

Rhode Island Alternate Assessment

Most Frequently Selected AAGSEs

2009-2010

This document contains information pertaining to the RI Alternate Assessment Alternate Assessment Grade Span Expectations (AAGSEs) that were most frequently selected to assess students during the 2009-2010 school year.

Edited 11.9.10

The purpose of this document is to provide educators an understanding of the AAGSEs by clarifying the intended student learning objective and providing sample activities and data collection for those activities. Although this document suggests activities that can be used for students participating in the Rhode Island Alternate Assessment (RIAA), it is the responsibility of the educator to understand and implement the requirements of the RIAA.

Each AAGSE has been rewritten to provide a clearer understanding of how the student can demonstrate the skill. The teacher will individualize the assessment, through accommodations to match the student's mode of communication and mode of participation.

Sample data collection has been described to coincide with each sample activity. Teachers define data so that it is individualized to meet the student's needs and abilities. Teachers also collect data pertaining to the Levels of Assistance that the student uses to demonstrate the skill.

Mathematics Grade 2					
SPT	AAGSE #	Stem & Description	Clarification	Sample Activity	Sample Data Collection
SPT 02-1 The student will use number concepts to plan a large activity or event, gather the appropriate materials/ information for the activity and/or complete the activity.	NO 1.1a	<i>Whole numbers: Develop an understanding of a cardinal number.</i> Identify or label a small collection of up to "four" items with a number symbol/word (e.g., point to a collection of up to 4 items).	A student must look at a small group of items and recognize by pointing, touching, eye gaze, or verbally naming a group of up to four items with a number symbol or word. A student could also label the group which means the student assigns a label such as a number/word card. It is not a counting activity.	During a geometry unit on shapes, the students are creating a shape book. This project will take place over the course of 2 weeks. For each page, the student is provided with two small groups of shapes. Using a number card, the student identifies the small group of two triangles by placing the number card near the correct group of triangles.	Data is collected based on the number of opportunities the student has to place the card with the small groups. An accurate response is on where the student correctly places the number card with the corresponding small group. <i>Work sample:</i> <ul style="list-style-type: none"> • A corrected page of the shape book (can be photocopied) or • A photograph of the student placing the object/number card on the page next to the group of shapes

Each AAGSE description has been provided including both the stem and the AAGSE information.

A sample activity has been provided to give educators additional ideas of how students can apply the AAGSE in a standards-based activity. Sample activities can guide teachers in designing an activity that meets the needs of their students.

The work sample must meet the criteria for acceptable student work.

The following information is provided to further clarify the requirements of the RIAA:

Tips for understanding SPTs and AAGSEs (Found on page 31 of the RIAA manual)

- 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). 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.
- When there is an “and/or” within an AAGSE, at least one skill included must be assessed over the course of the year. For example, Writing in response to literary or informational text, student makes and supports analytical judgments about text by **LT 3.3** Making inferences about content/ideas, events, characters, and/or settings. One or more of the four parts of this AAGSE must be assessed over the course of the year.
- When there is a slash within an AAGSE any of the parts of the AAGSE may be assessed. For example, Student applies word identification and/or decoding strategies by **WID 1.1** Identifying pictures/symbols/objects/words that represent nouns and verbs. The student can demonstrate this skill by reading nouns and verbs represented by pictures, symbols, objects, or words, as appropriate for his/her mode of communication.
- When a plural is used within an AAGSE, more than one type of that item that is plural must be assessed at least once over the course of the year. Submitted RIAA documentation must provide evidence demonstrating assessment of more than one type of that item. For example, **WC 9.4** Using punctuation marks to clarify meaning. More than one type of punctuation mark must be assessed. During the course of the year, a student datafolio could show assessment on a period, question mark and quotation marks.
- All writing AAGSE assessment activities must result in a tangible written product in the student’s mode of communication (i.e., words, pictures, symbols, objects). Although only one work product must be submitted for each AAGSE entry, the submitted Student Documentation Form must provide evidence of the student’s completion of a tangible written product.
- 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. AAGSEs that assess capitalization require the student to write letters. Students cannot write with pictures, symbols, or objects for these AAGSEs.
- 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. *
- Highlighted words are defined in the respective glossaries of each set of AAGSEs.

Criteria for Acceptable Student work (found on page 38 in the RIAA manual)

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

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

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.

- A photograph of the student participating in the standards-based activity and an explanation of the student’s participation on the required photograph evidence form (see page 91 for required photograph format).

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

Mathematics Grade 2

SPT	AAGSE #	Stem & Description	Clarification	Sample Activity	Sample Data Collection
02-1 The student will use number concepts to plan a large activity or event, gather the appropriate materials/ information for the activity and/or complete the activity.	NO 1.1a	<i>Whole numbers: Develop an understanding of a cardinal number.</i> Identify or label a small collection of up to "four" items with a number symbol/word (e.g., point to a collection of up to 4 items).	A student must look at a small group of items and recognize by pointing, touching, eye gaze, or verbally naming a group of up to four items with a number symbol or word. A student could also label the group which means the student assigns a label such as a number/word card. It is not a counting activity.	During a geometry unit on shapes, the students are creating a shape book. This project will take place over the course of two weeks. For each page, the student is provided with two small groups of shapes. Using an object/number card, the student identifies the small group of two triangles by placing the number card near the correct group of triangles.	Data is collected based on the number of opportunities the student has to place the card with the small groups. An accurate response is one where the student correctly places the number card with the corresponding small group. <i>Work sample:</i> <ul style="list-style-type: none"> • A corrected page of the shape book (can be photocopied) or • A photograph of the student placing the number card on the page next to the group of shapes
02-1 The student will use number concepts to plan a large activity or event, gather the appropriate materials/ information for the activity and/or complete the activity.	NO 1.3	<i>Whole numbers: Develop an understanding of a cardinal number.</i> Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).	The student is counting objects and either orally or visually pairing the object with a number as they count. As appropriate, students may use a number line or any teacher created number sequence that the student uses to count as a method of assistance. Any counting sequence (number line or teacher made support) must provide the student the opportunity to count beyond the number they are given. For example the student needs to count to five. The student uses a 1 to 10 number line as a support to learn to count to five.	The students have been preparing for a Family Mathematics Night. Each class is responsible for setting up an activity. This student's class is preparing an activity using geo blocks. Each student prepares a plastic bag with five elastics and a geoboard to make shapes. The student uses a counting board (with numbers from 1 to 10) to count out the elastics for the student's group.	Data is collected on the student's ability to count the elastics. The number of times the student is required to count using the counting board is defined by the teacher. An accurate answer is when the student puts elastic bands on each number of the board as s/he counts to 5. <i>Work sample:</i> <ul style="list-style-type: none"> • A photograph of the student counting the elastics with the counting board
2-1 The student will use number concepts to plan a	NO 5.2a	<i>Use cardinal numbers to compare quantities by developing and</i>	When looking at two groups of like objects, arranged next to one another on a	In preparation for the Family Mathematics Night, the students are demonstrating their studies	Data is taken on the student's ability to compare the two quantities of like items and

<p>large activity or event, gather the appropriate materials/ information for the activity and/or complete the activity.</p>		<p><i>understanding the position and magnitude of who numbers (up to 199) and the connection between ordinal and cardinal numbers.</i> Compare two quantities as same, more, or less, using like items when arranged in the same configuration (number conservation).</p>	<p>horizontal plane, the student identifies which group is the same, more or less based on his/her comparison of both groups. This AAGSE is about the student comparing the two quantities and deciding if one is the same, more or less as the other. This AAGSE is more than just identifying same, more or less in isolation.</p>	<p>of geometric shapes by using pattern blocks to make pictures that will be displayed during the event. While creating the display, the student is given two sets of shapes, arranged next to one another on a vertical plane. S/he is asked if the two quantities are the same, more or less. The student is provided a tactile board of with representations of “same”, “more” “and “less” to support his/her participation in this activity.</p>	<p>answer the question "Is group one the same/more/less than group two?".</p> <p>An accurate response is when the student correctly identifies the groups of shapes as the same, more or less.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A photograph of the student using the tactile board and making the decision if the groups are the same, more or less</i>
<p>02-2 The student will use a calendar, clock, schedule and or map to participate in a variety of school activities.</p>	<p>GM 8.1a</p>	<p><i>Determine elapsed and accrued time.</i> Describe passage of time using terms such as: day and night; morning, afternoon, and night; yesterday, today and tomorrow.</p>	<p>The student must be using a clock, calendar or schedule to describe how time passes using language as described in the AAGSE.</p>	<p>At the end of each day, the students write a note home to tell their families the day’s schedule. For this task, students are given three pictures representing the activities they did during the day. (If needed, students may reference the daily schedule that is posted on the board to assist them.) The students paste a morning and an afternoon card next to the activities, indicating when they participated in these activities.</p>	<p>Data is taken on the student’s ability to pair the pictures of the activity to the corresponding time of the day.</p> <p>An accurate response is when the student correctly puts the morning symbol next to activity picture that occurred during the morning and the afternoon symbol next to the activity picture that occurred during the afternoon. .<i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A copy of the student’s completed schedule with responses that is sent home to parents</i>
<p>02-2 The student will use a calendar, clock, schedule and or map to participate in a variety of school activities.</p>	<p>GM 8.2a</p>	<p><i>Determine elapsed and accrued time.</i> Use calendars to determine passage of time (e.g., how many more days until?)</p>	<p>This AAGSE requires the student to use the calendar to determine how many days/months until an event occurs or how many days/months have passed since an event.</p>	<p>During morning meeting, the student answers the question “How many more days until the book fair?” by pointing to the current date on the calendar and counting the days until the book fair. The student will answer the question each day for five days before the book fair.</p>	<p>Data is taken each day of the 5 days, when the student is asked the question.</p> <p>An accurate response is when the student uses the calendar and counts the correct number of days until the book fair.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A photograph of the student</i>

					<i>using the calendar or a calendar activity sheet to answer the question</i>															
02-2 The student will use a calendar, clock, schedule and or map to participate in a variety of school activities.	GM 9.2a	<i>Demonstrate understanding of spatial relationship using location and position. Using a map move from one place to another along a defined path (e.g., move from his/her desk to the teacher's desk).</i>	The student will reference (e.g., look at or touch) a map to follow a specified path to travel from Point A to Point B.	The student uses a tactile map, by touching the puff painted path, to follow the identified route to the cafeteria.	Data is taken on the number of times the student uses the map to make appropriate turns to the cafeteria, e.g., <table border="1"> <tr> <td>Direction</td> <td>Accuracy</td> <td>Assistance</td> </tr> <tr> <td>Straight</td> <td>Y</td> <td>Independent</td> </tr> <tr> <td>Turn left</td> <td>N</td> <td>Physical</td> </tr> <tr> <td>Turn right</td> <td>Y</td> <td>Independent</td> </tr> <tr> <td></td> <td>2/3 A = 66%</td> <td>2/3 I = 66% 1/3 P = 34%</td> </tr> </table> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A photograph of the student touching the map as s/he is moving from the identified locations.</i> 	Direction	Accuracy	Assistance	Straight	Y	Independent	Turn left	N	Physical	Turn right	Y	Independent		2/3 A = 66%	2/3 I = 66% 1/3 P = 34%
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Reading Grade 2					
SPT	AAGSE #	Description	Clarification	Sample Activity	Sample Data Collection
02-4 The student will read/ experience text related to self, family, and/or school.	WID1.1	<i>Student applies word identification and/or decoding strategies by identifying pictures/ symbols/objects/words that represent nouns and verbs.</i>	The student uses simple phonics to decode or identifies by sight and reads words, pictures, symbols, or objects that represent nouns or verbs.	While reading student created family story books that were part of a "Getting To Know My Classmates" unit, the student uses simple decoding strategies to identify words/pictures identified in each story. For example in one student's story the words were: cat, went, poor, jumped, and cakes.	Data is taken on the student's ability to use decoding strategies to read the 5 words. Data can be taken on reading each word. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A photograph of the student reading the words in the student created book</i>
02-4 The student will read/ experience text related to self, family, and/or school.	WID1.1a	<i>Student applies word identification and/or decoding strategies by identifying pictures/ symbols/objects/words that represent self and others.</i>	The student uses simple phonics to decode or identifies by sight and reads words, pictures, symbols, or objects that represent themselves and others.	Every two weeks, the teacher regroups the students in the guided reading groups. To inform the students of the changes, the educator lists the groups of four to six students' names on a clipboard for the students to read during homeroom. The student uses decoding strategies to read his/her name and the names of the other students in the group.	Data is taken on the student using phonic decoding to read/identify the words/pictures that represent the students in their reading group. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A photograph of the student reading the names of the students in the group</i>

02-4 The student will read/ experience text related to self, family, and/or school.	WID 1.5	<i>Student applies word identification and/or decoding strategies by reading high-frequency words (e.g., names, and sight words).</i>	The student uses simple phonics to decode or identify high frequency words.	<p>During the morning meeting, the student will read five identified high frequency words, e.g., boy, girl, a descriptive weather word, the day of the week, and today using Mayer Johnson symbols.</p> <p>Sample morning message: Hello <u>boys</u> and <u>girls</u>,</p> <p><u>Today</u> is <u>Wednesday</u>, January 6, 2010. The weather outside is sunny and <u>cold</u>. We will have indoor recess today. Tomorrow we have a special guest coming to visit us. Can you guess who?</p>	<p>Data will be taken on the student's ability to use decoding strategies to read the 5 identified words. Data can be taken on reading the words written using Mayer Johnson symbols.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A photograph of the student reading the words in the morning message</i>
02-4 The student will read/ experience text related to self, family, and/or school.	V 3.2	<i>Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by using vocabulary to identify objects, actions, and/or events (e.g., student applies his/her vocabulary in school environment).</i>	The student uses vocabulary to identify objects, actions, and/or events.	During morning meeting, the student looks at the monthly school calendar and identifies school events that will take place during that month.	<p>Data is taken on the student's ability to use vocabulary to tell the class what events will occur during that month.</p> <p>An accurate response is when the student correctly reads/identifies the events on the school calendar.</p> <p><i>Work sample</i></p> <ul style="list-style-type: none"> • <i>A photograph of the student reading the school events on the February calendar during morning meeting</i>
02-4 The student will read/ experience text related to self, family, and/or school.	V 3.4a	<i>Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by organizing vocabulary by category.</i>	The student organizes vocabulary by distinct categories, e.g., food, pets, motor vehicles or by subcategories, e.g., cars, trucks, busses.	During health class, the students learn about healthy eating habits and how to make healthy eating choices for themselves. One part of the unit teaches students how to use the new food pyramid to understand healthy eating. Using the food pyramid, students make posters that demonstrate healthy food choices. The student chooses the words/pictures and categorizes them on the correct place on the food pyramid.	<p>Data is taken on how the student categorized the pictures/words into the food pyramid.</p> <p>An accurate response is when the student correctly categorizes the vocabulary/picture on their food pyramid.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>The food pyramid poster created by the student</i>

Mathematics Grade Span 3-5

SPT	AAGSE #	Description	Clarification	Sample Activity	Sample Data Collection
35-1 The student will participate in classroom, school and/or community monetary activities.	NO 5.1	<p><i>Use numbers to compare quantities by developing and understanding the position and magnitude of whole numbers (up to 199) and the connection between ordinal and cardinal numbers.</i></p> <p>Demonstrate how to make more and less of a quantity (e.g., add objects to make more or subtract objects to make less).</p>	When asked to make more or less of a group of objects, the student adds or subtracts objects respectively.	While counting pennies for a fundraiser, students are asked to put pennies in 50¢ penny rolls to take to the bank. Using a counting board that groups the pennies in five collections of 10, the students count the pennies for the penny roll. For this student’s counting board, there is an additional modification of 10 puff paint dots in each section to assist the student’s participation in counting. As the student puts pennies on the counting board, s/he is asked to look at the number of pennies in the section and determine if more or less pennies are needed to make a group of 10 and add or subtract objects to make more or less.	<p>Data is taken on the student’s ability to add to make more pennies in the group and subtract pennies to make a quantity of fewer pennies. The student has 5 opportunities to add and subtract pennies to make more or less pennies in the group.</p> <p>An accurate answer is when the student correctly adds or subtracts pennies to make more/less (fewer) of a quantity of pennies respectfully in the designated area on the counting board.</p> <p>Level of prompting data is also taken to reflect the student’s use of the counting board prompt to complete the task.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>Photograph of the student making more or less of a quantity of pennies to complete the group of 10 pennies for the section</i>
35-1 The student will participate in classroom, school and/or community monetary activities.	NO 6.5	<p><i>Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.</i></p> <p>Identify the larger of two written numbers.</p>	The student must identify through his/her mode of communication (e.g., verbal, eye gaze, pointing, touching, etc.) the larger of two written numbers.	When looking at two daily lunch menus and prices for the selections, the student identifies which of the two numbers is larger by placing a money stamp on the larger number. This student identifies the numbers by looking at and touching the hot lunch price and cold lunch	<p>Data is taken on the student’s ability to identify the larger number by putting the money stamp on the larger written number.</p> <p>An accurate response is when the student correctly puts the money stamp on the larger written number.</p>

				price. The student uses this sheet as support to count out the money to make his/her lunch.	<p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>The menu with the student's money stamp on the more expensive item</i>
35-1 The student will participate in classroom, school and/or community monetary activities	NO 11.1	<p><i>Identify coin and/or bill value.</i> Identify the value of coins: i.e., penny as 1¢, nickel as 5 pennies or 5¢, dime as 10 pennies or 10¢, and a quarter as 25 pennies or 25¢.</p>	Students must identify through their mode of communication (e.g., eye gaze, pointing, touching, etc.) the value of a penny, a nickel, a dime and a quarter.	The student will count sales from the candy box. While counting the coins, the student puts each coin on its respective coin value card. When the set of coin value cards is filled, the student uses a coinulator to determine the total amount of money collected.	<p>Data will be taken on the student identifying the value of the coins (, i.e., a penny, nickel, dime, and quarter.</p> <p>An accurate response is when the student puts the coin(s) in the correct place on the coin value card.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A photograph of the student putting the coins on the card</i>
35-1 The student will participate in classroom, school and/or community monetary activities	NO 12.1	<p><i>Count and add a collection of coins and/or bills.</i> Find possible combinations of coins to equal 25¢ and 50¢.</p>	The AAGSE requires the student to use various coins to total 25¢ and 50¢. This is not a matching activity. This activity is about adding coins together to equal 25¢ and 50¢.	Every Friday a class bake sale is held in the cafeteria. The students are able to purchase a cookie for 25¢ and a drink for 50¢. Prior to lunch, the students count their coins to determine how much money they have to make a bake sale purchase. The students add coin combinations together to equal 25¢ and 50¢. To do this, the students use a visual prompt card with the coin combinations on them. The students place their coin combinations in boxes labeled either 25¢ and/or 50¢.	<p>Data is taken creating the coin combinations to equal 25¢ and 50¢.</p> <p>An accurate answer is one in which the student puts the correct combination of coins in the correct box to equal either 25¢ or 50¢.</p> <p>Level of prompting data is also taken to reflect the student's use of the visual prompt to complete the task.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A photograph of the student adding the coin combinations together</i>
35-2 The student will use a calendar, clock, schedule and or map to participate in a variety of school activities.	GM 8.1c	<p><i>Determine elapsed and accrued time.</i> Identify what comes next using a schedule or a calendar (e.g., using a monthly school calendar).</p>	When using a calendar or schedule, the student identifies what comes next (e.g., what day, what event, what date)	Using the calendar during morning meeting, the students identify what activity comes (physical education, art, music, library, and computer) next. The student then places a	<p>Data is taken on the student's ability to identify what activity will take place next.</p> <p>An accurate response is when the student correctly identifies the activity that comes next using the class calendar.</p>

				graphic representing that activity on the correct day (Sun-Sat) on his/her individual calendars.	<i>Work sample:</i> <ul style="list-style-type: none"> A copy of the student's individual calendar indicating what activity comes next 																																
35-2 The student will use a calendar, clock, schedule and or map to participate in a variety of school activities.	GM 9.1a	<i>Demonstrate understanding of spatial relationship using location and position.</i> Follow positional descriptions such as, over, under, near, far, between, left, right, above, below, on, beside, next to, to locate relative positions of objects in space.	When given positional information about an object, the student is able to locate or find the object.	Each week, a different student is selected to get needed materials for math lessons. This week students needed rulers on Monday, Tuesday, and Wednesday. Given directions of where mathematic materials are kept using positional words, the designated student locates the rulers which are on the shelf, next to the brown box.	Data is taken on the student's knowledge of the positional descriptions "on" and "next to". The student has 3 opportunities to demonstrate his/her knowledge. -Data can be taken as follows: <table border="1" data-bbox="1633 467 1999 771"> <thead> <tr> <th></th> <th></th> <th>Accuracy</th> <th>Assistance</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>On</td> <td>Y</td> <td>Ind.</td> </tr> <tr> <td>1</td> <td>Next to</td> <td>N</td> <td>point</td> </tr> <tr> <td>2</td> <td>On</td> <td>Y</td> <td>Ind.</td> </tr> <tr> <td>2</td> <td>Next to</td> <td>N</td> <td>Ind.</td> </tr> <tr> <td>3</td> <td>On</td> <td>Y</td> <td>Ind.</td> </tr> <tr> <td>3</td> <td>Next</td> <td>Y</td> <td>Ind.</td> </tr> <tr> <td>6 total opportunities</td> <td></td> <td>4/6 A = 67%</td> <td>5/6 Ind.=83% 1/6 P=17%</td> </tr> </tbody> </table> <i>Work sample:</i> <ul style="list-style-type: none"> A photograph of the student getting the rulers 			Accuracy	Assistance	1	On	Y	Ind.	1	Next to	N	point	2	On	Y	Ind.	2	Next to	N	Ind.	3	On	Y	Ind.	3	Next	Y	Ind.	6 total opportunities		4/6 A = 67%	5/6 Ind.=83% 1/6 P=17%
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Reading Grade Span 3-5					
SPT	AAGSE #	Description	Clarification	Sample Activity	Sample Data Collection
35-4 The student will read/ experience text related to school and/or community	WID 1.1c	<i>Student applies word identification and/or decoding strategies by identifying pictures/ symbols/objects/words that represent nouns.</i>	The student uses simple phonics to decode or identify words, pictures, symbols, or objects that represent nouns. <i>For more information about decoding, please refer to page 12.</i>	While reading an adapted article from the <i>Providence Journal</i> about the upcoming production of <i>Wicked</i> , the student uses simple decoding strategies to read the following words: witch, dog, school and broom.	Data is taken on the student's ability to use phonic decoding to read/identify the pictures/ symbols/objects/words that are nouns. An accurate response is when the student correctly reads/identifies the pictures/symbols/ objects/words of the selected nouns.

					<p><i>Work sample:</i></p> <ul style="list-style-type: none"> • A photograph of the student reading the selected nouns in the adapted article
35-5 The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently or in a guided manner.	LT 4.1a	<i>Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by identifying and/or describing the main character(s) and setting.</i>	The student is required to identify the main character(s) and setting and/or describe the attributes of the main character(s) and setting.	<p>After reading the 1st chapter of <i>Judy Moody Predicts the Future</i> by Megan McDonald during independent reading, the student uses Mayer Johnson symbols to identify the story's main character and setting. Using a chapter review sheet, the student places a stamp on the correct answers:</p> <p>The main character is: Judy, Carlisle, Benjamin The story took place in/on the: school, beach, baseball field.</p> <p>The chapter review sheet will be used during guided reading group to discuss the chapter details.</p>	<p>Data will be collected on the student's ability to identify the main character and the setting.</p> <p>An accurate answer is when the student correctly identifies the main character and the setting.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • A chapter review sheet with the student's answers to the two questions.
35-5 The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently or in a guided manner.	LT 4.2	<i>Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by answering simple questions about a story's content.</i>	The student answers simple questions about the story's plot. This is not sequencing or a fill in the blank activity.	<p>After reading, <i>Cam Jansen and the Chocolate Fudge Mystery</i> by David A., Adler the student answers simple questions about the story's content by selecting, from a choice of two Mayer Johnson symbols, the correct answer. The student records his/her answers in a book journal entry. The questions are :</p> <p>Is Cam a boy or a Girl? Who is Cam's best friend? What was Cam selling to neighbors? What was the money going to be used for?</p>	<p>Data will be taken on the student answers to the four questions about the story's content. Accurate answers are when the student provides the correct response.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • A copy of the student's book journal entry
35-5 The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading	LT 4.3	<i>Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by</i>	This AAGSE asks the student to retell or order the key events in story. If the student is retelling the story, s/he must describe the stories events. If the student is	After reading, <i>Freckle Juice</i> by Judy Blume, the student retells the story during a class presentation. This student uses a story board with representational objects. With a peer helper, the student puts four objects in a particular order to	<p>Data is taken on the student's ability to put the objects in order.</p> <p>An accurate answer is one in which the student correctly orders the</p>

text independently or in a guided manner.		retelling or ordering the key events in a story.	ordering the key events in the story, it is a sequencing activity.	demonstrate the story line sequence. The following objects are used: small boy doll – Andrew dollar bill – money small juice bottle – freckle juice small women doll -Mom	objects to reflect the sequence of events the story describes. <i>Work sample:</i> • <i>A photograph of the student putting the objects in order to retell the story</i>
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Decoding is the translation of print into spoken words and includes sound-letter correspondence and structural analysis of words (understand syllables, root words, suffixes and prefixes). Teaching decoding skills begins with teaching simple skills and moving into more complex skills. The following are some resources to help understand decoding strategies:
 RIDE - <http://www.ride.ri.gov/instruction/curriculum/rhodeisland/roles/teachresource.aspx#read>
Reading Rockets Reading Resources — <http://www.readingrockets.org/index.php>

Writing Grade 4					
SPT	AAGSE #	Description	Clarification	Sample Activity	Sample Data Collection
04-1 The student will write in response to activities within their school environment	SL 1.1	<i>Student demonstrates command of the structures of sentences, paragraphs, and text by expressing an idea with written language (i.e., words, sentences).</i>	Using the student's mode of writing, s/he writes his/her ideas using words, phrases and sentences. This writing AAGSE requires the student to express ideas in writing.	During journal time, the student uses cut out words with pictures to construct a sentence that describes a picture of a class activity.	<p>Data can be taken over the course of the week. Each day the student's writes a different sentence which will be evaluated to determine if the sentence expresses an idea about the picture.</p> <p>An accurate answer is one that correctly expresses an idea about the picture.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>Student journal entry</i>
04-1 The student will write in response to activities within their school environment	WC 9.1a	<i>In independent writing, student demonstrates command of appropriate English conventions by reproducing his/her own first and last name.</i>	The student must reproduce his/her own first and last name. For this AAGSE, the student can reproduce his/her name with a name stamp or name sticker.	Following a visit from a veteran, the students participate in a school wide letter writing campaign to honor the troops overseas. Students write letters to our military troops overseas. At the conclusion of each letter, the student reproduces his first and last name using stamps.	<p>Data will be taken on the student's ability to reproduce his first and last name at the conclusion of the letter. This can be a student putting a first and last name stamp on the letter or by collecting data on the student individually pasting cut out letters together to spell his first and last name.</p> <p>An accurate response is defined as how correctly the student reproduces both his first and last name.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>Copy of the student letter</i>
04-2 The student will develop a writing piece in response to a literary text.	LT 3.1	<i>Writing in response to literary or informational text, student makes and supports analytical judgments about text by using references to text to respond to a question regarding the</i>	The student is writing an answer to a question based on a text that s/he has been reading. This answer must include information from the text along with an explanation of the student's judgments about the text.	Students read books of their choosing while in the library. They share information about their choice with other classmates in a discussion about the texts. After reading the book <i>Help! I'm A Prisoner In The Library</i> by Eth Clifford, the student writes , by	<p>Data will be taken on the student's answers to the 6 questions asked.</p> <p>An accurate answer is when the student correctly responds to the question by selecting the correct picture. Answers should include</p>

		content of the text.		<p>placing a picture representation of the answer, a response to the questions:</p> <ol style="list-style-type: none"> 1. Why did Mrs. Onetree call Mr. Onetree a last minute Harry? 2. How did you know why Mrs. Onetree called Mr. Onetree last minute Harry? 3. How did Jo-Beth feel about a new baby entering their family? 4. What did Jo-Beth do to let you know how she was feeling? 5. Why was the family on the side of the road in Indianapolis? 6. What happened to the family's car that they were on the side of the road? 	<p>references to the text.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • A copy of the student's responses to the questions.
04-2 The student will develop a writing piece in response to a literary text.	LT 2.1a	<i>Writing in response to literary or informational text, student shows understanding of plots, ideas, and concepts by identifying the title and author of the text.</i>	<p>The student identifies the title and author of text in a piece of writing.</p> <p>In order to connect to the SPT 04-2, the student must read a literary text.</p>	<p>Students create their own picture books, modeled after the story <i>The Snowman</i> by Raymond Briggs. On the front cover of their individual books, each student writes the title and author of the book under the line adapted from...</p>	<p>Data is taken on the student's identification of the title and author of the book <i>The Snowman</i>.</p> <p>An accurate answer is when the student correctly identifies the title and author.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • The front cover or a copy of the student's book
04-3 The student will develop a writing piece in response to informational text.	LT 2.1b	<i>Writing in response to literary or informational text, student shows understanding of plots, ideas, and concepts by describing content/ideas, events, characters, and/or settings.</i>	<p>The student must describe in a writing piece at least one of the following: content/ideas, events, characters or settings.</p> <p>In order to connect to the SPT 04-3, the student must read an informational text.</p>	<p>Using the adapted text, <i>News 2 U</i>, the students read an informational piece about penguins living in the Arctic. The students share the information about penguins and their environment by creating posters to post around the school. Their goal is to raise awareness of endangered species. Each poster will say "Save the Penguins" with specific ideas related to their living conditions.</p>	<p>Data is taken on the student's ability to describe penguins, their needs and their living conditions on their poster.</p> <p>An accurate answer is correct information on the poster regarding penguins.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • A photograph of the student creating the poster

Mathematics Grade Span 6-8					
SPT	AAGSE #	Description	Clarification	Sample Activity	Sample Data Collection
68-1 The student will use number concepts to plan a large activity or event, gather the appropriate materials/information for the activity and/or complete the activity	NO 1.2a	<i>Whole numbers: Develop an understanding of cardinal numbers. Count by ones forward up to 199.</i>	The student orally counts by one to an identified number up to 199.	Each winter, the students plan a Spirit Week full of daily events. Each day during that week, classes get points for the number of students in their homerooms who participate in the Spirit Day activities. Each day, the student counts the number of people who participated in that day's activity and submits that information to the student council.	Data is collected each of the 5 days of Spirit Week. Each day the student counts the number of students in his/her homeroom who participated. With help from a peer, the student writes the number of participants on a piece of paper and submits it to the student council. There are 5 opportunities (1 for each day) to collect data. An accurate response is when the correct number of students is identified as participating in the activity of the day. <i>Work sample:</i> <ul style="list-style-type: none"> • A photograph of the student counting the spirit points during homeroom
68-1 The student will use number concepts to plan a large activity or event, gather the appropriate materials/information for the activity and/or complete the activity	NO 1.3	<i>Whole numbers: Develop an understanding of cardinal numbers. Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).</i>	The student counts objects and either orally or visually pairs the object with a number as s/he counts. (If needed, students may use a number line or any teacher created number sequence that the student uses to count as a method of assistance. Any counting sequence (number line or teacher made support) must provide the student the opportunity to count beyond the number they are given. For example the student needs to count to five. The student uses a 1 to 10	The students create mathematics portfolios of their work to be used during Parent/Teacher conferences. Each week a student helper collects the homework which will be corrected and evaluated by the students to determine if it will go into the portfolio. After collecting the homework the student counts the number of students who passed in their assignments and places the corresponding number symbol (e.g., 8) on the top of the homework pile.	Data will be collected each of the 5 days of the week. Each day the student counts the number of students who turned in the homework. With help from a peer, the student chooses from two number cards, the correct number of students. There are 5 opportunities (1 for each day) to collect data. An accurate response is when the number of students handing in their homework is correctly identified with a number symbol (e.g., 8 students handed in the assignment). Level of prompting data is also taken to reflect the student's use of the visual prompt to complete the task. <i>Work sample:</i>

			number line as a support to learn to count to five.		<ul style="list-style-type: none"> • <i>A photograph of the student counting the homework assignments</i>
68-1 The student will use number concepts to plan a large activity or event, gather the appropriate materials/information for the activity and/or complete the activity	NO 3.4	<p><i>Positive Fractional Numbers: Use fractional numbers to represent a part to whole relationship with area and discrete (set) models.</i></p> <p>Match a fractional notation to a discrete (set) model (e.g., match the notation $\frac{2}{4}$ to a group of two people wearing blue shirts out of a group of four people).</p>	The student matches a fractional notation, such as $\frac{3}{4}$, to a concrete group of materials or objects.	The students create their own universally designed unit to learn about fractions as part of a whole class lesson about discrete models. To review discrete models, the students will read the story “ <i>King Fraction</i> ” and follow directions to group themselves according to specific characteristics. The students will group themselves five times. Each time a group is formed, a student will use fractional notation cards to determine which fraction best represents that grouping.	<p>The students are directed by “King Fraction” to get into groups 5 different times resulting in 5 opportunities to take data. Each time the group is formed the student determines the correct fractional notation by choosing between two fractional notation cards. An accurate response is when the student selects the correct fractional notation to represent the group.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A picture of the student choosing a fractional notation card</i>
68-1 The student will use number concepts to plan a large activity or event, gather the appropriate materials/information for the activity and/or complete the activity	NO 6.4	<p><i>Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.</i></p> <p>Use numbers (1-199), or words, or models to represent the cardinal value (how many) of a collection.</p>	The student needs to use number words, or numbers to identify how many are in a collection of materials/objects. This is not a counting activity.	As part of planning conference night for their parents, students write invitations that will be mailed out to their families. To determine the number of stamps that will be needed, each class puts their invitations in a pile to be counted. After counting the pile, the student will put a number card on top of the pile to indicate how many stamps will be needed. The student will be given a choice of two numbers to identify how many invitations are in the group. The students will use a clipboard and chart to keep the totals for each class in one place.	<p>Data will be collected on the student using numbers to represent how many invitations will be mailed.</p> <p>An accurate response is when the student correctly identifies the number of invitations and places the number card (e.g., 7) on the pile.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A photograph of the student placing the number symbol on the pile of invitations or</i> • <i>A copy of the chart paper that has all the totals for each class</i>
68-1 The student will use number concepts to plan a large activity or event, gather the appropriate materials/information for the activity and/or	NO 12.2	<p><i>Count and add a collection of coins and/or bills.</i></p> <p>Add like and unlike coins collections together to equal dollars and cents notation.</p>	The student uses like and unlike coins to equal an identified dollar and cents notation. For example: adding nickels and dimes together to equal \$1.25.	Each year the students host a Spirit Week. They plan a Spirit activity for each day of the week. As part of the Spirit Week activities, the students hosted a Crazy Hat Day for \$1.00. Each homeroom is responsible for counting the money they	<p>Data will be taken on the student counting the like and unlike coins together to the identified dollar and cents notation.</p> <p>An accurate response is when the student correctly adds like and unlike coins to match either the dollar and</p>

complete the activity				collected and submitting it to the student council. To count the money, the students will count the change to \$1.25 and \$1.50 increments.	cents notation of \$1.25 or \$1.50. <i>Work sample:</i> • <i>A photograph of the student counting the coins</i>
68-1 The student will use number concepts to plan a large activity or event, gather the appropriate materials/information for the activity and/or complete the activity	NO 12.2a	<i>Count and add a collection of coins and/or bills. Add like coins together to equal dollars and cents notation.</i>	The student uses like coins to equal an identified dollar and cents notation. For example: adding quarters together to equal \$1.25.	As part of a class fundraising activity, the students stock the vending machines. They keep the money from the machines. The students make purchases, collect the money weekly and stock the vending machines as needed. During lunch, the students have access to vending machines that have beverages and snacks. The student will add like coins together to make a purchase from the vending machine. Beverages are \$1.25 and snacks are \$.75.	Data is taken on the student counting like coins together to equal the amount of the purchase. An accurate response is when the student correctly adds the like coins together to make either \$1.25 or \$.75. <i>Work sample:</i> • <i>A photograph of the student counting the coins to make a purchase at the vending machine</i>
68-2 The student will create a hypothesis and test that hypothesis by collecting and presenting data.	DSP 1.2	<i>Interpret a given representation (e.g., tables, graphs) to answer questions related to the data. Answer questions about parts of the data and/or the set of data as a whole (e.g., identifying how many in one category or what the data set represents, e.g., given a bar graph, answer the following question: what is the number of students in our school?</i>	The student looks at data and answers questions about the data.	The students participated in a murder mystery mathematics story. To begin, the students hypothesize who they think the murderer is. To help determine the murderer, the students took a poll that had each classmate identify facts about the characters they noticed in the story. Their poll results (data) were displayed in the front of the classroom. Next, in pairs, the students used the results to answer questions and draw conclusions about who they thought the murderer was. The pairs then presented their conclusion to the class.	Data is taken on the students using the polling data to answer the questions about the murder. An accurate answer is one when the student correctly answers the questions about the data. <i>Work sample:</i> • <i>The student information collection sheet with the student's answers to the questions or</i> • <i>A photograph of the student answering the questions by using the presented data</i>
68-2 The student will create a hypothesis and test that hypothesis by collecting and presenting data.	DSP 6.2	<i>In response to a teacher or student generated question or hypothesis, group or collect data to answer the question.</i>	This AAGSE is about a student collecting and recording data in order to answer a question or test a hypothesis. There are three parts to	During a Pennies for Patients collection, the student's class makes a hypothesis that they will collect more pennies than another class. Throughout the collection period the students	Data is taken on the student collecting and recording data and answering a question using that data. An accurate response is when the student correctly answers the question

		Collect and record data to answer a question or test a hypothesis.	this AAGSE. The student (1) identifies his/her questions/hypothesis, (2) collects/records data and (3) uses that question to answer their original question.	record data each day on how many pennies they collected. At the end of the collection period, they use their data to prove or disprove their hypothesis.	using the data that they collected and recorded. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A copy of the student's data collection sheet and answers to the question that proves or disproves the class hypothesis</i>
68-3 The student will interpret given data to make decisions or draw conclusions	DSP 2.1	<i>Analyze patterns, trends, or distributions (e.g., tables, graphs) in data.</i> Demonstrate simple comparisons (fewest, most, least, equal) by using the data (e.g., after looking at the bars, which of the bars have the fewest...?).	The student needs to look at two sets of data and make statements about how one set of data compares to a second set of data.	The students use a modified version of the Red Sox batting statistics to understand how to use data. The students looked at statistics for Mike Lowell and David Ortiz. After reviewing the data, the students answer simple questions regarding which player had the most or least homeruns, times at bat, outs and bunts. Based on this information, the class will engage in a discussion about who they think is the better player.	Data is taken on the student review of two sets of data and his/her comparison of the data. In this example there are 4 opportunities to compare data (homeruns, times at bat, outs and bunts). An accurate response is when the student makes a correct comparison statement about the two sets of data. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A student work product that supports the comparison of the two sets of data and the statements that student makes after looking at the data</i>
68-3 The student will interpret given data to make decisions or draw conclusions	DSP 2.2	<i>Analyze patterns, trends, or distributions (e.g., tables, graphs) in data.</i> Make observational statements about all or parts of the data (e.g., compare the number of boys and girls in the class) using comparison words (fewer, more, less, equal most frequent).	The student makes observational statements using comparison words about one set of data.	During Spirit Week, the students collect data regarding the number of students who participate in spirit activities. The results, based on the grade, are posted at the end of each day, in the lunchroom. During lunch, the students review the data to determine which grade has the most school spirit and make comparisons during mathematics class.	Each day of Spirit Week, the student reviews the data from the student council and makes a comparison statement about the data. For example: the 6 th grade has more student participation than the 8 th grade. There are 5 opportunities for data collection (1 x each day). An accurate response is when the student uses the correct work to make comparisons. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A photograph of the student making observational statements about the data on the Spirit Week chart or</i> • <i>A copy of the student's responses</i>

Reading Grade Span 6-8					
SPT	AAGSE #	Description	Clarification	Sample Activity	Sample Data Collection
68-4 The student will read text related to state, community, and/or vocational topics.	WID 1.1c	<i>Student applies word identification and/or decoding strategies by identifying pictures/symbols/objects/words that represent nouns.</i>	<p>The student uses simple phonics to decode and read words that are nouns.</p> <p><i>For more information about decoding, please refer to page 22.</i></p>	<p>The students' participate in a social studies unit about occupations. As a long term project, the students identify one occupation they want to learn more about. The students research the occupation and create a Power Point that provides information on what skills and tools are needed, what education requirements are needed and what a daily schedule for a person in that occupation would entail. The student uses pictures and adapted pictures to create his/her power point. As part of the Power Point, the student includes the tools (nouns) a person in this occupation might use.</p>	<p>During the research portion of this project, data is taken on the student's ability to identify tools (nouns) needed for the Power Point. Students will be given 10 opportunities to choose the picture that represents each of the nouns/tools.</p> <p>An accurate response is when the student uses simple phonics to decode tools (words) that are nouns.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A picture of the student reading the pictures that went into the power point or</i> • <i>A picture of the student presenting the PowerPoint with a slide that has the pictures of the nouns on it</i> <p><i>*Note – because this AAGSE is about reading the words, a picture would be the best way to show the student's skill.. Simply providing the Power Point slide would not demonstrate the student reading the nouns.</i></p>
68-4 The student will read text related to state, community, and/or vocational topics.	WID 1.5	<i>Student applies word identification and/or decoding strategies by reading high-frequency words (e.g., names and sight words).</i>	<p>The student uses simple phonics to decode and read words that are high frequency words.</p> <p><i>For more information about decoding, please refer to page 22.</i></p>	<p>Each day the students read their planner to determine what items they will need for the five class periods. Data will be taken on the students reading the names of their classes at the beginning of the day. For example: Advisory, Mathematics, Reading, lunch and Science.</p>	<p>Data will be taken each morning for 5 days, giving the student 25 opportunities (5 each day) to read the names of the classes.</p> <p>An accurate response is when the student uses phonics to correctly decode the high frequency word.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A picture of the student reading the high frequency words in their planner</i>
68-4 The student will read text related to	V 3.4a	<i>Student shows breadth of</i>	The student must organize vocabulary into	The students in the advisory class are organizing a collection	Data will be collected on the student's ability to categorize 3 vocabulary

state, community, and/or vocational topics.		<i>vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by organizing vocabulary by category.</i>	distinct categories.	of items to donate to the Red Cross. They are making posters of these items in the following categories: toiletries, undergarments, house wares and canned goods.	words in each of the 4 categories for a total of 12. An accurate response is one in which the student correctly places the word in the category it belongs. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A copy of the students planning sheets of what to write on the poster or</i> • <i>A photograph of the student categorizing words on the poster or</i> • <i>If a small poster is used, the poster with the categorized words on it</i>
68-4 The student will read text related to state, community, and/or vocational topics.	V 3.5	<i>Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by selecting the appropriate word to use in context of one or more sentences (e.g., student uses pictures or word bank).</i>	The student is required to select a word that completes one or more sentences that is/are part of paragraph format. This AAGSE assesses the student's ability to use the context of the surrounding sentences to choose the word with the appropriate meaning that completes the idea being conveyed.	The students are writing letters to local representatives to invite them to their school to celebrate the students' achievement on the state assessments. The invitation will contain information about the students. The student will choose, from a field of two words, the appropriate words to complete his/her letter.	Data will be taken on the student choosing the correct word in the context of the letter. This letter will have 2 paragraphs with 3 opportunities in each paragraph for the student to select the appropriate word for a total of 6 opportunities. An accurate response is one in which the student chooses the correct word for the sentence. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A copy of the student's letter</i>
68-5 The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently or in a guided manner.	LT 4.1a	<i>Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by describing the main character(s) and setting.</i>	The student is required to describe the attributes of the main character(s) and setting.	After reading the book <i>It's Not About the Bike: My Journey Back to Life</i> by Lance Armstrong, the students use Mayer Johnson pictures to develop two webs, each containing four pictures that describe the main character and the setting. To do this the student is provided two webs. One in which they place a main character in the middle and one in which they place the setting of the story. The student is given	Data will be taken on the student developing two webs that depicts the attributes of the main character and the setting. Each web will contain 4 opportunities for the student to provide a detail about the topic of either the setting or the character. There are a total of 8 opportunities for the student to give accurate answers. An accurate answer is when the correct detail is placed on the correct web.

				10 pictures from which to choose. They need to identify four detail pictures that go with each web.	<p><i>Work sample:</i></p> <ul style="list-style-type: none"> • A copy of the student's webs, one for character and one for setting
68-5 The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently or in a guided manner.	LT 4.2	<i>Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by answering simple questions about a story's content.</i>	The student answers simple "who, what, why, when, where and how" questions about the story's content.	After reading the story <i>Into Thin Air</i> by Jon Krakauer, the students will use Mayer Johnson pictures to answer five simple questions about the story's content to participate in a class discussion about the book.	<p>Data is taken on how the student answers the questions that have been asked.</p> <p>An accurate answer is one that correctly answers the question.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • A copy of the student's answers to the questions or • A photograph of the student answering the questions during a class discussion
68-5 The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently or in a guided manner.	LT 4.3	<i>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 <i>Holes</i>, the student identifies the key events as going to camp and digging holes.)</i>	This AAGSE asks the student to retell or order the key events in story. If the student is retelling the story, s/he must describe the story's events. If the student is ordering the key events in the story, it is a sequencing activity.	After reading the book <i>The Golden Compass</i> by Philip Pullman, the student creates a simple Power Point presentation that s/he uses to retell the key events of the story.	<p>Data is taken on the student retelling the key events of the story in order.</p> <p>An accurate response is the student putting the correct key events in the power point presentation.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • A copy of the student's PowerPoint or • A photograph of the student using the Power Point to retell the story
68-5 The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently or in a guided manner.	LT 5.2a	<i>Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by identifying or describing the main characters physical characteristics.</i>	The AAGSE asks the student to review and analyze information provided in the text to identify or describe the main characters physical attributes. They must provide the information about the main characters physical characteristics and also explain how they got that	The students read the book, <i>A Series of Unfortunate Events: The Austere Academy</i> , Lemony Snicket. After reading the book, they choose one of the Baudelaire orphans or Count Olaf and describe that character's physical characteristics by creating a poster of the character. In order to collect the information, the students find an appropriate	<p>Data will be taken on the student finding a paragraph that describes the character (1 opportunity) and then choosing 4 physical characteristics to describe that character (4 opportunities). There are a total of 5 opportunities for the student to give accurate answers.</p> <p>An accurate answer includes a passage that describes their character and 4 details that correctly describe</p>

			information.	passage in the text to demonstrate where they got their information.	the physical characteristics of the character. <i>Work sample:</i> <ul style="list-style-type: none"> • A copy of the student's poster and paragraph or • A photograph of the student choosing the physical characteristics of the character
68-6 The student will use informational text to gather and interpret information to gain knowledge and expand knowledge on a specific topic.	IT 7.3	<i>Student demonstrates initial understanding of informational texts (expository and practical texts) by using explicitly stated information to answer questions about the text.</i>	This AAGSE requires the student to answer questions using specifically stated information provided from a text. SPT 68-6 requires the use of informational text.	Students are learning about the topic of library resources in English Language Arts class. The students are learning how to access the informational resources available in the library. To do this they are doing a library scavenger hunt to obtain the answers to 10 questions given to them by the librarian.	Data is taken on the student's accuracy of answers for the questions asked. An accurate answer is one that correctly answers the question. <i>Work sample:</i> <ul style="list-style-type: none"> • A copy of the student's questions and answers or • A photograph of the student answering the questions using library resources in the library
<p>*Decoding is the translation of print into spoken words and includes sound-letter correspondence and structural analysis of words (understand syllables, root words, suffixes and prefixes). Teaching decoding skills begins with teaching simple skills and moving into more complex skills. The following are some resources to help understand decoding strategies: RIDE - http://www.ride.ri.gov/instruction/curriculum/rhodeisland/roles/teachresource.aspx#read Reading Rockets Reading Resources — http://www.readingrockets.org/index.php</p>					

Writing Grade 7					
SPT	AAGSE #	Description	Clarification	Sample Activity	Sample Data Collection
07-1 The student will write in response to activities within their community	WC 9.3	<i>In independent writing, student demonstrates command of appropriate English conventions by using capitalization in writing a paragraph, letter, story, or poem.</i>	In the student's mode of writing, the student must use capitalization in one of the following writing formats: paragraph, letter, story or poem.	In Science class, students are required to keep a science journal in which they independently write down scientific things that they are thinking about. For example, a student may choose to write about selecting plants to plant in the front yard. In this example, the student's entry must include at least four sentences.	<p>Data is taken on the number of opportunities the student has to use correct capitalization. In this example, the student has 4 opportunities to use capitalization at the beginning of each sentence. The student may use words such as "I" or proper nouns that would provide additional opportunities for the student to use correct capitalization rules.</p> <p>An accurate response is when the correct capital letter is used at the beginning of the sentence and any other appropriately identified words/proper nouns.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A copy of the student's journal entry or</i> • <i>A photograph of the student writing a capital letter in their journal entry</i>
07-1 The student will write in response to activities within their community	SL 1.1	<i>Student demonstrates command of the structures of sentences, paragraphs, and text by expressing an idea with written language (i.e., words, sentences).</i>	The student, using his/her mode of writing, creates a piece of writing that includes words, phrases and sentences.	During a unit of employment, the students are asked to identify a career path they would like to learn more about. The students are then asked to identify a person in the community with that career and write him/her a letter requesting information about how to enter in that particular line of work. The student is required to write three paragraphs for the context of the letter.	<p>Data is taken on a predetermined number of sentences and paragraphs that will be in the letter. In this letter there will be 3 identified paragraphs with 3 sentences per paragraph. This will give the student 9 opportunities in the letter to use words and phrases in sentences and paragraphs.</p> <p>An accurate response is one in which the student correctly demonstrates his/her knowledge of sentences and paragraphs by indenting the beginning of each paragraph and including 3</p>

					sentences in each paragraph. <i>Work sample:</i> <ul style="list-style-type: none"> • A copy of the student's letter or • A photograph of the student writing the letter
07-2 The student will develop narrative writing based in response to literary experiences.	N 5.1	<i>Student demonstrates use of narrative strategies by using sensory and/or descriptive language to describe an object, person, or event/experience.</i>	Based on a literary experience, the student will use sensory (a description that includes any or all of the five senses) and/or descriptive language to describe the experience s/he reads about.	The students are learning how to use more descriptive language by enhancing a paragraph from their favorite story. The requirements for this activity are that the student must add two adjectives to each sentence of a paragraph of the student's choosing. Once completed, the students will work in groups to develop a new word list of adjectives that can be used during future writing activities.	The student will choose the paragraph that s/he will work with (this selection will define the number of opportunities the student has to add descriptive language). For example, if the student chooses a paragraph with four sentences, s/he needs to add 2 adjectives to each sentence, giving the student a total of 8 opportunities. An accurate response is when the student uses a correct adjective that enhances the description of the content given in the sentence. <i>Work sample:</i> <ul style="list-style-type: none"> • A copy of the student's enhanced paragraph
07-2 The student will develop narrative writing based in response to literary experiences.	N 4.2	<i>In written narratives, student organizes and relates a story line, plot, and/or series of events by using transitions words/phrases to demonstrate an understanding of the sequence of events.</i>	The student writes a narrative piece that depicts a story line and uses the transition words or phrases to transition from one part of the story line to another. This is not a retelling activity.	After reading <i>Our 6th Grade Sugar Babies</i> by Eve Bunting the students are creating a cartoon comic book of the story. Students are asked to include a short narrative on each page using the one following transition words within the context of their narrative, e.g., we began, next and finally.	Data will be collected on the number of times a transition word is used in an appropriate context in the narrative part of the comic book. The number of times the student uses these words is defined by the story and/or the teacher. An accurate response is when the transition word is used appropriately in the context of the student's narrative. <i>Work sample:</i> <ul style="list-style-type: none"> • A copy of the student's comic book pages with narratives
07-2 The student will	N 4.1	<i>In written narratives, student organizes and</i>	The student develops a piece of narrative writing	After reading the story <i>Things Not Seen</i> by Andrew Clements,	Data is collected on a teacher defined number of events that are

<p>develop narrative writing based in response to literary experiences.</p>		<p><i>relates a story line, plot, and/or series of events by creating an understandable story line.</i></p>	<p>based on the literary piece the student has read. The narrative will relate to the story line by depicting the plot and series of key events in the order in which they occurred in the story.</p>	<p>the students write a narrative about what it would feel like to wake up one day and be invisible.</p>	<p>ordered in a way that effectively communicates an idea/story to the reader. For example, the student will write a narrative about being invisible that has a beginning, three events and an ending. In this case, the student would have 5 required components to their story.</p> <p>An accurate response is one that tells about the correct sequence to make the story understandable to the reader.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A copy of the student's piece of narrative writing based on a literary experience</i>
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Mathematics Grade 10					
SPT	AAGSE #	Description	Clarification	Sample Activity	Sample Data Collection
10.1 The student will participate in classroom, school, community and/or vocational monetary activities	NO 1.6	<i>Whole numbers: Develop an understanding of cardinal numbers.</i> Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols and to demonstrate that the final number is the quantity of the set.	This AAGSE requires the student to show one to one correspondence using counting words/symbols and to show the total number in the quantity of the set they are counting.	During lunch, the student council sells tickets for the winter ball. The students help to sell tickets. Each time the students sell a ticket, they count the money using a counting board that goes up to 25. The students place the domination on the correct number and then count up to the final ticket price. If a student goes over the amount he/she determines the amount of change needed.	<p>The student is assessed on using one to one correspondence of the money denominations to the counting board and identifying the total amount of money used to make the ticket purchase.</p> <p>An accurate response is the number of times the student correctly counts each dollar bill using the counting board and providing the final number.</p> <p>Level of prompting data is also taken to reflect the student's use of the counting board to complete the task.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A photo of the student counting the ticket sales money</i>
10.1 The student will participate in classroom, school, community and/or vocational monetary activities	NO 10.2	<i>Identify coins and/or bills.</i> Identify bills: \$1.00, \$5.00, \$10.00, and \$20.00.	This AAGSE is asking the students to identify all of the following dollar bill denominations: \$1.00, \$5.00, \$10.00, and \$20.00.	The students are working on transition goals by assisting in the school café. At the end of each shift, the students count out their "drawer". They identify the bills as they count out the money in the drawer using a visual model to support them. The student uses a register tally sheet to support his/her understanding of how many of each denomination the student has. The register tally sheet assists the student to identify how many of each bill s/he has in the drawer.	<p>Data collection is defined by how many of each bill the student needs to identify. For example if the student has 3 of each type of the 4 denominations, they have 12 opportunities to identify bills.</p> <p>An accurate response is when the student correctly identifies the denomination of each bill by placing a tally mark in the correct column.</p> <p>Level of prompting data is also taken to reflect the student's use of the visual prompt to</p>

					complete the task. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A copy of the student's register tally sheet</i>
10-2 The student will identify, interpret, and/or use patterns in school and/or community environments within an academic/vocational task.	FA 1.1	<i>Identify and extend to specific cases for a variety of patterns.</i> Recognize a simple repeating (A, B, A, B) pattern with concrete materials (e.g., pencil, pen, pencil, pen, pencil, pen in art class).	This AAGSE requires the student to recognize that a simple repeating pattern exists with concrete materials.	In shop class, the students are working on creating a new set design for the drama festival. One of the props is a colorful painted boat. The students glue colored circles and triangles on the boat rim to create a simple A, B, A, B, pattern. This student will help with the gluing once the A, B, A, B, pattern has been established. Before the student begins, s/he, using the student's mode of communication, must identify/recognize the A, B, A, B, pattern.	Each day that the student works on the boat project, data is taken on his/her accuracy of identifying the A, B, A, B pattern on the boat's rim giving students 1 opportunity each day. If the student works on the boat in Shop class for 4 days, there are 4 opportunities to recognize the A, B, A, B pattern. An accurate response is when asked what the pattern is, the student, in his/her mode of communication responds by providing the A, B, A, B pattern. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A photograph of the student pointing to and saying the A, B, A, B pattern on the boat's rim</i>
10-2 The student will identify, interpret, and/or use patterns in school and/or community environments within an academic/vocational task.	FA 1.2	<i>Identify and extend to specific cases for a variety of patterns.</i> Create a simple repeating pattern with concrete materials/representation.	This AAGSE requires the student to create a pattern using concrete materials. A simple pattern such as an A, B, A, B pattern with two different materials.	The students are planning their monthly calendar. They need to identify the A days and the B days on the top of their calendar. To do this, the student uses a stamp pen of an "A" and one of a "B" to stamp the correct letter at the top of their calendar, thus creating an A, B, A, B pattern.	Data is taken on the student's accuracy of creating the A, B, A, B pattern at the top of his/her calendar. An accurate response is when the student places the A stamp and B stamp in the correct order to create the A, B, A, B pattern. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A copy of the student's calendar with the A, B, A, B pattern</i>

<p>10-3 The student will use mathematical concepts to solve everyday problems.</p>	<p>FA 4.2</p>	<p><i>Identify and extend to specific cases for a variety of patterns.</i> Find the value that will make an open sentence true (e.g. $2 + _ = 7$).</p>	<p>The student will use addition/subtraction to determine what the missing value is to complete a mathematical equation.</p>	<p>The students are selling flowers to raise money for the local food bank. The students are pre-ordering the flowers they would like to buy for sale to other students. They have 3 choices: rainbow daisies, sparkling carnations and pink asters. The students are hoping to sell 5 of each kind of flower each day during lunch. If they did not, they will open again for sales during the last period of the day. At the end of the lunch period one student needs to determine if they sold their quota for the day. To help in the calculations, the student uses a flower power record keeper that asks them to complete the following information: <u>Rainbow Daisies</u> # we have + _____ =5 <u>Sparkling Carnations</u> # we have + _____ =5 <u>Pink Asters</u> # we have + _____ =5 After completing the flower power record keeper, the student answers the question, “do we need to sell more flowers today?”</p>	<p>Data is taken across 3 days of selling flowers. The student will have a total of 9 opportunities (3 days times 3 types of flowers) to find the value of the open sentence.</p> <p>An accurate answer is when the student places the correct number in the open sentence to make it true.</p> <p><i>Work Sample</i></p> <ul style="list-style-type: none"> • <i>A copy of the student's flower power record form</i>
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Reading Grade 10					
	AAGSE #	Description	Clarification	Sample Activity	Sample Data Collection
10-4 The student will read/experience text related to transition to adult life.	WID 1.1c	<i>Student applies word identification and/or decoding strategies by identifying pictures/symbols/ objects/words that represent nouns.</i>	The student identifies or uses simple phonics to decode and read words that are nouns (pictures/symbols/objects/ words). <i>For more information about decoding, please see page 30.</i>	To prepare for their history presentation (a presentation about disability awareness) the students, with help from a peer, make a list of items they need for the presentation. The list could include but is not limited to: computer, Power Point Presentation, pointer, notes, and costumes.	While reviewing the list with the teacher, the student will apply decoding strategies to read the nouns on his/her list of items needed for the presentation. Data will be taken on the student's ability to use decoding strategies to read the words. An accurate response is when the student reads the word that is a noun correctly. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A photograph of the student reading the list</i>
10-4 The student will read/experience text related to transition to adult life.	WID 1.5	<i>Student applies word identification and/or decoding strategies by reading high-frequency words (e.g., names and sight words).</i>	The student identifies or uses simple phonics to decode high frequency words pictures/symbols/ objects/ words). <i>For more information about decoding, please see page 30.</i>	While grocery shopping, the student reads basic category signs that help customers understand the layout of the grocery store and where to find the items on their list. For example, flowers, bakery, deli, registers, and customer service.	Data will be taken on the student's accuracy reading the high- frequency words. An accurate response is when the student reads the high-frequency word correctly. <i>Work sample:</i> <ul style="list-style-type: none"> • <i>A photograph of the student reading the signs in the grocery store</i>
10-5 The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.	LT 4.1a	<i>Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by describing the main character(s) and setting.</i>	The student is required to describe the attributes of the main character(s) and the setting.	The students read the literary text " <i>Three Cups of Tea</i> ", by Greg Mortenson and David Oliver Relin. The students are asked to describe the main character and the setting by completing webs (one for the character and one for setting) that later will be used in a writing assignment. The students are required to write five details each for the character and the setting.	Data is taken on the student's ability to describe the attributes of the main character and the setting. In this activity the student has 10 opportunities (5 details times 2 webs) to demonstrate this AAGSE. An accurate response is when the student provides or identifies correct information about the attributes of the character and the setting.

					<p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A copy of the student's 2 webs</i>
10-5 The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.	LT 4.3	<i>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 <i>Romeo and Juliet</i>, the student identifies the key events as Romeo and Juliet meet, they fall in love and they die.)</i>	This AAGSE asks the student to retell or order the key events in the story. If the student is retelling the story, s/he must describe the story's events. If the student is ordering the key events, it is a sequencing activity.	The students are reading the literary text <i>The Crucible</i> by Arthur Miller. The students prepare to make a presentation by creating a story board that provides the key events of the story.	<p>Data is taken on the student's ability to order the key events of <i>The Crucible</i> by Arthur Miller on the story board.</p> <p>An accurate response is when the student places the key events in the correct order on the story board.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A photograph of the student placing the key events on the story board</i>
10-6 The student will use informational text to plan or to follow directions to complete an activity, report, or other product.	IT 7.3	<i>Student demonstrates initial understanding of informational texts (expository and practical texts) by using explicitly stated information to answer questions about the text.</i>	This AAGSE requires the student to answer questions using specifically stated information provided from an informational text.	During an afterschool basket ball practice, the students are given individual schedules to complete a workout plan. Each student reads and answers questions related to his/her specific workout plan. For example, every student answers "how many free throws do you need to make?" "How many sit ups do you have to complete?" This student collects information on how many of each exercise s/he actually accomplished , calculates the information, and gives the information to the coach as a practice report.	<p>Data is taken on the student's ability to answer the questions about the practice schedule.</p> <p>An accurate response is when the student correctly answers the questions on the schedule that is provided to him/her.</p> <p><i>Work sample:</i></p> <ul style="list-style-type: none"> • <i>A photograph of the student reading and answering the questions about his/her own practice schedule.</i>
<p>Decoding is the translation of print into spoken words and includes sound-letter correspondence and structural analysis of words (understand syllables, root words, suffixes and prefixes). Teaching decoding skills begins with teaching simple skills and moving into more complex skills. The following are some resources to help understand decoding strategies: RIDE - http://www.ride.ri.gov/instruction/curriculum/rhodeisland/roles/teachresource.aspx#read Reading Rockets Reading Resources — http://www.readingrockets.org/index.php</p>					

Writing Grade 10					
SPT	AAGSE #	Description	Clarification	Sample Activity	Sample Data Collection
10-7 The student will write as part of transition to adult life.	SL 1.1	<i>Student demonstrates command of the structures of sentences, paragraphs, and text by expressing an idea with written language (i.e., words, sentences).</i>	The student, using his/her mode of writing, creates a piece of writing that includes words, phrases and/or sentences.	After reading the text <i>The Curious Incident of the Dog in the Night-Time</i> by Mark Haddon, students write a summary of the story for the afterschool book club. The students are required to write five transition words in their descriptions which will be used to share ideas at the book club meeting.	Data is taken on the student's use of 5 transition words in the book summary, giving the student 5 opportunities to demonstrate the AAGSE. An accurate response is when the student uses the correct transition word in the right place in the summary. <i>Work sample:</i> <ul style="list-style-type: none"> • A copy of the student's book summary
10-7 The student will write as part of transition to adult life.	WC 9.2	<i>In independent writing, student demonstrates command of appropriate English conventions by spelling common/high frequency words.</i>	In a piece of independent writing, the student spells high frequency words using capitalization and other English conventions as appropriate to the word.	The students are writing a class guidebook that they can use when looking to find employment. Each student is required to include ten high frequency words in the guidebook.	Data is taken on the student including 10 high frequency words into the guidebook. An accurate response is when the student correctly spells the identified word and uses proper English conventions when appropriate, e.g., a capital letter at the beginning of a sentence. <i>Work sample:</i> <ul style="list-style-type: none"> • A copy of the student's page in the class guidebook
10-8 The student will write to demonstrate membership in his/her school and/or community.	IW 6.1	<i>In informational writing, student organizes ideas and concepts by listing steps of a simple process in a logical order.</i>	The student uses writing to communicate the steps of a process in the organizational format of a list.	Before leaving school for the day, students are asked to develop a plan on how they will complete their homework. They develop this plan by listing the steps and order of how they will do their homework. For example, one student's list is: First, complete the mathematics worksheet; Second, take a 10 minute break;	Data is taken on the students list that is in a simple, logical order. The teacher can define the number of items required for a complete list. An accurate response is a list that follows a logical order. <i>Work sample:</i> <ul style="list-style-type: none"> • A copy of the student's

				Third, read a chapter in <i>Romeo and Juliet</i> ; and Last, answer questions about the chapter.	<i>homework list</i>
10-8 The student will write to demonstrate membership in his/her school and/or community.	IW 6.2	<i>In informational writing, student organizes ideas and concepts by using numbering and/or lettering to identify steps in a process.</i>	The student uses writing to communicate ideas in the organizational format of an outline using numbering and/or lettering to identify the steps.	The students are writing autobiographies that will be edited and put into their high school yearbook. To begin the process, they create an outline that uses the following alpha-numerical system to outline three paragraphs. 1. a. b. c.	Data is collected on the student's organization of the 3 paragraphs, each using subcategories that are indicated by either number or letters. An accurate response is when the student records his/her ideas into a logical outline using numbers or letters. <i>Work sample:</i> • <i>A copy of the student's completed outline</i>
10-8 The student will write to demonstrate membership in his/her school and/or community.	IW 6.3	<i>In informational writing, student organizes ideas and concepts by using basic transition words (e.g., first, then, next, and finally) to describe steps in a process.</i>	This AAGSE asks the student to organize ideas and the flow of information by using transition phrases to demonstrate the sequence of a process in a piece of informational writing.	The students are creating new student packets that contain maps, information and directions around the school. One student writes a set of directions to explain how to get to the cafeteria from the sophomore hall. The student uses basic transition words in his/her description to communicate the directions.	Data is collected on the number of transition words that should be used to effectively communicate the directions to the cafeteria. An accurate response is when the correct transition words are logically placed in the set of directions. <i>Work sample:</i> • <i>A copy of the directions</i>