

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

**Student:**

**Grade: 7**

<b>Content Area:</b> Reading	<b>Content Strand:</b> Reading Strand: Word Identification Skills/Vocabulary	<b>Structured Performance Task#:</b> 68-4 <b>Description:</b> The student will read/experience text related to community, state, and/or vocational topics.										
<b>AAGSE#:</b> WID 1.1c	<b>Description:</b> Student applies word identification and/or decoding strategies by identifying pictures/symbols/objects/words that represent nouns.											
	<b>Collection Period 1</b> Oct. 5 - Nov. 13, 2009				<b>Collection Period 2</b> Jan. 11 - Feb. 5, 2010				<b>Collection Period 3</b> March 15 - April 9, 2010			
<b>Date</b>	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	
<b>Data Type</b>	SDF	DP	DP		SDF	DP	DP		SDF	DP	DP	
<b>Accuracy %</b>	100	100	100		100	100	100		100	100	100	
<b>Independence %</b>	80	80	80		100	80	80		100	100	100	
<b>Levels of Assistance</b>	<b>Average</b>				<b>Average</b>				<b>Average</b>			
<b>Prompt % auditory</b>	20	20	20	20	0	20	20	13	0	0	0	0
<b>Prompt % visual</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>Prompt % physical</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>Average % for Collection Period</b>	Accuracy: 100				Accuracy: 100				Accuracy: 100			
	Independence: 80				Independence: 87				Independence: 100			

## Student Documentation Form for Mathematics, Reading and Writing

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

<b>Student:</b> _____		<b>Grade:</b> 7	<b>Date:</b> 10/26/2009	<b>Data Collection Period:</b> 1
<b>Content Area:</b> Reading	<b>Content Strand:</b> Reading Strand: Word Identification Skills/Vocabulary		<b>Structured Performance Task#</b> 68-4 <b>Description:</b> The student will read/experience text related to community, state, and/or vocational topics.	
<b>AAGSE#:</b> WID 1.1c	<b>Description:</b> Student applies word identification and/or decoding strategies by identifying pictures/symbols/objects/words that represent nouns.			
<b>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</b> 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.				
<b>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</b> In this activity, the student had to make a list of food items that they were going to purchase from the grocery store. She applied word identification and decoding strategies by identifying pictures/symbols/objects and words that represented nouns in the store flyer. She 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. She had to write a list of 5 nouns from the store flyer. She 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.				
<b>Evaluation of Student's Performance</b>				
<b>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.</b> She was accurate 5 out of 5 times when identifying 5 nouns for her shopping list.		<b>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.</b> She was independent 4 out of the 5 times. She needed auditory prompting 1 out of the 5 times.		
<b>Level of Accuracy:</b> 100 %		<b>Level of Independence:</b> 80 %		

Teacher's Initials: \_\_\_

Name:

Date: 10-26-09

Reading  
AAGSE  
WID 1.1c

Find 5 nouns  
in store flyer:

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

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.

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## Student Documentation Form for Mathematics, Reading and Writing

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

<b>Student:</b> _____		<b>Grade:</b> 7	<b>Date:</b> 2/3/2010	<b>Data Collection Period:</b> 2
<b>Content Area:</b> Reading	<b>Content Strand:</b> Reading Strand: Word Identification Skills/Vocabulary		<b>Structured Performance Task#</b> 68-4 <b>Description:</b> The student will read/experience text related to community, state, and/or vocational topics.	
<b>AAGSE#:</b> WID 1.1c	<b>Description: Student applies word identification and/or decoding strategies by</b> identifying pictures/symbols/objects/words that represent nouns.			
<b>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</b> 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.				
<b>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</b> In this activity, _____ 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. _____ applied word identification and decoding strategies by identifying pictures/symbols/objects and words that represented nouns in the menu. _____ 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. _____ had to write a list of 3 nouns from the menu (eggs, pancakes, juice).				
<b>Evaluation of Student's Performance</b>				
<b>Evaluate the student's accuracy performance on the AAGSE.</b> <b>Explain how percentages were determined.</b> _____ was accurate 3 out of 3 times when identifying 3 nouns from her menu.		<b>Evaluate the student's independence performance on the AAGSE.</b> <b>Explain how percentages were determined.</b> _____ was independent 3 out of 3 times on this task.		
<b>Level of Accuracy:</b> 100 %		<b>Level of Independence:</b> 100 %		

Teacher's Initials: \_\_\_\_\_

### Student Documentation Form for Mathematics, Reading and Writing

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

<b>Student:</b>		<b>Grade:</b> 7	<b>Date:</b> 3/18/2010	<b>Data Collection Period:</b> 3
<b>Content Area:</b> Reading	<b>Content Strand:</b> Reading Strand: Word Identification Skills/Vocabulary	<b>Structured Performance Task#</b> 68-4 <b>Description:</b> The student will read/experience text related to community, state, and/or vocational topics.		
<b>AAGSE#:</b> WID 1.1c	<b>Description:</b> Student applies word identification and/or decoding strategies by identifying pictures/symbols/objects/words that represent nouns.			
<b>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</b> 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.				
<b>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</b> In this activity, _____ 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. _____ applied word identification and decoding strategies by identifying pictures/symbols/objects and words that represented nouns on the website. _____ 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. _____ had to write a list of 5 nouns from the website.				
<b>Evaluation of Student's Performance</b>				
<b>Evaluate the student's accuracy performance on the AAGSE.</b> <b>Explain how percentages were determined.</b> _____ was accurate 5 out of 5 times when identifying 5 nouns from the website.		<b>Evaluate the student's independence performance on the AAGSE.</b> <b>Explain how percentages were determined.</b> _____ was independent 5 out of the 5 times on this task.		
<b>Level of Accuracy:</b> 100 %		<b>Level of Independence:</b> 100 %		

Teacher's Initials: \_\_\_\_\_