



The Rhode Island Alternate Assessment (RIAA)



Updates for Returning Teachers

September 19, 2012

The Crowne Plaza Hotel, Warwick, RI

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Today's Agenda

2

1. Welcome and Introductions
2. RIAA Updates
 - ✦ Contact Information
 - ✦ Timeline for Receiving Score Reports
 - ✦ RIAA Test Administration:
 - ✦ Review of Scoring: *What We Saw*
 - ✦ Updates and Reminders
 - ✦ Test Administration Resources
3. Content Clarification: Reading, Writing, Mathematics, and Science
4. Content Resources

Contact Information for the RIAA Team

3

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Content Clarifications

4

MATHEMATICS

GM 9.2b

GM 8.1a

GM 4.1

GM 13.2

GM 12.2b

Geometry and Measurement 9.2b

5

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

- Not acceptable ways to assess navigation by moving along a path:
 - Looking at a map and say where things are located.
 - Locating things by reaching around (i.e. “find the book on the right of your desk”).
 - Identifying a house that is to the right of the street.

The student must MOVE along a path.

Geometry and Measurement 9.2b

6

Acceptable components to assess navigation by moving along a path:

- **FIRST**, a helper can read the directions with the navigational concepts *or* the student can read the navigational words themselves.
- **SECOND**, the student then moves along a path to demonstrate their knowledge of the navigational concepts.

The student must MOVE along a path.

Geometry and Measurement 9.2b

7

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

SPT 35-2 The student will use a calendar, clock, schedule and/or map to participate in a variety of school activities.

Ideas for GM 9.2b- Scavenger Hunt

8

Idea 1: Have the students participate in a scavenger hunt with directions in an open space (i.e. outside or in a gymnasium)

- Move 5 steps FORWARD
- Turn to the RIGHT
- Go BACKWARDS 10 steps
- Turn LEFT
- Go FORWARD 4 steps and find your next clue

Ideas for GM 9.2b- Cha-Cha-Slide

9

Idea 2: Students can learn a new dance that involves moving along a path as part of physical education such as **Cha-Cha Slide**

- <http://www.youtube.com/watch?v=zXJVQHz0UZU>
 - Step to the **left**.
 - Take it **backward** now.
 - One Hop **up** this time
 - Left foot stomp **up**
 - Do the cha-cha
 - Turn to the **right** y'all

Ideas for GM 9.2b- **The Bunny Hop**

10

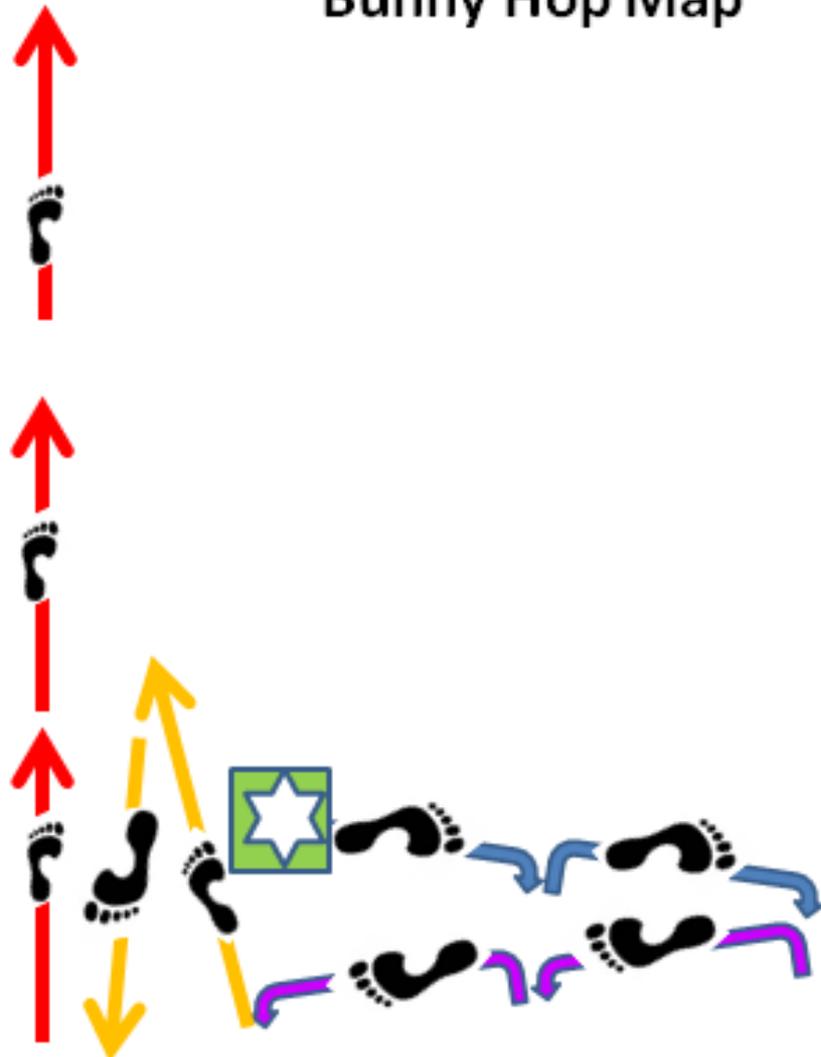
Idea 2: Students can learn a new dance that involves moving along a path as part of physical education such as a modified Bunny Hop

Music: <http://mp3juices.com/search/Bunny-Hop> (use Ray Anthony version)

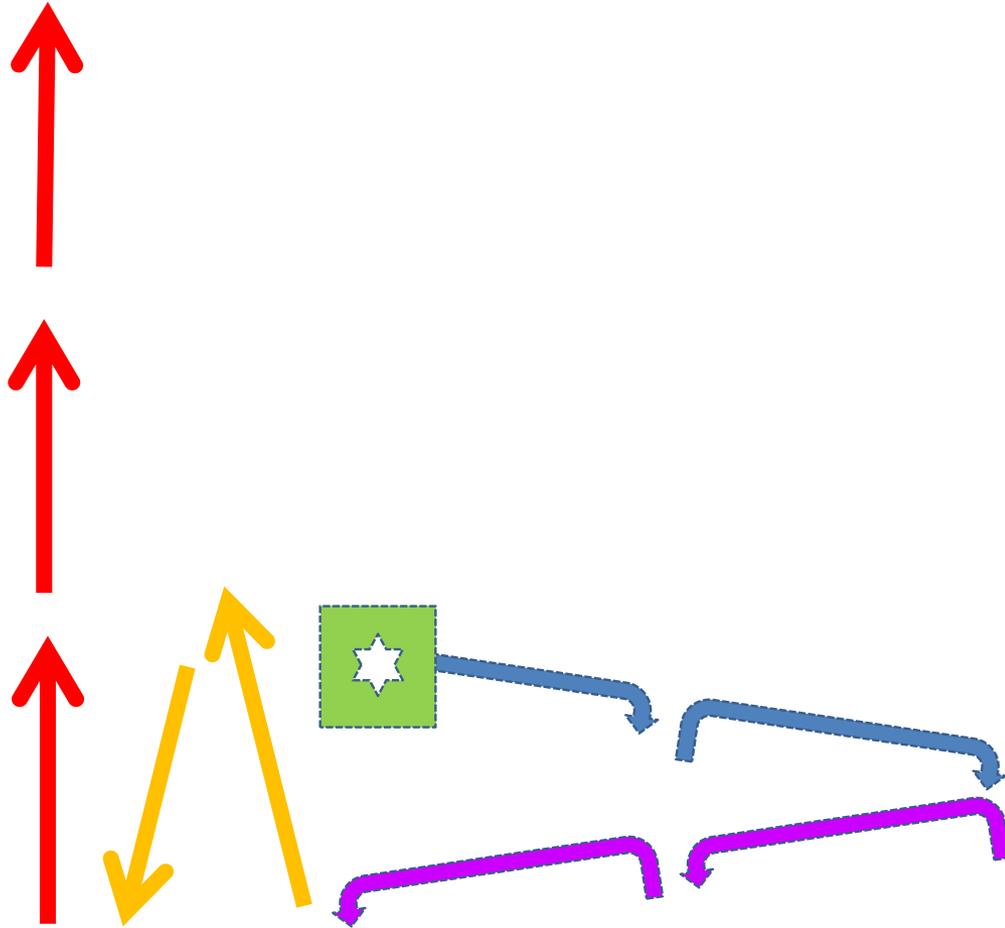
The dance below has been modified to move along a path.

- Hop **RIGHT**, Hop **RIGHT**
- Hop **LEFT**, Hop **LEFT**
- Hop **FORWARD**
- Hop **BACKWARD**
- Hop **FORWARD, FORWARD, FORWARD**
- repeat

Bunny Hop Map



Bunny Hop Map



Using Sentence Starters to Convey Information for GM 9.2b

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Sally Student		Grade: 04	Date: 10/18/11	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task#: 35-2 Description: The student will use a calendar, clock, schedule and/or map to participate in a variety of school activities.		
AAGSE#: GM 9.2b	Description: Use navigation concepts, such as left, right, forward, backward, tactile, localizing and tracking to move along a path.			

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

Sally used a map to participate in

Sally used a map to participate in her Physical Education dance unit. She used a Bunny Hop Map to help guide her through the path of the modified dance.

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

Sally used the navigational concepts forward, backward, right, left to move along the Bunny Hop Dance Path. Sally had 27 opportunities to use these navigational concepts.

Mathematics

14

GM 8.1A

Geometry and Measurement 8.1a

15

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

- **The key to GM 9.2b is students must describe the passage of elapsed or accrued time by using a time-related unit of measurement.**
- **Not acceptable ways to assess understanding of the passage of time using the time-related units:**
 - Describing static events (i.e. , “I have science class at 11 a.m.” or “I have science in the morning”) **does NOT** describe elapsed or accrued time.

Geometry and Measurement 8.1a

16

Acceptable ways to assess understanding of the passage of time using the time-related units :

- There are 3 days until the weekend.
- It took 5 minutes to walk around the gymnasium.
- Our Winter break was 10 days long.
- Yesterday we went to Roger Williams Park.
- Tomorrow afternoon we will go to the Science Fair.

Geometry and Measurement 8.1a and SPT 35-2

17

SPT 35-2 The student will use a **calendar, clock, schedule** and/or map to participate in a variety of school activities.

Ideas for GM 8.1a

18

Idea 1: As students read a Harry Potter book, they paste key events on a calendar (day, month, year, or multi-year) or clock (for time periods shorter than one day).

As the student reads the book, he can complete a chapter summary that involves measurements of time to assist him in a Book Club discussion or to write a book report.

For Harry Potter and the Sorcerer's Stone (and other HP books)

http://www.hp-lexicon.org/timelines/timeline_harry.html

Ideas for GM 8.1a

19

Harry Potter's Yearly Calendar Timeline:

Harry Potter and the Sorcerer's Stone timeline



1980- Harry Potter is Born
1981
1982
1983
1984
1985
1986
1987
1988
1989
1990- HP is given a coat hanger for his birthday
1991- HP goes to Hogwarts on the train
1992- HP's friends rescue Harry from the Dursleys in a flying car
1993
1994
1995
1996
1997
1998



Work Sample for a Higher Level Student

20

Name _____ Date _____

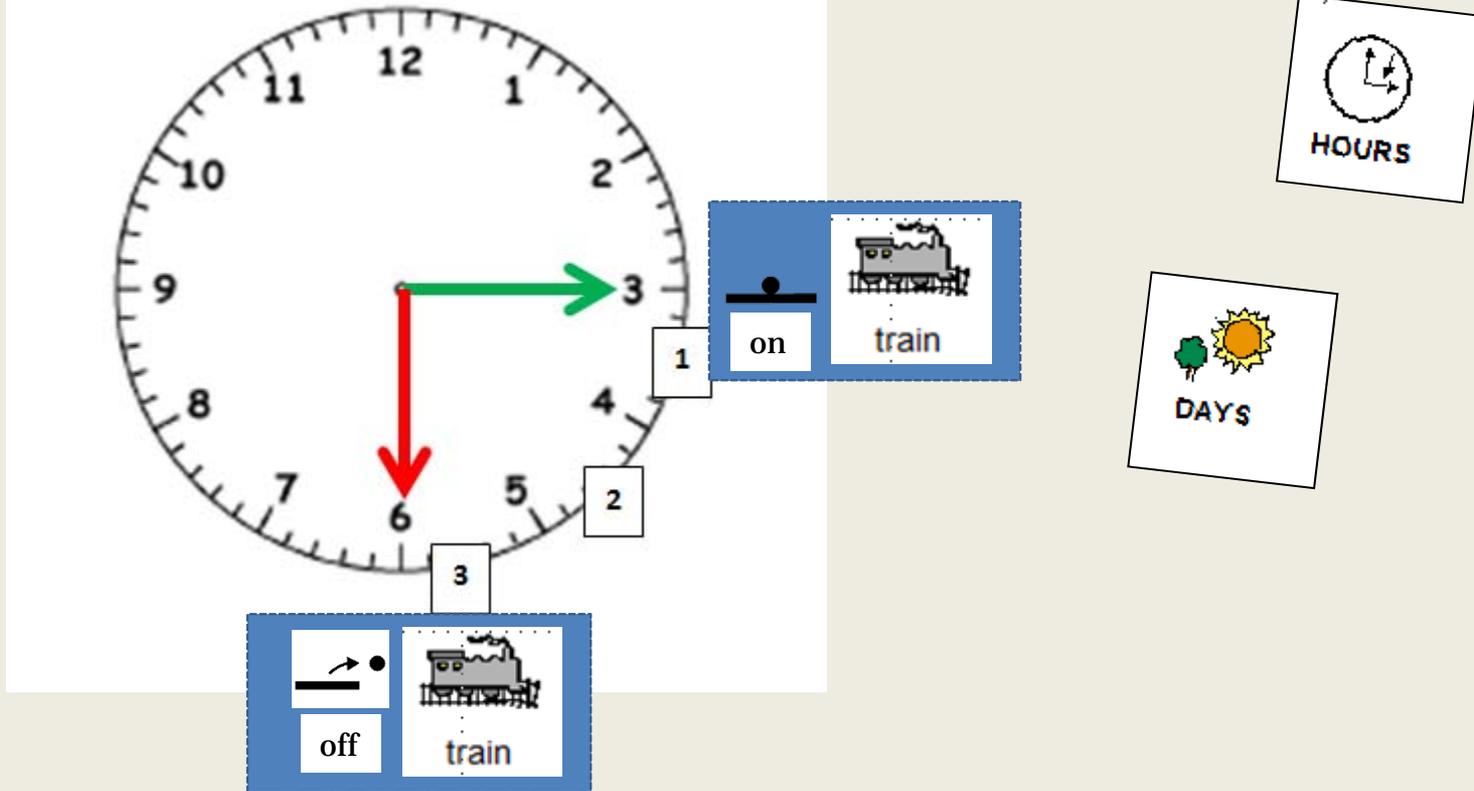
Harry Potter and the Sorcerer's Stone

Chapter _____

1. Harry Potter lived with his aunt and uncle for _____.
list time period.
2. Harry Potter got on the train at _____.
3. Harry Potter got off the train at _____.
4. Harry Potter spent _____ on the train from
list time period.
King's Cross Station to Hogwarts School.

Supports for a Middle/Lower-Level Student

21



Blank clocks can be found at:

<http://www.enchantedlearning.com/time/blankclocks/>

Work Sample for a Middle-Level Student

22

Name _____ Date _____

Harry Potter and the Sorcerer's Stone

Chapter _____



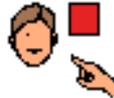
Harry Potter



lived



with



his



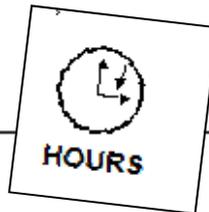
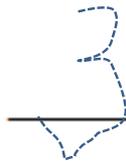
family

for

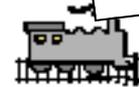


Harry Potter

spent



on the



train

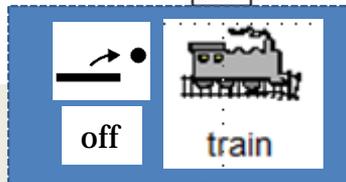
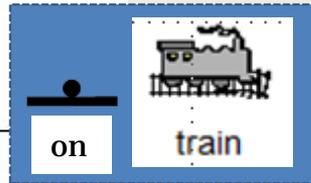
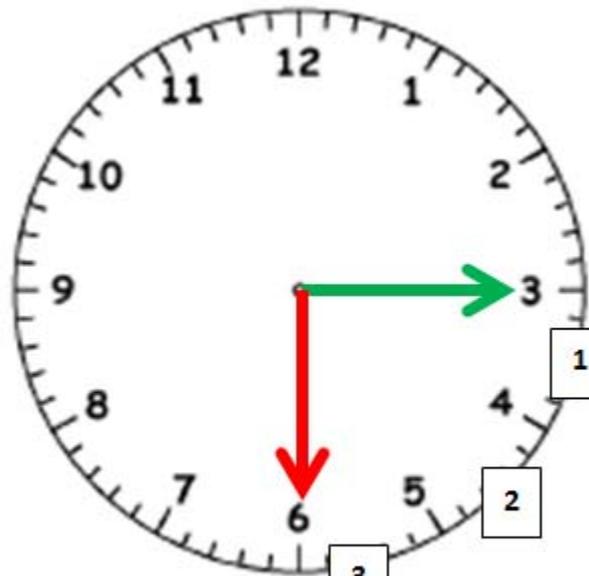


to **HOGWARTS.**

Supports for a Lower-Level Student

(a photograph can be used for evidence)

23



Blank clocks can be found at:

<http://www.enchantedlearning.com/time/blankclocks/>

Work Sample for a Lower Level Student

24

Name _____ Date _____

Harry Potter and the Sorcerer's Stone

Chapter _____

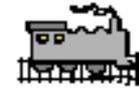


Harry Potter spent

3



on the train



to **HOGWARTS.**

Using Sentence Starters to Convey Information for GM 8.1a

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Sally Student		Grade: 04	Date: 10/4/11	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task#: 35-2 Description: The student will use a calendar, clock, schedule and/or map to participate in a variety of school activities.		
AAGSE#: GM 8.1a	Description: Describe passage of time using terms such as: "day" and "night"; "morning," afternoon," and "night"; "yesterday," "today" and "tomorrow."			

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

Sally used a Harry Potter yearly calendar and a clock to help her participate in her class Book Club. As the students read the book, they placed key events on the calendar (Harry's birth, Harry moved to Hogwarts) and on a clock (for short duration events).

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

Sally described the passage of time using terms years and hours to complete her book report notes. Sally had two opportunities to describe the passage of time. Sally used these notes in her Book Club weekly discussion.

Additional Resources for GM 8.1

26

If passage of time is completed within a History context, one valuable FREE iPad tool that presents a calendar of events in US History can be found in the US History Timeline app.:



Events	
before the Colony	
BC 40000	Asians arrived at the American continent.
BC 12000	Culture of the American Indians sprang up.
AD 986	A Norwegian, Leif Ericson landed at Newfoundland.
AD 1492	Columbus began his expedition.
AD 1492	Columbus discovered the American continent.
AD 1494	Treaty of Tordesillas
AD	

Content Clarifications

27

MATHEMATICS

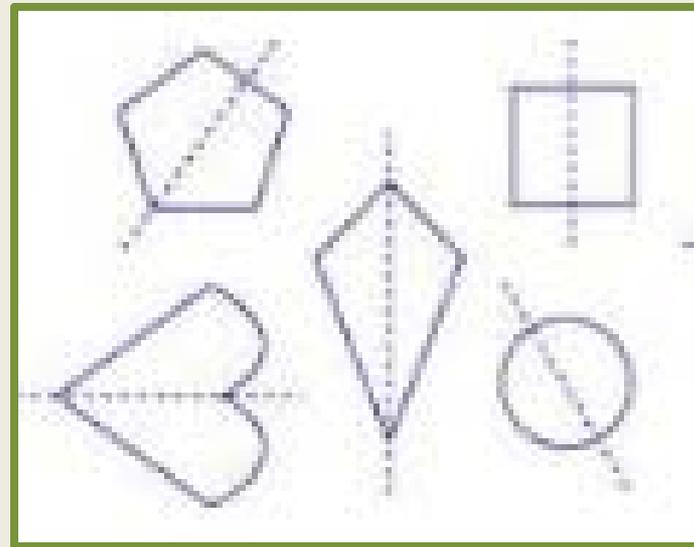
GM 4.1 & 4.1A

Geometry and Measurement 4.1a

28

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

Line symmetry:
one half of a figure
is the mirror image
of the other half.



Geometry and Measurement 4.1a

29

Students can fold certain shapes to create a line of symmetry in the shape.

- GM 4.1a: *should show that the student has identified the line of symmetry (i.e. “that’s where the line of symmetry is.”)*

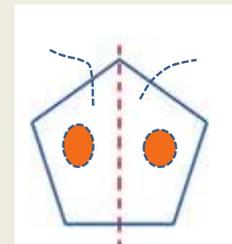
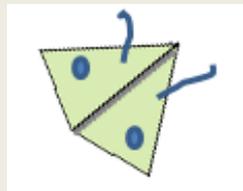
SPT 35-3 The student will participate in and/or complete an activity within a larger academic curriculum unit.

Ideas for GM 4.1a- Butterflies

30

Idea 1: Decorate a bulletin board, book cover, or science display for a curriculum unit involving butterflies.

- Seasonal changes
- Life Cycles of Butterflies
- Plants
- Fold a triangle or other shape to create a shape with line symmetry to create a butterfly.

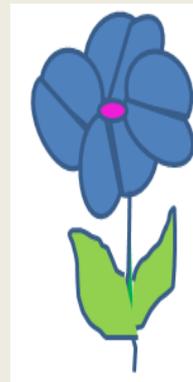
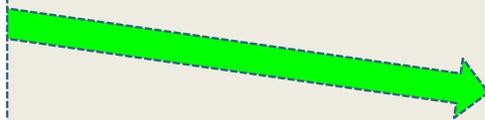
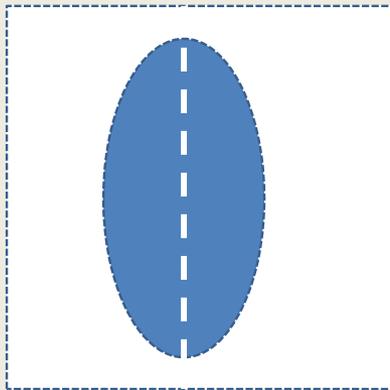


Ideas for GM 4.1a- **Flowers**

31

Idea 2: Decorate a bulletin board, book cover, or science display for a curriculum unit involving flowers

- Fold an oval, pentagon, or kite shape, identify the line of symmetry and use the shape to make a model of flowers for a Spring Unit or other curriculum unit involving flowers.



Using Sentence Starters to Convey Information for GM 4.1

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Suzie Student	Grade: 04	Date: 10/3/11	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task#: 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit.*	

AAGSE #: GM 4.1a **Description:** Identify lines of symmetry in a shape

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

Suzie participated in a science unit on PLANTS . Suzie folded ovals, pentagons, and kite shapes, identified their line of symmetry, and then used the folded shapes to create flowers for the class's bulletin board

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

Suzie identified the line of symmetry in each of her 10 shapes.

Numbers and Operations 13.2

33

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

- The number line can be short (numbers 1-5) or long (numbers 1-1000).
- Select the number line that matches the application

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

Ideas for NO 13.2 – Collecting Money/Items

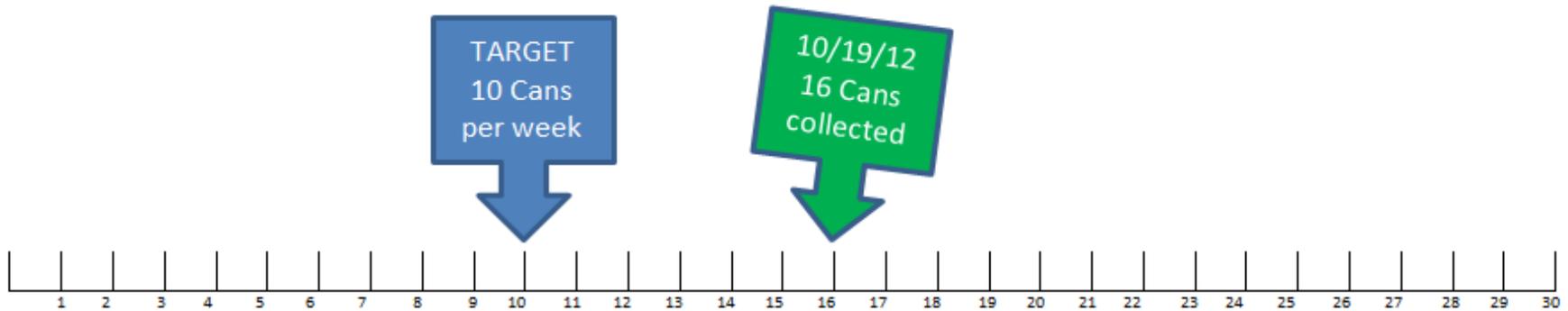
34

Idea 1: Collect money or items for a charity or community cause.

- On Fridays students collect the money/items for their class.
- Add up the items
- Chart their weekly collections.
- Students determine whether they collected more or less than their target number using the number line.

Work Sample for NO 13.2 Higher Level Learners

35



Fall Charity Drive: Daily Can Collection

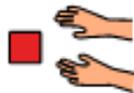
Today, our class collected _____ cans than the TARGET.
more/less

Work Sample for NO 13.2 Middle Level Learners

36



1	2	3	4	5	6	7	8	9	10
✓	✓	✓	✓	✗	✗	✗	✗		



Today, our class collected _____

more/less

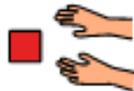
_____ cans than the TARGET.

Work Sample for NO 13.2 Lower Level Learners

37



1	2	3	4	5	6	7	8	9	10
									



Today, our class collected _____

more/less

cans than the TARGET.

Using Sentence Starters to Convey Information for NO 13.2

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Sally Student

Grade: 04

Date: 10/4/11

Data Collection Period: 1

Content Area:
Mathematics

Content Strand:
Numbers and Operations

Structured Performance Task #: 35-1

The student will use number concepts to solve everyday problems.

AAGSE#: NO 13.2

Description: Use semi-concrete materials (hundreds' chart, number line) to show more or less than the original number

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

Sally used number concepts to solve the problem of determining whether each of three classes was on target to collect the target number of cans for the food drive. The target number was 5 cans a week per class.

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

Sally used a tactile number line to show more or less than the original target number of 5. Sally had three opportunities to show whether each class collected more or less than the target number of 5.

Ideas for NO 13.2- Charting Activities

39

Idea 2: Students can chart their own “good behavior” points or the class’s earning of reinforcement points; The target can be the point at which a special earned event happens.

Idea 3: Students can chart their attendance each week.

Numbers and Operations 12.2b

40

NO 12.2b Add unlike coins together to equal dollars and cents notation.

- Students can use assistive technology to assist them with adding coins together.
- Some students use a coin-u-lator



Numbers and Operations 12.2b

41

- Students who have access to an iPad can use the money counter app.



Student inputs the number of coins



Work Sample for NO 12.2b Higher-Level Learners (H)

42

Name Jan Date 3/16

Money Collection for animals

COINS	Number Coins Collected	Value of Coins
pennies		\$ __. __ __
nickels	<u>3</u>	\$ __. <u>15</u>
dimes	<u>2</u>	\$ __. <u>20</u>
quarters		\$ __. __ __
Half-dollars		\$ __. __ __
	Total Amount	\$ __. <u>35</u>

Data, Statistics & Probability (DSP 1.1)

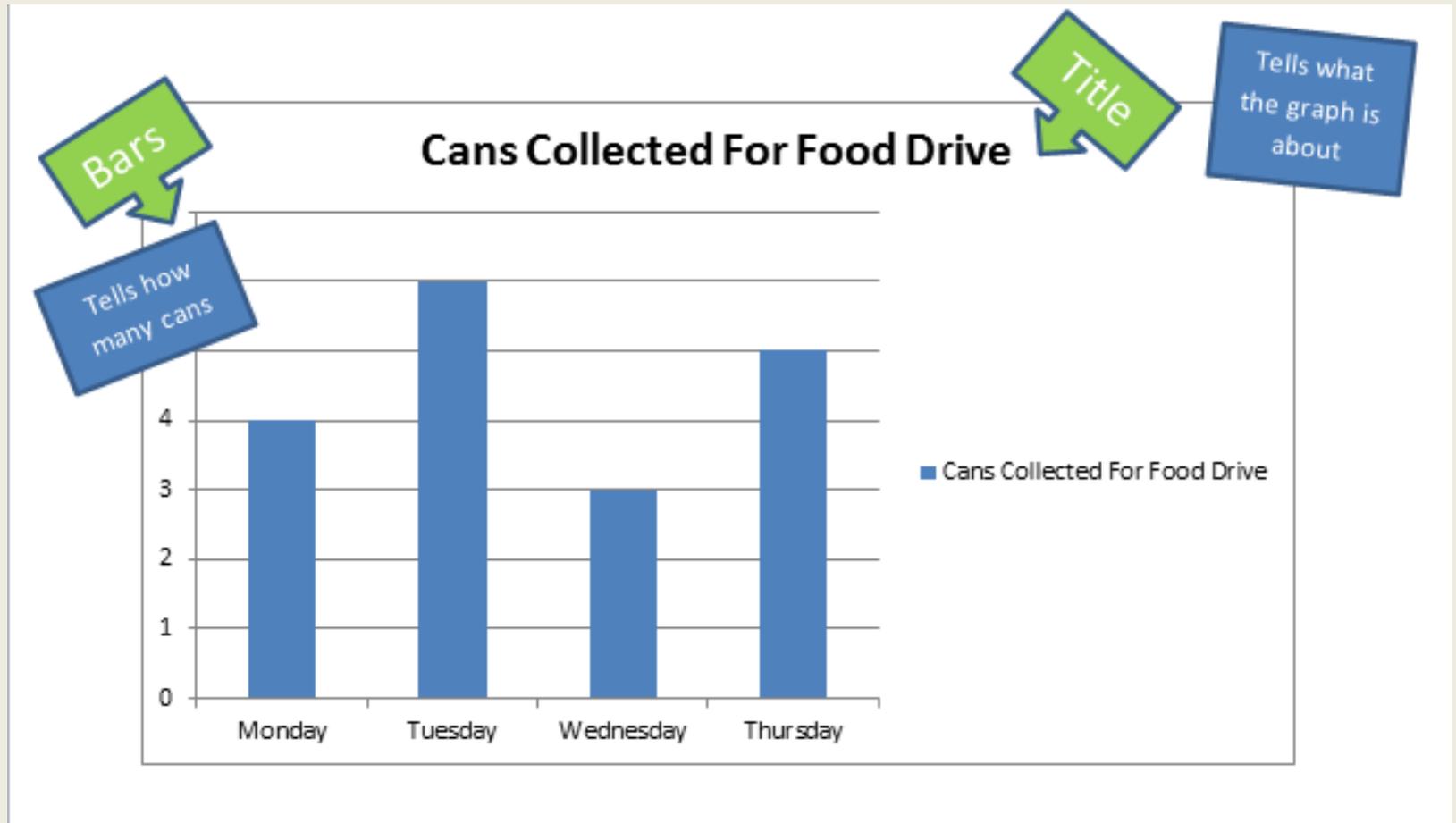
43

- **DSP 1.1: Describe the features (e.g. title, bars, line, labels, key) of a data display**
- Students should identify the features and tell what information the feature provides.
- A minimum of two features must be described.
 - **Title:** tells what the graph is about.
 - **Bars:** tell how much of something was measured
 - **Axis:** defines the variables measured (independent and dependent variables).
 - **Key or Legend:** identifies additional details about the display by using colors or symbols.
 - **Data:** tells you the number, percentage, or distribution of items, events, categories, etc. measured.

Work Sample for DSP 1.1

Higher/Middle Level Learner

44



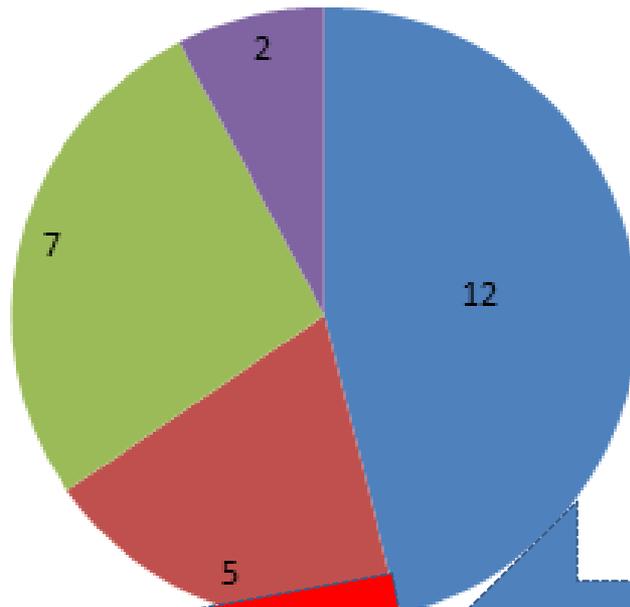
Work Sample for DSP 1.1

Higher/Middle Level Learner

45

Title

Types of Cans Collected



■ Vegetables

■ Soups

■ Pasta

■ Fish

Legend

Data

Tells the number of units measured

Tells what the graph is about

Tells how each piece of data is colored

Using Sentence Starters to Convey Information for DSP 1.1

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Samuel Seventh		Grade: 07	Date: 10/14/11	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Data, Statistics & Probability	Structured Performance Task#: 67-3 Description: The student will interpret given data to make decisions or draw conclusions.		
AAGSE#: DSP 1.1		Description: 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?).		

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

Samuel's class interpreted the weekly can donation data to make the decision if different types of donations (i.e. vegetables) are needed for the Thanksgiving food baskets.

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

Samuel described 3 features (title, legend, data) of the food can collection pie graph. Once labeled, Samuel read the graph to determine the distribution of cans by food category.

Content Clarifications

47

READING

Lesson Learned #1

Photograph evidence must CLEARLY shows the skill/knowledge being demonstrated.

48

Which photograph CLEARLY supports the description for *WC 9.2 Spelling common/high frequency words*?

“After reading a letter for parents about the class’s upcoming Art Week events, Jean is shown writing high frequency words (art, show, practice, display) to develop the class’s weekly block schedule that includes Art Show related activities.”



Lesson Learned #2

Writing and Student Work

49

When possible, submit the ACTUAL work done by the student. The written work shows the student's words much clearer than the photo.



Name John Date 11-12

	Period 1	Period 2	Period 3	Period 4	Period 5
 Monday	P.E.		Science Class		
 Tuesday	O.T.	Math		display	
 Wednesday	practice			add show	

Literary Text Examples

50

Literary Text (LT) examples* include:

- **Stories:** adventure and science fiction stories, folktales, legends, fables, fantasies, mysteries, realistic & historical fiction, myths, allegories, parodies, satire, and graphic novels
- **Dramas:** Plays, both one-act and multi-act in written form and on film
- **Poetry:** narrative poems, nursery rhymes, limerick, free verse, sonnets, odes, ballads, epics, lyrical poems, etc.

*pages 32 & 58: *Common Core State Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects. For more information on CCSS, please go to: <http://www.ride.ri.gov/Division-EEIE/transition.aspx>*

Informational Text Examples

Informational Text examples include literary nonfiction in the following forms*:

- Biographies, autobiographies, and memoirs
- Books, personal essays, speeches, opinion pieces, essays about history, social studies, literature, and the arts;
- Historical, scientific, technical, or economic accounts
- technical texts, including directions, forms and information displayed in graphs, charts, or maps; and digital sources.

*pages 32 & 58: *Common Core State Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects*. For more information on CCSS, please go to: <http://www.ride.ri.gov/Division-EEIE/transition.aspx>

Lesson Learned #4

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

52

Students must answer questions related to the story's content.

Questions that are consistent with LT 4.2

“Who went to the store?”

“What did Jon and Sue do to help the little girl?”

“Where did the food fight happen?”

Questions that are not LT 4.2

“Did you like the story?”

“Would you like to read another book?”

“Did reading make you happy?”

Content Clarifications

53

WRITING

Word Identification: WID 1.4

54

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

- Students cannot use Mayor Johnson symbols for this AAGSE.
- Words must not exceed two syllables.
- Words must be regularly-spelled.

Word Identification WID 1.4

55

A regularly-spelled word contains letters that match its pronunciation.

- Examples: hat, mad, sit, batman, hunger.

An irregularly-spelled word contains letters that do not match its pronunciation

- Examples: enough, said, there, who, was

Content Resources

56

Templates for Science Inquiry

Name _____ Date _____

**Lab Report
Procedures**

	Procedures	Completed ✓	How Did You Do?		
			Great	Okay	I had trouble
1					
2					
3					
4					
5					

Name Sarah Date 10/20

**ESS 2.1.1a Sun Warms the Earth
Lab Report
Procedures**

	Procedures	Completed ✓	How Did You Do?		
			Great	Okay	I had trouble
1	Get/Put on Sunglasses	✓	✓		C Ind
2	Read Thermometer	✓	✓		C PP
3	Record data	✓		✓	C PP
4					

Templates for Science Inquiry

Observe/Question

Name: _____ Date _____

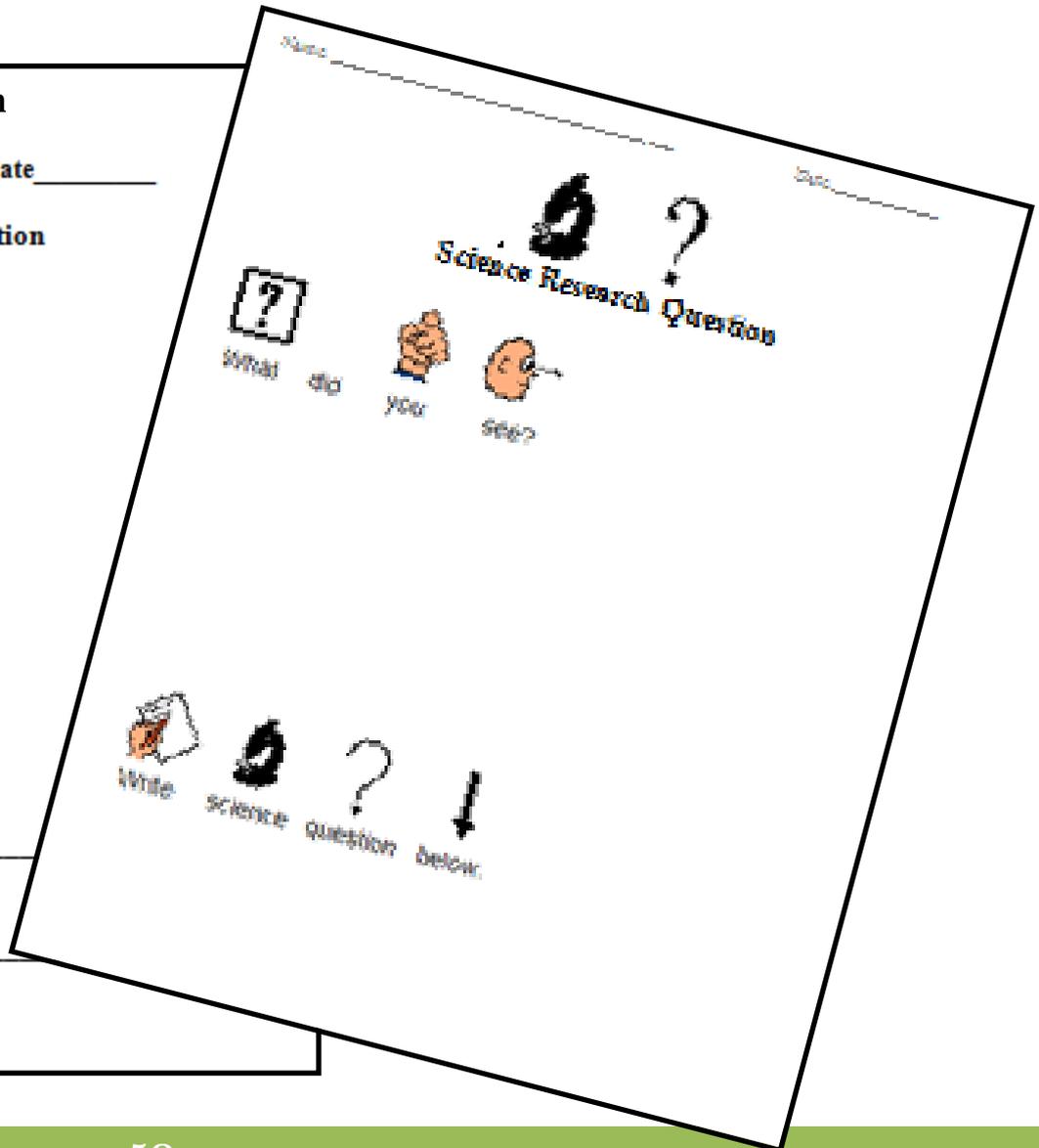
Developing a research question

Write your observations:

Write 2 research questions below.

1. _____

2. _____



Templates for Science Inquiry

Name _____ Date _____

Science Investigation: _____
PLANNING: Identifying Tools Needed for the Science Investigation

Tools Needed

What observations will I make?

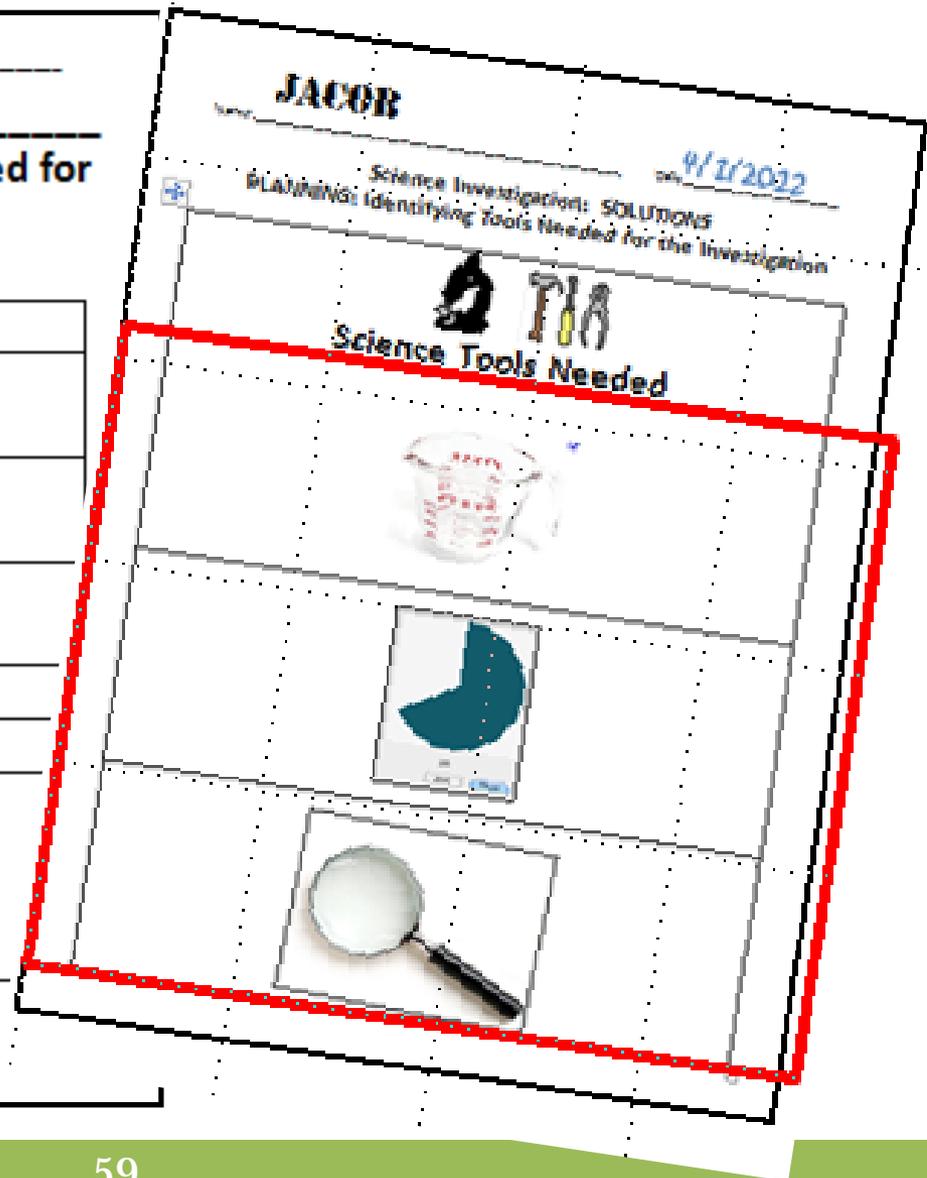
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Grade 5: Planning- Identifying tools

JACOB
Name _____ Date 9/21/2022

Science Investigation: SOLUTIONS
PLANNING: Identifying Tools Needed for the Investigation

TIA
Science Tools Needed



Grade 5: Planning- Identifying tools



Paul V. Sherlock Center on Disabilities: Rhode Island College
Free Adapted Literature for Non-readers, Limited Readers,
and Picture Symbol Readers

Available formats for Adapted Literature:

- **Powerpoint:** The adapted literature is presented in an interactive manner. Students can use a mouse or other click device (switch) to move through the pages. An asterisk (*) with the title indicates that the story includes narration. These files are saved as **Powerpoint 2010 Shows (.ppsx)** to include all features (sound, auto navigation, etc.).
- **PDF:** The adapted literature is presented using Symbols and basic text.
- **Printed Notebooks:** The adapted literature is presented in notebook format using pictures, symbols, and basic text. Notebooks are loaned through the Sherlock Center Resource Library.
- **Story Boxes:** We also have a limited number of interactive story boxes not listed here, but specifically designed for hands on activities for children with sensory loss (and only loaned to those classrooms).
- **Video:** We are in the process of converting some of the Powerpoint presentations into video. The format is Windows Video (.wmv)

The titles available are:

Titles A-C	Titles D-G	Titles H-K
<ul style="list-style-type: none"> • 2 Cool Coyotes • A Bad Case of Stripes • A Christmas Carol • A Tale of Two Cities • Al Capone Does My Shirts • Alligator Under the Bed • The Art Lesson • Bear Stays Up • The Babe & I • Bad Habits • Beezus and Ramona • Beowulf • Big Red Barn • Big Pumpkin* • Black Beauty • Blue Day • Bonnie on the Beach* • Brown Bear, Brown Bear • Brush Well • Mystery • Charlotte's Web • Cloudy, with a Chance of Meatballs • Goodcopy • Cricket in Times Square 	<ul style="list-style-type: none"> • The Deep Blue Sea • The Diary of Anne Frank • Dog's Colorful Day • Duck On a Bike • Flat Stanley • Flat Stanley at the Firehouse • Franklin has a Sleepover • Freak the Mighty • From Head to Toe • From The Mixed Up Files... • Germs are Not for Sharing • The Ghost of Fossil Glen • Gingerbread Baby • Gingerbread Cowboy • Gingerbread Girl • The Giver • The Giving Tree • Golden Egg* • Goldie Locks and the 3 Bears • The Grand Escape 	<ul style="list-style-type: none"> • Hallstones & Halibut Bones • Happy Hedgehog • Harry Potter & the Chamber of Secrets • Flat Stanley • Harry Potter & the Sorcerer's Stone • Hatchet • Holes • House for Hermit Crab • How the Grinch Stole Christmas* • The Hunger Games • I Heard Said the Bird • I Went Walking • If You Bring a Mouse to School • If You Give a Pig a Party • Island of the Blue Dolphins • JURNAK • Julia B. Jones and the Smelly Bus • Just Juice • Keep Clean • Kidnapping of Christina

Titles L-N	Titles O-S	Titles T-Z
<ul style="list-style-type: none"> • Lattimore • The King and the Gablock • The Kissing Hand • Lion, Witch, and Wardrobe • Leo the Late Bloomer • The Life of Abba Gaudí • The Little Old Lady Who Wasn't Afraid Of Anything • Little Prince • The Little Red Hen • Little Women • MacBeth • Martin Luther King/I Had a Dream • Millions of Cats • Missing Math: A Numbers Mystery • The Mitten • Mouse Paint • The Napping House • Night • The Night Before Christmas • No More Jumping on the Bed • The Nutcracker 	<ul style="list-style-type: none"> • The Odyssey • Of Mice and Men • On the Night you were Born • One Dark Night • The Outsiders • The Penny Pot • Pinocchio • Polar Express • Rooble's Christmas • Pride & Prejudice • The Princess & the Pea • R is for RI Red • Rainbow Fish* • Robin Hood • Romeo & Juliet • The Seed Folks • Sleep Well • Snowy Day • Something Upstairs • Sounder • Staccato • Stone Soup • Strega-Nona 	<ul style="list-style-type: none"> • The Very Hungry Caterpillar • There Was an Old Lady Who Swallowed a Bell • There Was an Old Lady Who Swallowed a Fly • Three Little Pigs* • Too Many Toys • Too Much Junk Food • Twilight • Vacation Under a Volcano • Velveteen Rabbit • Very Special Critter • The War With Grampa • What a Wonderful World • Where the Wild Things Are • Who Knew Jocelyn Be Ghosts? • Your Body • Your Brain • Your Muscles • Your Skin • Zebra and other Stories

Webinars

Available at Sherlock Center (<http://www.ric.edu/sherlockcenter/lessons.html>)

- Life Science 4.1.2a- Signs of Sickness or Injury
- Physical Science 1.4.1c- Identifying Solutions
- Earth and Space Science 2.1.2a- Moon Investigations

Available at Measured Progress (<http://www.measuredprogress.org/Template/0112AssessmentInner.aspx?id=551>)

- Accessing the General Education Curriculum: Integrated Science Units

Mathematics	Reading	
Geometry and Measurement	Literary Text	Word Identification
Measuring and Communicating Duration of Time	Connecting stories or other texts to personal experience, prior knowledge, or other texts.	Identifying pictures/symbols/objects/words that represent nouns

Earth and Space Science	Life Science	Physical Science
Comparing Rocks and Minerals	Distinguishing Plants from Animals	Acids and Bases
Clouds	Matching Organisms with Similar Features	Heat Energy
Describing Rocks and Minerals	Plant Growth	Identify Physical Changes
Erosion	Responses of Animals/Plants to Changes in their Environment	Identify Solutions
Seasons	Signs or feelings of being sick, hurt/injured, or discomfort	Identify Sound Energy
Sun's Positions throughout day	Similarities between Parents and their Offspring	Magnets
Uses of 4 Basic Earth Materials	Sorting Living and Non-Living Things	Physical Properties of Matter
Water Cycle		
Water, Water, Water		

Additional Supports to Effective Communication for Students with Significant Disabilities		
Supports to Communication	What it does	How it may help
Teaching Strategies, GOLD	Focus on Student Progress in ECE, including communication	ID Students who are struggling with communication
Shofack Center	Resources for Educators and Parents	Provide support on accessing general curriculum
AuSam Project	Numerous support opportunities for educators/parents Advocacy	Provide better communication Training & PD
504U-Technology Training Initiative	Access technology	Use of technology to provide support to general curriculum. (potential to include Aug. Com)
PBIS - Schoolwide	Supports Positive Behavior for all students	All behavior is communication
Common Core/CoE Early Learning Students	General Ed Curriculum standards	Align curriculum, instruction, assessment for students at all levels of education
KIPIN	Provides Parent Support	Getting parents info/assistance Parent trainings/transition assistance
RTI, Response to Intervention	Levels of intervention/support	Look at problem-solving process for student progress/intervention
RI Vision Ed Services Project	Support for vision/low vision/print disabilities	Training in use of supports to vision, diagnostics, collaborate with schools
RI Materials Access Center	Media/Library to support AAC for print disabilities	Embedded part of student services/Teacher PD
Tech Access	Provide services of evaluation of technology needs (including AAC) to support student learning	
Early Childhood Level III PD at AuSam/Significant Disabilities	Supports for Communication for students with significant disabilities	Training PD/TA Community of Practice
Northern RI Local Assistive Tech Teams	Support AT/AAC	Support AT/AAC district wide
Info Management System	Student Data Collection	A means to collect data to guide instruction.

Resources

www.brainpop.com	Interactive academic lessons
www.primetheplanet.com	All grade level academic activities
www.freetech4teachers.com	Free technology for teachers
www.teacherled.com/all-interactive-whiteboard-resources	Interactive Whiteboard lessons and activities
www.zobelprize.org/educational	Medical science activities and games
phet.colorado.edu/en/simulations/categorization	Simulations in many content areas including science

Planning for the RIAA



Step One: Choose AAGSES for individual students

Student 1		Student 2		Student 3		Student 4	
Task	AAGSE	Task	AAGSE	Task	AAGSE	Task	AAGSE
35-1	NO 1.5						
35-1	NO 5.1						
35-2	GM 8.1c						
35-2	GM 8.2a						
35-4	V 2.1						
35-4	V 2.3a						
35-5	LT 4.4						
35-5	LT 5.1						
04-4	PS 3.2.1a	04-5	PS 3.2.1a	04-4	PS 3.2.1a	04-4	PS 3.2.1a
04-4	LS 1.2.1a	04-5	ESS 1.1.2	04-4	LS 1.2.1a	04-4	LS 1.2.1a
04-4	ESS 1.1.4	04-5	LS 1.2.1a	04-4	ESS 1.1.4	04-4	ESS 1.1.4
04-1	SL 1.1	04-1	SL 1.5	04-1	SL 1.5	04-1	SL 1.1
04-1	SL 1.5	04-1	SL 1.1	04-1	SL 1.1	04-1	SL 1.5
04-2	LT 2.1c						
04-2	LT 2.2						

Step 2: Crosswalk the AAGSEs of all the students in your class and create one list that is inclusive of all AAGSEs that will be assessed in each content area.

Mathematics		
35-1 NO 5.1 (3) NO 1.1 (1) NO 6.5 (4)	35-2 GM 8.1a (4) GM 8.1 b (3) GM 8.2a (1) GM 8.2c (3)	
Reading		
35-4 WID 1.1a (4) WID 1.5 (3) V3.2 (1)	35-5 LT 4.1 (1) LT 4.2 (3) LT 5.1 (2) LT 5.1a (1) LT 5.2a (1)	
Writing		
04-1 SL 1.1 (1) SL 1.2 SL 1.5 (3) WC 9.3b (3)	04-2 LT 2.1b (1) LT2.1c (3) LT 2.2 (4)	22
Science		
04-5		
PS 2.1.1a	ESS 1.1.2	LS 1.2.1a

Step 3: Add the descriptions of the SPTs and AAGSEs.

Mathematics		
<p>35-1: The Student will use number concepts to solve everyday problems NO 5.1 (3): <i>Demonstrate how to make more or less of a quantity</i> NO 1.1 (1): <i>Represent and number small collections</i> NO 6.5 (4): <i>Identify the larger of two numbers</i></p>	<p>35-2: The student will use a calendar, clock, schedule and/or map to participate in a variety of school activities GM 8.1a (4): <i>Describe passage of time using terms such as day, night, etc</i> GM 8.1 b (3): <i>Using am and pm, connecting time of day and daily activities or events</i> GM 8.2a (1): <i>Use Calendars to determine passage of time</i> GM 8.2c (3): <i>Use timers and clocks to measure and communicate the duration of time.</i></p>	
Reading		
<p>35-4: The student will read/experience text related to school and or community WID 1.1a (4): <i>Identifying pictures/symbols/objects/words that represent self and others</i> WID 1.5 (3): <i>Reading high frequency words</i> V3.2 (1): <i>Using vocabulary to identify objects, actions and/or events</i></p>	<p>35-5: The student will respond to a variety of ways to <u>literary texts</u>, including text read aloud by teachers or peers, reading text independently or in a guided manner LT 4.1 (1): <i>Identifying and/or describing literary elements in a story</i> LT 4.2 (3): <i>Answering simple questions about a story's content</i> LT 5.1 (2): <i>Making predictions about what might happen next in the text</i> LT 5.1a (1): <i>Making a prediction and explain why the prediction was made</i> LT 5.2a (1): <i>Identifying or describing the main characters' physical characteristics</i></p>	
Writing		
<p>04-1: The student will write in response to activities within his/her school environment SL 1.1 (1): <i>Expressing an idea with written language</i> SL 1.2: <i>Demonstrating that multiple sentences are written left to right and top to bottom</i> SL 1.5 (3): <i>Writing sentences to express ideas about a topic</i> WC 9.3b (3): <i>Capitalizing beginnings of sentences</i></p>	<p>04-2: The student will develop a writing piece in response to a literary text. LT 2.1b (1): <i>Describing Content/ideas, events, characters and/or settings</i> LT2.1c (3): <i>Retelling the text</i> LT 2.2 (4): <i>Connecting what has been read to prior knowledge and/or other texts with written language</i></p>	
Science		
<p>04-5: Inquiry Construct: Conducting – following procedures, using equipment or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data</p>		
<p>PS 2.1.1a: <i>Identify light energy</i></p>	<p>ESS 1.1.2: <i>Describing rocks and minerals using their physical properties</i></p>	<p>LS 1.2.1a: <i>Identify one or more conditions a plant needs in order to grow and survive</i></p>

Step 4: Review the AAGSEs and determine if any can be combined with another content area or SPT.

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Conclusions:

- **Mathematics will be assessed by itself**
- **Reading SPT: 35-4 & AAGSEs can easily be combined with Writing SPT 04-1 & AAGSEs for the assessment**
- **Reading SPT: 35-5 & AAGSEs can easily be combined with Writing SPT 04-2 & AAGSEs for the assessment**
- **Science will be assessed by itself**

Step 5: Make a plan that identifies the day, content area and AAGSEs will be focused on for the assessment

Collection Period 1: October 1- November 13

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	10/1	10/2	10/3	10/4	10/5
	Preparation week				
Week 2	10/8 Math 35-1	10/9	10/10 Math 35-2	10/11	10/12 Science
	Reading 35-5 & Writing -04-2		Reading 35-4 & Writing 04-1		
Week 3	10/15	10/16	10/17	10/18	10/19 Science
	Instructional adjustments and documentation				
Week 4	10/22 Math 35-1	10/23	10/24 Math 35-2	10/25	10/26 Science
	Reading 35-5 & Writing -04-2		Reading 35-4 & Writing 04-1		
Week 5	10/29	10/30	10/31	11/1	11/2
	Instructional adjustments and documentation				
Week 6	11/5 Math 35-1	11/6	11/7 Math 35-2	11/8	11/9
	Reading 35-5 & Writing -04-2		Reading 35-4 & Writing 04-1		
Week 7	11/12	11/13			
	Make up assessment, documentation				
Documentation Days					
Week 5			11/14	11/15	11/16
Week 6	11/19	11/20	11/21	11/22	11/23
Week 7	11/26	11/27 Profile Closes			

Collection Period 2: January 7- February 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	1/7 Math 35-1	1/8 Reading 35-5 & Writing -04-2	1/9 Math 35-2	1/10 Reading 35-4 & Writing 04-1	1/11 Science
Week 2	1/14 Math 35-1	1/15 Reading 35-5 & Writing -04-2	1/16 Math 35-2	1/17 Reading 35-4 & Writing 04-1	1/18 Science
Week 3	1/21 Math 35-1	1/22 Reading 35-5 & Writing -04-2	1/23 Math 35-2	1/24 Reading 35-4 & Writing 04-1	1/25 Science
Week 4	1/28	1/29	1/30	1/31	2/1
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Make up assessments and documentation </div>					
Documentation Days					
Week 5	2/4	2/5	2/6	2/7	2/8
Week 6	2/11	2/12	2/13	2/14	2/15 Profile Closes

Collection Period 3: March 4- April 5

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	3/4 Math 35-1	3/5	3/6 Math 35-2	3/7	3/8 Science
	Reading 35-5 & Writing -04-2		Reading 35-4 & Writing 04-1		
Week 2	3/11 Math 35-1	3/12	3/13 Math 35-2	3/14	3/15 Science
	Reading 35-5 & Writing -04-2		Reading 35-4 & Writing 04-1		
Week 3	3/18	3/19	3/20	3/21	3/22
Vacation Week					
Week 4	3/25 Math 35-1	3/26	3/27 Math 35-2	3/28	3/29 Science
	Reading 35-5 & Writing -04-2		Reading 35-4 & Writing 04-1		
Week 5	4/1	4/2	4/3	4/4	4/5
	Make up assessments and documentation				
Documentation Days					
Week 6	4/8	4/9	4/10	4/11	4/12
Week 7	4/15	4/16	4/17	4/18	4/19
Week 8	4/22	4/23	4/24	4/25	4/26
Week 9	4/29	4/30	5/1	5/2	5/3 Profile Closes

Questions

70

