



The Rhode Island Alternate Assessment (RIAA)



New Teacher Training Introduction: Session 1

September 20, 2012

The Crowne Plaza Hotel, Warwick, RI

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Agenda

2

Welcome & Introductions

The RI Alternate Assessment (RIAA) Model for
Mathematics, Reading, and Writing

Lunch

The RIAA Model (continued)

What You Will Learn Today

3

- What is the RI Alternate Assessment (RIAA)?
- What is an RIAA datafolio?
- What are the components of the datafolio?
- What are the key concepts addressed in the datafolio?
- How can I use the computerized program ProFile to support the documentation of RIAA?

RI Alternate Assessment Datafolio

4

- Assesses students with significant cognitive disabilities
- Alternate Assessment Grade Span Expectations (AAGSEs)

Significant Cognitive Disabilities

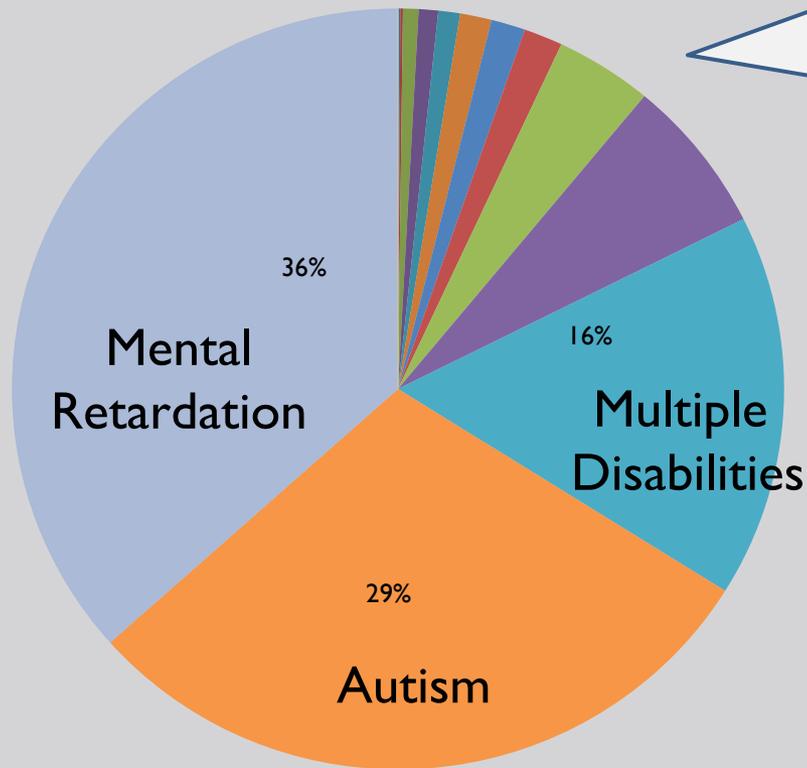
5

- Make up about 1% of the population
- Disability impacts all domains of learning



1040 students take the RIAA...

6



- Visual and hearing impairments,
- Orthopedically Impaired,
- Traumatic Brain Injury,
- Speech and Language impairments,
- Emotional Disturbance,
- Developmental Delay

Alternate Assessment Grade Span Expectations (AAGSEs)

7

- Developed from Grade Level Expectations (GLEs)
- Developed in cooperation with RI teachers
- Knowledge and skills that students should know and be able to do
- K-12 with the recognition that all students learn at a different rate

Meet Emma

8

- 4th grade student
- Assessed in Reading, Writing, Mathematics, and Science
- Four AAGSEs were assessed in each content area
- Created for the purposes of RIAA training

Meet Emma

9

- Take 15 minutes and review Emma.
- Complete questions 1-6 on your Emma Review Sheet.

1. Which is the first skill on which Emma is assessed?

10



NO 12.3: Adding like coins together to match dollar and cents notation.

2. How many pieces of documentation were submitted for the assessment of NO 12.3?

11



3. Name the titles of the documentation that make up this entry.

12



1. Data Summary Sheet
2. Student Documentation Form
3. Student Work Product

4. How many pieces of student work were submitted for this AAGSE?



AAGSE Entry

14

REQUIRED COMPONENTS:
DATA SUMMARY SHEET
STUDENT DOCUMENTATION FORM
STRUCTURED PERFORMANCE TASK
AAGSE

AAGSE Entry

15

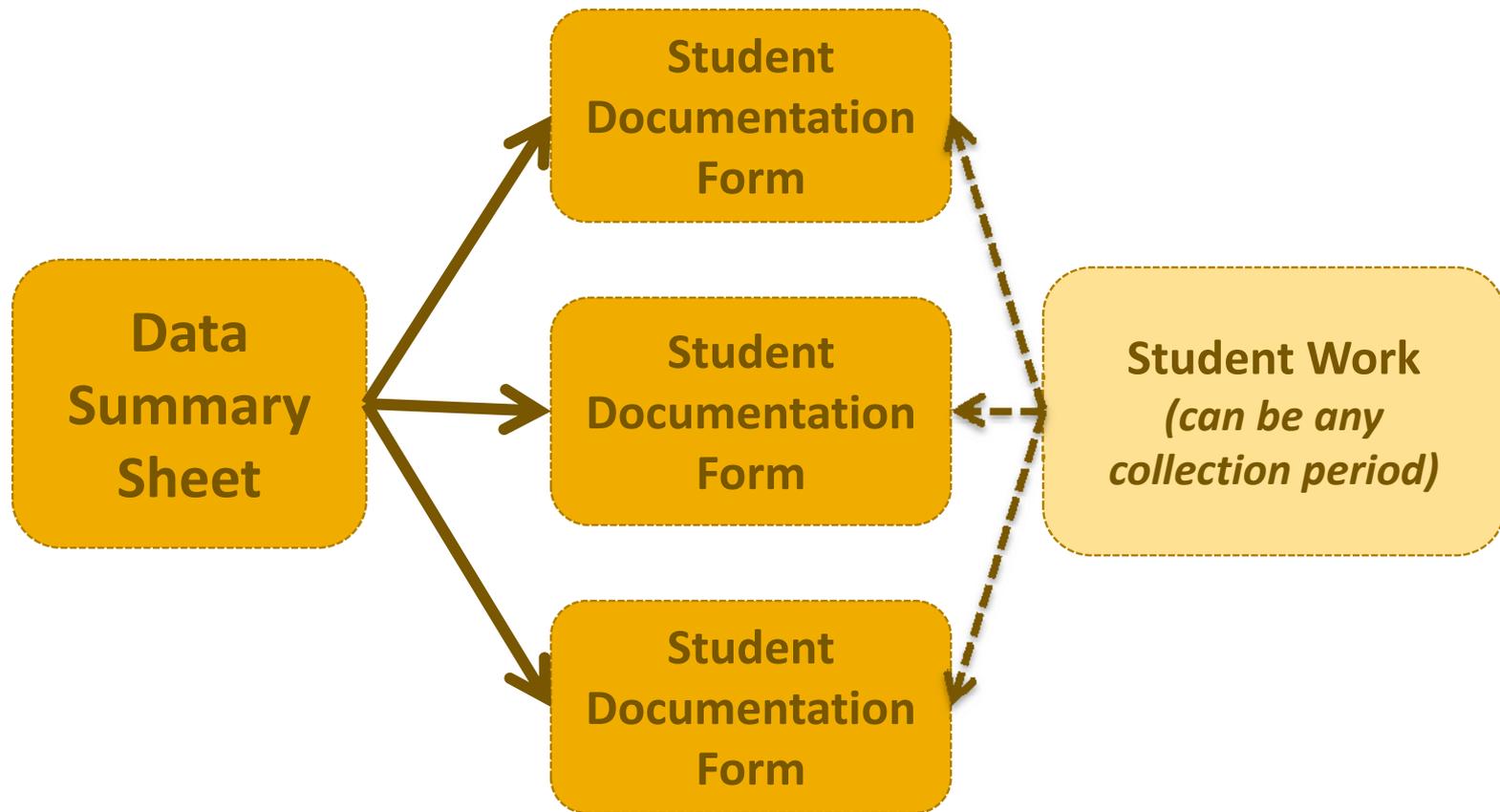
- Documents the student's learning of identified skills
- Documents the student's participation in standard's based activities
- AAGSEs are chosen by the teacher for individual students

AAGSE Entry

16

- Reflection of the student's application of the AAGSE in a standards-based activity
- Key ideas
 - Data assessing the AAGSE
 - Application
 - Connection to the general education curriculum

Required AAGSE Entry Components



The Data Summary Sheet Contains:

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- The AAGSE assessed
- The SPT used
- Contains data over time
 - Level of Accuracy
 - Level of Independence
 - Levels of Assistance
- Data from each Collection Period
 - Three data points in each Collection Period
 - ✦ Each data point is from a different day
 - ✦ Two are documented as data points and one is documented on a Student Documentation Form (SDF)

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations				Structured Performance Task#: 35-1 Description: The student will use number concepts to solve everyday problems.							
AAGSE#: NO 12.2a	Description: Add like coins together to match coin combinations to dollar and cents notation.											
	Collection Period 1 Oct. 5 - Nov. 13, 2010				Collection Period 2 Jan. 11 - Feb. 5, 2011				Collection Period 3 March 15 - April 9, 2011			
Date	10/8/2010	10/22/2010	11/5/2010		1/14/2011	1/28/2011	2/4/2011		3/17/2011	3/25/2011	4/8/2011	
Data Type	DP	DP	SDF		DP	SDF	DP		SDF	DP	DP	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	25	30	40		35	50	50		60	50	60	
Levels of Assistance	Average				Average				Average			
Prompt % Point	10	0	0	3	10	0	0	3	20	10	10	13
Prompt % Verbal	65	70	60	65	55	50	50	52	20	40	30	30
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy:			100	Accuracy:			100	Accuracy:			100
	Independence:			32	Independence:			45	Independence:			57

5. What are the three sets of dates (collection periods) that the assessment is given?

20



- October 5, 2010 – November 13, 2010
- January 11, 2011 – February 5, 2011
- March 15, 2011 – April 9, 2011

6. On which dates was Emma assessed?

21



- **Collection Period 1**
 - 10/8/10, 10/22/10, 11/5/10
- **Collection Period 2**
 - 1/14/11, 1/28/11, 2/4/11
- **Collection Period 3**
 - 3/17/11, 3/25/11, 4/8/11

7. What is the relationship between the dates listed in each collection period on page one and the following pages?



The dates on each Student Documentation Form (SDF) coincide with a date in each collection period on the Data Summary Sheet (DSS).

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations			Structured Performance Task#: 35-1 Description: The student will use number concepts to solve everyday problems.							
AAGSE#: NO 12.2a	Description: Add like coins together to match coin combinations to dollar and cents notation.										
	Collection Period 1 Oct. 5 - Nov. 13, 2010			Collection Period 2 Jan. 11 - Feb. 5, 2011				Collection Period 3 March 15 - April 9, 2011			
Date	10/8/2010	10/22/2010	11/5/2010	1/14/2011	1/28/2011	2/4/2011		3/17/2011	3/25/2011	4/8/2011	
Data Type	DP	DP	SDF	DP	SDF	DP		SDF	DP	DP	

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma	Grade: 4	Date: 11/5/2010	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1 Description: The student will use number concepts to solve everyday problems.	
AAGSE#: NO 12.2a	Description: Add like coins together to match coin combinations to dollar and cents notation.		

Prompt %	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy:		100	Accuracy:		100	Accuracy:		100		
	Independence:		32	Independence:		45	Independence:		57		

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations		Structured Performance Task#: 35-1 Description: The student will use number concepts to solve everyday problems.									
AAGSE#: NO 12.2a	Description: Add like coins together to match coin combinations to dollar and cents notation.											
	Collection Period 1 Oct. 5 - Nov. 13, 2010				Collection Period 2 Jan. 11 - Feb. 5, 2011				Collection Period 3 March 15 - April 9, 2011			
Date	10/8/2010	10/22/2010	11/5/2010		1/14/2011	1/28/2011	2/4/2011		3/17/2011	3/25/2011	4/8/2011	
Data Type	DP	DP	SDF		DP	SDF	DP		SDF	DP	DP	

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma	Grade: 4	Date: 1/28/2011	Data Collection Period: 2	Average
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task#: 35-1 Description: The student will use number concepts to solve everyday problems.		
AAGSE#: NO 12.2a	Description: Add like coins together to match coin combinations to dollar and cents notation.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/s				

AAGSE 1
NO 12.2a
1-28-11

Money Count

Prompt %	0	0	0	0	0	0
Average % for Collection Period	Accuracy:		100		Acc	
	Independence:		32		Independ	

<p>how many</p>  <p>How Many?</p> <p>0</p>	<p>How much is it?</p>  <p>How Much? use decimals</p> <p>0</p>	
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Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations				Structured Performance Task#: 35-1 Description: The student will use number concepts to solve everyday problems.							
AAGSE#: NO 12.2a	Description: Add like coins together to match coin combinations to dollar and cents notation.											
	Collection Period 1 Oct. 5 - Nov. 13, 2010				Collection Period 2 Jan. 11 - Feb. 5, 2011				Collection Period 3 March 15 - April 9, 2011			
Date	10/8/2010	10/22/2010	11/5/2010		1/14/2011	1/28/2011	2/4/2011		3/17/2011	3/25/2011	4/8/2011	
Data Type	DP	DP	SDF		DP	SDF	DP		SDF	DP	DP	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	25	30	40		35	50	50		60	50	60	

Levels of Assistance
Prompt % Point
Prompt % Verbal
Prompt %
Average % of Collection Period

Student Documentation Form for Mathematics, Reading and Writing

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

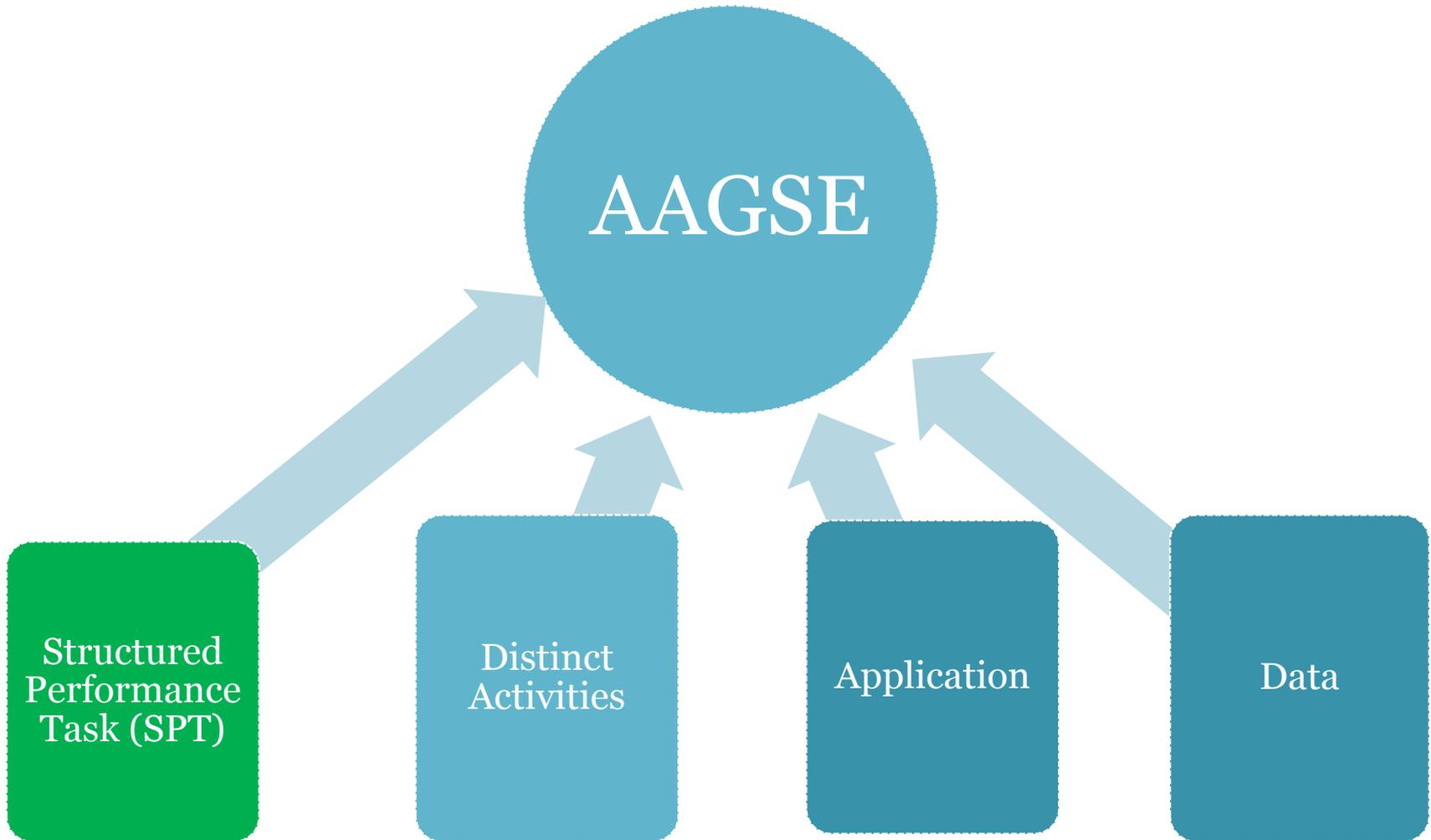
Student: Dates, Emma		Grade: 4	Date: 3/17/2011	Data Collection Period: 3
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations		Structured Performance Task# 35-1 Description: The student will use number concepts to solve everyday problems.	
AAGSE#: NO 12.2a		Description: Add like coins together to match coin combinations to dollar and cents notation.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Our school participated in a week long fundraiser called "Pennies for Patients". Each student was encouraged to bring in pennies to				
Independence:		32	Independence:	
		45	Independence:	
			57	

Student Documentation Form

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- One for each collection period (3 total)
- Identifies the Structured Performance Task (SPT) and targeted AAGSE
- Reflects how the student demonstrates and is assessed on the targeted AAGSE
- Demonstrates a connection to the general education curriculum
- Demonstrates a connection to the SPT

Student Documentation Form: SPT

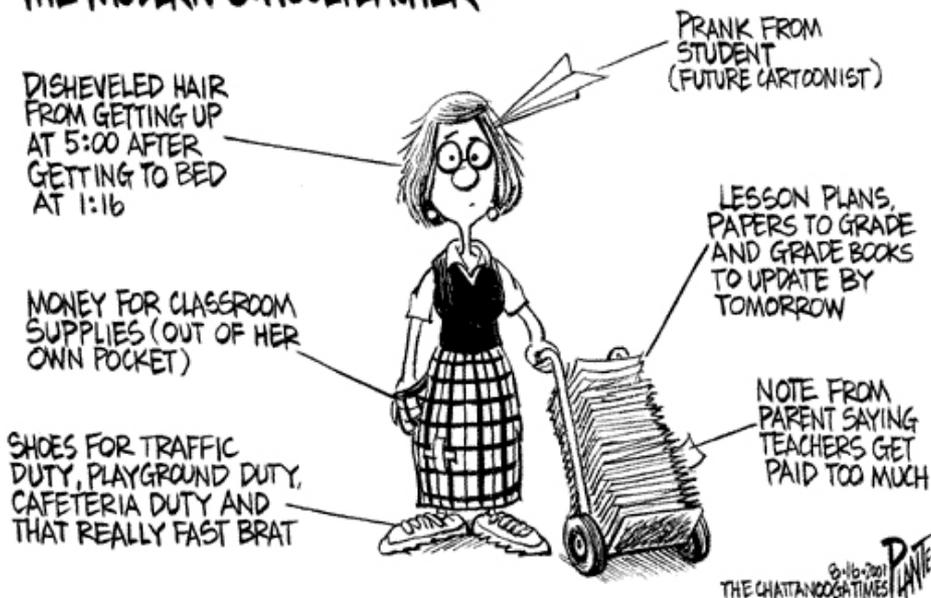


Structured Performance Tasks

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- Provide the context in which a student demonstrates what he/she knows and is able to do
- Designed by RI teachers as an extension of the GLEs
- Have targeted AAGSEs assigned to each

THE MODERN SCHOOLTEACHER



Structured Performance Task (SPT)

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- Each content area uses two SPTS to provide the context for assessing the AAGSEs.
 - The first is required.
 - The second is a choice between two.
- Two targeted AAGSEs are chosen from each SPT.

8. What is the Structured Performance Task listed for the assessment of this AAGSE?

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- 35-1: The student will use number concepts to solve everyday problems.

Structured Performance Task (SPT)

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Content: Reading

Task: 02-6

Grade: 2

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.

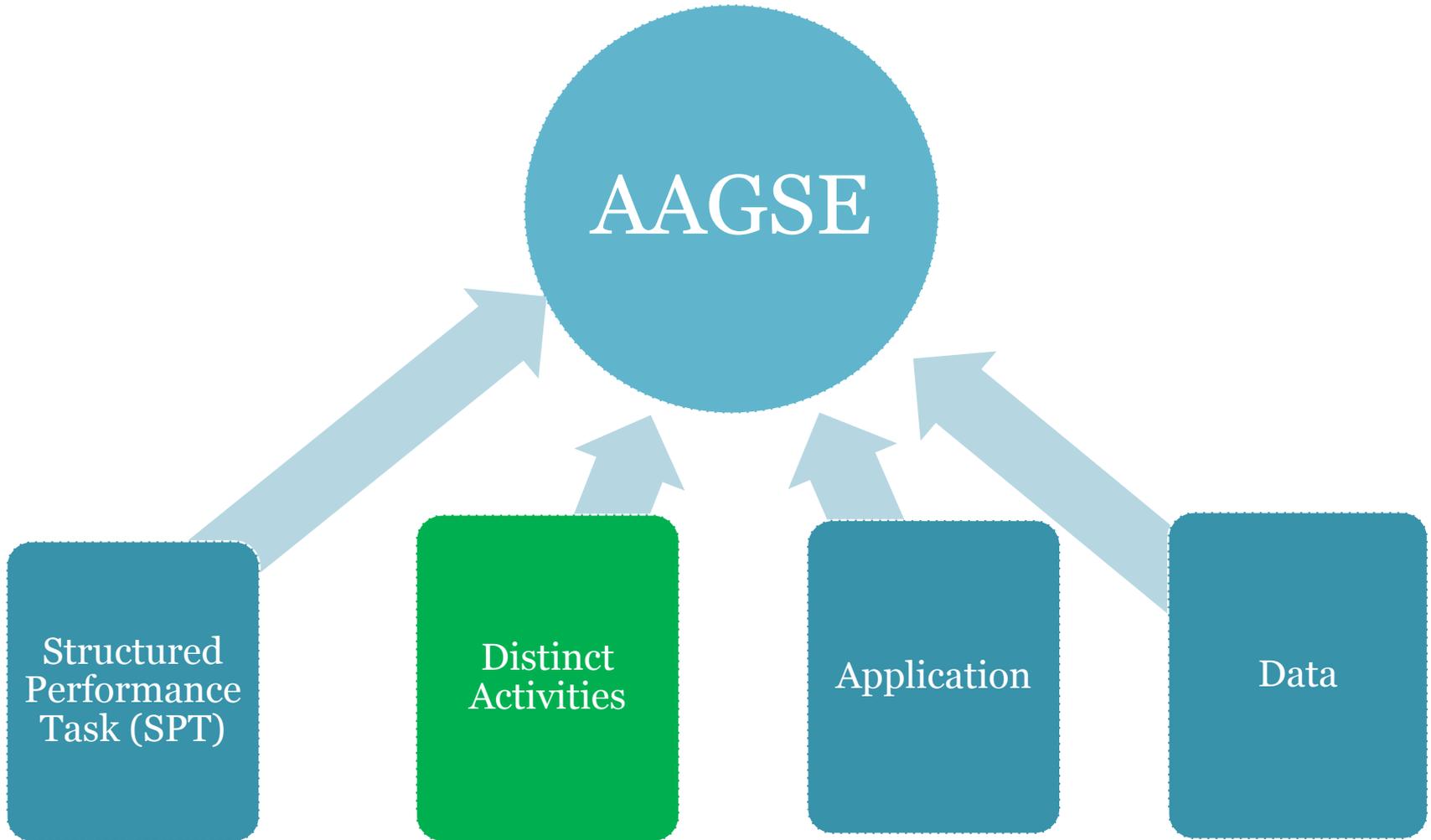
Student demonstrates initial understanding of elements of **literary texts** (including text read aloud, reading text independently, or in a guided manner) by

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.

Student Documentation Form: Distinct Activities



Distinct Activities

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- Allows the student to demonstrate his/her AAGSE skills in a variety of contexts and/or differing content areas
- May utilize different materials, context/content, setting, and/or applications

Distinct Activities Chart

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	Distinct	Not Distinct
Different Materials	Materials used are from different categories or from the same category (coins, blocks, and rocks or forks, plates, and 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, and letter).	Same activity with same purpose (e.g., signing name to three separate attendance sheets).

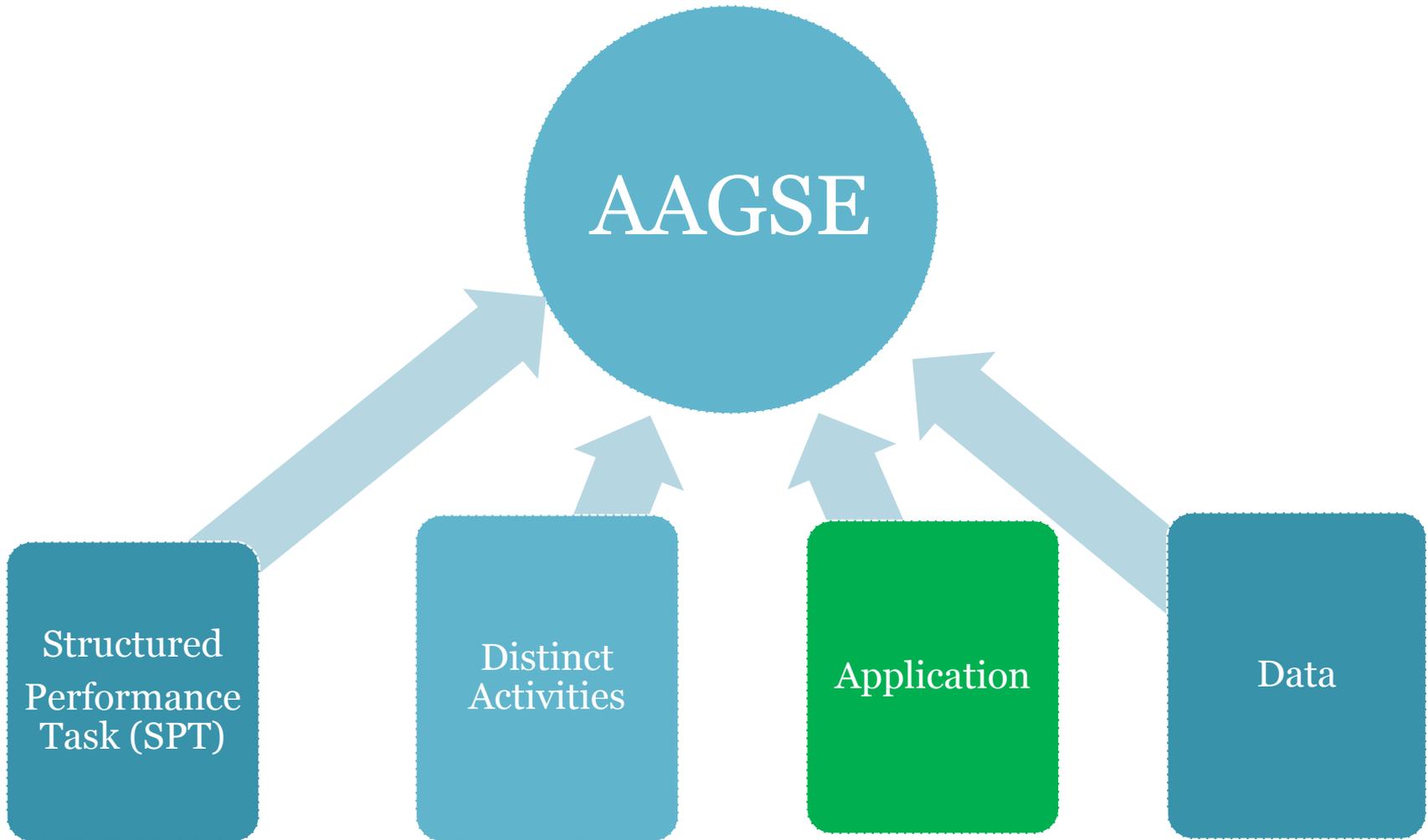
9. In which activities does Emma demonstrate her skill for the assessment?

35



- **Collection Period 1**
 - PTA fundraiser – Popcorn Sales
- **Collection Period 2**
 - Snack Shack
- **Collection Period 3**
 - Pennies for Patients

Student Documentation Form: Application



Context

37

- **Application** – using a skill or concept (AAGSE) for a purpose
- **Acquisition** - learning a skill or concept (AAGSE) through practice or “skill-and-drill” activities

Raise your hand if you passed a driving test to receive your driver's license.



Raise your hand if you used your directional signals *every time* you changed lanes on the highway when you drove here this morning.

Acquisition vs. Application: Examples

39

- Copying spelling words
- Correct use of spelling words in a journal entry

Acquisition vs. Application: Examples

40

The student completes a worksheet of ten addition problems.

The student uses addition to determine how many tickets have been sold for the school play.

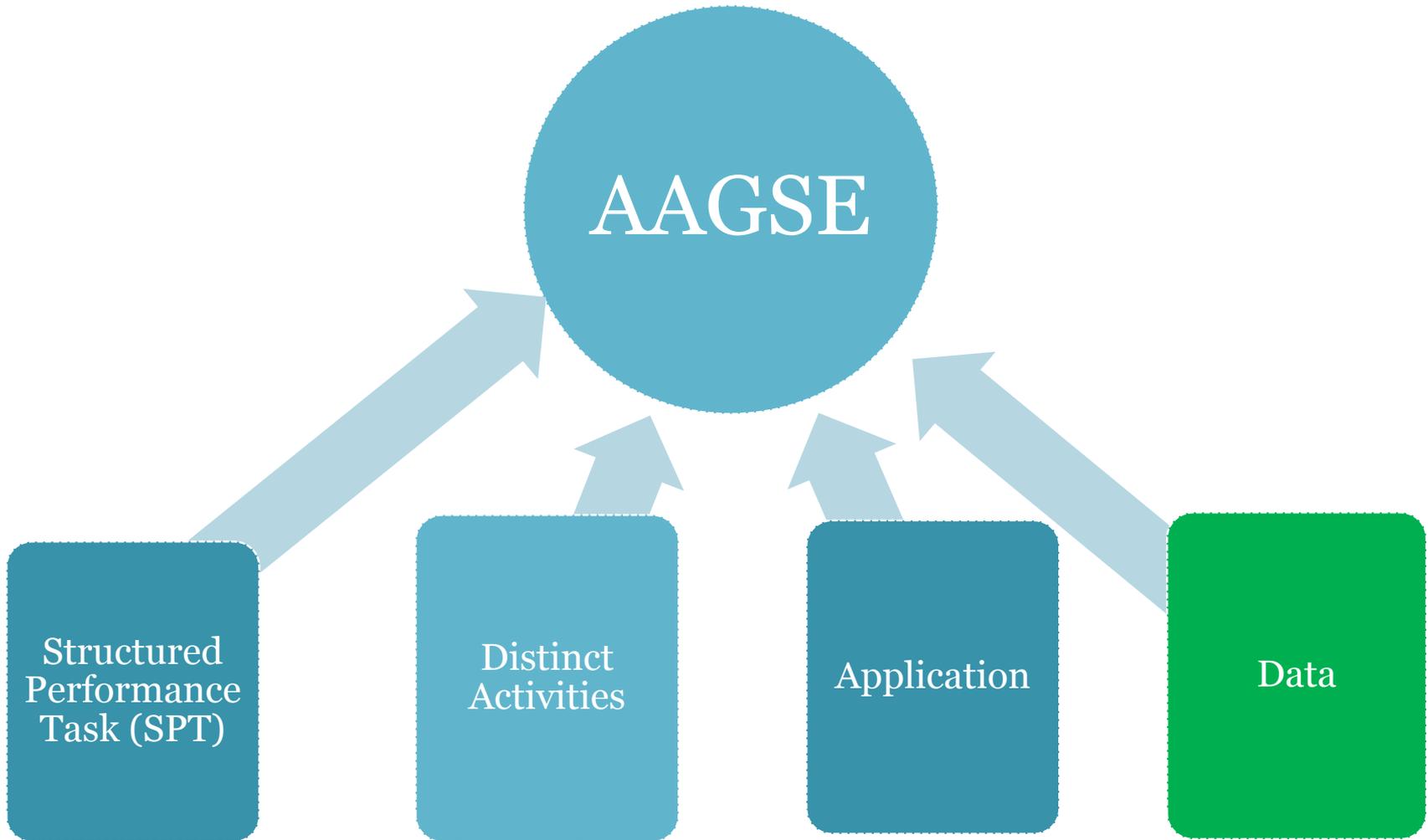
10. In each activity, what is the purpose of Emma using her skill?

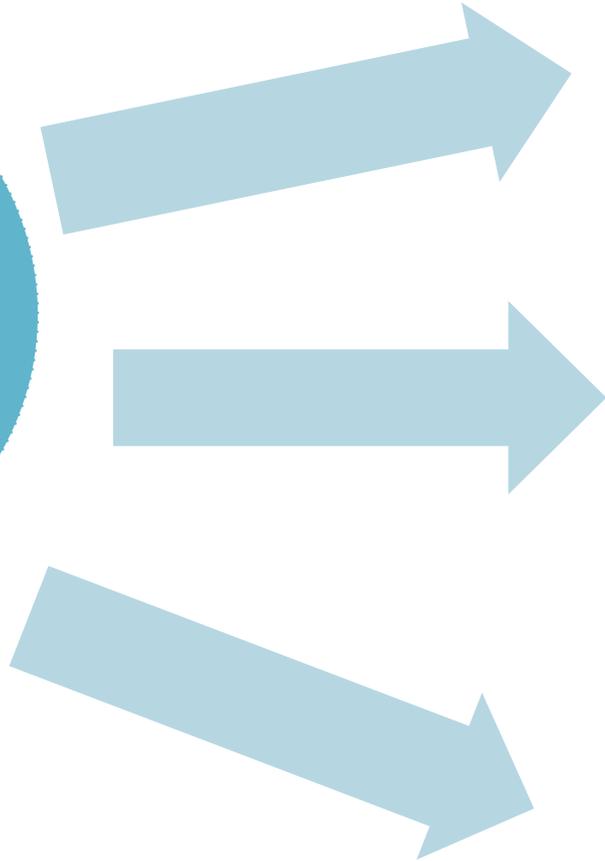
41



- **Collection Period 1**
 - PTA fundraiser – Popcorn Sales
 - To purchase popcorn
- **Collection Period 2**
 - Snack Shack
 - To count the amount of money in the register to start the day
- **Collection Period 3**
 - Pennies for Patients
 - To keep a running tally of the number of pennies collected each day

Student Documentation Form: Data





Level of Accuracy

44

Example:

of times the skill is correct
#of times the skill is attempted

Using individual letter stamps, the student spelled her first and last name correctly 2 out of 5 times.

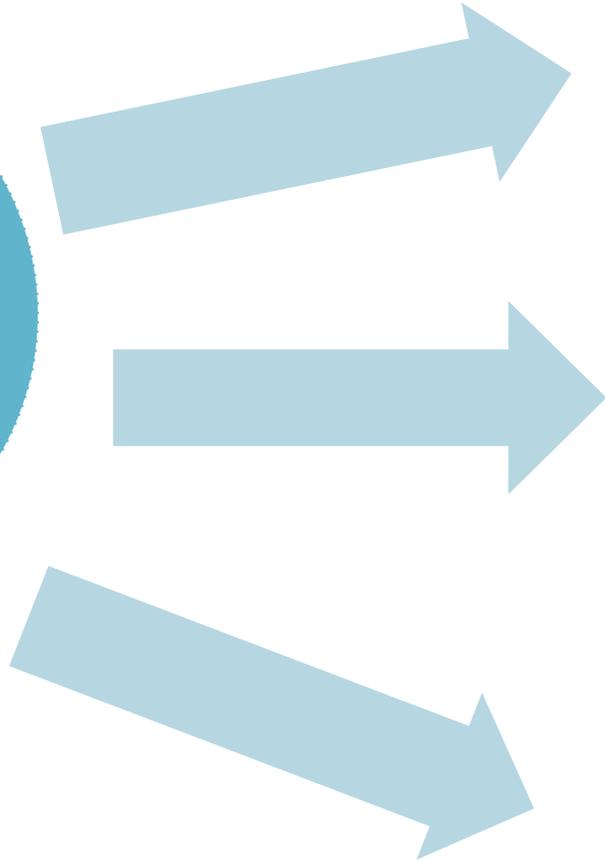
$$2/5 = 40\%$$

11. How many opportunities did Emma have to use her skill during each collection period?

What was the percentage of times that Emma performed her skill with accuracy?



Collection Period	Number of Opportunities	Level of Accuracy (%)
1	5	$5/5 = 100\%$
2	4	$4/4 = 100\%$
3	5	$5/5 = 100\%$



Levels of Assistance

47

- Are prompt hierarchies/instructional prompts
- Helps a student become independent
- Facilitates the completion of a task
- Individualized for each student
- Fade and/or modify as a student progresses toward independence

Levels of Assistance

48

- RIAA allows up to three levels of assistance to be documented on the Data Summary Sheet.
- Task-specific, *not* non-task-specific

Task-Specific Assistance

49

- Individualized for the student to help him/her complete the task
- Content-related support
- Data is taken on task-specific assistance

Task-Specific Assistance

50

Gestural Prompt	Natural prompts of a nonverbal nature tell a student what to do (e.g., hand movement, pointing, facial expressions). They are easy to use and do not involve direct physical contact.
Verbal Prompt	Spoken statements that help students respond correctly. Verbal prompts guide students on how to respond rather than tell them to respond, gives them a rule to use, or provides hints (e.g. how to do whole or part of the skill).
Model	Requires the teacher to demonstrate a desired behavior in order to prompt an imitative response.
Partial Physical Prompt	Physically guides the students through the target skill/task, but at a less intrusive level (hand-over-wrist, elbow, shoulder)
Full Physical Prompt	Requires the teacher to place his/her hand on top of student's hand and physically guide the student through the target behavior/task (hand-over-hand). The teacher, rather than the student, exerts the effort, which minimizes errors. Full physical prompts are the most intrusive type of prompt.

Non-Task-Specific Assistance

51

- Assistance given to help a student focus on a task
- Assistance given to help a student to persist with a task
- Non-content related supports
- Part of good teaching practice
- ***Data is not*** taken on non-task-specific assistance

Non-Task-Specific Assistance

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Environmental Prompt	Naturally occurring cue used by teachers to alert all students to an appropriate behavior. For example, the bell ringing to signal it is time to go to lunch, flipping the light switch to get everyone's attention, etc.
Redirection	Repeating directions, rules, etc. when needed to help a student get back on task
Focus	Encourages the student to stay with the task or to keep going. This becomes task specific if the skill the student is working on is attending.
Minimum Physical Prompt	Requires the teacher to lightly touch the student but does not control his/her movements. The light touch is used to redirect or focus the student on the task.

Levels of Assistance

53

- Arranged as a prompt hierarchy
- Is ranked “least to most” assistance
- Is reported in percentages

Level of Independence

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Example:

The student performed the skill independently 1 out of 5 opportunities.

1 out of 5 independently $1/5 = 20\%$

Levels of Assistance

55

- The student performed the skill with assistance 4 out of 5 opportunities.
- The student prompt hierarchy included:
 - verbal, physical, and hand-over-hand prompts
 - 0 out of 5 with verbal prompts $0/5 = 0\%$
 - 2 out of 5 with physical prompts $2/5 = 40\%$
 - 2 out of 5 with hand-over-hand prompts $2/5 = 40\%$

Connection between Levels of Independence and Assistance

56

- 1 out of 5 opportunities independent $1/5 = 20\%$
- 0 out of 5 with verbal prompts $0/5 = 0\%$
- 2 out of 5 with physical prompts $2/5 = 40\%$
- 2 out of 5 with hand over hand prompts $2/5 = \underline{40\%}$
100%

☆ Percentages must add up to 100%.

☆ When using web-based ProFile, a pop-up should remind you that the percentages should add up to 100.

12. What types of assistance does Emma require to demonstrate her skill?

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- Point prompting
- Verbal prompting

13. How many opportunities did Emma have to use her skill in each collection period?

What types of assistance does Emma require?

Collection Period	Number of Opportunities	Types of prompting and number of times used			Level of Independence (%)
1	5	Independent	Prompt: POINT	Prompt: VERBAL	40%
		2	0	3 (60%)	
2	4	Independent	Prompt: POINT	Prompt: VERBAL	50%
		2	0	2 (50%)	
3	5	Independent	Prompt: POINT	Prompt: VERBAL	50%
		3	1 (20%)	1 (20%)	

Acceptable Student Work

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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 may include:

- worksheets
- drawings or writings
- journal entries
- projects

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.

→ **All student work *must* have the student's name and date.** ←

Acceptable Student Work

60

- 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.

Acceptable Student Work: Examples of Grading

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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!*”

Optional Student Work Label

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**Does not take the place
of grading on a piece of
student work**

The optional Student Use 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 mailed, along with student binders, to schools at the end of each enrollment period. 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>.

Student Work Activity

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**FOR THE PURPOSES OF THIS ACTIVITY, ALL
STUDENT WORK HAS A DIRECT CONNECTION
TO THE TARGETED AAGSE.**

How many pieces of student work were submitted for this
AAGSE?

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14. Did the work submitted for this AAGSE entry meet the criteria for acceptable student work?

65



Yes!

Let's Review: What Does This Mean to Me?

66



You Are Giving the RIAA

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- Choosing AAGSEs
- Creating activities
- Documenting on the DSS and SDF
- Providing an example of student work



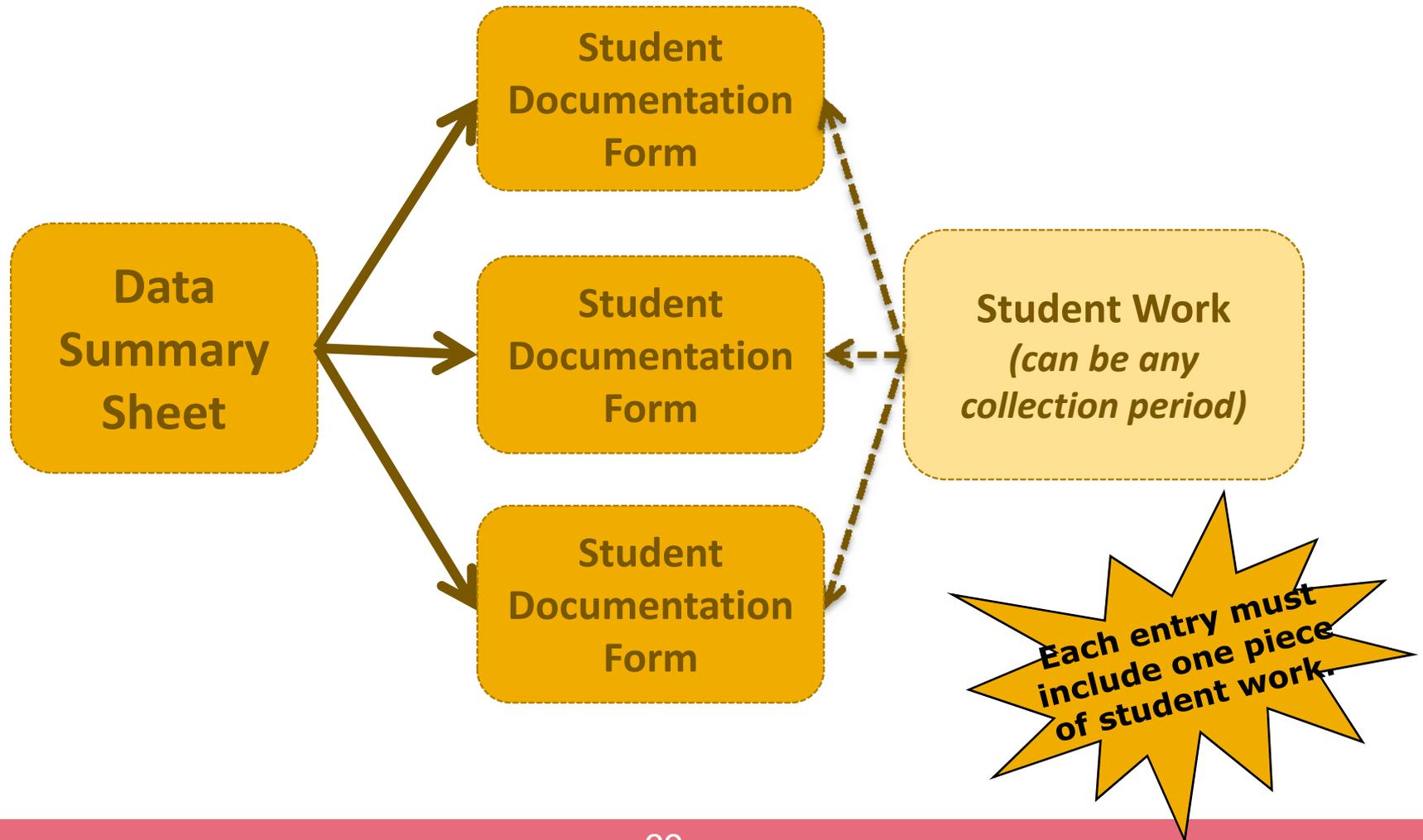
Documenting for RIAA

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- Completing the forms
- ProFile

Required AAGSE Entry Components



Data Summary Sheet

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- Targeted AAGSE information
- SPT information
- Presents data over time
 - Level of Accuracy
 - Level of Independence
 - Levels of Assistance
- Three Collection Periods
 - Three data points in each Collection Period
 - ✦ Each data point is from a different day
 - ✦ Two are documented as data points and one is documented on a Student Documentation Form (SDF)

Student Documentation Form

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- **Key ideas**
 - Reflection of the student working on the identified AAGSE including accuracy and independence
 - Distinct activities
 - Application
 - Connection to the strand

Student Documentation Form

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- **Four main sections:**
 1. Describe the overall SPT as it is embedded in your classroom community
 2. Describe the student's application of the targeted AAGSE to the SPT in a standards-based activity
 3. Evaluate the student's accuracy performance on the targeted AAGSE
 4. Evaluate the student's independence performance on the targeted AAGSE

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 _____

Section 1: Describe the overall SPT as it is embedded in your classroom community.

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- Describes the standards-based activity
- Describes the “big picture” of the activity
- Describes the connection to the general curriculum
- Sets the context for how the student is participating in an activity that connects to the general curriculum and the SPT

Standards-Based Activities

75

- Are connected to the district curriculum
- Provide opportunities for skill development for individual students based on the AAGSEs
- Are age/grade appropriate
 - Including books, materials and resources

Section 2: Describe the student's application of the targeted AAGSE to the SPT in a standards based activity

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- Describes how the student applies the skill (targeted AAGSE) being assessed
- Describes how the student participates in the activity
- Describes the Level of Accuracy and/or Levels of Assistance the student requires to participate
- Provides the context for how data was taken on the targeted AAGSE

Section 3: Evaluate the student's accuracy performance on the targeted AAGSE

77

- Reports data on the student's Level of Accuracy
- Measures the number of times the student performs the skill correctly
- Reported in percentages

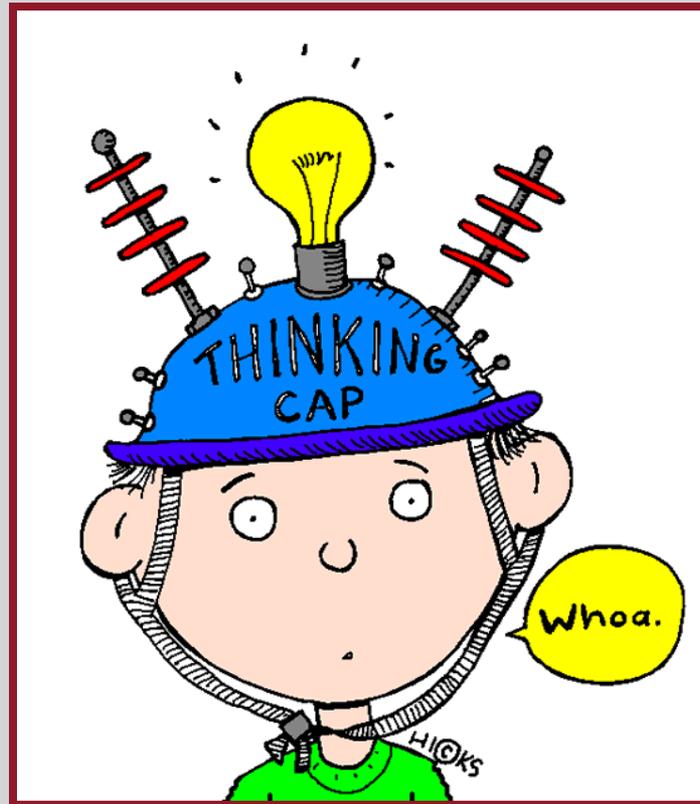
Section 4: Evaluate the student's independent performance on the targeted AAGSE

78

- Reports data on student's Level of Independence and Levels of Assistance
- Measures the number of times the student performs the skill in the standards-based activity without assistance
- Is reported in percentages

What's Next? Planning For The RIAA

79



Components of a Datafolio

80

- **Required Forms**
 - Table of Contents
 - FERPA Form
 - Affirmation of Test Security Form
- **AAGSE Entry**
 - Data Summary Sheet
 - Student Documentation Form
 - Student Work
 - ✦ Actual student work
 - ✦ Photograph evidence documentation form

Table of Contents:

Pages 68-79 in the Manual

- Organizational tool
- Grade-level specific

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

FERPA Form

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

Administration Manual

- Signed by the parent or guardian
- Provides consent for RIDE to use the datafolio for training purposes
- This form is not required for submission of a datafolio

Affirmation of Test Security Form

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Required for submission of datafolio

Certifies datafolio as a true and honest collection of student achievement

Those who sign the datafolio are responsible for following all procedures and policies outlined in the *District & School Administrators Manual* and the *RIAA Teachers Administration Manual*.

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 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, 2010 - 2011* 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 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.

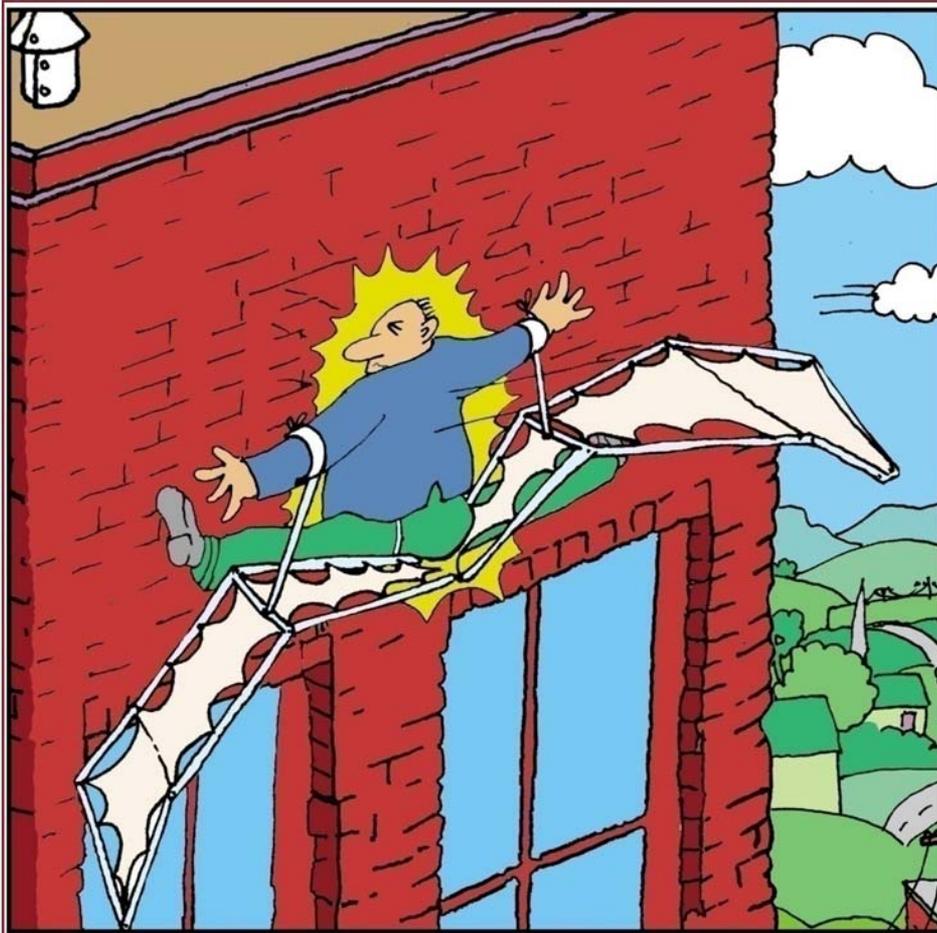
I further affirm that the datafolio of _____ is the result of a true and accurate assessment of said student's performance.

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 accurate assessment of said student's performance.

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

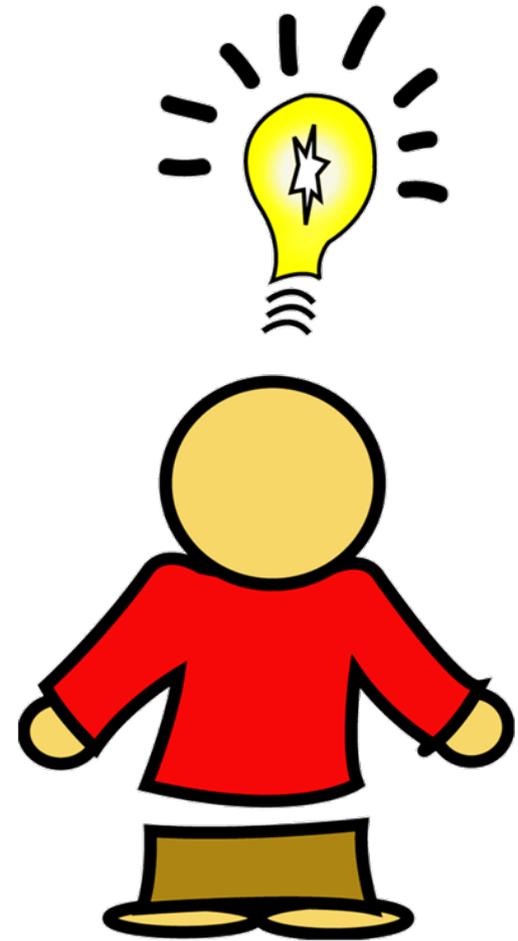


AFTER TRYING TO FLY BY THE SEAT OF HIS PANTS, FRED LEARNED THAT GOOD TEACHING REQUIRES GOOD PLANNING.

Content Areas Assessed by Grade

85

Refer to the RIAA Blueprint.



RI Alternate Assessment (RIAA)

2011-2012

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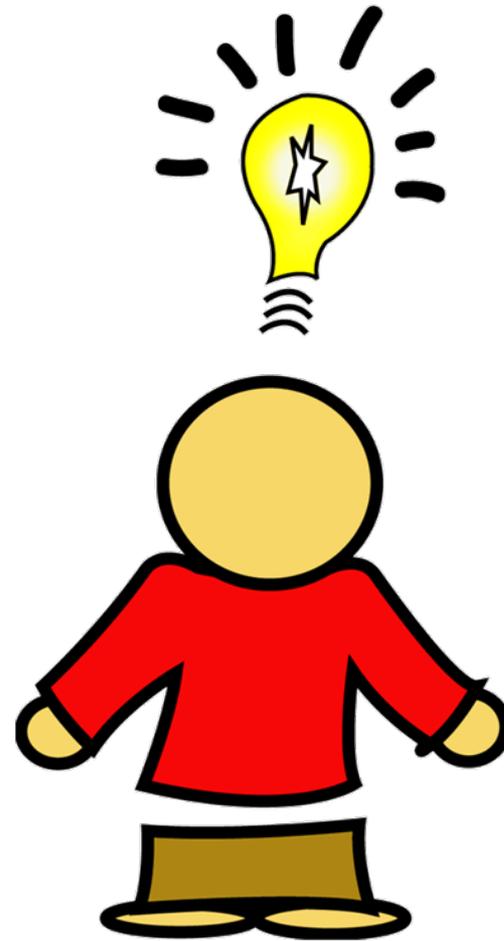
Content areas assessed by grade level

- Grades 2, 3, 5, and 6: Mathematics and Reading
- Grade 4: Mathematics, Reading, Writing, and Science
- Grades 7 and 10: Mathematics, Reading, and Writing
- Grade 8 and 11: Science

AAGSEs & SPTs

87

- Two SPTs will be used for the assessment.
 - One is required.
 - One is a choice from two.
- AAGSEs and SPTs need to be considered when planning for the assessment.



Requirements by Grade

Grade	Required Content Area Entries	# of entries per Datafolio
2 -3, 5	Reading and Mathematics	8
4	Reading, Mathematics, Writing, and Science	14
6	Reading and Mathematics	8
7	Reading, Mathematics, and Writing	12
8	Science	2
10	Reading, Mathematics, and Writing	12
11	Science	2

Sample Completed Content Area Entry: Mathematics

Content Strand 1:
NO GM DSP FA

Content Strand 1:
NO GM DSP FA

REQUIRED
Structured Performance Task 1

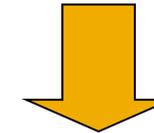
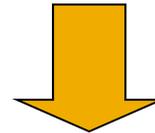
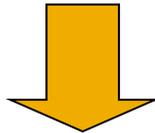
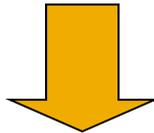
Structured Performance Task 2

AAGSE 1

AAGSE 2

AAGSE 1

AAGSE 2



Data Summary Sheet

Data Summary Sheet

Data Summary Sheet

Data Summary Sheet

CP #1-Student Documentation Form

CP #1-Student Documentation Form

CP #1-Student Documentation Form

CP #1-Student Documentation Form

CP #2-Student Documentation Form

CP #2-Student Documentation Form

CP #2-Student Documentation Form

CP #2-Student Documentation Form

CP #3-Student Documentation Form

CP #3-Student Documentation Form

CP #3-Student Documentation Form

CP #3-Student Documentation Form

**1 piece of STUDENT WORK
From only ONE
Collection Period**

**1 piece of STUDENT WORK
From only ONE
Collection Period**

**1 piece of STUDENT WORK
From only ONE
Collection Period**

**1 piece of STUDENT WORK
From only ONE
Collection Period**

RIAA Planning Worksheets

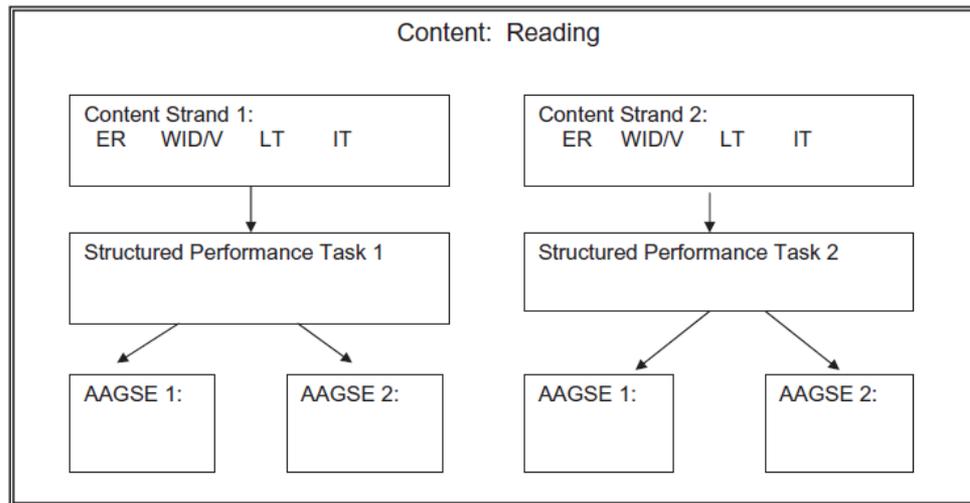
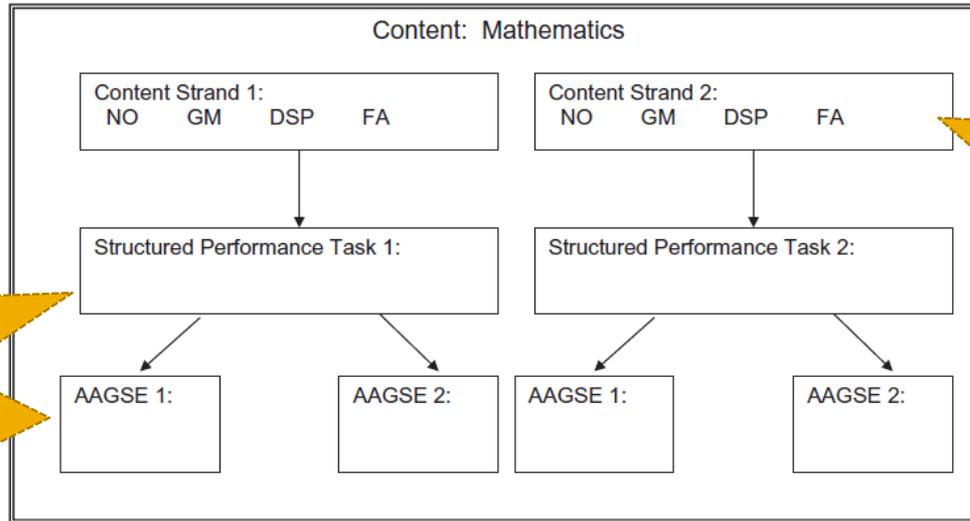
Choose one student who you will be assessing.

Student:

Grade:

Identify the content strands in which the student will be assessed.

Identify the SPT and AAGSEs you will use to assess the student.



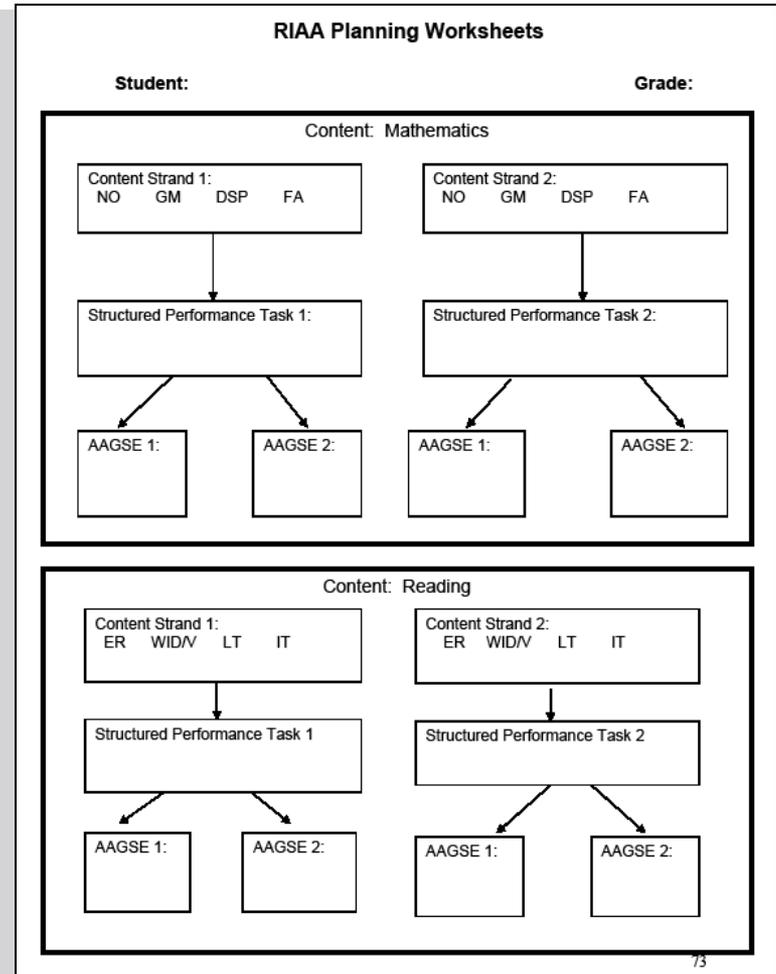
Planning Time

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4. Selecting targeted AAGSEs

Choose two targeted AAGSEs from each SPT.

- The same AAGSE(s) may *not* be assessed in consecutive years.
- AAGSEs with the same number, even if they have different letters, may *not* be assessed within the same year. **NEED EXAMPLE HERE**



Homework

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- Use the planning worksheet to choose SPTs and targeted AAGSEs for your students who will take the RIAA.
- Read the manual and write down questions that you have. Bring them next week.

Next Week

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- Instructional Process
- Scoring Rubric
- RIAA Science
- Additional Resources

Contact Information for the RIAA Team

- Heather Heineke: *RIDE: Office of Instruction, Assessment, & Curriculum*
 - heather.heineke@ride.ri.gov or 222-8493
- Becky Wright: *RIDE: Office of Student, Community, & Academic Supports*
 - becky.wright@ride.ri.gov or 222-4693
- Susan Dell: *Rhode Island College: The Sherlock Center*
 - sdell@ric.edu or 456-8557
- Amy Grattan: *Rhode Island College: The Sherlock Center*
 - agrattan@ric.edu or 456-8072
- Marcia Tibbetts: *Measured Progress, Program Manager*
 - tibbetts.marcia@measuredprogress.org or 800-431-8901
- Michelle Couture: *Measured Progress, Program Assistant*
 - couture.michelle@measuredprogress.org or 800-431-8901