten characteristics of living things (i.e., need source of energy, need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death).

LS1.2.5 Recognize that organisms are made of cells.

LS1.3.2 Identify similarities between parents and offspring.

LS1.3.2a Match offspring with parent (e.g., calf to a cow, chick to a hen, lamb to a sheep, puppy to a dog, acorn to oak tree, pinecone to pine trees).

LS1.3.3 Identify the life cycle of a familiar plant or animal.

LS1.3.3a Identify a life cycle for an organism that does not undergo metamorphosis (e.g., bear, rabbit).

LS1.3.3b Identify a life cycle for an organism that undergoes metamorphosis (e.g., butterfly).

LS2.1.1 Identify sources of energy for survival of organisms.

LS2.1.1a Identify that sunlight is the source of energy for plants.

LS3.1.1 Identify the responses of plants and animals to changes in their environment.

LS3.1.1a Identify the responses of plants and animals to a change in their food supply.

LS3.1.1c Identify the responses of plants and animals to seasonal and weather-related changes. (Suggestion: Move a plant to a container and provide for its needs, and observe how the habitat change affects the plant.)

LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.

LS3.1.2a Match animals to their environment, e.g., camel in desert, polar bear in arctic.

(Suggestion: Select a white rabbit over a brown or black rabbit as better adapted to a snowy, winter environment.)

LS4.1.2 Identify patterns of human health and disease.

LS4.1.2a Identify signs or feelings of being sick, hurt/injured, or discomfort (e.g., cut on finger, headache, dizziness, etc.).

Earth and Space Science

ESS1.1.1 Describe soils using their physical properties.

ESS1.1.1a Distinguish soil from other objects or materials (e.g., grass, wood, leaves, paper, rubber, etc.).

ESS1.1.1b Describe soil using one or more physical properties.

(Suggestions: Feel soil; use microscope or hand lens to examine make-up of soil; select soil when given soil and grass etc.; describe or draw pictures of soil.)

NOTE: Properties of soil include: color, texture/feel, size or shape of particles, structure, drainage, stoniness, easily eroded, and amount of organic material (e.g., decaying leaf or root parts).

ESS1.1.2 Describe rocks and minerals using their physical properties.

ESS1.1.2b Describe rocks and minerals using one or more physical properties (See NOTES below) (e.g., compare rocks and minerals and (gems) in jewelry; do a hardness test; scratch for color; hammer on rocks and minerals to determine cleavage and fracture).

NOTE: Properties of rocks include: color, texture/feel, size or shape of particles in them, hardness, and structure based on how they were formed (igneous, sedimentary, and metamorphic).

NOTE: Properties of minerals include: color (one or several), luster (how it reflects light), streak (use power form of crystal and rub across unglazed streak plate), crystal shape, cleavage and fracture (how it breaks).

ESS1.1.3 Compare different soils to each other using their physical properties.

ESS1.1.3a Match soils using one or more physical properties.

ESS1.1.3b Sort soils using one or more physical properties.

ESS1.1.3c Compare soils using one or more physical properties.

(Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand, and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage property of soils.)

ESS1.1.4 Compare different rocks and minerals to each other using their physical properties.

ESS1.1.4a Match rocks and minerals using one or more physical properties.

ESS1.1.4b Sort rocks and minerals using one or more physical properties.

(Suggestions: Examine a variety of rocks and minerals, sort them into categories and compare rocks to each other, compare minerals to each other, and compare rocks to minerals.)

ESS1.1.5 Compare rocks and minerals to soils using their physical properties.

ESS1.1.5b Compare soils to rocks and minerals using one or more physical properties (See NOTES on properties of soils, rocks, and minerals listed previously.).

ESS1.1.5d Collect data about the properties of soils, rocks and minerals.

(Suggestion: Visit quarry/landscape store; gather soil from various areas around the school; using various soils plant seeds to determine which soil is best for growing that plant; gather rocks in the area; use a rock tumbler; compare how much water a particular soil will hold (predict); create a chart that reflects the properties of types of the class's collected rocks; identify uses of rocks in the environment based on their physical qualities, such as walkways (hardness), building materials (color, beauty, luster, etc.).

ESS1.1.6 Identify the four basic materials of the earth (i.e., water, soil, rocks and air.)

(Suggestions: Identify a basic earth material when given two different basic earth materials; compare the basic earth materials.)

ESS1.1.7 Identify the uses of the four basic earth materials (i.e., water, soil, rocks and air).

(Suggestions: Involve students in a scavenger hunt to find water, soil, rocks, and air; make a collage using magazine pictures of the four basic earth materials; observe videos and photographs,

read books, build a home for a pet (fish, hermit crab); build a biosphere; work with balloons to understand air.)

ESS1.2.1 Identify the components and changes represented by the water cycle.

ESS1.2.1e Identify the water cycle and its parts, including evaporation, precipitation, run-off, condensation, groundwater, and transpiration.

(Suggestions: Heat water on a hot plate to produce steam, then place a cold surface above the hot plate so the steam will condense into liquid water again; measure evaporation from a glass of water left on a windowsill or table; read or watch age appropriate materials; work with ice in a glass of water; make a diagram showing the relationships between ice, liquid water, and steam.)

ESS1.2.3 Identify the earth's surface and that it changes with time.

ESS1.2.3c Identify ways that the earth's surface changes with time (e.g., erosion of soils near drainage ditches, rock or mudslides in the news media).

(Suggestions: Keep an ant farm in the classroom to show visually how the surface and underground change; collect and discuss news photos/satellite pictures of areas before and after major storms.)

ESS1.2.4 Identify some changes on the earth that happen faster than others.

ESS1.2.4a Identify relatively fast changes to the earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, earthquake, volcano erupts, a hurricane or tropical storm occurs).

ESS1.2.4b Identify relatively slow changes to the earth's surface (e.g., a large rock slowly breaks down over many many years from water washing over it in a stream or river; compare photos of slowly moving glaciers taken in different years or a lake drying up over several years).

(Suggestion: compare smooth rocks collected from a stream to breaking a rock quickly; compare pictures of older – and smoother - mountains on the East coast of the US to younger Rocky Mountains which are higher and pointier.)

ESS1.2.7 Identify that rocks change into other rocks.

ESS1.2.7a Match rocks by type to descriptions or pictures of igneous, sedimentary, and metamorphic rocks.

ESS1.2.7b Sort rocks into groups by type using descriptions, characteristics or pictures of each type.

ESS1.2.7c Compare igneous, sedimentary and metamorphic rocks.

(Suggestion: Match temperatures to different environments using pictures, match relative temperatures by observing clothing of people in different pictures; use 3 stream tables and set up ahead of time, w/sand and small rocks. While students are gone, move rock and sand w/wind (blow-dryer), glacier (ice) and water have students figure out what caused the changes; have students create containers with sand pebbles, water, silt soil and shale to watch the layering – similar to sand art, break a rock into smaller pieces using a hammer; create a sand stone.)

ESS1.2.11 Identify geologic processes of fossil formation.

ESS1.2.11b Distinguish between fossils and other objects.

ESS1.2.13 Identify weather and seasonal changes throughout the year.

ESS1.2.13a Use observations and one or more data collection tools (e.g., wind vane, thermometer, rain gauge) to describe daily weather (e.g., clouds, cloud types, hot, cold, wet, dry, humidity, precipitation).

ESS1.2.13c Describe each season.

ESS1.2.13d Identify weather data collection tools (e.g. thermometer, weather/wind vane, rain gauge, wind sock, barometer) and what data they are used to collect.

(Suggestions: Keep a daily record of air temperature, cloud observations, and precipitation, relative humidity by using a weather station; check the weather report in the newspaper each day; create weather instruments.)

ESS2.1.1 Identify the major effects the sun has on the earth.

ESS2.1.1a Collect data to show that the sun warms the earth during daytime.

ESS2.1.1b Collect data to show the difference in temperature between a shady spot and a sunny spot.

ESS2.1.2 Identify the moon.

ESS2.1b Identify and record changes in the moon's appearance.

(Suggestion: Create an accurate picture of the moon and other nighttime objects in the sky; draw phases of the moon; chart on a class calendar the upcoming phases of the moon; chart on individual calendar the daily/nightly appearances of the moon; draw or cut phases of the moon from a newspaper.)

ESS2.1.3 Identify that Earth is a planet.

ESS2.1.3b Identify other planets in the solar system (e.g., work with globes, and models of the planets in the solar system, research the planets).

ESS3.1.1 Identify stars.

ESS3.1.1a Distinguish stars from other objects in the sky (e.g., moon, planets).

ESS3.1.1b Identify one or more constellations.

(Suggestions: Create tin can or construction paper constellations; expose students to various cultural stories/legends that explain where the constellations came from; create a night-time sky model that includes stars.)

Physical Science

PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1e Use observations and data collection tools (e.g., timer, balance scale, ruler, thermometer) to sort objects into groups using one or more physical properties (e.g., size, shape, color, texture, smell, weight, temperature).

PS1.1.2 Identify changes in the physical properties of matter.

PS1.1.2a Identify physical changes (e.g., freezing, melting, boiling, tearing paper).

PS1.2.1 Compare states of matter.

PS1.2.1d Compare the states of matter (e.g., solids have a definite shape and definite volume, liquids have a definite volume but take the shape of their container, gases have no definite volume or shape).

PS1.2.2 Identify how states of matter can change.

PS1.2.2a Identify how states of matter can change (e.g., solid to liquid - melting, liquid to gas - vaporization, gas to liquid - condensation, liquid to solid - freezing etc.).

PS1.3.1 Demonstrate an understanding of mass.

PS1.3.1b Identify that some objects are more massive than others.

PS1.3.1d Identify that the mass of a whole object is greater than the mass of each part of that whole object.

PS1.3.1e Compare the masses of objects measured.

PS1.4.1 Identify categories of matter.

PS1.4.1b Identify a mixture (e.g., peas and carrots, rocks and leaves, trail mix).

PS1.4.1c Identify solutions (e.g., Koolade, lemonade, hot chocolate).

NOTE: Salt, sugar and water are compounds which means they are substances made of two or more elements which have combined chemically.

PS2.1.1 Identify forms of energy.

PS2.1.1a Identify light energy (e.g., identify shadows as places where light energy is blocked, make shadows with flashlights).

PS2.1.1c Identify heat energy (e.g., identify the sun's feeling of warmth as heat energy. Take the students outside on a sunny day and use a solar cooker to cook hot dogs.).

PS2.1.1e Identify mechanical energy. (e.g., identify mechanical energy in the movements of a wheel chair or hand mixer.).

PS3.1.1 Describe the relationship between force and motion.

PS3.1.1c Make something move by pushing or pulling (applying force).

PS3.1.1e Identify that objects can move in different directions (e.g., horizontally, vertically, forward, backward).

PS3.1.1f Identify an object changing direction.

PS3.1.1g Identify one object moving faster/slower (speed) than another object.

PS3.2.1 Identify characteristics of magnetic forces.

PS3.2.1a Identify objects that are and are not attracted to magnets.

REQUIRED CONTENT STRAND:
Numbers and Operations

Structured Performance Task:

The student will apply number concepts to complete a career, vocational and/or community activity.

Targeted AAGSEs:

Whole numbers: Develop an understanding of cardinal numbers.

NO 1.5 Skip count by 10s starting with a number other than a multiple of 10 (e.g., starting at 12, use a hundreds' chart to count by 10s).

NO 1.6 Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols and to demonstrate that the final number is the quantity of the set.

Whole numbers: Use place value by applying the concepts of equivalency in composing and decomposing numbers.

NO 2.1 Demonstrate that "10 is the base unit in the base-ten system by **unitizing** numbers up to 199 (e.g., 19 bundles of 10 and 9 singles is the same as $190+9$ or 199).

NO 2.2 Demonstrate that digits have different values depending on their place (ones, tens, hundreds) (e.g., arrange two digits to make the largest number).

NO 2.3 Represent numbers in an expanded form (e.g., bundle of 10 and 7 singles; or $10 + 7$; or $143 = 100+40+3$).

NO 2.4 Represent quantities in different ways by **composing/decomposing** numbers to show part-whole relations (e.g., $14 = 7+7$ and $14 = 9+5$; $143 = 142+1$ and $143 = 100+43$).

Positive Fractional Numbers: Use decimals and percents to represent a part to whole relationship.

NO 4.1 Distinguish between **decimal** notations (e.g., 0.35), percents (e.g., 35%) and other numbers (e.g., 35).

NO 4.2 Identify **decimals** within a context of money, percents and/or metric units as part of 100 (e.g., showing 10 pennies out of 100 is the same as \$0.10; 30% or 2.5 centimeters).

NO 4.3 Demonstrate the relationship between percent and the original number (e.g., 33% off means a discount, or 15% increase means the number is greater than before).

Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.

NO 6.5 Identify the larger of two written numbers.

Identify coins and/or bills.

NO 10.2 Identify bills: \$1.00, \$5.00, \$10.00, and \$20.00 bills.

Identify coin and/or bill value.

NO 11.2 Identify the value of bills and how they are related to each other: \$1.00 as 100 pennies or 100¢, \$5.00 as 5 \$1.00, \$10.00 as two \$5.00 bills or 10 \$1.00 bills, \$20.00 as two \$10.00 bills or 20 \$1.00 bills.

Count and add a collection of coins and/or bills.

NO 12.3 Add like and unlike bills together to equal dollars and cents notation.

NO 12.3a Add like bills together to match dollar and cents notation.

NO 12.3b Add unlike bills together to match dollar and cents notation.

NO 12.4 Add bills together.

NO 12.5 Add bills and coins together to match dollar and cents notation.

NO 12.6 Make change from \$5.00 or less.

Demonstrate fluency with basic addition and subtraction combinations (up to 10) regardless of strategy used.

NO 13.2 Use **semi-concrete materials** (**hundreds' chart, number line**) to show more or less than the original number.

NO 13.3 Use **semi-concrete materials** for addition and subtraction of number combinations (1-10).

Fluently knows number combinations (1-20) for addition and subtraction.

NO 14.1 Use **strategies** to reason out unknown sums to 20 and their subtraction counterparts (e.g., counting-on, double plus or minus, making tens, using compensation, and/or using known facts).

Fluently adds and subtracts two digit multiples of ten.

NO 15.1 Use **concrete** and **semi-concrete materials** to show addition or subtraction with two digit multiples of ten.

NO 15.2 Use **strategies** to solve addition or subtraction problems with multiples of 10 more or less than the original number (e.g., the sum of $30+20=30+10+10$).

Add and subtract two digit numbers.

NO 16.1 Add and subtract two digit numbers with student identified **strategy** (e.g., mental calculations, algorithms, counting up and counting down, using and **semi-concrete materials**).

Make estimates of the number of objects in a set up to 20.

NO 17.1 Use comparisons to estimate size of a collection, up to 20, without counting (e.g., Are there enough chairs compared to the 20 students who need them?).

NO 17.2 Make estimates in a given situation and explain the reasonableness of the solution (e.g., If there are seven students and five yards of ribbon and every student needs one yard of ribbon, is there enough ribbon for everyone? Explain your answer.).

NO 17.2a Make estimates in a given situation (e.g., If there are eight students and ten yards of ribbon and every student needs one yard of ribbon, is there enough ribbon for everyone?).

Make estimates of the number of objects in a set up to 100.

NO 18.1 Estimate the size of a collection, up to 100, without counting (e.g., Are there more than 70 marbles in the jar?).

Apply appropriate properties of a number.

NO 19.2 Use **composition and decomposition of numbers** to identify number families (e.g., $2+3=5$, $3+2=5$, $5-3=2$, and $5-2=3$).

NO 19.3 Identify or provide examples of the **commutative property of addition** (e.g., $3+5$ is the same as $5+3$).

NO 19.4 Identify or show that adding zero to any number gives that number (**additive identity**) (e.g., $5+0=5$).

NO 19.5 Identify or show that when adding 3 or more numbers, the order in which you combine them, does not matter (e.g., $(3+5)+2=3+(5+2)$ (**associative of addition**)).

Sample Standards-Based Activities:

- Add bills and coins together to match cents and dollar notation on the cash register to buy materials for a class meal.
- Sell meals to faculty and staff, making change from \$5.00 or less.
- Work at a school business that involves money counting, and/or adding bills together.
- Use the counting sequence (one-to-one correspondence between objects and counting words) to count stock in inventory or in vending machines.
- Prepare a weekly checking deposit, adding bills and coins together to match dollar and cents notation at the bank.
- Plan a class fund raising event, making estimates of the materials needed such as chairs in the cafeteria to match ticket sales.
- Plan a day trip and determine the amount of money you will need for the trip, including bus fare, meals and spending money.
- Determine the number of miles one needs to travel to go on a field trip.

CONTENT STRAND:
Functions and Algebra

Structured Performance Task:

The student will identify, interpret, and/or use patterns in school and/or community environments within an academic/vocational task.

Targeted AAGSEs:

Identify and extends to specific cases for a variety of patterns.

FA 1.1 Recognize a simple repeating (A, B, A, B) pattern with concrete materials (e.g., pencil, pen, pencil, pen, pencil, pen in drafting class).

FA 1.2 Create a simple repeating pattern with concrete materials/representation.

FA 1.3. Extend a simple repeating pattern to the next one (e.g., A, B, A, B, A,...).

FA 1.4 Recognize a growing pattern (numeric) (e. g., 1, 1-2, 1-2-3, 1-2-3-4, 1-2-3-4-5).

FA 1.5 Create a simple growing pattern with concrete or semi-concrete representation (e.g., &, &&, &&&, &&&&).

FA 1.7 Identify the core unit of a simple repeating pattern (e.g., x,o,x,o,x, the xo is the core unit of this pattern).

Sample Standards-Based Activities:

- Follow patterns in collating school materials for a science investigation.
- Use a pattern-related activity to assemble simple objects (e.g., creating table decorations, assembling displays) for a school concert.
- Identify patterns in a work schedule.
- Use a pattern set to complete a vocational job.
- Locate simple repeating patterns in the environment (e.g., a store using building or room numbers, pricing or inventory codes, sizes on a display).
- Identify the core unit of a simple repeating pattern (e.g., women's rack, men's rack, women's rack, men's rack - where women and men is the core unit).

CONTENT STRAND:
Functions and Algebra

Structured Performance Task:

The student will use mathematical concepts to solve everyday problems.

Targeted AAGSEs:

Demonstrate conceptual understanding of linear relationships as a constant rate of change.

FA 2.1 Identify and/or describe change in a constant rate of change between successive elements in a pattern in a variety of situations (e.g., When looking at a graph, student identifies the rate of change as being constant).

Demonstrate conceptual understanding of algebraic expressions.

FA 3.1 Represent mathematical situations by using a box, letter, or symbol involving any one of the four operations.

FA 3.1a Recognize that a box, letter or other symbol represents an unknown quantity.

FA 3.1b Use numbers, letters, symbols, pictures and/or words to represent a mathematical situation involving addition and subtraction (e.g., $A+3=\Delta-5$).

FA 3.1c Use numbers, letters, symbols, pictures and/or words to represent a mathematical situation involving multiplication and division (e.g., $Yx3, \Delta\div4$).

Demonstrate conceptual understanding of equality.

FA 4.1 Show equivalence representations with two expressions (e.g., $(1+3=2+2)$ or an equation $(4+6=10)$).

FA 4.2 Find the value that will make an open sentence true (e.g. $2 + \square = 7$).

Sample Standards-Based Activities:

- Complete a project involving observations about change (e.g., using a daily Science log to determine the rate of change in inside temperature).
- Create a real-world problem and solve it (e.g., determine how many more of an item is needed to complete a project) using an open sentence.
- Keep an inventory for a storeroom, where student develops a mathematical equation determine how many of an item needs to be added for full inventory (i.e. $3 + \text{€} = 5$).
- Determine how to double or triple a recipe for a class party by developing a mathematical equation (e.g. $2 \text{ cups } X \text{ €} = 4 \text{ cups}$ to double a recipe or $2 \text{ cups } X \text{ €} = 6 \text{ cups}$ to triple a recipe).

Content: Reading

Task: 10-4

Grade: 10

REQUIRED CONTENT STRAND:

Word Identification Skills and Vocabulary Strategies and Breadth of Vocabulary

Structured Performance Task:

The student will read/experience text related to transition to adult life (e.g., reading a bus schedule, reading a job application and/or reading store information).

Targeted AAGSEs:

Student applies text identification and/or decoding strategies by

WID 1.1 Identifying pictures/symbols/objects/words that represent nouns and verbs.

WID 1.1b Identifying pictures/symbols/objects/words that represent verbs.

WID 1.1c Identifying pictures/symbols/objects/words that represent nouns.

WID 1.4 Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., **decodable**) one- or two-syllable words. *

WID 1.5 Reading high-frequency words (e.g., names and sight words).

WID 1.6 Using knowledge of sounds and letter patterns (including common endings such as “-s,” “-ed,” “-ly,” “-ing”) to read regularly spelled one- or two-syllable words. *

WID 1.7 Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words, (e.g., student matches words to other words with similar sounds by answering questions such as “Which word rhymes with the underlined word?”

or “Which word has the same vowel sound as the word in the box?”). *

WID 1.7a Identifying word families*

WID 1.7b Identifying prefixes and suffixes.*

WID 1.7c Identifying variant spellings for consonants and vowels (e.g., catalog/catalogue).*

*** To meet these AAGSEs students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used.**

Student identifies the meaning of unfamiliar vocabulary by

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words) to predict meanings.

V 2.2 Using **context clues** (words and illustrations) in text to predict words or meanings.

V 2.3 Using other resources to connect unknown words to known words.

V 2.3a Using prior knowledge and personal word banks.

V 2.3b Using text features (e.g., illustrations, diagrams, charts).

V 2.3c Using glossaries, dictionaries, and/or thesauruses.

Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by

V 3.1 Identifying **vocabulary** that demonstrates knowledge of basic **pragmatic functions** (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).

V 3.2 Using **vocabulary** to describe objects, actions, and events.

- V 3.3** Using **synonyms** (e.g., big/large) and **antonyms** (e.g., hot/cold).
- V 3.3a** Using **synonyms** (e.g., big/large).
- V 3.3b** Using **antonyms** (e.g., hot/cold).
- V 3.4** Organizing **vocabulary** by category, feature, and function.
- V 3.4a** Organizing **vocabulary** by category.
- V 3.4b** Organizing **vocabulary** by feature.
- V 3.4c** Organizing **vocabulary** by function.
- V 3.5** Selecting the appropriate word to use in context of one or more sentences (e.g., student uses pictures or word banks to complete sentences or storyboards).
- V 3.6** Identifying the multiple meanings of words (e.g., fall is a time of year and to fall is to trip).
- V 3.7** Identifying homonyms and homophones.
- V 3.8** Describing shades of meaning (e.g., the difference between cold and freezing).
-

Sample Standards-Based Activities:

- Read text (e.g., YMCA, newspapers, movie listing, websites) for recreational information, identifying high frequency words such as movie, swim, and cost.
- Read an application (e.g., job, YMCA, video membership) in order to apply for a job.
- Read a personal address book to address an envelope to invite graduates to a special school event.
- Read directions to complete an adult-related task (e.g., to assemble something, to find a location, to complete a recipe, for laundry care, and/or for food safety).
- Read store information (e.g., aisles, clearance, and/or sales) to make a purchase.
- Read health information (e.g., medicine labels, hazard warnings, and/or ingredients for diet restrictions) to make decisions.
- Read schedules (e.g., bus schedules, movie times, hours of operation, TV guides, and/or appointment schedules) to perform a task.
- Identify symbols/signs found in your community (e.g., hospital, school, crosswalk, caution, park, fire station, and/or telephone) to perform a task.

Content: Reading

Task: 10-5

Grade: 10

CONTENT STRAND:

Initial Understanding, Analysis & Interpretation of Literary Text

Structured Performance Task:

*The student will respond in a variety of ways to **literary texts**, including text read aloud by teachers or peers, reading text independently, or in a guided manner.*

Targeted AAGSEs:

Student demonstrates initial understanding of elements of **literary texts** (including text read aloud, reading text independently, or in a guided manner) by

- LT 4.1 Describing literary elements in a story.
 - LT 4.1a Describing the main **character(s)** and **setting**.
 - LT 4.1b Describing major events.
 - LT 4.1c Identifying the problem/solution or plot.
 - LT 4.1d Identifying significant changes in character(s) or setting(s) over time.
- LT 4.2 Answering simple questions about a story's content.
- LT 4.3 Retelling or ordering the key events in a story (e.g., In *Romeo and Juliet*, the student identifies key events as Romeo and Juliet meet, fall in love, and die.).
- LT 4.4 Summarizing the text (e.g., poem, story, play).
- LT 4.5 Describing the difference between **literary** and **informational text**.
- LT 4.6 Describing the difference among a variety of types of **literary text**, such as poetry, plays, fantasies, realistic fiction, or mysteries.

Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by

- LT 5.1 Making predictions about what might happen next in the text.
 - LT 5.1a Making a prediction and explaining why the prediction was made.
 - LT 5.1b Using evidence in the text to make logical predictions.
 - LT 5.1c Explaining or supporting logical predictions.
- LT 5.2 Describing the main characters' physical characteristics and personality traits.
 - LT 5.2a Identifying or describing the main characters' physical characteristics.
 - LT 5.2b Identifying or describing the main characters' personality traits.
 - LT 5.2c Providing examples of words or actions that reveal characters' personality traits.
 - LT 5.2d Identifying that a characters' personality trait changes over time.
 - LT 5.2e Identifying a character's motives.
- LT 5.3 Identifying causes and effects within a **literary text**.
 - LT 5.3a Making **inferences** about causes and effects.
- LT 5.4 Making **inferences** about two or more aspects of a text (i.e., problem, conflict, solution, author's purpose).
 - LT 5.4a Making **inferences** about problem, conflict, or solution.
 - LT 5.4b Making inferences about author's message or purpose.
- LT 5.6 Identifying literary devices (e.g., imagery, simple similes, metaphor and rhyme) as appropriate to genre.

Student generates a personal response to what is read aloud or what is read independently through a variety of means by

- LT 6.1 Connecting stories or other texts to personal experience, prior knowledge, or other texts.

LT 6.2 Providing relevant details to support connecting stories or other texts to personal experience, prior knowledge, or other texts.

Sample Standards-Based Activities:

- Complete a graphic organizer with clearly defined characters, traits, and changes over time.
- Create timelines to retell or sequence a story.
- Sequence events from a story using words, cards, pictures, representational objects, symbols.
- Use a story web/map to respond to simple questions about the story.
- Make predictions based on the title, cover and/or story indicating why the prediction was made.
- Use graphic organizers to identify cause and effect from a story plot.

CONTENT STRAND:

Initial Understanding, Analysis and Interpretation of Informational Text

Structured Performance Task:

*The student will use **informational texts** to plan or to follow directions to complete an activity, report, or other product.*

Targeted AAGSEs:

Student demonstrates initial understanding of **informational texts** (expository and practical texts) by

IT 7.1 Identifying the key features of informational texts and their purpose.

IT 7.1a Identifying and describing the purpose of the title, illustrations/photograph, and captions.

IT 7.1b Identifying and describing the purpose of headings, charts, maps, and diagrams.

IT 7.1c Identifying and describing the purpose of bold face type, italics of informational texts.

IT 7.2 Using features of informational texts for obtaining information (e.g., student identifies the employment section of the newspaper to locate jobs in the town).

IT 7.3 Using explicitly stated information to answer questions about the text.

IT 7.3a Using explicitly stated information to answer questions related to the main idea or key details.

IT 7.4 Identifying the differences in purpose and/or characteristics among different types of informational material.

IT 7.5 Using a provided organizational format to show an understanding of the information (e.g., representing main ideas and supporting information using bullet format).

IT 7.6 Choosing an organizational format that appropriately conveys information.

Student analyzes and interprets **informational text**, citing evidence as appropriate by

IT 8.1 Identifying the general topic of a text.

IT 8.1a Identifying main/central idea and locating supporting details.

IT 8.2 Making inferences, drawing conclusions, and/or forming judgments/conclusions about central ideas that are relevant to the text.

IT 8.3 Identifying and/or making inferences about causes and effects within the text (e.g., When given a text about growing plants, the student is able to answer the question, "What would happen if the plant has no sunlight?").

IT 8.4 Distinguishing facts from opinions within a text.

Sample Standards-Based Activities:

Extract information from a text to:

- Have student select a graphic organizer and use it to develop a report/capstone portfolio.
- Create and follow directions to complete a product.
- Read a "to do" list to complete necessary tasks.
- Create a resume, have students use a provided organizational format (header and bullets) to develop an understanding of the information by putting the correct information in the correct position.

Content: Writing

Task: 10-7

Grade: 10

REQUIRED CONTENT STRAND: Structures of Language and Writing Conventions

Structured Performance Task:

The student will write as part of transition to adult life (e.g., using correct capitalization and punctuation, write a cover sheet for a résumé or a sequential list necessary for a vocational task).

Targeted AAGSEs:

Student demonstrates command of the structures of sentences, paragraphs, and text by

SL 1.1 Expressing an idea with written language (i.e., words, sentences).

SL 1.2 Demonstrating that multiple sentences are written left to right, and top to bottom to form a paragraph(s).

SL 1.3 Writing with organizational structures including correct spacing for sentences and paragraph formats within texts.

SL 1.3a Writing with organizational structures including correct spacing for sentences within texts.

SL1.3b Writing paragraphs with correct spacing (e.g., indenting paragraphs or block format for paragraphs).

SL 1.4 Writing simple sentences with a subject and predicate, and with adjectives and/or adverbs.

SL 1.4a Writing simple sentences with a subject and a predicate.

SL 1.4b Writing simple sentences with adjectives and/or adverbs.

SL 1.4c Using a variety of sentence structures using two or more of the following: declarative, interrogative, exclamatory, simple, compound and/or complex.

SL 1.5 Writing sentences to express ideas about a topic.

SL 1.5a Creating several simple related and ordered sentences (paragraph) to develop an idea/topic.

SL 1.5b Maintaining a central idea/focus with topic sentence(s) and supporting details in paragraph and/or multi-paragraph texts.

In independent writing, student demonstrates command of appropriate English conventions by

WC 9.1 Spelling his/her own first and last name, using correct capitalization.

WC 9.1a Reproducing his/her own first and last name.

WC 9.2 Spelling common/high frequency words.

WC 9.3 Using capitalization in writing a paragraph, letter, story, or poem.

WC 9.3a Capitalizing proper nouns.

WC 9.3b Capitalizing beginnings of sentences.

WC 9.3c Capitalizing titles of books.

WC 9.4 Using punctuation marks to clarify meaning.

WC 9.4a Using periods, question marks, exclamation points and commas (e.g., series, dates).

WC 9.5 Using parts of speech.

WC 9.5a Using singular and plural forms of nouns.

WC 9.5b Using simple verb tenses and subject-verb agreement.

WC 9.5c Using nouns and pronouns.

Sample Standards-Based Activities:

- Write a cover sheet for a résumé, capitalizing the beginning of each sentence.
- Write an essay that details a student's plans for the future, demonstrating that multiple sentences are written left to right, and top to bottom to form a paragraph(s).
- Write several simple related and ordered sentences (paragraph) to develop a list of his/her needs (e.g. write information that summarizes routines for assistance in self care, or assistance in changing positions).
- Write a sequential list necessary for a vocational task, using punctuation marks appropriately.
- Complete an application/personal form writing common/high frequency words (e.g., spelling appropriate information to include on a work application; describing likes and dislikes when completing a volunteer application; summarizing medical conditions on a health form).
- Summarize a job shadow experience, apprenticeship, or volunteer work to share with others, by writing several simple related and ordered sentences (paragraph) to develop an idea/topic.

Content: Writing

Task: 10-8

Grade: 10

CONTENT STRAND: Informational Writing

Structured Performance Task:

The student will write an informational piece about personal experiences within the school and/or community.

Targeted AAGSEs:

In informational writing, student organizes ideas and concepts by

- IW 6.1** Listing steps of simple process in a logical order.
- IW 6.2** Using numbering and/or lettering to identify steps in a process.
- IW 6.3** Using basic transition words (e.g., “first,” “then,” “next,” and “finally”) to describe steps in a process.
- IW 6.4** Using an appropriate organizational text structure (e.g., by description, sequence, chronology, and compare/contrast) to develop main/controlling idea.
 - IW6.4a** Logically grouping ideas into predictable categories (e.g., what birds eat, where they live, etc.).
- IW 6.5** Creating an introduction that sets the context.
- IW 6.6** Using transition words and phrases that are appropriate to text structures (e.g., comparing/contrasting or chronology).
- IW 6.7** Writing a **conclusion**.

In informational writing, student effectively conveys purpose by

- IW 7.1a** Stating a topic and focus/controlling idea about a topic (e.g., topic = careers; **controlling idea** = different careers require different skills).
- IW 7.1b** Stating and maintaining a **controlling idea** about a topic.

In informational writing, student demonstrates use of a range of elaboration strategies by

- IW 8.1** Identifying information and details related to the topic.
 - IW 8.1a** Identifying and including facts and/or details relevant to the focus/controlling idea.
 - IW 8.1b** Identifying extraneous material.
 - IW 8.1c** Excluding extraneous material.
 - IW 8.1d** Including sufficient details or facts for an appropriate depth of information (e.g., naming, describing, explaining, comparing, or using visual images).

Sample Standards-Based Activities:

- Write an email to a friend to give the friend directions to a community event, using numbering and/or lettering to identify the steps in the directions.

- Write his/her biography for the yearbook. In a draft, the student identifies the areas of extraneous material he/she wrote to be edited out for the final product.
- Write a letter regarding an important issue (e.g., letter to the editor, letter to the school principal, and/or letter to a public official), in which the student writes an introduction that sets the context of the issue.
- Create a flyer for a school/community fund raising event and identify the facts and/or details relevant to the focus/controlling idea.
- Write a sequential list necessary for voting using numbering and/or lettering to identify steps in the process.
- Create a Power Point describing his/her goals for the future.

Content: Writing

Task: 10-9

Grade: 10

CONTENT STRAND: Informational Writing

Structured Performance Task:

The student will write an informational piece related to vocational experiences.

Targeted AAGSEs:

In informational writing, student organizes ideas and concepts by

- IW 6.1** Listing steps of simple process in a logical order.
- IW 6.2** Using numbering and/or lettering to identify steps in a process.
- IW 6.3** Using basic transition words (e.g., “first,” “then,” “next,” and “finally”) to describe steps in a process.
- IW 6.4** Using an appropriate organizational text structure (e.g., by description, sequence, chronology, and compare/contrast) to develop main/controlling idea.
 - IW 6.4a** Logically grouping ideas into predictable categories (e.g., what birds eat, where they live, etc.).
- IW 6.5** Creating an introduction that sets the context.
- IW 6.6** Using transition words and phrases that are appropriate to text structures (e.g., comparing/contrasting or chronology).
- IW 6.7** Writing a **conclusion**.

In informational writing, student effectively conveys purpose by

- IW 7.1a** Stating a topic and focus/controlling idea about a topic (e.g., topic = careers; **controlling idea** = different careers require different skills).
- IW 7.1b** Stating and maintaining a **controlling idea** about a topic.

In informational writing, student demonstrates use of a range of elaboration strategies by

- IW 8.1** Identifying information and details related to the topic.
 - IW 8.1a** Identifying and including facts and/or details relevant to the focus/controlling idea.
 - IW 8.1b** Identifying extraneous material.
 - IW 8.1c** Excluding extraneous material.
 - IW 8.1d** Including sufficient details or facts for an appropriate depth of information (e.g., naming, describing, explaining, comparing, or using visual images).

Sample Standards-Based Activities:

- Write an email to a friend to give the friend directions to the local YMCA for a Special Olympics event, using numbering and/or lettering to identify the steps in the directions.
- Have a student write his/her biography for the student’s personal résumé. In a draft, have the student identify the areas of extraneous material he/she wrote to be edited out for the final product.

- Write a letter to the local paper regarding an important issue about jobs in the community (e.g., letter to the editor, letter to the school principal, letter to a public official), where the student writes an introduction that sets the context of the issue.
- Create a flyer for a community fund raising and then identify the facts and/or details relevant to the focus/controlling idea.
- Write a sequential list necessary for a given vocational task using numbering and/or lettering to identify steps in a process.
- Write what tools are needed for each step of a vocational task, logically grouping ideas into predictable categories (e.g., what tools are needed for each step).

INQUIRY CONSTRUCT: Conducting
Use accepted methods for organizing, representing and/or manipulating data

Structured Performance Task:

The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

Life Science

LS1.1.1 Distinguish between living and non-living things.

LS1.1.1a Identify self as living, therefore needing food and water.

LS1.1.1c Discriminate between living things and non-living things.

LS1.1.1d Sort living things from a group of livings and non-living things.

LS1.1.1e Classify living things and non-living things into two groups.

LS1.1.2 Compare similarities and differences between organisms.

LS1.1.2a Match similar organisms based on two or more external features (e.g., match two similar animals such as fish to fish and bird to bird).

NOTE: Classification, sort and compare - depends on the selection of the organisms for degree of difficulty.

LS1.1.2b Sort organisms based on two or more similar or different external features.

LS1.1.2d Group organisms by two or more similarities.

(Suggestions: Use a graphic organizer to show the common features of the organisms, such as fur, two legs. Use a Venn diagram to compare features of a group of organisms.)

LS1.1.3 Distinguish plants from animals.

LS1.1.3c Distinguish a plant within a group of organisms.

LS1.1.3d Distinguish an animal within a group of organisms.

LS1.1.3h Compare similarities and differences between a plant and an animal.

(Suggestion: Use a Venn diagram or other graphic organizer.)

LS1.1.4 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to animals (including self).

LS1.1.5 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar plants.

LS1.1.5g Compare the features of two different plants.

LS1.1.7 Classify organisms.

LS1.1.7a Identify one or more major group of organisms from a selection of different organisms. (Groups should include mammals, fish, amphibians, and reptiles.)

LS1.2.1 Describe the things that plants need in order to grow, survive, and reproduce.

LS1.2.1a Identify two or more conditions plants need to grow, survive and reproduce (i.e., light, water, air, space and food; reproduction: self pollination or cross pollination).

LS1.2.1d Investigate what happens to a plant under different conditions, e.g., blue light instead of white light.

LS1.2.2 Describe the things that animals need in order to grow, survive, and reproduce.

LS 1.2.2a Identify two or more conditions an animal needs in order to grow, survive, and reproduce (i.e., food, water, shelter, space, and/or air).

LS1.2.2c Describe one or more conditions an animal needs in order to grow, survive, and reproduce (i.e., food, water, shelter, space, and/or air).

LS1.2.3 Identify adaptations within organisms that help them survive in their environment.

LS1.2.3a Identify two or more adaptations needed for survival in common animals, (e.g., adaptations such as claws, odor, teeth, tail, for defense, food/eating and maintaining body temperature).

LS1.2.4 Describe the ten characteristics of living things.

LS1.2.4a Identify the ten characteristics of living things (i.e., need source of energy, need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death).

LS1.2.4c Describe five of the ten characteristics of living things (i.e., need source of energy, need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death).

LS1.2.5 Recognize that organisms are made of cells.

LS1.2.5c Recognize that some cells are specialized for certain functions.

LS1.3.2 Identify similarities between parents and offspring.

LS1.3.2b From up to 4 kinds of plants or animals, select the offspring that belongs with a given adult.

LS1.3.3 Sequence the life cycle of a familiar plant or animal.

LS1.3.3c Sequence a life cycle for an organism with similar appearance at each stage (e.g., bear, rabbit).

LS1.3.3d Sequence a life cycle for an organism that undergoes metamorphosis (e.g., butterfly).

LS2.1.1 Describe the sources of energy for survival of organisms.

LS2.1.1a Describe that sunlight is a source of energy for plants.

LS2.1.2 Describe the relationships between plants and animals that depend on each other for food.

LS2.1.2d Describe the relationships between plants and animals by creating a simple food web.

LS2.1.3 Discuss living and non-living factors in an ecosystem.

LS2.1.3a Identify two or more living factors that affect organisms in an ecosystem (e.g., introduction of coyote to a forest, effects of a hurricane on an ecosystem, effect of pollution on an ecosystem).

LS2.1.3b Identify two or more non-living factors that affect organisms.

LS3.1.1 Identify the responses of plants and animals to changes in their environment.

LS3.1.1a Identify the responses of plants and animals to a change in their food supply.

LS3.1.1b Identify the responses of plants and animals to habitat destruction or changes in habitat (e.g., flood, fire, housing developments).

LS3.1.1c Identify the responses of plants and animals to seasonal and weather-related changes.

(Suggestion: Move a plant to a container and provide for its needs, and observe how the habitat change affects the plant.)

LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.

LS3.1.2a Select the animal that can best live in a given environment when given a choice between two to four animals.

(Suggestion: Select a land animal over an aquatic animal.)

LS4.1.2 Identify patterns of human health and disease.

LS4.1.2a Identify signs or feelings of being sick, hurt/injured, or discomfort (e.g., cut on finger, headache, dizziness, etc.).

Earth and Space Science

ESS1.1.1 Identify soils using their physical properties.

ESS1.1.1c Identify soils with specified physical properties.

(Suggestions: Feel soil; use microscope or hand lens to examine and describe make-up of soil or draw pictures of what they see.)

NOTE: Properties of soil include: color, texture/feel, size or shape of particles, structure, drainage, stoniness, easily eroded, and amount of organic material (e.g., decaying leaf or root parts).

ESS1.1.2 Identify rocks and minerals using their physical properties.

ESS1.1.2b Describe rocks and minerals using two or more physical properties.

NOTE: Properties of rocks include: color, texture/feel, size or shape of particles in them, hardness, and structure based on how they were formed (igneous, sedimentary, and metamorphic).

NOTE: Properties of minerals include: color (one or several), luster (how it reflects light), streak (use power form of crystal and rub across unglazed streak plate), crystal shape, cleavage and fracture (how it breaks).

ESS1.1.3 Compare different soils to each other using their physical properties.

ESS1.1.3b Sort soils using two or more physical properties.

ESS1.1.3d Classify soils by type (clay, sand, silt, loam) using two or more physical properties.

(Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage properties of soils.)

ESS1.1.4 Compare different rocks and minerals to each other using their physical properties.

ESS1.1.4b Sort rocks and minerals using two or more physical properties.

ESS1.1.4c Compare rocks and minerals using two or more physical properties.

(Suggestions: Examine a variety of rocks and minerals, sort them into categories and compare rocks to each other, compare minerals to each other, and compare rocks to minerals.)

ESS1.1.5 Compare rocks and minerals to soils using their physical properties.

ESS1.1.5b Compare soils to rocks and minerals using two or more physical properties (see NOTES on properties of soils, rocks, and minerals above).

ESS1.1.5g Complete charts showing hardness, color, streak, density, etc. of given rocks and minerals (e.g., create a Venn diagram to classify rocks, soils, and minerals according to their properties).

ESS1.1.6 Identify the four basic materials of the earth (i.e., water, soil, rocks and air.)

ESS1.1.7 Identify the uses of the four basic earth materials (i.e., water, soil, rocks and air).

ESS1.2.1 Identify the components and changes represented by the water cycle.

ESS1.2.1d Identify the three forms of water in the water cycle.

ESS1.2.1e Identify the water cycle and its parts, including evaporation, precipitation, run-off, condensation, groundwater, and transpiration.

ESS1.2.1f Identify the changes between the parts of the water cycle (with arrows).

ESS1.2.4 Describe some changes on the earth that happen faster than others.

ESS1.2.4a Identify relatively fast changes to the earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, earthquake, volcano erupts, a hurricane or tropical storm occurs).

ESS1.2.4b Identify relatively slow changes to the earth's surface (e.g., a large rock slowly breaks down over many, many years from water washing over it in a stream or river).

ESS1.2.4c Compare the results of relatively faster and slower changes.

(Suggestion: Compare smooth rocks collected from a stream to breaking a rock quickly; compare pictures of older – and smoother - mountains on the East coast of the US to younger Rocky Mountains which are higher and pointier.)

ESS1.2.7 Identify that rocks change into other rocks.

ESS1.2.7a Match rocks by type to descriptions or pictures of igneous, sedimentary, and metamorphic rocks.

ESS1.2.7d Identify rocks as igneous, sedimentary or metamorphic.

ESS1.2.8 Describe how rocks form.

ESS1.2.8a Describe one way that rocks form from other rocks through erosion and deposition.

(Suggestions: Observe rock from volcanoes; smash concrete with hammer to demonstrate production of sediments; Elmer's glue & sand to show compactness of sandstone.)

ESS1.2.11 Identify geologic processes of fossil formation.

ESS1.2.11a Identify how fossils form.

ESS1.2.13 Identify weather and seasonal changes throughout the year.

ESS1.2.13a Use observations and two or more data collection tools (e.g., wind vane, thermometer, rain gauge) to describe daily weather (e.g., clouds, cloud types, hot, cold, wet, dry, humidity, precipitation).

ESS1.2.15 Recognize that the atmosphere is made up of different layers.

ESS1.2.15a Identify layers of the atmosphere.

ESS2.1.1 Identify the major effects the sun has on the earth.

ESS2.1.1a Collect data to show that the sun warms the earth during daytime.

ESS2.1.1b Collect data to show the difference in temperature between a shady spot and a sunny spot.

ESS2.1.1d Identify the sun's position as it changes throughout the day, e.g., sunrise, noon, sunset, dawn, dusk.

(Suggestion: Record temperature every hour in their weather station; record where the sun is in the sky at different times during the day; compare the temperature when the sun is behind clouds to the temperature when the sun is shining.)

ESS2.1.2 Identify the moon.

ESS2.1.2a Distinguish the moon from other objects in the sky.

ESS2.1.2b Identify and record changes in the moon's appearance.

(Suggestion: Keep a record of the appearance of the moon; draw phases of the moon; cut out pictures of the moon phases from newspapers.)

ESS2.1.3 Identify Earth is a planet.

ESS2.1.3c Identify at least one characteristic of two or more planets other than Earth, e.g., size, distance from sun, number of moons, color, presence of rings, relative temperature.

ESS2.1.4 Identify the parts of the earth-moon-sun system and how they move.

ESS2.1.4a Identify the parts of an earth-moon-sun model.

ESS3.1.1 Identify stars.

ESS3.1.1a Distinguish stars from other objects in the sky, e.g., moon, planets.

Physical Science

PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1a Identify which object in a group has a specific physical property (e.g., size, shape, color, texture, smell, weight, mass, etc.).

PS1.1.1b Identify two or more physical properties of common objects.

PS1.1.1c Match objects using two or more physical properties (e.g., size, shape, color, texture, smell, weight, temperature, flexibility).

PS1.1.1e Use observations and data collection tools (e.g., timer, balance scale, ruler, thermometer, spring scale) to sort objects into groups using two or more physical properties (e.g., size, shape, color, texture, smell, weight, temperature, flexibility).

PS1.1.2 Identify changes in the physical properties of matter.

PS1.1.2a Identify physical changes (e.g., freezing, melting, boiling, tearing paper).

PS1.2.1 Classify states of matter.

PS1.3.1 Demonstrate an understanding of mass.

PS1.3.1a Measure the masses of objects using balances or see-saws.

PS1.3.1b Describe that some objects are more massive than others.

PS1.3.1c Measure the masses of a whole object and parts of that whole object.

PS1.3.1e Compare the masses of objects measured.

PS1.3.2 Identify conservation of matter.

PS1.3.2a Identify that the mass of a whole object is always the same as the sum of the masses of its parts.

PS1.3.2b Show that the mass of an object is the same before and after a physical change.

PS1.4.1 Identify categories of matter.

PS1.4.1b Identify a mixture (e.g., peas and carrots, rocks and leaves, trail mix).

PS1.4.1c Identify solutions, (e.g., Koolade, lemonade, hot chocolate).

PS1.4.1d Identify two or more physical changes (e.g., tearing paper, breaking a pencil, food color in water, evaporation, condensation, freezing or melting).

PS1.4.1e Sort substances into mixtures, solutions, and pure substances that are combined to make them.

NOTE: Salt, sugar and water are compounds which means they are substances made of two or more elements which have combined chemically.

PS2.1.1 Describe forms of energy.

PS2.1.1a Describe light energy (e.g., identify shadows as places where light energy is blocked; make shadows with flashlights.).

PS2.1.1b Describe sound energy (e.g., identify sound vibrations as sound energy by plucking guitar strings, feeling drums vibrate, feeling cell phones vibrate, seeing salt vibrate on a drum.)

PS2.1.1c Describe heat energy (e.g., identify the sun's feeling of warmth as heat energy. Take the students outside on a sunny day and use a solar cooker to cook hot dogs.)

PS2.1.2 Identify different magnitudes of energy.

PS2.1.2a Identify differences in heat absorption.

(Suggestion: Feel how a dark material becomes hotter than a light material when they are left in the sunlight for the same amount of time.)

PS2.1.2b Identify differences in sound energy (e.g., hitting a drum softly produces small vibrations, hitting a drum hard produces larger vibrations).

PS2.1.2c Identify differences in mechanical energy (e.g., toy car moving slowly versus a toy car moving quickly).

PS3.1.1 Identify the relationship between force and motion.

PS3.1.1b Identify something as moving or not moving.

PS3.1.1c Make something move by pushing or pulling (applying force).

PS3.1.1d Identify the initial and final positions of an object that moves.

PS3.2.1 Identify characteristics of magnetic forces.

PS3.2.1a Identify objects that are and are not attracted to magnets.

PS3.2.1b Sort objects into those that are attracted to magnets and those that are not attracted to magnets.

PS3.2.1d Recognize that magnets have poles that repel and attract each other.

PS3.3.1 Identify the effect of gravity on objects.

PS3.3.1b Identify that objects fall because of the pull of the Earth's gravity.

INQUIRY CONSTRUCT: Analyzing
Use evidence to support and/or justify interpretations and/or conclusions or explain how the evidence refutes the hypothesis

Structured Performance Task:

The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

Life Science

LS1.1.1 Distinguish between living and non-living things.

- LS1.1.1c Discriminate between living things and non-living things.
- LS1.1.1d Sort living things from a group of living and non-living things.
- LS1.1.1e Classify living things and non-living things into two groups.

LS1.1.2 Compare similarities and differences between organisms.

- LS1.1.2b Sort organisms based on two or more similar or different external features.
- LS1.1.2c Compare two or more external features of a group of organisms.

LS1.1.3 Distinguish plants from animals.

- LS1.1.3g Distinguish an organism as a plant or an animal.
- LS1.1.3h Compare similarities and differences between a plant and an animal.
(Suggestion: Use a Venn diagram or other graphic organizer.)

LS1.1.4 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to animals (including self).

LS1.1.5 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar plants.

LS1.1.6 Associate functions with the external features of animals.

- LS1.1.6a Identify structures that specific animals use to move, such as legs, wings, tails, fins, etc.
- LS1.1.6b Identify features that animals use to protect themselves such as shells (e.g., snail), claws (e.g., tiger), quills (e.g., porcupine), color of skin or fur, etc.
- LS1.1.6c Compare how animals obtain food using structures or characteristic features such as beaks, claws, fast speed, good eyesight, sense of smell, etc.

LS1.1.8 Associate the external features of plants with their functions.

LS1.2.1 Describe the things that plants need in order to grow, survive, and reproduce.

- LS1.2.1a Identify two or more conditions plants need to grow, survive and reproduce (i.e. light, water, air, space and food).
- LS1.2.1d Describe one or more conditions a plant needs in order to grow, survive, and reproduce (e.g., light, soil, water, air, and/or space; reproduce: self pollination or cross pollination).

LS1.2.2 Describe the things that animals need in order to grow, survive, and reproduce.

LS1.2.2d Investigate what happens to an animal under different conditions (e.g., different temperatures).

LS1.2.3 Identify adaptations within organisms that help them survive in their environment.

LS1.2.3a Identify two or more adaptations needed for survival in common animals (e.g., adaptations such as claws, odor, teeth, tail, for defense, food/eating and maintaining body temperature).

LS1.2.5 Recognize that organisms are made of cells.

LS1.3.4 Compare life cycles of different organisms.

LS1.3.4a Compare life cycles of two or more plants.

LS1.3.4b Compare life cycles of two or more animals.

LS2.1.1 Describe the sources of energy for survival of organisms.

LS2.1.1b Describe that some animals get their energy (food) by eating plants.

LS2.1.1c Describe that some animals get their energy (food) by eating other animals.

LS2.1.2 Describe the relationships between plants and animals that depend on each other for food.

LS2.1.3 Discuss living and non-living factors in an ecosystem.

LS2.1.3d Describe the impact of various living (e.g., disease, population shifts, non-native invasive species) and non-living (e.g., flood, drought, fires) factors on organisms.

LS3.1.1 Identify the responses of plants and animals to changes in their environment.

LS3.1.1a Identify the responses of plants and animals to a change in their food supply.

LS3.1.1b Identify the responses of plants and animals to habitat destruction or changes in habitat (e.g., flood, fire, housing developments).

LS3.1.1c Identify the responses of plants and animals to seasonal and weather-related changes. (Suggestion: Move a plant to a container and provide for its needs, and observe how the habitat change affects the plant.)

LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.

LS3.1.2a Select the animal that can best live in a given environment when given a choice between two to four animals.

(Suggestion: Select a land animal over an aquatic animal.)

LS4.1.2 Identify patterns of human health and disease.

LS4.1.2a Identify signs or feelings of being sick, hurt/injured, or discomfort (e.g., cut on finger, headache, dizziness, etc.).

LS4.1.2b Identify the connection between hygiene and wellness.

LS4.1.3 Compare voluntary to involuntary body responses.

LS4.1.4 Compare instinctual to learned behaviors.

Earth and Space Science

ESS1.1.3 Compare different soils to each other using their physical properties.

ESS1.1.3c Compare soils using two or more physical properties.

ESS1.1.3d Classify soils by type (clay, sand, silt, loam) using two or more physical properties.

(Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage properties of soils.)

ESS1.1.5 Compare rocks and minerals to soils using their physical properties.

ESS1.1.5e Use data to accept or reject prediction/hypotheses about physical properties of soils, rocks and minerals.

ESS1.1.5f Indicate why some earth materials are classified together and some are not.

(Suggestions: Choose the one that doesn't belong by feeling rocks, comparing rocks and minerals (gems) in jewelry; doing a hardness test, scratch for color, hammer on minerals to show fracture.)

ESS1.1.7 Identify the uses of the four basic earth materials (water, soil, rocks and air).

ESS1.1.7e Determine the best earth materials for specific purposes.

(Suggestions: Drink (taste) water; use water - plants/animals/vapor or list their uses; grow plants in soil; touch & use rocks - build a model wall/house, build a model dam; raise a guppy in a jar with a plant to demonstrate that the guppy needs water and air and the plant recycles the carbon dioxide and provides oxygen for the guppy.)

ESS1.2.1 Identify the components and changes represented by the water cycle.

ESS1.2.1e Identify the water cycle and its parts, including evaporation, precipitation, run-off, condensation, groundwater, and transpiration.

ESS1.2.1f Identify the changes between the parts of the water cycle (with arrows).

ESS1.2.1g Use arrows to show the relationship between the parts of the water cycle.

(Suggestions: Identify the water cycle and its parts; observe steam in bathroom and compare to rain, observe condensation on a mirror and compare to rain; label a transparency showing the water cycle and show with an overhead projector; fill a graduated jar with water and let the water evaporate and student observe change, observe leaves through the microscope to see openings where transpiration occurs.)

ESS1.2.2 Identify that water moves rocks and soils.

ESS1.2.2a Identify the different ways water moves rocks and soils (e.g., floods, tides, raindrops, rivers, etc.).

ESS1.2.2c Communicate an understanding of erosion.

(Suggestions: Use a stream table to do different investigations with rocks and soils and water intensities observe erosion in the schoolyard if possible, observe pictures of floods, tides etc., use an Environmental Control Unit (ECU) and a switch for different investigations; use water to make rocks move.)

ESS1.2.3 Identify Earth's surface and that it changes with time.

ESS1.2.3a Identify the surface and core of different objects or materials as models of Earth's surface (e.g., egg, ball, orange, globe). (Suggestion: Give students a globe and have them indicate on the globe where the surface is, where Earth's atmosphere is, and describe where the core is.)

ESS1.2.3c Identify ways that Earth's surface changes with time (e.g., erosion of soils near drainage ditches, rock or mudslides in the news media).

(Suggestions: Keep an ant farm in the classroom to show visually how the surface and underground change; collect and discuss news photos/satellite pictures of areas before and after major storms.)

ESS1.2.3d Explore models of Earth showing the crust, mantle and core. (The idea that there are different layers in Earth is important, not the ability to identify the names of the layers.)

(Suggestions: Make models of the layers of Earth, using various materials, such as colored clay.)

ESS1.2.4 Describe some changes on Earth that happen faster than others.

ESS1.2.4c Compare the results of relatively faster and slower changes.

(Suggestion: Compare smooth rocks collected from a stream to breaking a rock quickly; compare pictures of older – and smoother - mountains on the East coast of the US to younger Rocky Mountains which are higher and pointier.)

ESS1.2.5 Identify how air and water can have different temperatures.

ESS1.2.5c Predict temperature in various environments.

ESS1.2.5d Compare air temperatures to water temperatures in the same environment.

(Suggestion: Feel cool water and warm water, feel how the air above an ice cube is cooler than the air above a warm object.)

ESS1.2.6 Describe how wind and water shape land.

ESS1.2.6a Describe how erosion by wind, water (including floods), and glaciers shapes land.

ESS1.2.8 Describe how rocks form.

ESS1.2.8c Describe one way that rocks form from alteration by heat and pressure. (Suggestions: Observe rocks from volcanoes; smash concrete w/ hammer to demonstrate production of sediments; Elmer's glue & sand to show compactness of sandstone.)

ESS1.2.9 Represent processes of the rock cycle in words, models or diagrams.

ESS1.2.9a Identify the parts of the rock cycle.

ESS1.2.9b Identify the changes represented in the rock cycle.

ESS1.2.9c Create a representation of the rock cycle.

(Suggestions: Draw pictures of the rock cycle or label a diagram of the rock cycle.)

ESS1.2.10 Investigate volcanoes, faults and earthquakes and how they are related.

ESS1.2.10d Recognize the relationships between and among volcanoes, earthquakes and faults.

(Suggestions: Observe/feel/hear videos, pictures, models, simulate earth questions, model of a volcano; graham cracker and frosting activity to show faults and movement; create a 'town' between two desks and move desks to simulate earthquake; fossils – plaster of paris; leaf press; on a map place pictures of volcanoes and earthquakes to find the connection; build a tower out of blocks and knock it down to simulate the effects of an earthquake.)

ESS1.2.12 Identify the patterns of landforms and geologic processes.

ESS1.2.12a Identify fossil patterns, e.g., similar fossils from different parts of the world.

ESS1.2.12b Identify patterns of earthquake, fault, and volcano location, e.g., ring of fire, mid-Atlantic Ridge.

(Suggestions: Compare similar fossils that were found at different locations; plot volcano and earthquake locations on a map of the world.)

ESS1.2.15 Identify that the atmosphere is made up of different layers.

ESS1.2.15b Describe the layers of the atmosphere.

(Suggestion: Make and label diagrams of the atmospheric layers.)

ESS2.1.1 Identify the major effects the sun has on Earth.

ESS2.1.1c Describe the night/day differences in temperature to the sun's position in the sky.

ESS2.1.1d Identify the sun's position as it changes throughout the day (e.g., sunrise, noon, sunset, dawn, dusk).

(Suggestion: Record temperature every hour in their weather station; record where the sun is in the sky at different times during the day; compare the temperature when the sun is behind clouds to the temperature when the sun is shining.)

ESS2.1.2 Identify the moon.

ESS2.1.2b Identify and record changes in the moon's appearance.

ESS2.1.2c Compare the daily times the moon becomes visible throughout the year. (Suggestion: Keep a record of the appearance of the moon and other objects in the sky; draw phases of the moon; cut out pictures of the moon phases from newspapers.)

ESS2.1.6 Recognize the impact of gravity on objects in the solar system.

ESS2.1.6b Recognize examples of the actions of gravity.

(Suggestion: Drop different objects; observe what happens, and record results of these investigations.)

ESS3.1.1 Identify stars.

ESS3.1.1b Identify two or more constellations.

(Suggestions: Create tin can or construction paper constellations; expose students to various cultural stories/legends that explain where the constellations came from; create a night-time sky that includes stars.)

Physical Science

PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1b Identify common objects using two or more physical properties.

PS1.1.1d Compare objects using two or more physical properties, e.g., size, shape, color, texture, smell, weight, mass, temperature, flexibility.

PS1.1.1f Indicate which object from a group of two or three objects has the greater density. (As determined from 1.1.1g, density is mass/volume.)

PS1.1.1h Describe why objects are grouped together.

PS1.1.2 Identify changes in the physical properties of matter.

PS1.1.2b Describe physical changes.

PS1.2.2 Identify that states of matter can change.

PS1.2.2a Identify that states of matter can change, e.g., solid to liquid - melting, liquid to gas vaporization, gas to liquid - condensation, liquid to solid - freezing etc.

PS1.2.2b Identify that states of matter can change by adding or subtracting energy, e.g., heating and cooling.

PS1.3.1 Demonstrate an understanding of mass.

PS1.3.1b Describe that some objects are more massive than others.

PS1.3.1d Describe that the mass of a whole object is greater than the mass of each part of that whole object.

PS1.3.1f Compare the masses of objects of equal volume made of different substances.

PS1.3.2 Identify conservation of matter.

PS1.3.2a Identify that the mass of a whole object is always the same as the sum of the masses of its parts.

PS1.4.1 Identify categories of matter.

PS1.4.1f Recognize compounds (e.g., sugar is a compound: heat it and it burns (chemical change) into a new substance - carbon, water vapor and carbon dioxide).

NOTE: Salt, sugar and water are compounds which means they are substances made of two or more elements which have combined chemically.

PS2.1.3 Identify that energy can be transformed from one form to another.

PS2.2.1 Identify physical and chemical changes.

PS2.2.1c Identify that in a physical change the substance stays the same although the appearance might change.

PS2.2.1d Identify that when chemical changes occur the substance changes into something different (a new substance with new and different characteristics).

PS3.1.1 Identify the relationship between force and motion.

PS3.1.1h Describe how a different amount of force on the same object causes different amounts or speeds of movement, e.g., a harder push or pull.

PS3.2.1 Identify characteristics of magnetic forces.

PS3.2.1b Sort objects into those that are attracted to magnets and those that are not attracted to magnets.

PS3.2.1c Predict whether an object will be attracted to a magnet.

APPENDIX B

Glossary of Terms

Glossary of Terms

Acquisition- learning a skill or concept through practice or “skill and drill” activities

Application- the use of an AAGSE for a purpose

AAGSE- Alternate Assessment Grade Span Expectation, academic skill that has been expanded from, and is linked to the Grade Level Expectations

Collection period- a set time frame in which to collect evidence for the RIAA datafolio

Connection to Content Strand- dimension of the rubric that looks at whether the student work described in the Student Documentation Forms connects to the AAGSEs and shows application of the AAGSE in distinct standards-based activities connected to the Structured Performance Tasks (SPT)

Content Strand- broad category of skills in a content area, e.g., Numbers and Operations, and Geometry in Mathematics

Datafolio- streamlined collection of evidence, including student work that can be used to determine student performance in a content area

Data Point- a point in time data was collected or summarized for an AAGSE

Data Summary Sheet- a form that provides a vehicle to report out student performance in the dimensions of Level of Accuracy, Level of Independence and Student Progress for the RIAA

Dimension- area of the rubric in which the student will be scored. For the RIAA the rubric dimensions are Connection to Content Strand, Student Progress, Level of Accuracy and Level of Independence

Distinct activity- a standards-based activity that differs in the materials used, the context of the content, the setting of the activity or the application of the activity

GLE- Grade Level Expectation, content area concept that a general education student is expected to learn by the end of a specified grade

Inquiry Skills - the set of higher order thinking skills that provide a foundation to carry out an investigation. Inquiry skills include four Inquiry Constructs which are Formulating Questions & Hypothesizing, Planning and Critiquing Investigations, Conducting Investigations, and Developing and Evaluating Explanations.

Level of Accuracy- dimension on the rubric that looks at the percentage level at which a student is correct when working on an AAGSE

Level of Independence- dimension on the rubric that looks at the percentage level of independence at which a student is working on an AAGSE. This measures the student's performance of the AAGSE in standards-based activities without assistance

Levels of Assistance- supports a student requires to learn an AAGSE skill, e.g., student may require a parallel model in order to answer a content question

Non-task specific assistance- support given to the student that does not impact the content being learned, e.g., redirecting the student to the mathematics sheet when asking the student to compute mathematics problems

Measured Progress ProFile™ - electronic software program specifically designed for state assessments that consist of the required collection of evidence forms

RIAA- Rhode Island Alternate Assessment

Rubric- an established set of rules used to determine how a student will score in a particular area, e.g., Level of Accuracy

Standards-based activity- age appropriate activity that shows evidence of instruction toward the application of the AAGSE

Student Document Form- a form that provides a vehicle to report out student performance in the dimensions of Level of Accuracy, Level of Independence and Connection to Content Strand

Student Progress- dimension on the rubric that looks at whether or not progress is shown on the chosen AAGSE across each data collection period

Progress can be shown through an increase in accuracy or independence or a reduction in the restrictiveness of levels of assistance needed by the student.

Student Work- student work demonstrating a clear connection to the Structured Performance Task and AAGSE that is an actual work product completed by the student and graded by the teacher or a photograph of the student participating in a standards-based activity

SPT- Structured Performance Task, the broader unit level structure within which standards-based activities and AAGSE instruction can occur

For example, the SPT would be the month long thematic science unit within which a standards-based science experiment occurs, or within which an AAGSE dealing with writing facts may be assessed.

Task specific assistance- support that is given to the student that does impact the content being learned, e.g., providing the student with cue cards to complete a mathematics problem

APPENDIX C

Alternate Assessment Instructional Terms

Alternate Assessment Instructional Terms

(Excerpt from the RI Alternate Assessment Alternate Grade Span Expectations)

<p>Communication: eye gaze, pointing, touching, gesturing, voice response, augmentative communication devices, topic board, pictures, Braille, printed text (written word), head nod, signs/symbols (pic/tactile), objects, stamping</p>	<p>Participation: taking an active role (physically or socially) in content related activities, routines, and with materials by exhibiting behaviors that are observable and measurable, such as: touch, see (visually engage), hear, taste, smell, reach, point, gesture, eye gaze.</p>	<p>Application: transferring knowledge from content concepts to practical/concrete situations/activities/routines through the child's mode of participation.</p>
<p>Associate: connect ideas using child's mode of communication.</p>	<p>Create: develop an original representation of a math concept through the child's mode of participation. Develop an idea or representation of a concept through the child's mode of participation.</p>	<p>Awareness: emergent knowledge.</p>
<p>Describe: give characteristics, examples, and/or attributes through the child's mode of communication.</p>	<p>Engage: student actively participates.</p>	<p>Compare: identifying similarities and differences between two or more items.</p>
<p>Determine: see Identify/Indicate</p>	<p>Explore: student participates through manipulating/attending to content related materials.</p>	<p>Demonstrate: apply knowledge to show (understand) comprehension of content concepts through the child's mode of communication and/or participation.</p>
<p>Discriminate: using known information, the student makes appropriate responses within a group of two or more choices.</p>	<p>Locating: using known information, the student makes an appropriate response.</p>	<p>Distinguish: using known information, the student makes appropriate responses within a group of two or more choices.</p>

<p>Communication: eye gaze, pointing, touching, gesturing, voice response, augmentative communication devices, topic board, pictures, Braille, printed text (written word), head nod, signs/symbols (pic/tactile), objects, stamping</p>	<p>Participation: taking an active role (physically or socially) in content related activities, routines, and with materials by exhibiting behaviors that are observable and measurable, such as: touch, see (visually engage), hear, taste, smell, reach, point, gesture, eye gaze.</p>	<p>Application: transferring knowledge from content concepts to practical/concrete situations/activities/routines through the child's mode of participation.</p>
<p>Discuss: a social exchange of content related information through the student's mode of communication.</p>	<p>Make decision: based on given content information, make an appropriate choice related to the task.</p>	<p>Employ: apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.</p>
<p>Identify/Indicate: give an appropriate response by showing, naming, giving or selecting through the child's mode of communication.</p>	<p>Observation: information gained via senses.</p>	<p>Obtain: using known information, the student makes an appropriate response.</p>
<p>Justify: based on information/data, support a content concept using the student's mode of communication.</p>	<p>Reproduce: recreate a representation of a math concept through the child's mode of participation.</p>	<p>Reacting: physical response to stimuli.</p>
<p>Pose: a communicative act to request information through the child's mode of communication.</p>		<p>Show: apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.</p>
<p>Predict: based on given information, student will identify what comes next or what outcome is possible through their mode of communication.</p>		<p>Use: apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.</p>

<p>Communication: eye gaze, pointing, touching, gesturing, voice response, augmentative communication devices, topic board, pictures, Braille, printed text (written word), head nod, signs/symbols (pic/tactile), objects, stamping</p>	<p>Participation: taking an active role (physically or socially) in content related activities, routines, and with materials by exhibiting behaviors that are observable and measurable, such as: touch, see (visually engage), hear, taste, smell, reach, point, gesture, eye gaze.</p>	<p>Application: transferring knowledge from content concepts to practical/concrete situations/activities/routines through the child's mode of participation.</p>
<p>Reading: using the child's mode of receptive communication to derive meaning from text, symbols and numbers.</p>		
<p>Recognize: see Identify/Indicate</p>		
<p>Represent: show an understanding of a concept through the child's mode of communication.</p>		
<p>Say: a communication act to give information through the student's mode of communication.</p>		
<p>Select: see Identify.</p>		
<p>Text: pictures/symbols/objects/actions/words</p>		
<p>Writing: using the child's mode of expressive communication to create or construct a tangible product that conveys meaning.</p>		

