



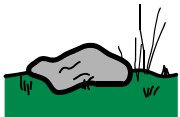







# Good Ideas\* from Rhode Island Alternate Assessment Summer Scoring 2008

## 1. Physical Science: PS 1.2.1 Recognize states of matter.

**Activity:** Melt chocolate into chocolate molds to observe and recognize two states of matter (solid and liquid and then solid). The chocolate might be sold as a fund raiser or a great snack.

**Activity:** Using common substances (e.g. liquid soap poured on a paper towel, a bar of soap, a rock), have the students recognize if the substances are a solid, recording their observations and conclusions in a table such as:

 <b>States of Matter Science Investigation</b> <b>Investigation Notes</b>		
Item	Observation	Conclusion
Bar of Soap 	 <input type="checkbox"/> has shape  <input type="checkbox"/> has weight	<input type="checkbox"/> SOLID <input type="checkbox"/> NOT SOLID
Rock 	 <input type="checkbox"/> has shape  <input type="checkbox"/> has weight	<input type="checkbox"/> SOLID <input type="checkbox"/> NOT SOLID
Liquid Soap 	 <input type="checkbox"/> has shape  <input type="checkbox"/> has weight	<input type="checkbox"/> SOLID <input type="checkbox"/> NOT SOLID

## 2. Reading: WID 1.1a Identifying pictures, symbols, objects and words that represent self and others

**Activity:** have student create a family tree, identifying the photos of themselves and family members.

## 3. Reading: WID 1.1b Identifying pictures, symbols, objects, actions and/or words that represent actions and objects.

**Activity:** Students are given a photograph from a newspaper. The students must identify the objects and actions in the photograph, and then need to write a headline describing the photograph.

**Activity:** Students are given a picture card related to a physical education skill, and a second card identifying the objects (ball, bat, scooter, hula hoop) needed for the task.

Student reads the card and then demonstrates understanding by obtaining the object and doing the action.

## 4. Life Science: LS 1.1.4 Use observations and data collection tools to identify external features common to familiar animals. And/or Life Science LS 1.1.2 Match organisms with similar features.

**Activity:** Students observe a Sponge Bob Square Pants cartoon to identify the external features common to familiar animals and write their observations to record their data. Students then look at photos of real crustaceans, record their data, and compare the similarities and differences between cartoons and photos.

**5. Mathematics NO 3.6 Using fractional notation, (numerator=part and denominator =whole) to show the part/whole relationship in a discrete (set) model.**

**Activity:** Have *elementary* students put together dirt cups using various gummy products. If a student was given 4 worms, show the child a card with “1/4” and request the child to put that amount (1/4) in the dirt cup. They can eat the remaining worms.

**Activity:** During attendance, have the students identify what fraction of students are sick (e.g. 1/6=sick). Write the “1/6” on the board. Students can use the attendance chart to show the 1/6 of the class that is sick.

**6. Mathematics: DSP 6.2 Collect and record data to answer a question or test a hypothesis.**

**Activity:** During physical education, student walk/run laps in the gym. The students are given the question: Will the boys do more laps than the girls? While walking/running, each time they do a lap, they are given a token. At the end of the period, the students place their tokens on a graph and analyze the data to answer the question. The students can predict what they will do during the next class to incorporate a hypothesis in this activity.

**7. Mathematics: GM 3.1b Sort 3-D concrete shapes.**

**Activity:** Have students clean up after physical education class. Using a hula hoop to define the groups (one marked for cones, one marked for cubes/blocks), have students collect the items scattered around the area and sort them into the correct “hoop”.

**8. Mathematics: GM 1.1a Identify the geometric shapes of rectangles, squares, and triangles.**

**Activity:** During morning meeting *at an elementary school*, use a bulletin board that has consistent shapes for different tasks (e.g. attendance presents names in rectangle form, dates on calendar are triangles, months are squares) with a marked box with the shape only containing the corresponding materials (e.g. student names are in a box marked with a rectangle). As morning meeting is conducted, have students look at the bulletin board and identify the geometric shape needed to complete the task (“what shape do we need to find the month=square).

**9. Life Science: LS 1.1.1b Recognize at least one characteristic of living things.**

**Activity:** Provide students with photographs/actual items of familiar things (some living, some non-living). Have students conduct an experiment to evaluate the items and document their findings. Using the form below, students can be evaluated for LS 1.1.1b in the “Observation” column..

Living/Non-Living Science Investigation		
Investigation Notes		
Item	Observation	Conclusion
Dog	<input type="checkbox"/> grow <input type="checkbox"/> breathe <input type="checkbox"/> eat	<input type="checkbox"/> living <input type="checkbox"/> non-living
Rock	<input type="checkbox"/> grow <input type="checkbox"/> breathe <input type="checkbox"/> eat	<input type="checkbox"/> living <input type="checkbox"/> non-living

**10. Life Science LS 1.1.1 Distinguish between living and non-living things.**

**Activity:** Using the activity described above, use the “Conclusion” column to evaluate the student’s abilities in distinguishing between living and non-living things (LS 1.1.1).

\*Remember that activities assessed as part of the RIAA must be age appropriate.