



RI Alternate Assessment
Webinar
Reviewing A Student's Datafolio

December 8, 2010
Via WebEx

Rhode Island Department of Elementary and Secondary Education

Agenda

- Why Review
- Guidelines for Reviewing Work
- AAGSE Entry Review Sheet
- Entry Review for Mark
- Entry Review for Jill

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Why Review

- To Support Documentation of Student's Assessment
- To Ensure RIAA requirements are met
 - Assessment of AAGSE skills
 - Clear data
 - Connection to Strand
- To Benefits From a Peer's Review
 - Individual vs. peer

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Guidelines for Reviewing Work

- Timing of review
- Read with objectivity
- Provide guidance to inform educator
- Two types of feedback
 - Changes that can be made
 - Changes that can not be made

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Changes That *Can* be Made After a Collection Period is Over

- Clarifying the language of existing documentation to accurately report the how the data was collected.
- Clarifying language that provides information regarding the Accuracy, Independence and Levels of Assistance data.

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Changes That *Cannot* be Made After a Collection Period Ends

- Recreating the:
 - activity
 - data
 - student work product

Please note: Changes in documentation outside of a collection period is a violation of the RIAA Test Administration procedures.

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Grade Span Requirements

Rhode Island Alternate Assessment Blueprint

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

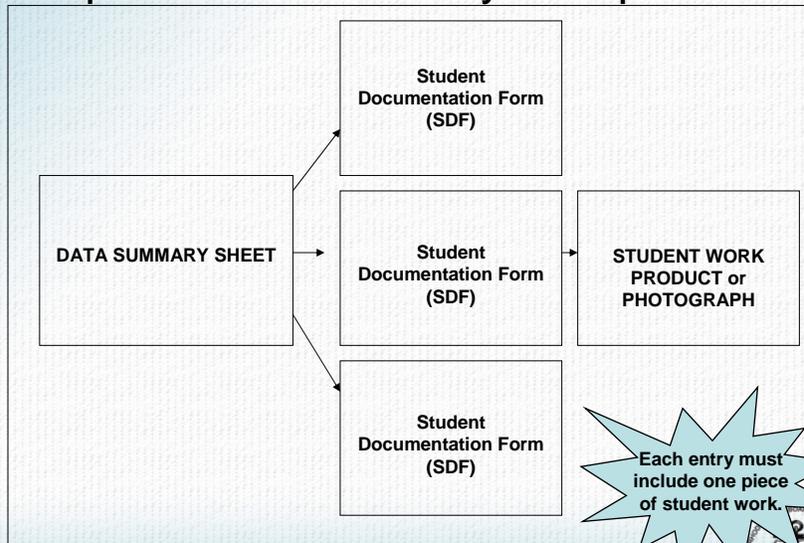
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Required AAGSE Entry Components



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For purposes of this webinar, the entries reviewed are from the assessment year 2009-2010.

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Mark

- Grade 3
- Mathematics
 - Numbers and Operations
 - Geometry and Measurement
- Reading
 - Word Identification Skills and Strategies or Vocabulary Strategies and Breadth of Vocabulary
 - Initial Understanding, Analysis and Interpretation of Literary Text or Initial Understanding, Analysis and Interpretation of Informational Text

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Data Summary Sheet for Mathematics, Reading, and Writing

Student: Mark		Grade: 3									
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task#: 35-1 Description: The student will participate in classroom, school and/or community monetary activities.									
AAGSE#: NO 12.1	Description: Find possible combinations of coins to equal 25¢ and 50¢.										
	Collection-Period 1 Oct. 5 - Nov. 13, 2009			Collection-Period 2 Jan. 11 - Feb. 5, 2010			Collection-Period 3 March 15 - April 9, 2010				
Date	10/16/2009	10/30/2009	11/13/2009	1/22/2010	1/29/2010	2/5/2010	3/24/2010	4/2/2010	4/9/2010		
Data Type	DP	DP	SDF	DP	DP	SDF	DP	DP	SDF		
Accuracy %	100	100	100	100	100	100	100	100	100		
Independence %	33	50	50	50	67	67	60	70	70		
Levels of Assistance	Average			Average			Average				
Prompt % Verbal	67	50	50	56	50	33	33	39	40	30	33
Prompt % Visual	0	0	0	0	0	0	0	0	0	0	0
Prompt % Tactile	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 100			Accuracy: 100			Accuracy: 100				
	Independence: 44			Independence: 61			Independence: 67				

Student: Mark

RIAA AAGSE Entry Review Sheet

Content Area: Mathematics				Comments			
Quick Review of the RIAA Requirements for the AAGSE Entry							
Entry Submitted		Yes		No			
SPT#: 35-1 Correct Grade Span?	Yes	No	Consistent across entry?	Yes	No	The student will participate in classroom, school and/or community monetary activities.	
AAGSE: 12.2 Correct Grade Span?	Yes	No	Consistent across entry?	Yes	No	Find possible combinations of coins to equal 25 and 50 cents.	



Data Summary Sheet for Mathematics, Reading, and Writing

Student: Mark	Grade: 3											
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations				Structured Performance Task#: 35-1 Description: The student will participate in classroom, school and/or community monetary activities.							
AAGSE#: NO 12.1	Description: Find possible combinations of coins to equal 25¢ and 50¢.											
	Collection Period 1 Oct. 5 - Nov. 13, 2009				Collection Period 2 Jan. 11 - Feb. 5, 2010				Collection Period 3 March 15 - April 9, 2010			
Date	10/16/2009	10/30/2009	11/13/2009		1/22/2010	1/29/2010	2/5/2010		3/24/2010	4/2/2010	4/9/2010	
Data Type	DP	DP	SDF		DP	DP	SDF		DP	DP	SDF	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	33	50	50		50	67	67		60	70	70	
Levels of Assistance	Average				Average				Average			
Prompt % Verbal	67	50	50	56	50	33	33	39	40	30	30	33
Prompt % Visual	0	0	0	0	0	0	0	0	0	0	0	0
Prompt % Tactile	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 100				Accuracy: 100				Accuracy: 100			
	Independence: 44				Independence: 61				Independence: 67			

Student: Mark

RIAA AAGSE Entry Review Sheet

Content Area: Mathematics				Comments			
Quick Review of the RIAA Requirements for the AAGSE Entry							
Entry Submitted		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>			
SPT#: 35-1	Correct Grade	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Consistent across entry?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	The student will participate in classroom, school and/or community monetary activities.
AAGSE: 12.2	Correct Grade	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Consistent across entry?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Find possible combinations of coins to equal 25 and 50 cents.
Dates and Data on the Student Documentation Forms (SDF) match the dates and data on the Data Summary Sheet (DSS) <small>(Data includes Accuracy, Independence and Levels of Assistance)</small>		CP 1	CP2	CP3			
		Yes <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/>			
		No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>			



Student: Mark

RIAA AAGSE Entry Review Sheet

Content Area: Mathematics		Comments	
Quick Review of the RIAA Requirements for the AAGSE Entry			
Entry Submitted		<input checked="" type="radio"/> Yes	<input type="radio"/> No
SPT#: 35-1 Correct Grade Span?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Consistent across entry?	<input checked="" type="radio"/> Yes <input type="radio"/> No
AAGSE: 12.2 Correct Grade Span?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Consistent across entry?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Dates and Data on the Student Documentation Forms (SDF) match the dates and data on the Data Summary Sheet (DSS) <small>(Data includes Accuracy, Independence and Levels of Assistance)</small>	CP 1	CP2	CP3
	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Student Work Type: Work Product of <input checked="" type="radio"/> Photo <small>(circle)</small>		<input checked="" type="radio"/> Yes	<input type="radio"/> No
Does the Student Work Product meet the RIAA criteria for student work? <small>(Name, dates and data match SDF, graded for Accuracy, Independence & Levels of Assistance) (Photo is on the Photo Evidence Documentation Form.)</small>		<input checked="" type="radio"/> Yes	<input type="radio"/> No
		Collection Period 2	

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Student Documentation Form for Mathematics, Reading and Writing

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

Student: Mark	Grade: 3	Date: 11/13/2009	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1 Description: The student will participate in classroom, school and/or community monetary activities.	
AAGSE#: NO 12.1	Description: Find possible combinations of coins to equal 25¢ and 50¢.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: This student will participate in classroom, school and/or community monetary activities. Students in the school are able to make purchases from the school cafeteria during its hours. The students can purchase snacks, chips or milk and these range in prices from \$.25 to \$1.00. The students are given various coins and they need to find possible combination's of \$.25 and \$.50 to make a purchase.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: When Mark has change to purchase a snack or extra milk from the cafeteria, he is given the various coins. Mark will be asked to find the possible coin combination's that equal \$.25 or .50. Once the coin combination's are made, Mark can make a purchase from the cafeteria.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Data was collected for the entire collection period, giving Mark three opportunities to find possible coin combination's to equal \$.25 and three opportunities to find possible coin combination's to equal \$.50, was accurate 6 out of 6 times, giving him an accuracy level of 100%.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Mark was given three opportunities to find possible coin combination's to equal \$.25 and three opportunities to find possible coin combination's to equal \$.50. Mark was independent 3 out of 6 times, (50%).	
Level of Accuracy: 100%		Level of Independence: 50%	

Teacher's Initials: KGG

Collection Period 1				
Does the data reflect the student demonstrating the AAGSE skill?	Yes	No	Unclear	Mark used coins to make combinations of 25 and 50 cents.
Is there a description of how the data for Accuracy was taken?	Yes	No	Unclear	Mark had 6 opportunities, 3 to make 25 cents and 3 to make 50 cents. He was accurate 6/6 times, 100% Accuracy.
Is there a description of how the data for Independence and Levels of Assistance were taken?	Yes	No	Unclear	Mark was independent 3 out of 6 times, 50% Independence. The Levels of Assistance Mark used for the remaining 3 opportunities are not described.
If yes, does the SDF show:				Mark used coins to make a purchase of



Collection Period 1				
Does the data reflect the student demonstrating the AAGSE skill?	Yes	No	Unclear	Mark used coins to make combinations of 25 and 50 cents.
Is there a description of how the data for Accuracy was taken?	Yes	No	Unclear	Mark had 6 opportunities, 3 to make 25 cents and 3 to make 50 cents. He was accurate 6/6 times, 100% Accuracy.
Is there a description of how the data for Independence and Levels of Assistance were taken?	Yes	No	Unclear	Mark was independent 3 out of 6 times, 50% Independence. The Levels of Assistance Mark used for the remaining 3 opportunities are not described.
If yes, does the SDF show:				Mark used coins to make a purchase of either a snack or milk. This is a monetary activity.
Connection to the SPT?	Yes	No	Unclear	Mark combined coins to make a purchase at the cafeteria.
The student applying the AAGSE skill?	Yes	No	Unclear	First collection period is always distinct.
A distinct activity?	Yes	No	Unclear	
If work is in this Collection Period: Does the student Mark Produce work that meets the RIAA criteria for the AAGSE? • Data that reflects the AAGSE • A photo of the student applying the skill.	Yes	No	Unclear	



Suggestion for Improvement CP1

- On the Student Documentation Form, the Levels of Assistance/types of prompting that Mark used should be described.

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Student Documentation Form for Mathematics, Reading and Writing

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

Student: Mark	Grade: 3	Date: 2/5/2010	Data Collection Period: 2
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1	
AAGSE#: NO 12.1		Description: The student will participate in classroom, school and/or community monetary activities.	
Description: Find possible combinations of coins to equal 25¢ and 50¢.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: This student will participate in classroom, school and/or community monetary activities. Students in the school are able to make purchases from the school store when it is open. Items in the store range from \$.05 to \$1.00. The students are given various coins and they need to find possible combination's of \$.25 and \$.50 to make a purchase.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: After the announcement is made that the school store is open, Mark will be given various coins. Mark will be asked to find the coin combination's that total \$.25 and \$.50. Once the coin combination's are made, Mark can make a purchase at the school store.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Data was collected for the entire collection period, giving three opportunities to find coin combination's to \$.25 and 3 opportunities to find coin combination's of \$.50. Mark was accurate 6 out of 6 times, giving him an accuracy level of 100%.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Mark was given three opportunities to make coin combination's to \$.25 and 3 opportunities to find coin combination's of \$.50. Mark was independent 4 out of 6 times, 67%.	
Level of Accuracy: 100 %		Level of Independence: 67 %	
Teacher's Initials: KGG			



Criteria for Acceptable Student Work

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

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

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

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

Acceptable Grading	Examples	Not Acceptable Grading
Accuracy = 8/10 correct = 80% Independence = 5/10 independent = 50% Levels of Assistance 3/10 verbal prompts = 30% 2/10 point prompt = 20%		Check marks Smiley faces Stamps Stickers "Great Job!"

OR

- B. A photograph of the student participating in the standards-based activity and an explanation of the student's participation on the Photograph Evidence Documentation form (see page 88 for photograph form).

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



RIAA Photograph Evidence Documentation

StudentName: Mark

Teacher Initials: KGG

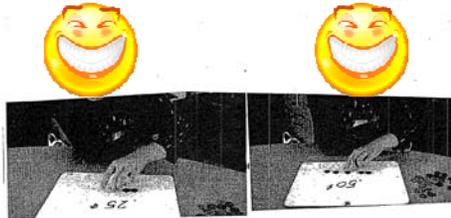
Date: 2/5/2010

SPT#: 35-1

AAGSE#: NO 12.1

Describe the student's participation in applying the AAGSE:

In these photos, Mark was given various coins. Mark was asked to find the coin combination's that total \$.25 and \$.50. Once the coin combination's were made, Mark made a purchase at the school store.



- Is Mark in the photo?
- Is Mark demonstrating his skill in the photo?
- Does the activity that Mark is doing match the activity described on the Student Documentation Form?



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

A sample of the student work product label follows:

RIAA Student Work Product Label
(PLACE ON THE BACK OF STUDENT WORK PRODUCT)

NAME: _____ DATE: _____

SPT: _____ AAGSE: _____

ACCURACY SCORE: _____ OUT OF _____ = _____ %

INDEPEND. SCORE: _____ OUT OF _____ = _____ %

LOA: _____ OUT OF _____ = _____ %

LOA: _____ OUT OF _____ = _____ %

LOA: _____ OUT OF _____ = _____ %

TEACHER'S INITIALS: _____

One sheet of labels will be mailed, along with student binders, to schools at the end of each enrollment period. More labels can be printed from the RIDE website at www.ride.ri.gov/assessment/AltAssessment.aspx, listed under the RIAA materials and Reports or from Measured Progress, under Assessment Materials, at <https://www.measuredprogress.org/assessments/clients/rhodeisland.html>.

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Student Documentation Form for Mathematics, Reading and Writing

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

Student: Mark	Grade: 3	Date: 2/5/2010	Data Collection Period: 2
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1	
AAGSE#: NO 12.1		Description: The student will participate in classroom, school and/or community monetary activities.	
Description: Find possible combinations of coins to equal 25¢ and 50¢.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:			
This student will participate in classroom, school and/or community monetary activities. Students in the school are able to make purchases from the school store when it is open. Items in the store range from \$.05 to \$1.00. The students are given various coins and they need to find possible combination's of \$.25 and \$.50 to make a purchase.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity:			
After the announcement is made that the school store is open, Mark will be given various coins. Mark will be asked to find the coin combination's that total \$.25 and \$.50. Once the coin combination's are made, Mark can make a purchase at the school store.			
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.	
Data was collected for the entire collection period, giving three opportunities to find coin combination's to \$.25 and 3 opportunities to find coin combination's of \$.50. Mark was accurate 6 out of 6 times, giving him an accuracy level of 100%.		Mark was given three opportunities to make coin combination's to \$.25 and 3 opportunities to find coin combination's of \$.50. Mark was independent 4 out of 6 times, 67%.	
Level of Accuracy: 100 %		Level of Independence: 67 %	
Teacher's Initials: KGG			



Student: Mark

Collection Period 2				
Does the data reflect the student demonstrating the AAGSE skill?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unclear	Mark used coins to make combinations of 25 and 50 cents.
Is there a description of how the data for Accuracy was taken?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unclear	Mark had 6 opportunities, 3 to make 25 cents and 3 to make 50 cents. He was accurate 6/6 times, 100% Accuracy.
Is there a description of how the data for Independence and Levels of Assistance were taken?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> Unclear	Mark was independent 4 out of 6 times, 67% Independence. The Levels of Assistance Mark used for the remaining 2 opportunities are not described.

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Student: Mark

Collection Period 2				
Does the data reflect the student demonstrating the AAGSE skill?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unclear	Mark used coins to make combinations of 25 and 50 cents.
Is there a description of how the data for Accuracy was taken?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unclear	Mark had 6 opportunities, 3 to make 25 cents and 3 to make 50 cents. He was accurate 6/6 times, 100% Accuracy.
Is there a description of how the data for Independence and Levels of Assistance were taken?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> Unclear	Mark was independent 4 out of 6 times, 67% Independence. The Levels of Assistance Mark used for the remaining 2 opportunities are not described.
If yes, does the SDF show:				
Connection to the SPT?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unclear	Mark used coins to make a purchase at the school store. This is a monetary activity.
The student applying the AAGSE skill?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unclear	Mark combined coins to make a purchase at the school store.
A distinct activity?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unclear	Yes, in CP1 Mark made a purchase in the cafeteria, in CP2 he made a purchase at the school store. Distinct by context.
<i>If work is in this Collection Period:</i> Does the Student Work Product/Photo Evidence meet the RIAA criteria for student work? • Data connected to the AAGSE • A photo of the student applying the skill.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unclear	The photograph shows Mark counting coin combinations that equal 25 and 50 cents.

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Suggestions for Improvement CP2

- On the Student Documentation Form, the Levels of Assistance/types of prompting that Mark used should be described.

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Student Documentation Form for Mathematics, Reading and Writing

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

Student: Mark	Grade: 3	Date: 4/9/2010	Data Collection Period: 3
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1 Description: The student will participate in classroom, school and/or community monetary activities.	
AAGSE#: NO 12.1	Description: Find possible combinations of coins to equal 25¢ and 50¢.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: This student will participate in classroom, school and/or community monetary activities. Students in the school are raising money for a fundraiser Pennies for Patients. Each classroom is given a box to collect money in and they are responsible to tallying it up at the end of the week. The students were given various coins and they needed to find possible combination's of \$.25 and \$.50 to group the coins.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Mark took the change from the Pennies for Patients box and was asked to find possible combination's of the coins to equal .25c and .50c.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Data was collected for the entire collection period, giving five opportunities to find coin combination's to \$.25 and five opportunities to find \$.50. Mark was accurate 10 out of 10 times, giving him an accuracy level of 100%.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Mark was given five opportunities to make coin combination's of \$.25 and 5 opportunities to find coin combination's of \$.50. was independent 7 out of 10 times.	
Level of Accuracy: 100 %		Level of Independence: 70 %	
Teacher's Initials: KGG			

Collection Period 3				
Does the data reflect the student demonstrating the AAGSE?	<input checked="" type="radio"/> Yes	No	Unclear	Mark used coins to make combinations of 25 and 50 cents.
Is there a description of how the data for Accuracy was taken?	<input checked="" type="radio"/> Yes	No	Unclear	Mark had 10 opportunities, 5 to make 25 cents and 5 to make 50 cents. Mark was accurate 10/10 opportunities, 100% Accuracy
Is there a description of how the data for Independence and Levels of Assistance were taken?	Yes	<input checked="" type="radio"/> No	Unclear	Mark was independent 7 out of 10 times, 70% Independence. The Levels of Assistance Mark used for the remaining 3 opportunities are not described.



Collection Period 3				
Does the data reflect the student demonstrating the AAGSE?	<input checked="" type="radio"/> Yes	No	Unclear	Mark used coins to make combinations of 25 and 50 cents.
Is there a description of how the data for Accuracy was taken?	<input checked="" type="radio"/> Yes	No	Unclear	Mark had 10 opportunities, 5 to make 25 cents and 5 to make 50 cents. Mark was accurate 10/10 opportunities, 100% Accuracy
Is there a description of how the data for Independence and Levels of Assistance were taken?	Yes	<input checked="" type="radio"/> No	Unclear	Mark was independent 7 out of 10 times, 70% Independence. The Levels of Assistance Mark used for the remaining 3 opportunities are not described.
If yes, does the SDF show: Connection to the SPT?	<input checked="" type="radio"/> Yes	No	Unclear	Mark used coins to count money for the Pennies for Patients fundraiser. This is a monetary activity.
The student applying the AAGSE skill?	<input checked="" type="radio"/> Yes	No	Unclear	Mark combined coins to count the money.
A distinct activity?	<input checked="" type="radio"/> Yes	No	Unclear	Yes, in CP1 Mark made a purchase in the cafeteria, in CP2 he made a purchase at the school store. Distinct by context.
If you have evidence for this Collection Period: Does the evidence meet the AA criteria for student? <ul style="list-style-type: none"> Data connected to the AAGSE A photo of the student applying the skill. 	<input checked="" type="radio"/> Yes	No	Unclear	



Suggestions for Improvement

CP 3

- The activity describes why and how money is counted weekly by each class. Mark's participation in the weekly activity would be clearer if there were a description of him as he counted the possible combinations of coins totaling \$.25 and \$.50.
- On the Student Documentation Form, the Levels of Assistance/types of prompting that Mark uses should be described.

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Jill

- A 7th grade student
- Mathematics
 - Numbers and Operations
 - Data, Statistics and Probability
- Reading
 - Word Identification Skills and Strategies or Vocabulary Strategies and Breadth of Vocabulary
 - Initial Understanding, Analysis and Interpretation of Literary Text or Initial Understanding, Analysis and Interpretation of Informational Text
- Writing
 - Structures of Writing and Writing Conventions
 - Narratives

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Data Summary Sheet for Mathematics, Reading, and Writing

Student: Jill

Grade: 7

Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task#: 68-4
		Description: The student will read/experience text related to community, state, and/or vocational topics.
AAGSE#: WID 1.1c		
Description: Student applies word identification and/or decoding strategies by identifying pictures/symbols/objects/words that represent nouns.		

Date	Collection Period 1 Oct. 5 - Nov. 13, 2009			Collection Period 2 Jan. 11 - Feb. 5, 2010			Collection Period 3 March 15 - April 9, 2010				
	10/26/2009	10/22/2009	10/8/2009	2/3/2010	1/27/2010	1/28/2010	3/18/2010	3/17/2010	3/16/2010		
Data Type	SDF	DP	DP	SDF	DP	DP	SDF	DP	DP		
Accuracy %	100	100	100	100	100	100	100	100	100		
Independence %	80	80	80	100	80	80	100	100	100		
Levels of Assistance	Average			Average			Average				
Prompt % auditory	20	20	20	0	20	20	13	0	0	0	0
Prompt % visual	0	0	0	0	0	0	0	0	0	0	0
Prompt % physical	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 100			Accuracy: 100			Accuracy: 100				
	Independence: 80			Independence: 87			Independence: 100				



Student: Jill

RIAA AAGSE Entry Review Sheet

Content Area: Reading		Comments	
Quick Review of the RIAA Requirements for the AAGSE Entry			
Entry Submitted	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
SPT#: 68.4 Correct Grade Span?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	Consistent across entry?
AAGSE: 1.1c Correct Grade Span?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	Consistent across entry?
		<p>The Student will read experience text related to community, state and/or vocational topics.</p> <p>Student applies word identification and/or decoding strategies by identifying pictures/symbols/objects/words that identify nouns.</p>	



Data Summary Sheet for Mathematics, Reading, and Writing

Student: Jill

Grade: 7

Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task#: 68-4 Description: The student will read/experience text related to community, state, and/or vocational topics.
AAGSE#: WID 1.1c	Description: Student applies word identification and/or decoding strategies by identifying pictures/symbols/objects/words that represent nouns.	

Date	Collection Period 1 Oct. 5 - Nov. 13, 2009			Collection Period 2 Jan. 11 - Feb. 5, 2010			Collection Period 3 March 15 - April 9, 2010				
	10/26/2009	10/22/2009	10/8/2009	2/3/2010	1/27/2010	1/28/2010	3/18/2010	3/17/2010	3/16/2010		
Data Type	SDF	DP	DP	SDF	DP	DP	SDF	DP	DP		
Accuracy %	100	100	100	100	100	100	100	100	100		
Independence %	80	80	80	100	80	80	100	100	100		
Levels of Assistance	Average			Average			Average				
Prompt % auditory	20	20	20	0	20	20	13	0	0	0	0
Prompt % visual	0	0	0	0	0	0	0	0	0	0	0
Prompt % physical	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 100 Independence: 80			Accuracy: 100 Independence: 87			Accuracy: 100 Independence: 100				



Student: Jill

RIAA AAGSE Entry Review Sheet

Content Area: Reading	Comments		
Quick Review of the RIAA Requirements for the AAGSE Entry			
Entry Submitted	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
SPT#: 68.4 Correct Grade Span?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Consistent across entry?	<input checked="" type="radio"/> Yes <input type="radio"/> No
AAGSE: 1.1c Correct Grade Span?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Consistent across entry?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Dates and Data on the Student Documentation Forms (SDF) match the dates and data on the Data Summary Sheet (DSS) <small>(Data includes Accuracy, Independence and Levels of Assistance)</small>	CP 1	CP2	CP3
	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No



Student: Jill

RIAA AAGSE Entry Review Sheet

Content Area: Reading				Comments	
Quick Review of the RIAA Requirements for the AAGSE Entry					
Entry Submitted		<input checked="" type="radio"/> Yes		<input type="radio"/> No	
SPT#: 68.4 Correct Grade Span?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	Consistent across entry?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
AAGSE: 1.1c Correct Grade Span?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	Consistent across entry?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Dates and Data on the Student Documentation Forms (SDF) match the dates and data on the Data Summary Sheet (DSS) <small>(Data includes Accuracy, Independence and Levels of Assistance)</small>	CP 1		CP2	CP3	
	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> Yes		
Student Work Type: <input checked="" type="radio"/> Work Product <input type="radio"/> Photo				Collection period 1	
Does the Student Work Product meet the RIAA criteria for student work? <small>(Name, dates and data match SDF, graded for Accuracy, Independence & Levels of Assistance) (Photo is on the Photo Evidence Documentation Form.)</small>			<input checked="" type="radio"/> Yes	<input type="radio"/> No	
Connection To Strand – Student Documentation Forms					

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RIAA 2009-2010 ProFile: Data Summary Sheet for Mathematics, Reading and Writing

Page 2 of 5

Student Documentation Form for Mathematics, Reading and Writing
 Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Jill	Grade: 7	Date: 10/26/2009	Data Collection Period: 1
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 68-4 Description: The student will read/experience text related to community, state, and/or vocational topics.	
AAGSE#: WID 1.1c	Description: Student applies word identification and/or decoding strategies by identifying pictures/symbols/objects/words that represent nouns.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: In this classroom, the students regularly read texts that are related to their community. In this activity, the students had to read information about their local grocery store using a store flyer in order to prepare for a community field trip to that grocery store.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: In this activity, the student had to make a list of food items that they were going to purchase from the grocery store. Jill applied word identification and decoding strategies by identifying pictures/symbols/objects and words that represented nouns in the store flyer. Jill looked at the pictures and name of the food items in the flyer and then looked up the symbol for that food item on the Writing With Symbols computer program and finally saw the actual item (object) upon purchasing it. Jill had to write a list of 5 nouns from the store flyer. Jill was accurate 5 out of 5 times when identifying 5 nouns for her shopping list. She was independent 4 out of the 5 times. She needed auditory prompting 1 out of the 5 times.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Jill was accurate 5 out of 5 times when identifying 5 nouns for her shopping list.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Jill was independent 4 out of the 5 times. She needed auditory prompting 1 out of the 5 times.	
Level of Accuracy: 100 %		Level of Independence: 80 %	
Teacher's Initials: —ALG—			

https://www.measuredprogressprofile.org/RIAA/ProFile/2010/RI2010_Print_AllDSS.aspx

4/7/2010



- Student work Criteria**
- ✓ Name
 - ✓ Date
 - ✓ Demonstration of the AAGSE
 - ✓ Data for LOA
 - ✓ Data for LOI

Name: Jill
 Date: 10-26-09
 Find 5 nouns in store flyer:

Reading
 AALSE
 WJD 1.1c

$\frac{5}{5} = 100\%$ Acc.
 $\frac{4}{5} = 80\%$ Ind.
 $\frac{1}{5} = 20\%$ Aud.

1. Jumbo green PEPPERS
2. APPLE JUICE
3. old fashion COFFEE CAKE
4. veal STEW MEAT
5. PASTA

* She found 5 nouns from the store flyer.

ALG

Collection Period 1				
Does the data reflect the student demonstrating the AAGSE skill?	Yes	No	Unclear	Jill looked at pictures in the flyer, looked at the symbols with WWS and looked at the objects. Jill wrote a list of shopping items. Was data taken on her writing the list? When, in the instructional process was the data taken - pictures, words, symbols?
Is there a description of how the data for Accuracy was taken?	Yes	No	Unclear	Jill had 5 opportunities to identify nouns.
Is there a description of how the data for Independence and Levels of Assistance were taken?	Yes	No	Unclear	Jill was independent 4 out of the 5 times and required auditory prompting 1 time to identify nouns.



Collection Period 1				
Does the data reflect the student demonstrating the AAGSE skill?	Yes	No	Unclear	Jill looked at pictures in the flyer, looked at the symbols with WWS and looked at the objects. Jill wrote a list of shopping items. Was data taken on her writing the list? When, in the instructional process was the data taken – pictures, words, symbols?
Is there a description of how the data for Accuracy was taken?	Yes	No	Unclear	Jill had 5 opportunities to identify nouns.
Is there a description of how the data for Independence and Levels of Assistance were taken?	Yes	No	Unclear	Jill was independent 4 out of the 5 times and required auditory prompting 1 time to identify nouns.
If yes, does the SDF show:	Yes	No	Unclear	Yes, Jill read a grocery store flyer.
Connection to the SPT?	Yes	No	Unclear	Jill made a list to use at the grocery store.
The student applying the AAGSE skill?	Yes	No	Unclear	First Collection Period is always distinct.
A distinct activity?	Yes	No	Unclear	
<i>If work is in this Collection Period:</i> Does the Student Work Product/Photo Evidence meet the RIAA criteria for student work? • Data connected to the AAGSE • A photo of the student applying the skill.	Yes	No	Unclear	It is described that Jill had to write a list of 5 nouns from the flyer and she was accurate when identifying the nouns for her shopping list. The work sample shows that she circled nouns. The work sample is inconsistent with the description of how data was taken on this AAGSE.

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Suggestions for Improvement CP 1

- The description explains that Jill used pictures, Mayer Johnson symbols and objects to identify nouns. The instructional activity and how data was taken needs to be clear and consistent with what the work sample shows.
 - Be more explicit about the AAGSE data (e.g. 5 nouns) taken during the instructional process.
 - Be more explicit about what the work sample is showing.
- Work sample
 - If within the collection period, provide Jill another opportunity to do the activity with a work sample that clearly shows the data on Jill identifying nouns.
 - If outside the collection period, choose to use a work sample in another collection period.

Rhode Island Department of Elementary and Secondary Education



Student Documentation Form for Mathematics, Reading and Writing

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

Student: Jill	Grade: 7	Date: 2/3/2010	Data Collection Period: 2
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 68-4 Description: The student will read/experience text related to community, state, and/or vocational topics.	
AAGSE#: WID 1.1c	Description: Student applies word identification and/or decoding strategies by identifying pictures/symbols/objects/words that represent nouns.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: In this classroom, the students regularly read texts that are related to their community. In this activity, the students had to read information about a local restaurant using a menu in order to prepare for a community field trip to that restaurant.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: In this activity, Jill had to make a list of foods that they wanted to order from the menu to help them prepare for the trip to the restaurant. Jill applied word identification and decoding strategies by identifying pictures/symbols/objects and words that represented nouns in the menu. Jill looked at the pictures and names of the food items in the menu and then looked up the symbol for that food item on the Writing With Symbols computer program and finally saw the actual item (object) after ordering and receiving it at the restaurant.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Jill was accurate 3 out of 3 times when identifying 3 nouns from her menu.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Jill was independent 3 out of 3 times on this task.	
Level of Accuracy: 100 %		Level of Independence: 100 %	

Teacher's Initials: —ALG—

Student: Jill

Collection Period 2				
Does the data reflect the student demonstrating the AAGSE skill?	Yes	No	Unclear	Jill looked at pictures in the menu, looked at the symbols with WWS and looked at the objects. Jill wrote a list of menu items. Was data taken on her writing the list? When, in the instructional process was the data taken – pictures, words, symbols?
Is there a description of how the data for Accuracy was taken?			Unclear	Jill identified 3 items (nouns) on the menu. She was 100% Accurate. What nouns did she identify and how?
Is there a description of how the data for Independence and Levels of Assistance were taken?	Yes	No	Unclear	Jill identified the 3 items (nouns) with 100% Independence.



Student: Jill

Collection Period 2				
Does the data reflect the student demonstrating the AAGSE skill?	Yes	No	Unclear	Jill looked at pictures in the menu, looked at the symbols with WWS and looked at the objects. Jill wrote a list of menu items. Was data taken on her writing the list? When, in the instructional process was the data taken – pictures, words, symbols?
Is there a description of how the data for Accuracy was taken?	Yes	No	Unclear	Jill identified 3 items (nouns) on the menu. She was 100% Accurate. What nouns did she identify and how?
Is there a description of how the data for Independence and Levels of Assistance were taken?	Yes	No	Unclear	Jill identified the 3 items (nouns) with 100% Independence.
If yes, does the SDF show:	Yes	No	Unclear	Reading a local restaurant menu is connected to the community.
Connection to the SPT?	Yes	No	Unclear	Jill read the menu in preparation of the outing. This is an acquisition activity. She was practicing reading the menu.
The student applying the AAGSE skill?	Yes	No	Unclear	In CP 1, Jill read a grocery store flyer and in CP2 a menu. These activities are distinct from one another.
A distinct activity?	Yes	No	Unclear	
If work is in this Collection Period: Do I have a Product/Photo Evidence of A criteria student: • Data connected to the AAGSE • A photo of the student applying the skill.	Yes	No	Unclear	
Collection Period 3				

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Suggestions for Improvement CP 2

- This is an acquisition activity. To make this an application activity, data must be taken the day the class went to the restaurant.
- The description explains that Jill used pictures, Mayer Johnson symbols and objects to identify nouns. The instructional activity and how data was taken needs to be clear.
 - Be more explicit about the AAGSE data (e.g. 3 nouns) taken during the instructional process.

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Jill	Grade: 7	Date: 3/18/2010	Data Collection Period: 3
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 68-4 Description: The student will read/experience text related to community, state, and/or vocational topics.	
AAGSE#: WID 1.1c	Description: Student applies word identification and/or decoding strategies by identifying pictures/symbols/objects/words that represent nouns.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: In this classroom, the students regularly read texts that are related to their community. In this activity, the students had to read information about their local library using a website in order to prepare for a community field trip to that library.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: In this activity, Jill had to make a list of books that they wanted to check out from the library to help them prepare for the trip to the library. Jill applied word identification and decoding strategies by identifying pictures/symbols/objects and words that represented nouns on the website. Jill looked at the pictures and names of the books on the website and then looked up the symbol for that name on the Writing With Symbols computer program and finally saw the actual item (book) after checking it out from the library. Jill had to write a list of 5 nouns from the website.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Jill was accurate 5 out of 5 times when identifying 5 nouns from the website.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Jill was independent 5 out of the 5 times on this task.	
Level of Accuracy: 100 %		Level of Independence: 100 %	

Teacher's Initials: ALG

Collection Period 3				
Does the data reflect the student demonstrating the AAGSE?	Yes	No	Unclear	Jill read words (nouns) on the library website. Was data taken on her writing the list? When, in the instructional process was the data taken – pictures, words, symbols?
Is there a description of how the data for Accuracy was taken?	Yes	No	Unclear	Jill was given 5 opportunities to read nouns and she read the nouns with 100% Accuracy.
Is there a description of how the data for Independence and Levels of Assistance were taken?	Yes	No	Unclear	Jill read the 5 words (nouns) with 100% Independence.



Collection Period 3				
Does the data reflect the student demonstrating the AAGSE?	Yes	No	Unclear	Jill read words (nouns) on the library website. Was data taken on her writing the list? When, in the instructional process was the data taken – pictures, words, symbols?
Is there a description of how the data for Accuracy was taken?	Yes	No	Unclear	Jill was given 5 opportunities to read nouns and she read the nouns with 100% Accuracy.
Is there a description of how the data for Independence and Levels of Assistance were taken?	Yes	No	Unclear	Jill read the 5 words (nouns) with 100% Independence.
If yes, does the SDF show:	Yes	No	Unclear	Jill read information about the local library. This is a connection to the community.
Connection to the SPT?	Yes	No	Unclear	To prepare for the library trip Jill read information on the library website and made a list of books she would like to check out. This is an acquisition activity.
The student applying the AAGSE skill?	Yes	No	Unclear	In CP 1, Jill read a grocery store flyer, in CP2 a menu and in CP3 a library website.
A distinct activity?	Yes	No	Unclear	
Work is in this Collection Period:	Yes	No	Unclear	
Evidence/Photo EIAA criteria student • Data connected to the AAGSE • A photo of the student applying the skill.	Yes	No	Unclear	

Rhode Island Department of Elementary and Secondary Education



Suggestions for Improvement CP 3

- The description explains that Jill used pictures, Mayer Johnson symbols and objects to identify nouns. The instructional activity and how data was taken needs to be clear and consistent with what the work sample shows.
 - Be more explicit about the AAGSE data (e.g. 5 nouns) taken during the instructional process.
- Clarify information about the book list by providing the titles to clearly demonstrate nouns.
- This is an acquisition activity. To make it an application activity, data could be taken the day the class went to the library.



Additional Tools

- RIAA Administration Manual and Resource Guide
 - Page 36 – Data Summary Sheet With Explanations
 - Page 40 – Student Documentation Form With Explanations

Rhode Island Department of Elementary and Secondary Education



Data Summary Sheet

Student Name: _____ Grade: _____

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

CONTENT: Mathematics Reading Writing

CONTENT STRAND: _____

Structured Performance Task# _____

Description: _____

AAGSE # _____ Description: _____

Date	Collection Period 1 Oct. 4 – Nov. 12, 2010			Collection Period 2 Jan. 10 – Feb. 4, 2011			Collection Period 3 March 14 – April 8, 2011		
	DP/ SDF	DP/ SDF	DP/ SDF	DP/ SDF	DP/ SDF	DP/ SDF	DP/ SDF	DP/ SDF	DP/ SDF
Accuracy %									
Independence %									
Levels of Assistance	Average			Average			Average		
Prompt %									
Prompt %									
Prompt %									
Average % for Collection Period	Accuracy: _____ Independence: _____			Accuracy: _____ Independence: _____			Accuracy: _____ Independence: _____		

Are the dates within the collection period time frame?

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

Are the averages calculated correctly?

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

Least to Most Assistance

Rhode Island Department of Elementary and Secondary Education

Student Documentation Form

Check box if Student Product or Photograph is attached.

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

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

Rhode Island Department of Elementary and Secondary Education



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