

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task#: 35-1	Description: The student will participate in classroom, school and/or community monetary activities.		
AAGSE#: NO 12.2a		Description: Add like coins together to match coin combinations to dollar and cents notation.			
Collection Period 1					
Oct. 5 - Nov. 13, 2009					
Date	10/9/2009	10/23/2009	11/5/2009		
Data Type	DP	DP	SDF		
Accuracy %	100	100	100		
Independence %	25	30	40		
Collection Period 2					
Jan. 11 - Feb. 5, 2010					
Date	1/15/2010	1/28/2010	2/5/2010		
Data Type	DP	SDF	DP		
Accuracy %	100	100	100		
Independence %	35	60	50		
Collection Period 3					
March 15 - April 9, 2010					
Date	3/17/2010	3/26/2010	4/8/2010		
Data Type	SDF	DP	DP		
Accuracy %	100	100	100		
Independence %	60	50	60		
Levels of Assistance	Average			Average	
Prompt % Point	10	0	0	3	10
Prompt % Verbal	65	70	60	65	55
Prompt %	0	0	0	0	0
Average % for Collection Period	Accuracy: 100			Accuracy: 100	
	Independence: 32			Independence: 48	
	Average			Average	
	20	10	10	10	13
	40	30	30	30	30
	0	0	0	0	0
	Accuracy: 100			Accuracy: 100	
	Independence: 57			Independence: 57	

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 11/5/2009	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1 Description: The student will participate in classroom, school and/or community monetary activities.		
AAGSE#: NO 12.2a		Description: Add like coins together to match coin combinations to dollar and cents notation.		
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Every other Tuesday, our school's PTA sells popcorn as part of its fundraising effort. The students were given a container that had a selection of quarters, dimes, nickels and pennies. The students were required to count out \$.25 using only nickels to purchase a bag of popcorn. To check their counting and coin selection, the students placed their coins on a "Popcorn Counting Chart". The chart had all the different ways that a student could make \$.25 using only quarters, dimes, and or nickels. For each combination, under each coin sticker was its corresponding value in decimal notation. Students placed their chosen coins on the chart. After checking for the correct number of nickels, the students orally counted to \$.25 by 5s, touching each of the five nickels one by one. The students completed the activity by purchasing a bag of popcorn.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma used only nickels to buy her popcorn. She independently selected a handful of nickels but had difficulty counting by fives (she counted by tens). Emma had to add 5 coins together to match to a \$.25 price that was listed on the popcorn counting chart. Once she completed the matching of coins, she counted them and made her purchase. When needed, Emma was supported with verbal prompting.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma needed to add 5 nickels together to make \$.25 to match the coin collection to the price card. Emma was able to add 5 of the 5 nickels together to make the coin combination of \$.25 giving her 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma required verbal prompting for adding 3 out of the 5 nickels. Her prompt percentages were as follows: 2 out 5 independent = 40%, 3 out of 5 verbal prompt = 60%.</p>		
Level of Accuracy: 100 %		Level of Independence: 40 %		

Teacher's Initials:

JS

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 1/28/2010	Data Collection Period: 2
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1	Description: The student will participate in classroom, school and/or community monetary activities.	
AAGSE#: NO 12.2a	Description: Add like coins together to match coin combinations to dollar and cents notation.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students run a store called the Snack Shack that sells snacks to the school faculty. Money raised from this store is used for 4th grade activities. At the beginning of the activity, the students count out the register to determine the amount of the change they are starting with. The teacher provides a pre-prepared money count slip that records how much money (and number of coins) is in the register to start the day. The students count like coins orally by their value and match them to a chart that has several amounts listed as dollar notations. The students complete the activity by filling out a "cashier's slip". The slip requires the number of each coin contained with in the Snack Shack's cash register and the total value amount in decimal notation.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma completed this activity by counting the following like coins: 4 quarters, 13 dimes, 18 nickels, and 15 pennies. Emma needed verbal assistance adding each of the coin sets. In total, Emma had 5 opportunities to add like coins and match them to their dollar/cents notation.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma added all like coin sets and matched them with their dollar notation with 100% accuracy, 5 out of 5 opportunities.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma required verbal prompting 2 out of 5 times = 40%, and was independent 3 out of 5 times = 60%.		
Level of Accuracy: 100 %		Level of Independence: 60 %		









Teacher's Initials:



1/28/2010

Money Count



money  Coins	how many  How Many?	How much is it?  How Much? use decimals
Dollars 	0	0
Quarters 	4	\$ 1.00
Dimes 	13	\$ 1.30
Nickels 	18	\$ 0.90
Pennies 	15	\$ 0.15

5 opportunities

100% Accuracy
 100% Independence
 3/5 x Independent +
 2/5 x Verbal Prompts

Teacher: LL

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 3/17/2010	Data Collection Period: 3
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1 Description: The student will participate in classroom, school and/or community monetary activities.		
AAGSE#: NO 12.2a	Description: Add like coins together to match coin combinations to dollar and cents notation.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Our school participated in a week long fundraiser called "Pennies for Patients". Each student was encouraged to bring in any pennies to donate to this program. Each classroom collected their students' donations and kept a running tally of the amount collected.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was required to count the number of pennies donated each day for a week. She counted like coins (pennies) by ones. She completed the activity by matching the amount of money she added to the amount of money in dollar and cents notation on her collection slip. Data was taken over a period of 5 days.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. With verbal and point prompting from a teacher, Emma counted the pennies and matched them to their notation with 100% accuracy each of the 5 days. Her independence score was 5/5 = 100%.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. She required the following prompting: 3 time independent = 60%, 1 times point prompting = 20%, and 1 times verbal prompting = 20%.		
Level of Accuracy: 100 %		Level of Independence: 60 %		

Teacher's Initials:



Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task#: 35-1	Description: The student will participate in classroom, school and/or community monetary activities.		
AAGSE#: NO 4.2	Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out of 100 is the same as \$0.10; or \$1.17 = \$1.00 and 17 pennies out of 100.				
Collection Period 1 Oct. 5 - Nov. 13, 2009					
Date	10/16/2009	10/23/2009	11/6/2009		
Data Type	SDF	DP	DP		
Accuracy %	100	100	100		
Independence %	0	50	25		
Levels of Assistance	Average				
Prompt % Auditory	0	0	25	8	
Prompt % Verbal	75	50	50	58	
Prompt % Physical	25	0	0	8	
Average % for Collection Period	Accuracy: 100			100	
	Independence: 25			25	
Collection Period 2 Jan. 11 - Feb. 5, 2010					
Date	1/15/2010	1/22/2010	2/5/2010		
Data Type	DP	DP	SDF		
Accuracy %	100	99	100		
Independence %	50	75	50		
Levels of Assistance	Average				
Prompt % Auditory	25	0	25	17	
Prompt % Verbal	25	25	25	25	
Prompt % Physical	0	0	0	0	
Average % for Collection Period	Accuracy: 100			100	
	Independence: 58			58	
Collection Period 3 March 15 - April 9, 2010					
Date	3/18/2010	3/26/2010	4/9/2010		
Data Type	DP	SDF	DP		
Accuracy %	100	100	100		
Independence %	75	100	75		
Levels of Assistance	Average				
Prompt % Auditory	0	0	0	0	
Prompt % Verbal	0	0	25	17	
Prompt % Physical	0	0	0	0	
Average % for Collection Period	Accuracy: 100			100	
	Independence: 83			83	

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 10/16/2009	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1	Description: The student will participate in classroom, school and/or community monetary activities.	
AAGSE#: NO 4.2	Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out of 100 is the same as \$0.10; or \$1.17 = \$1.00 and 17 pennies out of 100.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Students at Forks Elementary School have opportunities to buy snacks each week during lunch in the cafeteria. Once a week, students can purchase popcorn. This gives all students the chance to apply their monetary skills.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma identified decimals as money notation by writing the cost in cents notation (50 cents) and then correctly using the decimal as monetary notation by writing it in the dollar and cents notation (\$.50). In order for her to identify and use the decimal correctly, data was taken on Emma: Step 1)Writing the dollar sign, Step 2) Writing the dollar amount for this order (0), Step 3) Writing the decimal in the correct place, and Step 4 Writing the cents notation (50), all on her Cafeteria Order Form. She correctly used the coins to purchase her popcorn for \$.50.				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this AAGSE task with 100% accuracy. She completed 4/4 steps accurately: 1)Writing the dollar sign, 2) Writing the dollar amount, 3)Writing the decimal in the correct place, and 4)Writing the cents notation.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed this AAGSE task with 0% Independence. She needed auditory prompts to complete 3/4 steps (75% of the task): 1)Writing the dollar sign, 2)Writing the dollar amount and 3) Writing the decimal point in the correct place. She needed visual prompts for 1/4 steps (25% of the task): 4)Writing the cents notation.</p>		
Level of Accuracy: 100 %		Level of Independence: 0 %		

Teacher's Initials:



Cafeteria Order Form

Name: Emma Date: 10/16/09

I want to buy a popcorn Independent = 0%

It costs: 50 (cents) Visual prompt to write Cents notation = $\frac{1}{4} = 25\%$

\$0.50 (dollars) Auditory prompt to -write dollar sign -write dollar amount -write decimal ~~of~~ $\frac{3}{4} = 75\%$

I need 50 cents to buy my popcorn.

I can add my Dimes to match the total amount of money needed.

$$\underline{10\text{¢}} + \underline{10\text{¢}} + \underline{10\text{¢}} +$$

$$\underline{10\text{¢}} + \underline{10\text{¢}} = \underline{50\text{¢}}$$

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 2/5/2010	Data Collection Period: 2
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1	Description: The student will participate in classroom, school and/or community monetary activities.	
AAGSE#: NO 4.2	Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out of 100 is the same as \$0.10; or \$1.17 = \$1.00 and 17 pennies out of 100.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The student's in Emma's class go on community field trips to apply many different skills. On this day, they went to the Fork's Mall for lunch and shopping. Emma was involved in planning a thank you party for the classroom parent volunteers in her 4th grade class. The students purchased various types of candy to share at the party.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma identified decimals as money notation by correctly writing the cost of a bag of chocolates in the dollar and cents notation, including the decimal (\$1.00). In order for her to identify and use the decimal correctly, data was taken on Emma: Step 1)Writing the dollar sign, Step 2)Writing the dollar amount for this order (1), Step 3) Writing the decimal in the correct place, and 4)Step 4 Writing the cents notation (00), all on her order form. Emma then used her coins to purchase the candy.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this AAGSE task with 100% accuracy. She completed 4/4 steps accurately: 1)Writing the dollar sign, 2) Writing the dollar amount, 3) Writing the decimal in the correct place, and 4) Writing the cents notation.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed this AAGSE task with 0% Independence. She needed auditory prompts to complete 2/4 steps (50% of the task): 1) Writing the dollar sign and 2)Writing the dollar amount. She needed visual prompts for 1/4 steps (25% of the task): 3) Writing the decimal point in the correct place. She needed gesture prompts to complete 1/4 steps (25% of the task): 4)Writing the cents notation.		
Level of Accuracy: 100 %		Level of Independence: 50 %		

Teacher's Initials:



Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 3/26/2010	Data Collection Period: 3
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1	Description: The student will participate in classroom, school and/or community monetary activities.	
AAGSE#: NO 4.2	Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out of 100 is the same as \$0.10; or \$1.17 = \$1.00 and 17 pennies out of 100.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students in Emma's class completed a unit about healthy eating and food groups. As one way to apply these concepts, they purchased healthy foods for lunches and snacks. On this day, Emma selected a healthy drink to purchase at a school bending machine. This is distinct due to the different setting, different context for learning - applying healthy food/drink choices, and a different way of purchasing - using vending machine skills. Emma purchased a bottle of water.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma identified decimals as money notation by correctly writing the cost of the water in the dollar and cents notation, including the decimals (\$1.00). In order for her to identify and use the decimal correctly, data was taken on Emma: Step 1) Writing the dollar sign, Step 2) Writing the dollar amount for this order (1), Step 3) Writing the decimal in the correct place, and Step 4) Writing the cents notation (00), all on her order form. Emma then used her coins to purchase the water.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this AAGSE task with 100% accuracy. She completed 4/4 steps accurately: 1) Writing the dollar sign, 2) Writing the dollar amount, 3) Writing the decimal in the correct place, and 4) Writing the cents notation.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed this AAGSE task with 100% independence. She completed 4/4 steps accurately: 1) Writing the dollar sign, 2) Writing the dollar amount, 3) Writing the decimal in the correct place, and 4) Writing the cents notation.		
Level of Accuracy: 100 %		Level of Independence: 100 %		

Teacher's Initials:



Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task#: 35-3	Description: The student will participate in and/or complete an activity within a larger academic curriculum unit. *													
		Description: Compare and communicate length, height and weight of objects using language such as "longer/shorter," "taller/shorter," "heavier/lighter."														
AAGSE#: GM 7.1a																
Collection Period 1				Collection Period 2				Collection Period 3								
Oct. 5 - Nov. 13, 2009				Jan. 11 - Feb. 5, 2010				March 15 - April 9, 2010								
Date	10/15/2009	10/22/2009	11/12/2009	1/15/2010	1/29/2010	2/5/2010	3/24/2010	3/31/2010	4/7/2010							
Data Type	DP	SDF	DP	DP	DP	SDF	DP	SDF	DP							
Accuracy %	60	100	75	75	100	100	100	100	100							
Independence %	25	40	60	50	60	60	75	75	100							
Levels of Assistance	Average												Average			
Prompt % Point	25	20	20	22	10	10	0	7	0	0	0	0	0	0	0	0
Prompt % Verbal	50	40	20	37	40	30	40	37	25	25	0	25	0	17		
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78												Accuracy: 92			
	Independence: 42												Independence: 57			
	Accuracy: 78															

Student Documentation Form for Mathematics, Reading and Writing

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


Student: Dates, Emma		Grade: 4	Date: 10/22/2009	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit.*		
AAGSE#: GM 7.1a	Description: Compare and communicate length, height and weight of objects using language such as "longer/shorter," "taller/shorter," "heavier/lighter."			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: As part of the 4th grade curriculum, the students have been engrossed in a science unit focusing on rocks and minerals. The students explored properties of rocks and minerals through several hands-on activities. They made predictions about the properties of rocks and then tested their predictions by weighing, measuring and sorting rocks by various properties (color, texture, and size).				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: As part of the introduction to rocks and minerals, Emma was asked to collect objects outside on the playground area. She was told to collect as many different objects as she could find. Emma collected several leaves, rocks and sticks during this scavenger hunt. Emma used her collection to compare objects by various properties and communicated length, height and weight of the objects. Emma compared and sorted the leaves into taller/shorter categories. She compared and sorted the sticks into longer/shorter categories. She weighed and sorted the collection of rocks into heavier/lighter categories. There was a total of 25 opportunities to compare/communicate length,height and weight of objects using the appropriate language.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma was able to compare/communicate the length, height and weight of the sticks she found with 100% accuracy. She compare/communicated the following: 9 sticks by length, 9 sticks by height and 7 sticks by weight.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was independent 10x out of the 25 = 40% independence. She required verbal prompting 10 out of the 25 x giving her a verbal prompting percentage 40%. She required point prompts 5 out of the 25x giving her a point prompting percentage of 20%.		
Level of Accuracy: 100 %		Level of Independence: 40 %		

Teacher's Initials:



RIAA Photograph Evidence Documentation

StudentName: Dates, Emma

Teacher Initials: 

Date: 10/22/2009

SPT#: 35-3

AAGSE#: GM 7.1a

Describe the student's participation in applying the AAGSE:


Using objects collected on the playground, Emma participated in a science activity centered on rocks. Emma sorted and compared several leaves, rocks and sticks based on length, size and weight. Emma compared and communicated length, height, and weight of objects with 100% accuracy and 40% independence.



Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 2/5/2010	Data Collection Period: 2
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit.*		
AAGSE#: GM 7.1a	Description: Compare and communicate length, height and weight of objects using language such as "longer/shorter," "taller/shorter," "heavier/lighter."			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people who live in the rain forest. Each week a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable soda/water bottles to save acres of the rain forest. Students will chart the weather for one week for their home town and for the rainforest's town. Students will also attend a presentation from a local expert on the rain forest.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma studied the four different layers of the rain forest. During the last week of the unit, she was asked to compare and describe the height of the various layers. Over 5 days, Emma had four opportunities each day to compare and communicate the height of each of the rain forest layers to each other. There was a total of 20 opportunities with in this activity. Emma needed verbal prompting to complete this activity.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this activity with 100% accuracy. She as able to compare/communicate the height of the rain forest layers 4x for 5 days for 20 opportunities.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was independent 12 out of 20 times, 60%. She required verbal prompting 8 out of 20 times, 40%.		
Level of Accuracy: 100 %		Level of Independence: 60 %		

Teacher's Initials: 

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 3/31/2010	Data Collection Period: 3
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit.*		
AAGSE#: GM 7.1a	Description: Compare and communicate length, height and weight of objects using language such as "longer/shorter," "taller/shorter," "heavier/lighter."			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in an integrated spring unit focusing on plants. This unit explored the life cycle of plants, essential resources for plants to grow, and the various uses of plants. Each week, a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components. Students will learn about the steps to grow a seed. Students will plant their own seeds and chart the growth of their plants. Students will measure/compare the three different seeds before planting and estimate which seed will grow into a taller plant. They will weigh/compare(heavier/lighter) wet and dry soil and measure/compare the length of the seedlings (taller/shorter) each week as it grows into a plant.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was required to complete a planting activity. First, Emma compared and communicated the weight (heavier/lighter) of wet and dry soil. She then compared and communicated the sizes (longer/shorter) of three different seeds. There was a total of four opportunities for this activity. Emma needed verbal prompting to complete this activity.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma compared and communicated the weight of the soil (2x) and length of the seeds (2x) with 100% accuracy.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. She was independent 3 out of the 4 times giving her an independence level of 75%. She required verbal prompting one out of 4 times for a verbal prompting percentage of 25%.		
Level of Accuracy: 100 %		Level of Independence: 75 %		

Teacher's Initials:



Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task#: 35-3	Description: The student will participate in and/or complete an activity within a larger academic curriculum unit.*									
AAGSE#: GM 1.3		Description: Use 2-D objects to compose (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).										
		Collection Period 1 Oct. 5 - Nov. 13, 2009		Collection Period 2 Jan. 11 - Feb. 5, 2010		Collection Period 3 March 15 - April 9, 2010						
Date	10/13/2009	10/27/2009	11/13/2009	1/15/2010	1/22/2010	2/5/2010	3/19/2010	3/26/2010	4/9/2010			
Data Type	DP	DP	DP	DP	DP	SDF	DP	DP	SDF			
Accuracy %	100	93	85	100	100	100	83	85	100			
Independence %	25	40	50	50	50	60	50	60	80			
Levels of Assistance	Average			Average			Average					
Prompt % Point	50	30	20	33	25	30	10	22	20	10	0	10
Prompt % Verbal	25	30	30	28	25	20	30	25	30	30	20	27
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 93 Independence: 38			Accuracy: 100 Independence: 53			Accuracy: 89 Independence: 63					

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date:	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit.*		
AAGSE#: GM 1.3	Description: Use 2-D objects to compose (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The class was selected to create the hallway bulletin board for the fourth and fifth grade pod. Students decided to use the theme "Spooky Stories" and highlight some student writing. Students created their own haunted house (based on a spooky story they read) to use on the bulletin board.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: The students were shown examples of houses they could create. Emma used different size and color triangles to make her "haunted house". She used two large triangles to form the square house base and a large triangle for the roof. She used two medium size triangles for the rectangular door. Finally, she created two windows using four small triangles. There was a total of 8 opportunities within this activity (composing four squares out of eight triangles: house base, door and two windows). Emma needed point and verbal prompting to complete this activity.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this activity with 100% accuracy. She was able to correctly put the 8 shapes together to compose the haunted house.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma required some support for this activity. She was independent 2 out of 8 times, giving her an independence percentage of 25%. She required verbal prompts 2 out of 8 times = 25%. She required point prompts 4 out of 8 times = 50%.		
Level of Accuracy: %		Level of Independence: %		


Teacher's Initials:



Student Documentation Form for Mathematics, Reading and Writing

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


Student: Dates, Emma		Grade: 4	Date: 2/5/2010	Data Collection Period: 2
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit.*		
AAGSE#: GM 1.3	Description: Use 2-D objects to compose (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people who live in the rain forest. Each week a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable soda/water bottles to save acres of the rain forest. Students will chart the weather for one week for their home town and for the rainforest's town. Students will also attend a presentation from a local expert on the rain forest. Students created rain forest animals using polygons.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma used triangles to compose a picture of a boa constrictor. She was given a teacher created image of the outline of the boa constrictor made from one square (the head) and 8 hexagons (the body). The inside lines detailing where each polygon connected were missing. Emma used 50 small triangles to compose the boa constrictor. Emma needed verbal and physical prompting to compose her picture from the 2-D shapes.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma was able to correctly put triangles together to form squares and hexagons to compose her boa constrictor with 100% accuracy.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed the project with the following levels of Independence: 30 out of 50x independent = 60%, 15 out of 50x verbal prompts = 30%, and 5 out of 50x with point prompts = 10%.		
Level of Accuracy: 100 %		Level of Independence: 60 %		

Teacher's Initials: 

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 4/9/2010	Data Collection Period: 3
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit.*		
AAGSE#: GM 1.3	Description: Use 2-D objects to compose (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: As part of the 4th grade curriculum, students are exploring children's literature. Following an examination of what structural components make up a good children's story, the students are required to write and illustrate a children's book. Upon completion, the students will share their stories with a kindergarten class within the school community. Emma chose to write a children's book about the shapes she has been learning about.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma wrote and illustrated a children's book about shapes. For each shape (triangle, square, rectangle, trapezoid and hexagon), Emma wrote a sentence identifying by name the polygon, describing how many triangles can make the specific polygon and what the shape looks like in an everyday environment. For the illustrations, Emma used triangles (put together) to make each specific polygon. There was a total of 15 opportunities for this activity. Emma needed verbal prompting to compose the polygons.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma composed each of the 5 different polygons using 15 triangles with 100% accuracy.			Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was independent 12 out of the 15 times, giving her 80% independence. She required verbal prompting 3x out of 15, giving her a verbal prompting percentage of 20%.	
Level of Accuracy: 100 %			Level of Independence: 80 %	

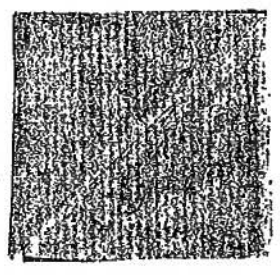
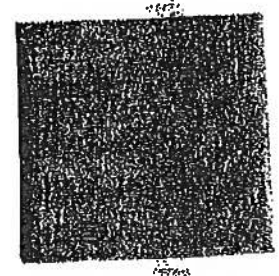
Teacher's Initials: 

Date: 4/9/10

This is a copy of one page from Emma's Shape Book. She used two triangles to compose a Square.

- 15 opportunities
- 100% accuracy
- 80% independence
- 12x independent
- 3x verbal prompts

Teacher: XL



↓ □ □
This is a square

□ □ □ □
It has 4 sides.

2 triangles make a square

I think a square looks like a



Small text at the bottom left corner.

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task#: 35-4 Description: The student will read/experience text related to school and/or community.										
AAGSE#: WID 1.5	Description: Student applies word identification and/or decoding strategies by reading high-frequency words (e.g., names, and sight words).											
	Collection Period 1 Oct. 5 - Nov. 13, 2009	Collection Period 2 Jan. 11 - Feb. 5, 2010										
	Collection Period 3 March 15 - April 9, 2010											
Date	10/9/2009	10/23/2009	11/13/2009	1/15/2010	1/29/2010	2/5/2010	3/19/2010	3/26/2010	4/9/2010			
Data Type	SDF	DP	DP	DP	DP	SDF	DP	DP	SDF			
Accuracy %	100	100	100	100	100	100	100	100	100			
Independence %	30	25	30	30	45	50	40	50	60			
Levels of Assistance	Average			Average			Average					
Prompt % Point	16	25	15	19	0	15	15	10	20	15	12	16
Prompt % Verbal	54	50	55	53	70	40	35	48	40	35	28	34
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 100			Accuracy: 100			Accuracy: 100					
	Independence: 28			Independence: 42			Independence: 50					

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 10/9/2009	Data Collection Period: 1
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 35-4	Description: The student will read/experience text related to school and/or community.	
AAGSE#: WID 1.5	Description: Student applies word identification and/or decoding strategies by reading high-frequency words (e.g., names, and sight words).			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Students within the classroom are participating in a reading curriculum focusing on high frequency words found within the environmental print. Along with this program, students are assigned a guided reading book at their appropriate level. These books provide additional practice for the high frequency sight words and additional information about the focus topic. After several exposures to the text students read the story aloud.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was assigned the book. STOP, LOOK and LISTEN by Alison Hawes for her weekly guided reading book. Her sight word reading program just introduced the word "STOP". This book was used to help Emma transfer her recognition/understanding of the new word into another text form. The story contained 10 opportunities for Emma to recognize and read the word "STOP". Over 5 days Emma was given 50 opportunities to read "stop" correctly.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma read the word "stop" 50 out of 50 times with 100% accuracy.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. She required the following levels of assistance to read the word "stop". 15 out of 50 independent = 30%, 27 out of 50 verbal prompting = 54%, and 8 out of 50 point prompting = 16%.		
Level of Accuracy: 100 %		Level of Independence: 30 %		


Teacher's Initials:

JS

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 2/5/2010	Data Collection Period: 2
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 35-4 Description: The student will read/experience text related to school and/or community.		
AAGSE#: WID 1.5	Description: Student applies word identification and/or decoding strategies by reading high-frequency words (e.g., names, and sight words).			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in an integrated unit focusing on the community of Forks. This unit explored the plants, animals, and people who live in Forks. Each week a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components (plants, animals and people). Along with the read aloud, students are assigned a guided reading book at their appropriate level. These books provide additional practice for the high frequency sight words and additional information about the focus topic. Students will learn about the importance of their community. Students participate in community activities. One way they participate in supporting the environment is by collecting recyclable soda/water bottles.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was assigned the teacher created book, The Forks Community for her weekly guided reading book. Her sight words reading program just introduced the word "in". Each page of the book started with the phrase "In the Forks Community". There were also other words that Emma had previously learned in the story (boys, fire, girls, and poison). Emma had twenty opportunities to read the 5 high frequency words. Emma needed verbal and point prompting to read the words.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma read all 20 words in the story with 100% accuracy.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma read 10 out of the 20 words independently, giving her 50% independence. She required verbal prompting for 7 out of the 20 words, giving her a verbal prompting score of 35%. She required point prompting for 3 out of the 20 words, giving her a point prompting score of 35%.		
Level of Accuracy: 100 %		Level of Independence: 50 %		

Teacher's Initials: 

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 4/9/2010	Data Collection Period: 3
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 35-4 Description: The student will read/experience text related to school and/or community.		
AAGSE#: WID 1.5	Description: Student applies word identification and/or decoding strategies by reading high-frequency words (e.g., names, and sight words).			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in a integrated spring unit focusing on the plants. This unit explored the life cycle of plants, essential resources for plants to grow, and the various uses of plants. Each week, a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components. Along with the read alouds, students are assigned a guided reading book at their appropriate level. These books provide additional practice for the high frequency sight words and additional information about the focus topic. Students will learn about the steps to grow a seed. Students will plant their own seeds and chart the growth of their plants.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was assigned the book WHERE PLANTS GROW for her weekly guided reading book. She has been introduced to high frequency sight words centered around the spring season and plants. Within the story, Emma was assessed on her ability to recognize and read the following words: plants, soil, weather, grow, seed and sun. There were also other words that Emma had previously been exposed to in the story (in, rock and green). There were a total of 25 opportunities to read these 9 high frequency words. Emma needed verbal and point prompting to complete the activity.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma read all 25 words with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma required the following assistance to read the words. 15 out of 25 she was independent = 60% independence, 7 out of 25 verbal prompting = 28%, and 3 out of 25 point prompting = 12%.</p>		
Level of Accuracy: 100 %		Level of Independence: 60 %		

Teacher's Initials:



RIAA Photograph Evidence Documentation

StudentName: Dates, Emma

Teacher Initials:

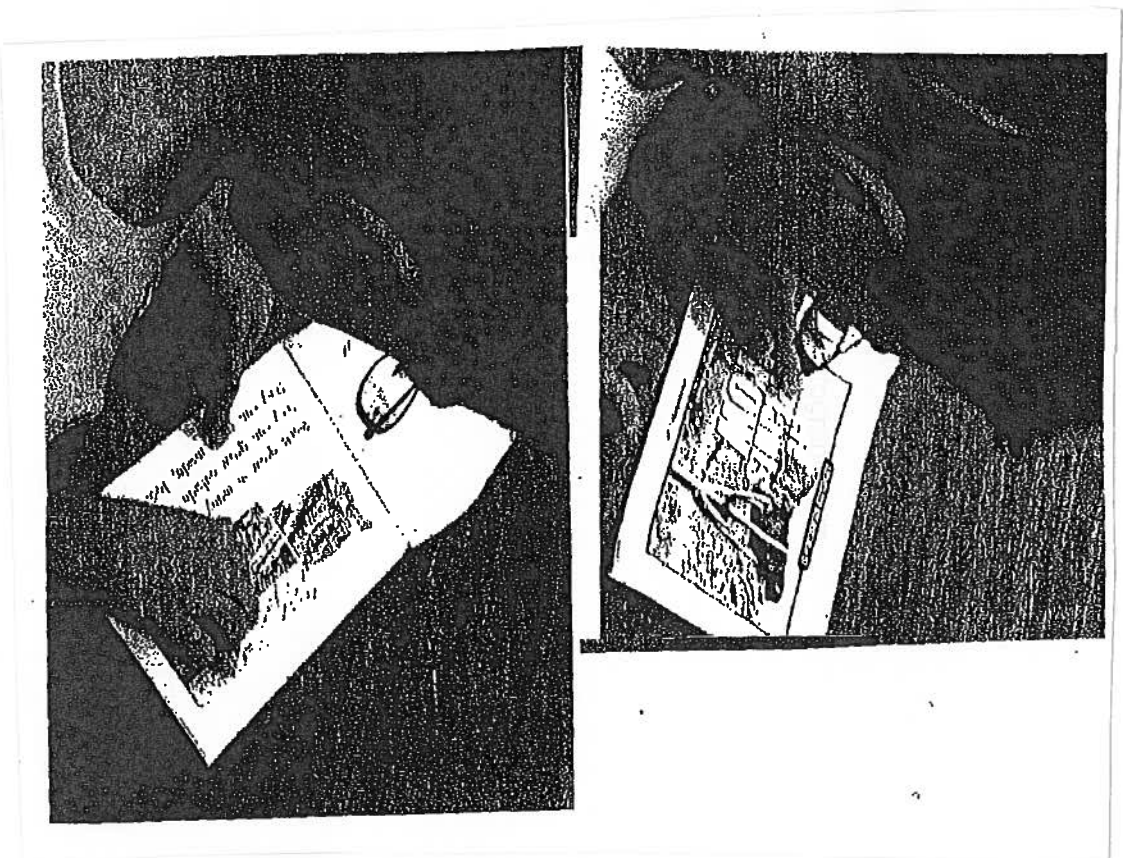
Date: 4/9/2010

SPT#: 35-4

AAGSE#: WID 1.5

Describe the student's participation in applying the AAGSE:

Through a guided reading experience with the book "WHERE PLANTS GROW", Emma was assessed on her ability to recognize and read the following words: plants, soil, water, grow, seed, sun, rock, in and green. With verbal (7x) and point (3x) prompting from a teacher Emma was able to read the high frequency words with 100% accuracy and 60% independence.



Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

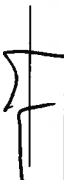
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task#: 35-4											
		Description: The student will read/experience text related to school and/or community.											
AAGSE#: V 3.5		Description: Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by selecting the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).											
		Collection Period 1 Oct. 5 - Nov. 13, 2009			Collection Period 2 Jan. 11 - Feb. 5, 2010		Collection Period 3 March 15 - April 9, 2010						
	Date	11/3/2009	11/10/2009	11/11/2009	1/15/2010	1/27/2010	2/5/2010	3/19/2010	3/26/2010	4/8/2010			
	Data Type	DP	DP	SDF	DP	DP	SDF	DP	SDF	DP			
	Accuracy %	100	100	100	100	100	100	100	100	100			
	Independence %	40	25	40	60	67	60	80	67	80			
	Levels of Assistance	Average			Average			Average					
	Prompt % Gesture	40	25	30	32	20	0	30	17	10	11	0	7
	Prompt % Auditory	20	38	30	29	20	33	10	21	10	22	20	17
	Prompt % Visual	0	12	0	4	0	0	0	0	0	0	0	0
	Average % for Collection Period	Accuracy: 100 Independence: 35			Accuracy: 100 Independence: 62			Accuracy: 100 Independence: 76					

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 11/11/2009	Data Collection Period: 1
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 35-4 Description: The student will read/experience text related to school and/or community.		
AAGSE#: V 3.5	Description: Student shows breadth of vocabulary knowledge and demonstrates appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: As a Feinstein Good Deeds program project, the students at Forks Elementary School collected school supplies for students in Afghanistan. The students learned about the poor conditions many children face in Afghanistan and the lack of school buildings and supplies. Emma read a school newsletter about this school supplies drive. She then completed a letter to her parents explaining the project and asking for school supplies.</p> <p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: After reading the newsletter about this project, Emma read the letter outline to her parents along with the word bank (see work sample). In order to complete this letter, Emma had to apply her knowledge of the school project based on the content of the newsletter. After reading the letter and reading the word bank, Emma selected the appropriate word to use in context by choosing the correct word to complete each sentence. There were 10 blanks that needed to be completed with words, so data was collected on Emma selecting 10 words to use in the context of the letter.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 100% accuracy by placing 10 out of 10 words correctly in their sentences. These words were: supplies, school, children, erasers, tape, crayons, pencils, prizes, Wednesday and November.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma complete this task with 40% independence (4/10 words). She needed gesture prompts to complete 30% (3/10 words) and she needed auditory prompts to complete 30%(3/10 words) of the task.</p>		
Level of Accuracy: 100 %		Level of Independence: 40 %		

Teacher's Initials:



This was copied
and sent home to
Emma's parents

November 11, 2009

Dear Mom and Dad,

As part of a Feinsein Good Deeds program, we are collecting school
^{aud. prompt} supplies. Children in Afghanistan need supplies for
^{gesture prompt} school. Many ^{gesture prompt} children do not have things like
^{gesture prompt} paper, erasers, tape, and
^{Indep.} crayons. We will mail the school supplies to
Afghanistan.

I would like to bring in something to send to the kids. I would like to
give them ^{Indep.} pencils. This will help the kids in
Afghanistan.

I can also win ^{auditory prompt} prizes because we are having a raffle.

We need to bring in the school supplies by ^{aud. prompt} Wednesday,
^{Indep.} November 21, 2009.

Love, Emma Dates

10/10 = 100%
accuracy

Ind = 4/10 = 40%

Gest. = 3/10 = 30%

Aud = 3/10 = 30%

- | | | |
|---------------------|---------------------|----------------------|
| prizes | tape | children |
| supplies | crayons | pencils |
| erasers | November | scissors |
| markers | school | Wednesday |

Teacher LL

AAGSE V3.5 31

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 2/5/2010	Data Collection Period: 2
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 35-4	Description: The student will read/experience text related to school and/or community.	
AAGSE#: V 3.5	Description: 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 (e.g., student uses pictures or word banks to complete sentences or storyboards).			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Emma and her classmates went to the Forks Mall on a field trip. While at the mall, Emma needed to purchase lunch at the food court, purchase candy for an upcoming class party and complete a scavenger hunt. Emma read text related to this school activity: a mall map, the schedule of activities the students would be completing, and a description of the scavenger hunt.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma completed a written plan of what she would do at the mall, written out as sentences. Emma needed to apply the content from the mall map, schedule, and scavenger hunt description in order to complete the sentences. The sentences described what she would do and where, such as where she would eat lunch, where she would buy candy, and where she would look for certain items on the scavenger hunt list. Emma was given a word bank of words to use in the sentences. The word bank contained correct words as well as incorrect/distractor words. After reading the mall texts described above, Emma selected the appropriate word to use in context by choosing the correct word to complete each sentence. There were 10 sentences with blanks, so data was collected on Emma selecting 10 words to use in the context of her mall plan. Emma used this as a schedule to guide her day.				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 100% accuracy (10/10 words): mall, Burger King, hamburger, candy, hunt, clothes, books, movies, store, and bus.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 60% independence (6/10 words). She needed gesture prompts to complete 30% of this task (3/10 words) and auditory prompts to complete 10% (1/10 words) of the task.</p>		
Level of Accuracy: 100 %		Level of Independence: 60 %		

Teacher's Initials:

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 3/26/2010	Data Collection Period: 3
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 35-4 Description: The student will read/experience text related to school and/or community.		
AAGSE#: V 3.5	Description: 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 (e.g., student uses pictures or word banks to complete sentences or storyboards).			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students in Emma's class read the weekly adapted newspaper News-2-You as part of their social studies curriculum. This newspaper is adapted by having picture symbols paired with words. The students learn about various topics and current events. This week, the newspaper was about the start of baseball season. Forks Elementary School sometimes has spirit days to support the Boston Red Sox, and it is important for the students to learn about baseball in order to participate in this school activity and school culture. Emma both listens to the newspaper being read aloud and reads some of the text independently.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: The students apply their understanding of current events in many ways. This week, Emma created a current events poster to be displayed at school. The poster was about the start of the baseball season. Emma read passages from the News-2-You paper and then used a word bank to complete sentences about the topic. She then used the sentences as part of her current events poster. The word bank contained correct words as well as incorrect words. After reading the News-2-You text described above, Emma selected the appropriate word to use in context by choosing the correct words to complete each sentence. There were 6 sentences on Emma's current events poster and a total of 9 blanks. Data was collected on Emma selecting 9 words to use in the context of her current events poster.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 100% accuracy (9/9 words): baseball, Red Sox, players, team, pitchers, catchers, infielders, outfielders and exercise.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 67% Independence (6/9 words). She needed gesture prompts to complete 11% of the task (1/9 words) and auditory prompts to complete 22% of the task (2/9 words).		
Level of Accuracy: 100 %		Level of Independence: 67 %		

Teacher's Initials:



Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text												Structured Performance Task#: 35-5 Description: 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.																							
AAGSE#: LT 4.1a	Description: 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.																																			
Collection Period 1 Oct. 5 - Nov. 13, 2009												Collection Period 2 Jan. 11 - Feb. 5, 2010												Collection Period 3 March 15 - April 9, 2010												
Date	10/13/2009	10/30/2009	11/13/2009	1/15/2010	1/26/2010	2/5/2010	3/17/2010	3/26/2010	4/9/2010																											
Data Type	DP	DP	SDF	DP	DP	SDF	DP	SDF	DP																											
Accuracy %	100	100	100	100	100	100	100	100	100																											
Independence %	25	50	50	50	25	75	66	66	75																											
Levels of Assistance	Average																																			
Prompt % Point	0	0	0	0	0	0	0	0	0																											
Prompt % Verbal	75	50	50	50	75	25	34	34	25																											
Prompt %	0	0	0	0	0	0	0	0	0																											
Average % for Collection Period	Accuracy: 100									Accuracy: 100									Accuracy: 100																	
	Independence: 42									Independence: 50									Independence: 69																	

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma	Grade: 4	Date: 11/13/2009	Data Collection Period: 1
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-5 Description: 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.	
AAGSE#: LT 4.1a	Description: 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.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in an integrated unit focusing on the harvest season. Throughout the unit, students explored several books, both literary and informational, describing harvesting crops. They have identified vocabulary terms associated with the fall, studied the plant cycle of a pumpkin and discussed animal behavior in the fall. Each week a short story is used for the daily read aloud and discussion to deepen the students' understanding of fall and harvest. The final story used to wrap up the unit is POSSUM'S HARVEST MOON by Ann Hunter. Students will gain an understanding on how animals need to prepare for winter during the harvest. The student's keep a book journal of their reading throughout the school year.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Following a week long study of POSSUM'S HARVEST MOON, Emma needed to write about the story in her book journal. Emma was asked questions written with picture supports (Writing with Symbols) about the story's content: Who was the story about? What time of year does the story take place? The questions were provided orally with Boardmaker picture supports on a large felt board. For each question, Emma was given several picture graphics to choose from (some correct and some incorrect). There were four opportunities within this activity. Emma was able to identify the story's characters and where Possum lived but needed assistance to identify the season the story took place (setting).			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Using the story board format, Emma was able to correctly identify the main character and setting 4 out of 4 times giving her 100% accuracy.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was able to independently identify the characters & setting 2 out of 4 times giving her 50% independence. She used verbal assistance for the remaining two opportunities for 50% verbal assistance.	
Level of Accuracy: 100 %		Level of Independence: 50 %	

Teacher's Initials:



Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma	Grade: 4	Date: 2/5/2010	Data Collection Period: 2
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-5 Description: 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.	
AAGSE#: LT 4.1a	Description: 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.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people who live in the rain forest. Each week a short story is used for the daily read aloud and discussion focusing on one of the above mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance of the rain forest on animals, people and the environment. They will also write about THE GREAT KAPOK TREE in their book journals. Students will become advocates by collecting recyclable soda/water bottles to save acres of the rain forest. Students will chart the weather for one week for their home town and for the rainforest's town. Students will also attend a presentation from a local expert on the rain forest.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Following a week long study of the THE GREAT KAPOK TREE, Emma was asked to complete a story board comprehension activity. She was asked to answer questions written with picture supports about the story's main characters and setting: What was the setting of the story? (Rain forest) Who was in the story? (Man, rain forest animals, Yanomamo boy). For each question, Emma was given several picture graphics to choose from (some correct and some incorrect). Emma glued her answers on her story board. Emma needed verbal prompting to include the Yanomamo child as one of the main characters within the story. There were a total of four opportunities to complete a story board. Following the story board activity, Emma would use these questions to write in her book journal.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma identifies the story's main characters and setting with 100% accuracy.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was able to independently identify the main characters and setting 3 out of 4 times giving her 75% independence. 1 out 4 times she required verbal assistance.	
Level of Accuracy: 100 %		Level of Independence: 75 %	

Teacher's Initials:

[Handwritten Signature]

A196SE 7
Lt. 4.1a



Name

Emma Dates

month / day / year

Date

FEB 05 2010



What



was



the



setting



of



the story?



4 opportunities

100% Accuracy
75% Independence
3 x Independent
1 x Verbal prompt



Who



was



in



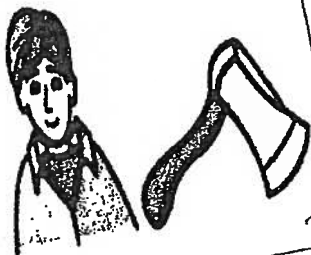
the



story?

Teacher: LL

man with an ax



rainforest animals



Yanomamo child



VP

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma	Grade: 4	Date: 3/26/2010	Data Collection Period: 3
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-5 Description: 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.	
AAGSE#: LT 4.1a	Description: 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.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in an integrated unit focusing on plants. This unit explored the life cycle of plants, essential resources for plants to grow, and the various uses of plants. Each week a short story is used for the daily read aloud and discussion focusing on one of the above mentioned components (life cycle, resources needed and uses). THE EMPTY POT by Charlotte Demi is used to introduce the unit. Students will learn about the steps to grow a seed. Students will plant their own seeds and chart the growth of their plants. Upon completion of the story, students will write about the story in their book journals.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was asked questions written with picture supports about the story's main characters and setting. Where does the story take place?(China) Who was the story about? (Ping and the emperor). For each question, Emma was given several picture graphics to choose from. There were three opportunities within this activity. Emma was able to identify Ping and the emperor as the main characters but needed verbal prompting to identify the setting of the story. Emma used this information to help her write about the story THE EMPTY POT in her book journal.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma was able to identify the main characters and setting with 100% accuracy (3/3).		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was independent 2 out 3 times, giving her 66% independence. She required verbal prompting 1/3 times or 34% of the time.	
Level of Accuracy: 100 %		Level of Independence: 66 %	

Teacher's Initials:



Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task#: 35-5											
		Description: 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.											
AAGSE#: LT 4.3		Description: Student demonstrates initial understanding 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., <i>In A Cricket in Times Square</i> , the student identifies the key events as the news stand burns and Chester plays music.)											
		Collection Period 1 Oct. 5 - Nov. 13, 2009		Collection Period 2 Jan. 11 - Feb. 5, 2010		Collection Period 3 March 15 - April 9, 2010							
	Date	10/9/2009	10/27/2009	11/13/2009		1/15/2010	1/22/2010	2/5/2010		3/19/2010	3/30/2010	4/7/2010	
	Data Type	DP	DP	SDF		DP	DP	SDF		DP	SDF	DP	
	Accuracy %	100	100	100		100	100	100		100	100	100	
	Independence %	20	50	66		50	60	66		60	34	75	
Levels of Assistance		Average				Average				Average			
	Prompt % Point	20	0	0	7	0	20	34	18	20	33	0	18
	Prompt % Verbal	60	50	34	48	50	20	0	23	20	33	25	26
	Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period		Accuracy: 100				Accuracy: 100				Accuracy: 100			
		Independence: 45				Independence: 59				Independence: 56			

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 11/13/2009	Data Collection Period: 1
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-5 Description: 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.		
AAGSE#: LT 4.3	Description: Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by Retelling or ordering the key events in a story (e.g., In <i>A Cricket in Times Square</i>, the student identifies the key events as the news stand burns and Chester plays music.)			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in an integrated unit focusing on the harvest season. Throughout the unit, students explored several books, both literary and informational, describing harvesting crops. They have identified vocabulary terms associated with the fall, studied the plant cycle of a pumpkin and discussed animal behavior in the fall. Each week a short story is used for the daily read aloud and discussion to deepen the students understanding of fall and harvest. The final story used to wrap up the unit is POSSUMS HARVEST MOON by Ann Hunter. Students will gain an understanding on how animals need to prepare for winter during the harvest.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Following a week long study of POSSUMS HARVEST MOON, Emma was asked to order the beginning, middle and end of the story. She was given three distinct illustrations from the story. (Possum asking friends to come to his party, Possum alone at his party while his friends prepare for the winter, animals at party enjoying harvest feast). Emma was asked to select the picture that showed the beginning of the story and paste it in the first column to identify the beginning and middle of the story. Emma then verbally retold the story to a peer from another class who had not read the book. Data was taken on Emma's ability to retell the 3 key items in the story.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma was able to retell the beginning, middle and end components of the story 3 out of 3 times with 100% accuracy.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma independently retold the 2 of the 3 components of the story (66% independence) and required verbal prompting retell the end of the story, 1 out of 3 components or 34% verbal assistance.		
Level of Accuracy: 100 %		Level of Independence: 66 %		

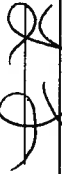
Teacher's Initials:

Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma	Grade: 4	Date: 2/5/2010	Data Collection Period: 2
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-5 Description: 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.	
AAGSE#: LT 4.3	Description: Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by Retelling or ordering the key events in a story (e.g., In <i>A Cricket in Times Square</i>, the student identifies the key events as the news stand burns and Chester plays music.)		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people who live in the rain forest. Each week a short story is used for the daily read aloud and discussion focusing on one of the above mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable soda/water bottles to save acres of the rain forest. Students will chart the weather for one week for their home town and for the rainforest's town. Students will also attend a presentation from a local expert on the rain forest.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was asked to order the beginning, middle and end of the story THE GREAT KAPOK TREE. She was given three distinct illustrations from the story (man chopping tree, animals talking to man as he slept, man walking out of the forest). Emma was asked to select the picture that showed the beginning of the story and paste it in the first column to identify the beginning and middle of the story. Emma then verbally retold the story to a peer from another class. Data was taken on the Emma retelling the 3 beginning middle and end of the story.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma retold the story (beginning, middle and end) to a peer with 100% accuracy.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was able to retell the beginning and middle of the story for 66% independence (2 out of 3 components). She required point prompting to tell the end of the story (1 out of 3 components or 34% point assistance).	
Level of Accuracy: 100 %		Level of Independence: 66 %	

Teacher's Initials:



RIAA Photograph Evidence Documentation

StudentName: Dates, Emma

Teacher Initials: DR

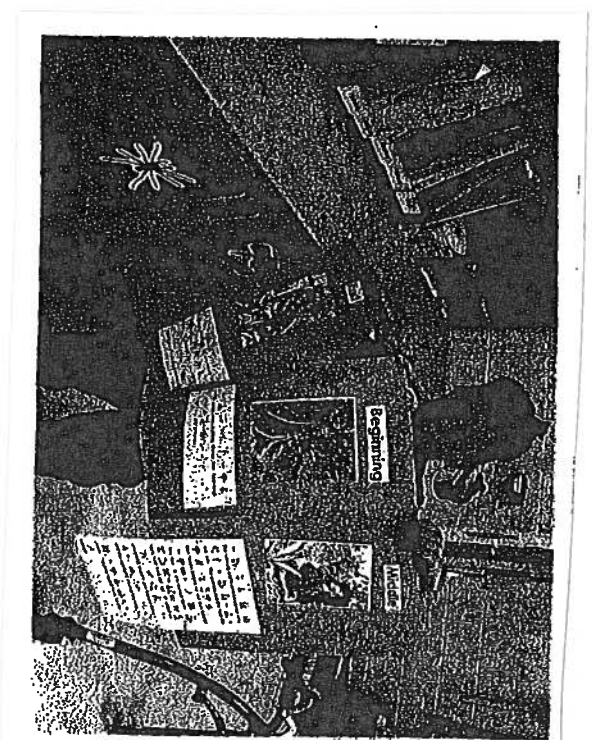
Date: 2/5/2010

SPT#: 35-5

AAGSE#: LT 4.3

Describe the student's participation in applying the AAGSE:

Emma was asked to order the beginning, middle and end of the story THE GREAT KAPOK TREE. She was given three distinct illustrations from the story (man chopping tree, animals talking to man as he slept, man walking out of the forest). Emma was asked to select the picture that showed the beginning of the story and paste it in the first column to identify the beginning and middle of the story. Emma then verbally retold the story a peer. Emma was able to retell the beginning and middle of the story for 66% independence (2 out of 3 components). She required point prompting to tell the end of the story (1 out of 3 components or 34% point assistance).



Student Documentation Form for Mathematics, Reading and Writing

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

Student: Dates, Emma		Grade: 4	Date: 3/30/2010	Data Collection Period: 3
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-5 Description: 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.		
AAGSE#: LT 4.3	Description: Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by Retelling or ordering the key events in a story (e.g., In <i>A Cricket in Times Square</i>, the student identifies the key events as the news stand burns and Chester plays music.)			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in an integrated unit focusing on the plants. This unit explored the life cycle of plants, essential resources for plants to grow, and the various uses of plants. Each week a short story is used for the daily read aloud and discussion focusing on one of the above mentioned components (life cycle, resources needed and uses). THE EMPTY POT by Charlotte Demi is used to introduce the unit. Students will learn about the steps to grow a seed. Students will plant their own seeds and chart the growth of their plants.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was asked to order the key events of the story THE EMPTY POT. She was given three distinct illustrations from the story (Emperor passing out seeds, Ping tending to the planted seeds and Ping as the new emperor). Emma was asked to select the picture that showed the beginning of the story and paste it in the first column to identify the beginning and middle and end of the story. Emma then had to retell the story to a peer from another classroom.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma was able to retell the story with 100% accuracy 3 out of 3 times.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma independently retold the beginning of the story to a peer, giving her an independence score of 34% or 1 out of 3 components. She required verbal prompting to tell the middle of the story (33%) and point prompting to tell the end of the story (33%).		
Level of Accuracy: 100 %		Level of Independence: 34 %		

Teacher's Initials:

