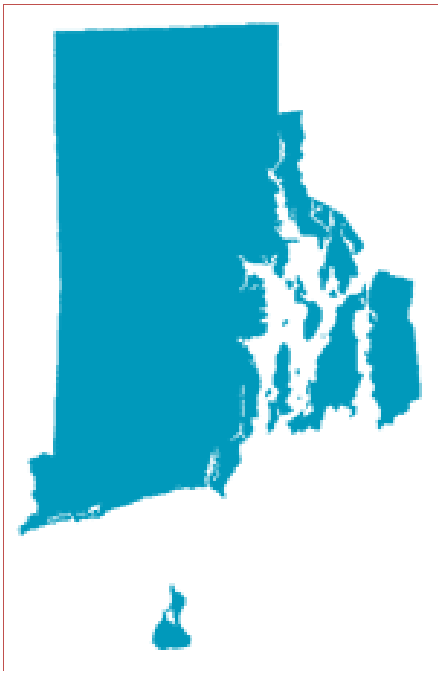
# Rhode Island Alternate Assessment (RIAA)

*2013–2014 Test Administration Manual*

http://www.ride.ri.gov/



# Acknowledgements

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**Rhode Island State Board of Education**

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# Contents

# Chapter 1: AAGSEs and Assessment Activity Design

## Considerations for Choosing AAGSEs to Assess

For the RIAA, teachers are able to select AAGSEs that are appropriate for each student. Teachers select two AAGSEs for each content area being assessed. One of the two is selected from a list of required AAGSEs, and the second is selected from the remaining AAGSEs for that content area and grade span. These lists of AAGSEs can be found in the tabbed section named AAGSEs and SPTs. Planning sheets for each content area are found in Chapter 5 of this section.

When choosing AAGSEs for a student to assess for the RIAA, consider the following:

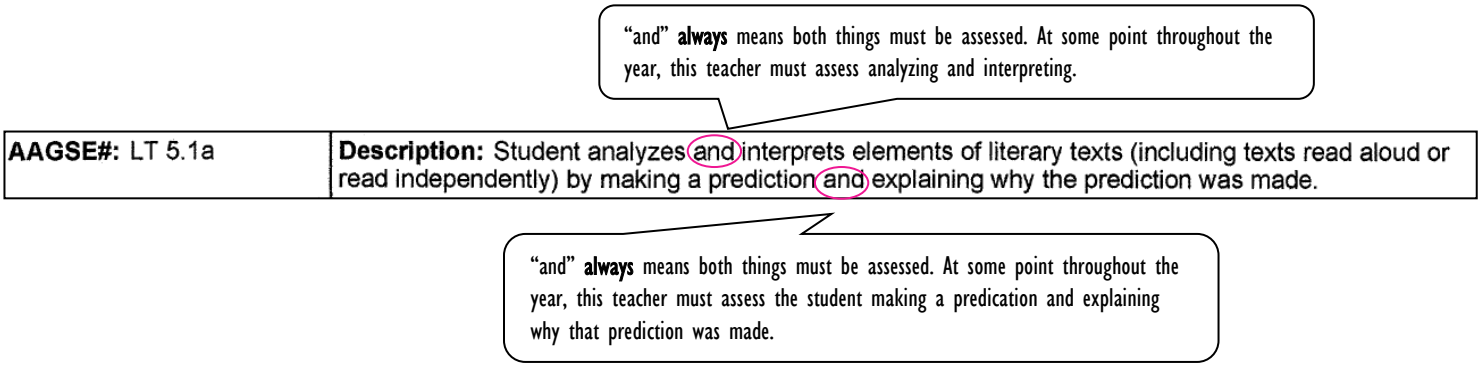
- Student strengths and needs as described in the student's IEP.
- The AAGSEs on which the student was assessed in the previous year. Please refer to the individual reports in the student's permanent file to learn about previous assessment results on identified AAGSEs. These reports can be obtained from your district office if they are not included in the student's permanent file.
- Understanding the content contained in the AAGSE. If you have questions about the content, be sure to ask another educator or contact one of the people listed in this manual for assistance.
- The fact that, within a content strand, two AAGSEs having 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.

## Key Components of a Good Assessment Activity

**Alignment to the Standard (AAGSE)**
After selecting the AAGSEs that you will use for instruction and assessment for this student, it is important to create an assessment activity that accurately measures the standard selected. The example below comes from an actual teacher submission.

**Understanding the content and the standard.** The content needs to be understood, so that any assessment activity created will be aligned to the standard. The standard below is about elements of literary text, about making and explaining predictions by providing evidence ("by making a prediction…").

**Reading the standard.** To effectively read any standard, in any content area, pay particular attention to a handful of specific words that guide understanding. Below is an example. For more assistance in reading the AAGSEs, please see *Tips for Understanding the AAGSEs* at the end of this manual for more information.




## Application of the Skill or Knowledge

During the school year, instruction takes many shapes and is influenced by many factors. Teachers are always assessing, either by observing a student working independently or by using a more formalized assessment. It is only through administering some type of assessment to determine a student's level of understanding that instruction can be tailored to the specific needs of each student. The ultimate goal of any assessment is to provide information about student achievement.

There are many types of assessments; formative, interim, summative, and diagnostic. All of these assessment types are important and necessary and each helps to inform instructional decisions in the classroom. However, for the purposes of this state assessment only interim assessments are really appropriate.

Interim assessments are those given every 6 to 8 weeks, which are designed to evaluate a student's knowledge and skills relative to a specific set of goals, and to inform instructional decisions (*Comprehensive Assessment System: Rhode Island Criteria & Guidance,* p. 10).

Interim assessments may consist of many different item types: yes/no questions; multiple choice, fill-in-the-blank, and open-response questions; reports; projects; and presentations. These assessments are designed to elicit a variety of student responses. The student may be asked to provide rote answers to direct questions, or to formulate complex responses to open-ended questions which require the student to synthesize knowledge in order to provide an answer.

### *Questions to guide your assessment development:*

1. At what point in the school year will these assessments be given?
2. Is it necessary to consider the way in which some AAGSEs must be divided into smaller, more manageable sections, in order to facilitate learning, before the whole AAGSEs can be mastered? If so, which part(s) will be taught prior to each assessment time (collection period)?

3. Do the questions, activities, discussion, project, etc., require the student to be at his/her most independent level? Student independence can change over time. It is important to synchronize the student's greatest level of independence with the period of the assessment.
4. Are the *questions and/or activities* (not applicable to some projects) written or designed to have a clearly *wrong* answer and a clearly *right* answer? Without the chance to select the wrong answer, students cannot show what they know and can do and teachers are not able to modify instruction, or discover misconceptions in student thinking or skills.
5. Does the science investigation use hands-on objects and materials? Science is best learned and understood through the senses, e.g., by touching rocks, dirt, and water, interacting with live animals when possible (and practical), looking at real microorganisms through a microscope or telescope, etc..
6. If the same assessment activity can be used for more than one AAGSE, is each AAGSE clearly assessed?

***Number of trials, questions, or opportunities.***

As part of the RIAA, the number of trials, questions, or opportunities are an important part of calculating progress and accuracy. A general rule of thumb is that more than 10 trials, questions, or opportunities for an activity are too many.

**Examples of Interim Assessment Activities that Show Application of Skill and Alignment to the Standard**

**Reading:**

- *Standard:* Identify main idea of a text **and** locate supporting details. *"And" means both skills.*
- *Instruction:* What is a main idea and what are supporting details? At first, use very simple texts (below grade level) to minimize cognitive load and promote comprehension. Then, as the year progresses, increase the level of complexity of the text in terms of themes covered, provide more than one text covering the same topic, and use different genres of text. *Remember that text as a category includes not only the written word but also videos, movies, plays and other performances, music, and works of art.*
- *Assessment activities:*
    - Collection Period 1: Identify simple themes and storylines and identifying one specific event in the text that supports that theme. Give the student a choice of two written themes/main ideas and events that match those themes. The specific events are the details supporting the main idea.
    - Collection Period 2: Give the student the main idea/topic and ask the student to identify two or more pieces of evidence that provide more information on the topic.
    - Collection Period 3: Provide a painting or other artwork and asking the student what it is about. Ask for two examples as support for the student's first answer.

**Mathematics:**

- *Standard:* Demonstrate simple comparisons by using data.
- *Instruction*: Count the number of students who have dogs, cats, and fish as pets; determine which students live in a house with a yard or an apartment
- *Assessment activity:*
    - Collection Period 1: Make a bar chart that shows how many students have each kind of pet and where the student lives.

- Collection Period 2: How many of the students who have pets and who live in a house have dogs? How many have cats?
- Collection Period 3: How do the kinds of pets students who live in houses own compare with the kinds of pets owned by students who live in apartments?

**Science:**

- *Standard:* Match similar organisms based on one or two external features.
- *Instruction:* Learn what external features are (skin, hair, scales, eyes, ears, color, size, etc.).
- *Assessment activities*:
  - Collection Period 1: Provide a group of organisms and let the student describe the external features the organisms share and which ones they do not.
  - Collection Period 2: Ask students to find organisms possessing a certain new external feature that has not been discussed.
  - Collection Period 3: Ask the student to identify an external feature that has not been discussed and talk about what function that feature provides. Ask the student how various organisms accomplish the same goal (protection, for example) but in different ways. For example, lobsters have an exoskeleton to protect their bodies and turtles have a shell. Both have hard, external coverings to protect their bodies but while a lobster is completely encased, the turtle is only partly covered. So, while each covering is unique, both provide some degree of protection.

**Independence**

It is important to design RIAA assessment activities that show the student demonstrating skill or knowledge in the most independent way possible and which is appropriate for that student.

# Chapter 2: Organizing the RIAA and Explanation of the Forms

This chapter contains a checklist for completing a datafolio, along with samples of the forms required for each RIAA entry. This checklist is designed to assist in assessing participating students. These steps assume that the student has already been appropriately identified for participation with the RIAA. If the IEP team has not yet met or you have questions about the eligibility process, please refer to page 10 in the tabbed section, Policies and Procedures, of this section manual.

Also included in this chapter are annotated examples of each form, and student work that meets all criteria.

## Assessment Checklist

Each step in the assessment process is listed to ensure that the datafolio is completed on time, so it can be submitted for scoring. Each step is explained in more detail throughout this manual.

| |
|---|
| **Step 1:** If this is your first year giving the RIAA, make sure you are part of the RIAA listserv by calling Jasmine Rezendes. |
| **Step 2:** Write on your calendar all of the important dates listed at the beginning of this manual. |
| **Step 3:** Register for training sessions in September, and drop-in sessions throughout the year if necessary. |
| **Step 4:** Read the *RIAA 2013–14 Policies and Procedures* document. This document covers all assessment policies and procedures for administering the RIAA. |
| **Step 5:** Select AAGSEs and SPTs (if assessing Science) for each content area being assessed<br>☐ Use RIAA Planning Worksheets for Science<br>☐ Use RIAA Planning Worksheets for Reading, Mathematics, and Writing |
| **Step 6:** Log in to ProFile and:<br>☐ Create a new user account if necessary (last year's accounts are still valid)<br>☐ Register your students for the RIAA by creating class lists.<br>☐ Give your administrator(s) read-only access.<br>☐ Select the AAGSEs you will assess this year for each student you have on your class list.<br>☐ Enter levels of prompting after you assess each student. |
| **Step 7:** Create assessment activities and collect student work. |
| **Step 8:** Enter information into ProFile as you complete each assessment.<br>☐ Review each entry before ProFile locks and make necessary corrections. |
| **Step 9:** Print the forms from ProFile:<br>☐ Correct any mistake(s) you find. Refer to the correction instructions, found in the section about each form. Don't accidentally invalidate the entry!<br>☐ Make a copy for yourself to keep at your school.<br>☐ Place the completed forms in each student's binder. |
| **Step 10:** Review datafolio with administrators<br>☐ Sign the Affirmation of Test Security<br>☐ Request that parents sign the FERPA form. *This is not required for submission.* |
| **Step 11:** Send the datafolio(s) to Measured Progress for scoring. |

## Data Summary Sheet (DSS)

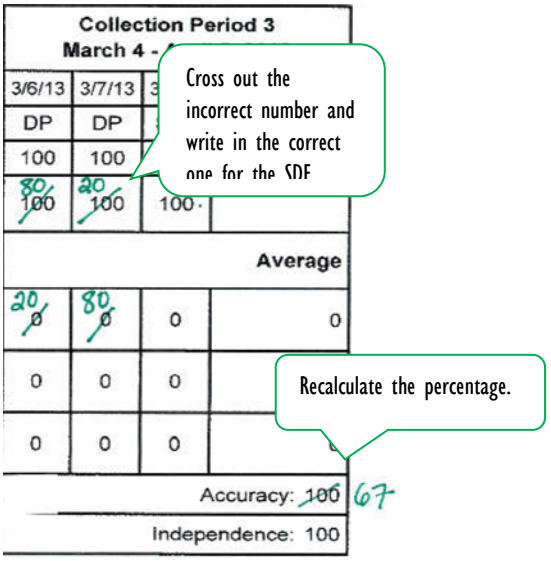
It is important to remember that many of the cells on the DSS will be populated from the data in the Student Documentation Form in ProFile; these cells are circled in red in the example on the following page. ProFile will also calculate the percentages on the DSS. **ProFile is the only method for providing valid data for the RIAA. Handwritten datafolios or handwritten data in a blank DSS are not acceptable and will not be scored.**

### *Tips for completing the DSS*

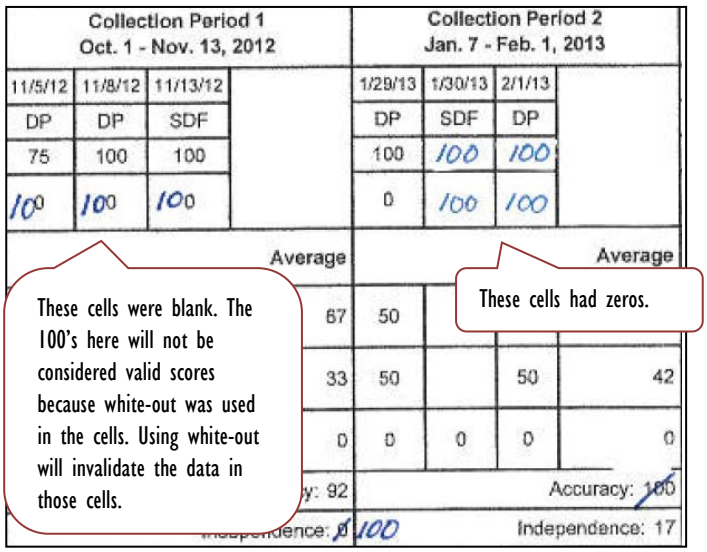
- Enter all of the data before ProFile locks. For more information on ProFile and the dates it locks, please see the *RIAA 2013–14 Policy and Procedure Guide.*
- Ensure that the percentages that appear in the columns marked "SDF" are explained on the Student Documentation Form as number of trials out of total trials. If the percentages are questioned during scoring, the scorers need to verify the percentage in order to give credit.

### *How to correct mistakes on the DSS after ProFile locks.*

**Correct**




**Incorrect**




- Do NOT use white out as this will invalidate the data in those cells.
- Do NOT paste or tape data, AAGSEs, or any other information on the DSS.
- Leave empty cells blank. Even if you write something in those cells, it will be considered missing.
- If you have concerns or questions, please contact Heather Heineke at heather.heineke@ride.ri.gov with a description of the concern.

**Annotated Data Summary Sheet**

The ☐ shows those parts of the Data Summary Sheet that will be pre-populated for you in ProFile. Each ▭ contains information you are responsible for entering into ProFile. This is an actual Data Summary Sheet that a teacher completed in ProFile.

## Data Summary Sheet for Mathematics, Reading, and Writing

**Student:** **Grade:** 07

| **Content Area:** | **Content Strand:** | **Structured Performance Task#:** 67-5 |
|---|---|---|
| Reading | Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text | For 2013–14, the SPT for each content area will be "The student applies the AAGSE within a standards-based reading activity." **The old SPTs will not be used.** |
| **AAGSE#:** LT 5.1a | **Description:** Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by making a prediction and explaining why the prediction was made. | |

| | **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** | 10/11/12 | 10/17/12 | 10/22/12 | | 1/10/13 | 1/17/13 | 1/30/13 | | 3/14/13 | 3/21/13 | 3/28/13 | |
| **Data Type** | DP | DP | SDF | | DP | D | | | DP | DP | SDF | |
| **Accuracy %** | 50 | 75 | 50 | | 40 | | | | 50 | 50 | 100 | |
| **Independence %** | 50 | 75 | 50 | | 20 | | | | 0 | 50 | 100 | |
| **Levels of Assistance** | | | | **Average** | | | | | | | | **Average** |
| **Prompt %** Verbal | 50 | 25 | 50 | 42 | 80 | 60 | 40 | 60 | 100 | 50 | 0 | 50 |
| **Prompt %** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Prompt %** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Average % for ection Period** | | | | Accuracy: 58 | | | | Accuracy: 40 | | | | Accuracy: 67 |
| | | | | Independence: 58 | | | | Independence: 40 | | | | Independence: 50 |

Enter the **dates** you assessed the student.

You must **enter the percentages for the Data Points on this form. Accuracy and Independence percentages** will be transferred to the SDF when you enter them.

Select either **Data Point (DP) or Student Documentation Form (SDF).**

Enter the **prompt** with the greatest amount of independence at the top. Prompts cannot be changed once they are entered into ProFile. *This teacher only entered one prompt but you can add three.*

## Student Documentation Form (SDF)

One Student Documentation Form (SDF) must be submitted for each data collection period, for a total of three per AAGSE entry. On the following page is an annotated SDF for your review. This was submitted by a teacher last year.

**NEW:** The following changes have been made to the SDF.

1. The SPTs for reading, writing, and mathematics have been simplified to include any standards-based activity that is part of the curriculum. **Teachers will no longer be required to align their assessment activities to the old SPTs.**
2. In past years, one section on the SDF required teachers to describe the alignment to the SPT and another asked them to describe the student's performance. The instructions on the new form require the following:

   **Part 1: Describe the activity designed to assess the knowledge and/or skills in the AAGSE.**
   **Part 2: Describe how the student demonstrated his or her knowledge and/or skills using the assessment activity. Use specific examples when necessary.**

ProFile will transfer the Accuracy and Independence percentages from the DSS to the SDF for you. *ProFile is the only method for providing valid data for the RIAA. Handwritten datafolios or handwritten data in a blank DSS will not be accepted and will not be scored; it is not a valid submission of data for this assessment.*

### How to complete the SDF:

- **Part 1: Describe the activity designed to assess the knowledge and/or skills in the AAGSE.** Use concise yet specific language to provide the following:
  - A clear description of the activity, and of how it fits into the overall curriculum or instructional unit.
  - Detailed information, such as a list of the questions asked for a reading activity, the shapes used for a mathematics activity, the nouns learned for a vocabulary activity, the rocks and/or the materials used during a science experiment, etc. If this information is included on the student work, do not repeat it in the narrative. If it is not obvious on the student work, include a description in Part 1.
- **Part 2: Describe how the student demonstrated his or her knowledge and/or skills using the assessment activity. Use specific examples when necessary.** It is acceptable to use the assessment activity with more than one student in the class. However, the description in part 2 should be about how the *individual* student did on the assessment.
  - A detailed description of the student's performance is especially important if no student work is attached. List *some* of the specific answers the student gave; there is no need to provide every answer.
- **Accuracy.** Write one to three sentences about how the percentages were determined and what part of the assessment activity data was taken on. Include the following elements in your narratives:
  - The number of trials, questions, or opportunities correct out of the total number of trials, opportunities, etc. For example: *7 out of 10 were correct.*
  - What the student was assessed on. The assessment tasks which should be aligned to the standard. Examples include reading nouns, counting to 10, following the correct procedure, and writing his/her name.

- **Independence.** Write one to three sentences about how the percentages were determined. Include the following elements in your narrative:
  Name the levels of assistance required for each attempt, if more than one type of prompting was used. The example on the following page doesn't name the type of prompting but this student only required one type, making it easy for scorers to understand.

***Tips for completing the SDF***

- Enter all of the data before ProFile locks.
- Make sure that the percentages that appear in the columns marked "SDF" are explained on the SDF in terms of number of trials out of total trials
- Have someone read the datafolio entry BEFORE ProFile closes. This person can tell you if the narratives clearly describe **what was assessed** (the standard), **how it was assessed** (the process and the context within the curriculum/unit of study), and **how the student performed** (accuracy and independence).
- Have someone review the student work to be submitted with each entry, making sure that there is a clear alignment among the standard, the narrative, and the student work.

***A note about teacher initials***

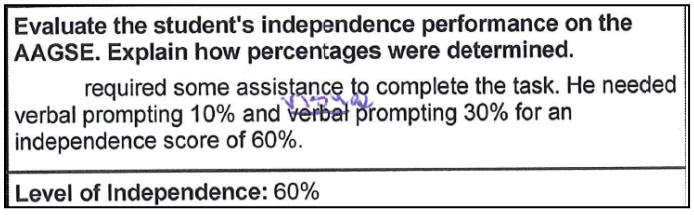
Only the teacher who administered the assessment, wrote the narratives, and collected the student work should initial the printed forms. If the teacher who is submitting the datafolio did not complete the entries, the teacher who did that work needs to initial those forms he or she prepared. All teachers who contributed to the datafolio should also sign the Affirmation of Test Security.

If the previous teacher is **unavailable*** to initial the SDFs, write "unable to obtain initials" (or "UTO") and the previous teacher's name. If there are questions about the datafolio, then the correct teacher can be contacted.

***Unavailable***: This means that, the teacher cannot be reached by phone, email, or text. If the teacher is unavailable, simply note the teacher's name/initials along with the words *unable to obtain…/UTO*. The important thing to remember is that they can be contacted if need be.

***How to correct mistakes on the SDF***

The only acceptable way to make corrections on the SDF is to use a pen or pencil to cross out the word(s) and to write in the correct word(s). Below is an example.




- Do NOT use whiteout for large sections of the document.
- Do NOT paste or tape data, AAGSEs, or any other information onto the DSS or the SDF.
- Leave sections of this form blank if you did not have enough time to complete it before ProFile closed. Even if you write something in those boxes, it will not be considered in scoring.
- Do NOT worry if there are some errors.

- If you have concerns or questions, please contact Heather Heineke at heather.heineke@ride.ri.gov with a description of the concern.

**Annotated Student Documentation Form**

The ☐ shows those parts of the Student Documentation Form that will be pre-populated for you in ProFile. Each ▭ contains information you are responsible for entering into ProFile. This is an actual Data Summary Sheet that a teacher completed in ProFile.

You can check this box for each collection period so you have access to the Photo Evidence form.

## Student Documentation Form for Mathematics, Reading and Writing

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

| Student: | Grade: 06 | Date: 3/28/13 | Data Collection Period: 3 |
|---|---|---|---|
| **Content Area:** Reading | **Content Strand:** Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text | For 2013–14, the SPT for each content area will be "The student will perform the AAGSE in a standards-based activity…" **The old SPTs will not be used.** | |
| **AAGSE#:** LT 4.3 | **Description:** Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by 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.). | | |

Notice the following about this teacher's description:
- It describes the part of the curriculum this assessment activity is linked to.
- It uses grade-appropriate adapted text.
- It describes what the whole class is doing.
- It **should** describe the specific events that should be in sequence.

**Part 1: Describe the activity designed to assess the knowledge and/or skills in the AAGSE. Use specific examples when necessary.**

As part of [redacted] language arts curriculum, his class read "Alice in Wonderland" by Lewis Carroll. This book is listed on the Sherlock Center website as appropriate for students in grades 2-6. The adapted literature text of "Alice in Wonderland" was read aloud to students over time during many group and individual reading sessions. During the group read aloud sessions, visual supports were used to support his comprehension of the text. After [redacted] group reading session, corresponding comprehension activities were completed using visual supports. [redacted] and his classmates responded to text during read aloud activities and the various comprehension activities that followed each read aloud activity. On this day [redacted] created a literature journal entry in response to the literary text "Alice in Wonderland".

**Part 2: Describe how the student demonstrated his or her knowledge and/or skills using the assessment activity. Use specific examples when necessary.**

On this day [redacted] created a literature journal entry about "Alice in Wonderland". [redacted] needed to order the 7 key events in the story. numerals 1-7 were arranged along the left side of the literature journal entry paper in order to provide visual structure for the ordering activity. For each opportunity [redacted] was given 3 event strip choices that were written with picture symbol support. One event was the correct "Alice in Wonderland" event that occurred next in the sequence, one event was an "Alice in Wonderland" event but was not the next event in the sequence, and one was an event that did not happen in the book. In each of these 7 opportunities, [redacted] selected the sentence event strip that stated the next event in the sequence and then placed it on the next spot on the literature journal entry. He then shared his literature journal entry with other students during reading group.

Notice the following about this teacher's description:
- It includes student-specific description of how he participated.
- It describes in detail what the teacher took data on.
- It links back to the AAGSE so it is easy to see how the assessment activity is aligned to the AAGSE.

### 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. |
|---|---|
| [redacted] completed this task with 100% accuracy (ordering 7/7 key events). | [redacted] completed this task with 100% independence (ordering 7/7 key events). |
| **Level of Accuracy:** 100% | **Level of Independence:** 100% |

Accuracy and Independence percentages from the DSS will automatically be transferred here.

Teacher's Initials: CG

Please see note about teacher's initials if you did not write the narratives or collect the student work.

Notice the following about this teacher's description:
- It is brief.
- It gives the total number of trials/events and how many the student answered correctly out of the total number of trials.

Notice the following about this teacher's description:
- It is brief.
- It gives the total number of trials/events.
- It includes levels of prompting if more than one type is used.

## Criteria for Student Work

Student work is evidence that the student knows and can demonstrate the skill/knowledge in the AAGSE. It can be either an actual student work product or a photograph.

### Student Work Product Criteria

- The work must be completed by the student.
- The student work must be graded and initialed by the teacher.
- Remember that only ONE piece of student work should be submitted per entry. If more than one is submitted, only the first student work product will be used for scoring.
- Clearly distinguish correct from incorrect answers when grading. Scorers will not spend time trying to figure out how a product was graded.
- The student work product label is not the same as a grade, although it can look similar. It is important that the answers the student gives are clearly marked right and/or wrong.
- When using the same piece of student work for multiple AAGSEs, make sure to:
    - Copy the student work for the other AAGSE.
    - Change the grade appropriately and mark it on the copy of student work.

Examples of work products include:

- drawings or writings
- worksheets. It is difficult to use a worksheet to show a student's application of the skills and knowledge because often they are used for practicing a skill during instruction. They are acceptable but review them carefully.
- journal entries
- projects
- lab reports

### *A Note on Work Products for Writing*

All writing AAGSE assessment activities must result in a tangible written product using the student's preferred mode of communication (i.e., words, pictures, symbols, objects). Although only one work product needs to be submitted for each AAGSE entry, the other two SDF narratives must include descriptions of the student's completion of a tangible written product.

### Photograph Criteria

- A photograph of the student *participating* in the standards-based activity (not a picture of the student standing next to the finished product) is acceptable.
- An explanation of the student's participation must be included on the Photograph Evidence Documentation form. This form can be found in ProFile. To activate the form, click the box under the heading on the SDF. Activate the form on each SDF for each collection period whenever you are unsure about which piece of evidence to submit. This ensures access to the form, whether or not it is needed.

### Student Work Product Label

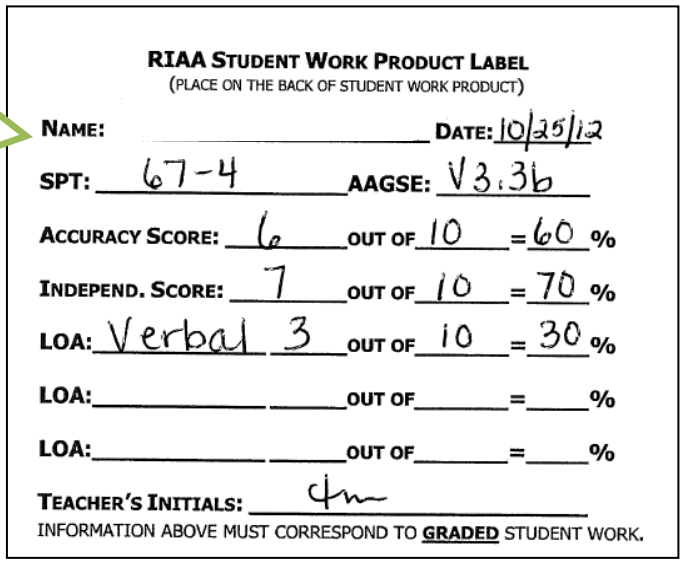
The *optional* Student Work Product Label was designed as a reminder to teachers to include the required data for student work. Some things to keep in mind if you use the label are listed below:

- It is a tool to ensure all mandatory information is included.

- If a Student Work Product Label is used, that information must correspond to the graded student work attached.
- It is NOT required in order to submit student work.
- One sheet of labels will be shipped to schools with binder materials.
- More labels can be printed from the RIDE website at www.ride.ri.gov/assessment/Altassessment.aspx
- **Measured Progress will not ship additional labels to you.**

Below is an example of a completed Student Work Product Label:

The name of this student was removed for privacy reasons. You would include the student's name.



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

**NAME:** _____ **DATE:** 10/25/12

**SPT:** 67-4 **AAGSE:** V3.3b

**ACCURACY SCORE:** 6 **OUT OF** 10 = 60 %

**INDEPEND. SCORE:** 7 **OUT OF** 10 = 70 %

**LOA:** Verbal 3 **OUT OF** 10 = 30 %

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

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

**TEACHER'S INITIALS:** _____

INFORMATION ABOVE MUST CORRESPOND TO **GRADED** STUDENT WORK.

# Chapter 3: RIAA Science

Science requires that Inquiry Constructs and AAGSE skills be demonstrated within a science investigation. Showing these concepts within a science investigation will almost always demonstrate application because the investigation requires the student to apply skills within the investigation itself. When working with students who have severe disabilities, the use of application activities is one of the most effective methods to promote skill development.

There are three components to the science assessment: 1) the SPT, 2) the domain, and 3) the inquiry construct. Together, the inquiry skills and the science content create a picture of what a student knows in the three domains of science and how the student applies that knowledge during a science investigation.

### *The Science Structured Performance Task (SPT)*

Science instruction is unique because the Structured Performance Task is the same throughout the two areas of the assessment (Inquiry and Knowledge) and across all grades. Unlike the SPTs for reading, writing, and mathematics, the SPTs for science will remain intact. Teachers are required to describe how the science investigation aligns with the SPT. The Science SPT says "*The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing."*

### *Science Domains and AAGSEs*

The three domains of science are listed below. AAGSEs for each science domain can be found in the back of this manual.

1. Life Science
2. Earth and Space Science
3. Physical Science

### *Tips about Science Domains and AAGSEs*

- One AAGSE must be selected for each domain.
- It does not matter in which order the domains are instructed or assessed. When possible, follow the general education curriculum.

### *The Inquiry Constructs*

Broad-based inquiry skills are the higher order thinking skills that provide a foundation to carry out an investigation. The Inquiry Constructs are:

1. Formulating Questions & Hypothesizing (or Observing/Questioning)
2. Planning and Critiquing Investigations (or Planning)
3. Conducting Investigations (or Conducting)
4. Developing and Evaluating Explanations (or Analyzing)

## Sample Grade 4 Outline of RIAA Science Assessment

Structured Performance Task: *Student will demonstrate the Inquiry Construct/AAGSE within a science investigation which includes observing/questioning, planning, conducting, and analyzing.*

*In this example, Observing/Questioning is the inquiry construct to be assessed.*

*All other, non-assessed, components of the inquiry construct need to be included in science investigation and in the narrative written in ProFile.*

| | ***Observing/Questioning:*** *Make and describe observations in order to ask questions, and/or make predictions related to the science investigation.* | **Planning:** 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. | **Conducting:** Follow procedures, using equipment, or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data. | **Analyzing:** Use accepted methods of organizing representing and/or manipulating data. |
|---|---|---|---|---|
| **Life Science** LS1 1.2b: *Sort organisms based on one or two similar or different external features.* | Some animals have fur/hair and others have scales. Students predict that animals that have fur/hair live on land and animals that have scales live in the water. | Students find and collect pictures of animals that have scales and those that have hair/fur to be used in their investigation. | Students review pictures of animals and identify the characteristics of each animal: those that have scales and those that have hair/fur. | Students create a chart of animals that have scales and those that have hair/fur and where they live (water or land) |
| **Earth Space Science** ESS 1.2.13b: *Describe the seasons.* | Students notice that over the year, the weather and the temperatures change and the trees look different depending on the season. | Students identify that they need to record temperature, precipitation, observations of trees, times the sun rises and sets throughout the year to describe the difference in seasons. | Students record temperatures with thermometer and precipitation with a rain gage and ruler (for snow), make observations of trees with a camera, and check what time the sun rises and sets using a clock. | Students create a line graph of temperatures and times when the sun rises and sets, record observations of seasonal change: presence/color of leaves, time of sun rising/setting, temperature and amount of precipitation. |
| **Physical Science** PS 3.2.1a: *Identify objects that are or are not attracted to magnets.* | Students notice that some objects "stick" to each other and other objects don't. What makes this happen? What do these objects have in common? | Students gather objects from home and the classroom and see if they are attracted to the magnet; students record results on chart. | Student takes one object at a time to see if it "sticks" to the magnet and records results on the chart. | After looking at the data, student can see that objects made of metal are attracted to the magnet and non-metal objects are not. |

## Science Inquiry Entry

The inquiry constructs to be assessed are different at each grade. Below and in Chapter X is the chart that shows which inquiry constructs are assessed at which grades.

**Remember:** The inquiry construct selected for assessment will remain the same across all three science domains. Narrative descriptions will focus on this inquiry construct; however, all four inquiry constructs must be included in the science investigation for each domain and must be described on the SDF for science. These other inquiry constructs should be described *briefly*. Some annotated examples are shown on the following pages.

**Science Inquiry Constructs by Grade**

| Grade | Observing/ Questioning | Planning | Conducting | Analyzing |
|---|---|---|---|---|
| 4 | Make and describe observations in order to ask questions, and/or make predictions related to the science investigation. | | Follow procedures, using equipment, or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data. | |
| 8 | | Identify information/ evidence that needs to be collected and/or tool(s) 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. |

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 will be assessed.

## Annotated Student Documentation Form for Science Inquiry

The ☐ are those parts of the Student Documentation Form that will be pre-populated for you in ProFile. The contain important information that you are responsible for entering into ProFile. This is an actual Student Documentation Form that a teacher completed in ProFile.

**Student Documentation Form for Scien**
**Inquiry Construct**

This teacher is assessing CONDUCTING but includes all inquiry constructs in the narratives below.

☑ Check box if Student Product or Photograph Evidence Documen

| **Student:** | **Grade:** 11 | **Date:** 10/11/12 | **a Collection Period:** 1 |
|---|---|---|---|
| **Science Domain:** ESS<br>**Structured Performance Task (SPT)#:** 11-1<br>**Description:** Student will demonstrate the concept within a science investigation, which includes observing/questioning planning, conducting and analyzi | | **Inquiry Construct Description**<br>CONDUCTING: Use accepted methods of organizing, representing and/or manipulating data.<br>**WITHIN AAGSE#** ESS 1.2.13a<br>**Description:** 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). | |

The Structured Performance Task is the same across the Inquiry and Knowledge Entries.

The AAGSE is Earth and Space Science (ESS) 1.2.13a
The Domain is Earth Space Science.

**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:**

Students are investigating weather as part of the science curriculum. Using Internet and library resources, students read descriptions of the tools commonly used to forecast weather (thermometer, barometer, anemometer) and read descriptions of four cloud types (Cirrus, Cumulus, Nimbus and Stratus). Students decide to ask the QUESTION: "After gathering information about clouds, temperature, barometric pressure and wind speed, how can I describe the weather?" Students PLAN to use a standard thermometer to measure temperature, and the "Weather Stick" to observe change in barometric pressure (stick points up when sunny day, is horizontal when in the changing position, and points down when raining or rain is coming). Students PLAN to measure wind speed by constructing their own Wind Box aka "Wind Speed Meter" from the "Science Crafts for Kids" book by Gwen Diehn and Terry Krautwurst. Students PLAN to use pictures of the four cloud formations in OBSERVING sky conditions. In CONDUCTING students record the data from the thermometer, Weather Stick and Wind Speed Meter, along with the observation of sky conditions. Data is recorded in their science journals which is a five column by 4 line format. Each column represents a day of the week and each line represents the observation or recording of "Sky", "Temperature", "Weather Stick" and "Wind Box" data. Students then ANALYZE the combination of four factors (temperature, barometric pressure, wind speed and cloud conditions) to describe the weather.

What to notice about the description:
- It describes the unit of study.
- It addresses the four inquiry constructs by explaining how they were part of the science investigation.
- It writes out the question the students are answering through their investigation.
- It includes specific examples, such as how students gathered data, the question being answered by the investigation, and the tools used.

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

conducted his investigation using accepted methods of representing data by 1. recording today's observation of sky conditions and identified SUNNY 2. recording the temperature reading as 58 degrees , 3. recording his observation of the Weather Stick in the RAIN position and 4. recording the measurement of the Wind Speed Meter/Wind Box as a STRONG BREEZE. Jerome had 4 opportunities to use accepted methods of representing data.

What to notice about the description:
- It aligns to **both** the AAGSE and the inquiry construct of CONDUCTING.
- It includes the number of opportunities/trials.
- It is brief.

**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.** |
|---|---|
| correctly used accepted methods of representing data by logging the sky observation, temperature reading, direction of the "Weather Stick" and a description of the Wind Speed in 4/4 opportunities for 100% accuracy. | used accepted methods of representing data by logging the sky observation, temperature reading, direction of the "Weather Stick" and a description of the Wind Speed in 4/4 opportunities with no prompts for 100% independence. |
| **Level of Accuracy:** 100% | **Level of Independence:** 100% |

What to notice about the description:
- It aligns to **both** the AAGSE and the inquiry construct of CONDUCTING.
- It is brief.

Teacher's Initials: tag

Please see note on page 15 about the teacher's initials if you did not write the narratives or collect the student

RIAA Web ProFile 2012-2013

# Annotated Student Documentation Form for Science Knowledge Entry

What to notice:
- Matches what is written on the Inquiry Construct SDF. Describes the unit of study
- Addresses the four inquiry constructs by explaining how they were part of the science investigation.
- Writes out the question the students are answering through their investigation.
- Includes specific examples like how they gathered data, the question being answered by the investigation, and the tools they used.

## Student Documentation Form for Science Knowledge Entry

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

| **Student:** | **Grade:** 11 | **Date:** 10/11/12 | **Data Collection Period:** 1 |
|---|---|---|---|
| **Science Domain:** ESS<br>**Structured Performance Task (SPT)#:** 11-1<br>**Description:** Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing. | | **WITHIN AAGSE#** ESS 1.2.13a<br>**Description:** 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). | |

**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:**

Students are investigating weather as part of the science curriculum. Using Internet and library resources, students read descriptions of the tools commonly used to forecast weather (thermometer, barometer, anemometer) and read descriptions of four cloud types (Cirrus, Cumulus, Nimbus and Stratus). Students decide to ask the question: "After gathering information/data about clouds, temperature, barometric pressure and wind speed, how can I describe the weather?" Students PLAN to use a standard thermometer to measure and DESCRIBE temperature, and the "Weather Stick" to observe and DESCRIBE change in barometric pressure (stick points up when sunny day, is horizontal when in the changing position, and points down when raining or rain is coming). Students PLAN to measure and DESCRIBE wind speed by constructing their own Wind Box aka "Wind Speed Meter" from the "Science Crafts for Kids" book by Gwen Diehn and Terry Krautwurst. Students PLAN to use pictures of the four cloud formations in OBSERVING sky conditions to DESCRIBE the type of clouds observed. In CONDUCTING students record the data from the thermometer, Weather Stick and Wind Speed Meter, along with the observation of sky conditions. Students then ANALYZE the combination of four factors (temperature, barometric pressure, wind speed and cloud conditions) to describe the weather.

What to notice:
- Description aligns to the AAGSE
- Explains how the student interacted on his/her own.

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

used observation and three data collection tools (thermometer, Weather Stick and Wind Speed Meter) to describe daily weather. In a fill-in-the-blank sentence format observed that there were NO clouds in the sky and described it as SUNNY. He observed the WEATHER STICK as UP and described this as SUNNY. In addition, described when the WEATHER STICK is down it is rainy, confirming his understanding of the difference in the directionality of the Weather Stick and its meaning. indicated the Wind Box read CALM which meant NOT WINDY. He indicated that the temperature reading of 58 degrees would describe COOL weather. had 9 opportunities to use observation and three data collection tools to describe daily weather conditions.

### Evaluation of Student's Performance

What to notice:
- Description of what the student was assessed on (using his observations to describe weather conditions) and which aligns to the AAGSE.

| **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.** |
|---|---|
| used observation and three data collection tools to correctly describe daily weather in 9/9 opportunities for 100% accuracy. | used observation and three data collection tools to describe daily weather with no prompts in 9/9 opportunities for 100% independence. |
| **Level of Accuracy:** 100% | **vel of Independence:** 100% |

What to notice:
- The prompts are named and number of opportunities/trials included.
- It is brief.

Teacher's Initials: eag

Please see note on page 15 about teacher's initials if you did not write the narratives or collect the student work.

# Chapter 4: Putting It All Together

All forms are available on ProFile and should only be completed there. Once all of the forms are printed, assemble them in the binder for that grade level in the order listed in the table of contents. Use the table of contents for the grade level assessed as your checklist. Examples of grades 4, 8, and 10 tables of contents are included on the following pages but they must be completed in ProFile.

**Note about printing:** Teachers can print the datafolio forms from ProFile at any time. If you encounter an error, please make sure all of the dates on the DSS are entered correctly. If this does not resolve the issue, please call the Measured Progress Helpdesk at 866-834-8880.

This manual has covered all of the forms required for an AAGSE entry but there are additional forms that must also be included before submitting the datafolio. On the following pages are examples and explanations of those forms.

The required components of a completed datafolio for all content areas are:

- **Table of Contents Checklist**. Use this as your guide to inserting all printouts and evidence in the binder.
- **Notice Under the Family Educational Rights and Privacy Act 1974 (FERPA).** This form allows RIDE or its contractor, Measured Progress, to use the student's datafolio to train educators and parents. For an example, see following pages.
- **RIAA Affirmation of Test Security**. This form is used to document that all school staff who administered the RIAA and all support staff who assisted in facilitating the administration of the test 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 this manual have been followed. For an example, see following pages.
- **AAGSE entries** for each content area being assessed, along with student work.

## Tips for Assembling the Datafolio

- Use the table of contents in ProFile for the grade level assessed as your guide for putting the datafolio together.
- Review your narratives BEFORE ProFile locks; collection periods will not be reopened once they are locked. Check the front of this manual for dates.
- Meet with your principal/director BEFORE ProFile locks in case there are any changes that need to be made.
- After each collection period closes, print and insert the forms for that period into the datafolio. Keeping the datafolio updated will save time at the end of the year..
- Number the pages of the datafolio. If the pages become loose, having the pages numbered ensures that they can easily be put in the correct order.
- Put student work BEHIND the SDF to which it belongs. This will avoid any confusion during scoring about which collection period the student work belongs to.
- Verify that all of the AAGSE entries are behind the correct tabs.
- If the same assessment activity is used for more than one AAGSE, make sure the grading and data reflect the correct AAGSE.

## Table of Contents Checklist (SAMPLE Grade 4)

Student: _____ Grade: _____ School: _____

(Organize datafolio in the following manner)

☐ 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 Interpretations 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

## Table of Contents Checklist (SAMPLE Grades 8 or 10)

Student: _____ Grade: _____ School: _____

(Organize datafolio in the following manner)

☐ RIAA Affirmation of Test Security Form
☐ Notice Under the family Educational Rights and Privacy Act of 1974

**Tab 1 Science Entry 1: Inquiry**
**Inquiry Construct:** (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

State of Rhode Island and Providence Plantations
Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903-3400

## FERPA Form - English

**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 personally 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 will be 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
Departmento de Educación
255 Westminster Street
Providence, Rhode Island 02903-3400

## FERPA Form - Spanish

**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 Alterna en Rhode Island [Rhode Island Alternate Assesment] 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 dén a conocer todo material que se encuentre o que esté relacionado al portafolio de Asesoramieno Alterno 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 alterna. 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 - SAMPLE

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 all support staff who assist in facilitating the administering of test materials are required to sign an affirmation of test security expectations.

Furthermore, principals are required to sign the affirmation, 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 *2013–14 RIAA Policies and Procedures* guide and the *2013–14 RIAA Test Administration Manual* 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. 11-8-1 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:** _____

# Chapter 5: Reading, Writing, Mathematics, and Science AAGSEs

This section contains the planning worksheets, tips for understanding AAGSEs, and the Science Inquiry Chart.

## Planning Worksheet for Science (Grades 4, 8, and 11)

**Student Name:** _____ **Grade:** _____

| **Inquiry Construct (*circle one)*** | **Science Domain (*circle one)*** |
|---|---|
| Q P C A | LS ESS PS |

| **Write the Inquiry Construct you selected:** | **Write the Knowledge AAGSE you selected:** |
|---|---|
| | |

**Science Investigation Description.** *Write a short description of each part of the investigation*

**OBSERVE/QUESTION:** What is the question/observation that students will focus on during this investigation?

**PLAN:** What information, tools, and/or materials will students need to gather that will help them answer the question or provide evidence for their observation? What are the steps for carrying out this investigation? What data will be collected and how will it be displayed?

**CONDUCT:** How did students put the plan into action? What data was collected?

**ANALYZE:** What does the data display tell the students about their question/observation?

| **INQUIRY ENTRY** | **KNOWLEDGE ENTRY** |
|---|---|
| **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 science investigation**. |
| **What data will be taken on the student's performance of the Inquiry Construct?**<br><br>**Accuracy**<br><br>**Independence** | **What data will be taken on the AAGSE?**<br><br>**Accuracy**<br><br>**Independence** |

## Planning Worksheet for Reading, Mathematics, and Writing

Student Name: _____ Grade: _____

Content Area: _____ AAGSE: _____

| | |
|---|---|
| **CP 1: Describe the activity designed to assess the knowledge and/or skills in the AAGSE:**<br><br>**Does the assessment activity do the following:** Align to the AAGSE? Link to the general curriculum? Have fewer than 10 trials/opportunities? Incorporate the student's highest level of independence? | **CP 1: What data will be taken on the student's demonstration of the AAGSE?**<br><br>**Accuracy**<br><br>**Independence** |
| **CP 2: Describe the activity designed to assess the knowledge and/or skills in the AAGSE:**<br><br>**Does the assessment activity do the following:** Align to the AAGSE? Link to the general curriculum? Have fewer than 10 trials/opportunities? Incorporate the student's highest level of independence? | **CP 2: What data will be taken on the student's demonstration of the AAGSE?**<br><br>**Accuracy**<br><br>**Independence** |
| **CP 3: Describe the activity designed to assess the knowledge and/or skills in the AAGSE:**<br><br>**Does the assessment activity do the following:** Align to the AAGSE? Link to the general curriculum? Have fewer than 10 trials/opportunities? Incorporate the student's highest level of independence? | **CP 3: What data will be taken on the student's demonstration of the AAGSE?**<br><br>**Accuracy**<br><br>**Independence** |

## Tips for Understanding the 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),* means that 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 in the AAGSE must be assessed over the course of the year. For example, **LT 3.3:** *Making inferences about* ***(1)*** *content/ideas,* ***(2)*** *events,* ***(3)*** *characters, and/or* ***(4)*** *settings* means that 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, ***WID 1.1****: Identifying pictures/symbols/objects/words that represent nouns and verbs* means that the student can demonstrate this skill by reading nouns and verbs represented by pictures, symbols, objects, or words, in the way that is appropriate for the student's mode of communication.

### *Plurals*

When a plural is used within an AAGSE, more than one type of that plural item must be assessed at least once over the course of the year. For example, **WC 9.4:** *Using punctuation* ***marks*** *to clarify meaning. More than one type of punctuation mark must be assessed* means that during the course of the year, a student datafolio could show assessment on a period, question mark, and on quotation marks.

### *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*) * requires that words be read.

### *Highlighted Words*

Words that are highlighted are defined in the respective glossaries of each set of AAGSEs.

## Literary and Informational Text

**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.

**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.

*See pages 32 & 58 of *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*

## Science Inquiry Construct Chart

| Grade | Observing/ Questioning | Planning | Conducting | Analyzing |
|---|---|---|---|---|
| 4 | Make and describe observations in order to ask questions, and/or make predictions related to the science investigation. | | Follow procedures, using equipment, or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data. | |
| 8 | | Identify information/ evidence that needs to be collected and/or tool(s) 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. |