



# Alternate Assessment Achievement Level Descriptions For Grade 2

## Mathematics

### **Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate**

- a high level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a high level of independence on instructional activities aligned with the grade span AAGSEs
- consistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- a high ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- an adequate level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- an adequate level of independence on instructional activities aligned with the grade span AAGSEs
- consistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- an adequate ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Partially Proficient: Students performing at this level submitted datafolios that demonstrate**

- a minimal level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a minimal level of independence on instructional activities aligned with the grade span AAGSEs
- inconsistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- a minimal ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instruction activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a low level of independence on instructional activities aligned with the grade span AAGSEs
- little or no progress in applying knowledge and skills of the grade span AAGSEs during the year
- little or no ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

## Reading

### **Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate**

- a high level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Early Reading Alternate Assessment Grade Span Expectations (AAGSEs)
- a high level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- a high ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- an adequate level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Early Reading Alternate Assessment Grade Span Expectations (AAGSEs)
- an adequate level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- an adequate ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Partially Proficient: Students performing at this level submitted datafolios that demonstrate**

- a minimal level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Early Reading Alternate Assessment Grade Span Expectations (AAGSEs)
- a minimal level of independence on instructional activities aligned with AAGSEs
- inconsistent progress in applying knowledge and skills of AAGSEs during the year
- a minimal ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instruction activities aligned Word Identification and Vocabulary and Early Reading Alternate Assessment Grade Span Expectations (AAGSEs)
- a low level of independence on instructional activities aligned with AAGSEs
- little or no progress in applying knowledge and skills of AAGSEs during the year
- little or no ability to apply knowledge and skills of AAGSEs across multiple instructional activities



# Alternate Assessment Achievement Level Descriptions For Grade 3

## Mathematics

### **Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate**

- a high level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a high level of independence on instructional activities aligned with the grade span AAGSEs
- consistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- a high ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- an adequate level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- an adequate level of independence on instructional activities aligned with the grade span AAGSEs
- consistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- an adequate ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Partially Proficient: Students performing at this level submitted datafolios that demonstrate**

- a minimal level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a minimal level of independence on instructional activities aligned with the grade span AAGSEs
- inconsistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- a minimal ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instruction activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a low level of independence on instructional activities aligned with the grade span AAGSEs
- little or no progress in applying knowledge and skills of the grade span AAGSEs during the year
- little or no ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

## Reading

### **Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate**

- a high level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a high level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- a high ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- an adequate level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- an adequate level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- an adequate ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Partially Proficient: Students performing at this level submitted datafolios that demonstrate**

- a minimal level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a minimal level of independence on instructional activities aligned with AAGSEs
- inconsistent progress in applying knowledge and skills of AAGSEs during the year
- a minimal ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instruction activities aligned Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a low level of independence on instructional activities aligned with AAGSEs
- little or no progress in applying knowledge and skills of AAGSEs during the year
- little or no ability to apply knowledge and skills of AAGSEs across multiple instructional activities



# Rhode Island Alternate Assessment State Summary Report 2010-2011

Alternate Assessment datafolios assessed students in grades 2, 3, 4, 5, 6, 7, and 10 in Reading and Mathematics. Students in grades 4, 7, and 10 were also assessed in Writing. Students in grades 4, 8, and 11 were assessed in Science. Evidence of student work was collected in 3 distinct data collection periods: October 4 – November 12, 2010, January 10 – February 11, 2011, and March 14 – April 8, 2011.

State of Rhode Island

Grade: 04

Number of Students Enrolled: 130

| Achievement Levels             | Mathematics |  |       |    | Reading |  |       |    | Writing |  |       |    | Science |  |       |    |
|--------------------------------|-------------|--|-------|----|---------|--|-------|----|---------|--|-------|----|---------|--|-------|----|
|                                |             |  | State |    |         |  | State |    |         |  | State |    |         |  | State |    |
|                                |             |  | n     | %  |         |  | n     | %  |         |  | n     | %  |         |  | n     | %  |
| Proficient with Distinction    |             |  | 66    | 51 |         |  | 67    | 52 |         |  | 60    | 47 |         |  | 67    | 53 |
| Proficient                     |             |  | 38    | 29 |         |  | 43    | 33 |         |  | 46    | 36 |         |  | 20    | 16 |
| Partially Proficient           |             |  | 15    | 12 |         |  | 16    | 12 |         |  | 10    | 8  |         |  | 20    | 16 |
| Substantially Below Proficient |             |  | 11    | 8  |         |  | 4     | 3  |         |  | 12    | 9  |         |  | 20    | 16 |

| All Reported Students     |  |  | State number |  |  | State number |  |  | State number |  |  | State number |
|---------------------------|--|--|--------------|--|--|--------------|--|--|--------------|--|--|--------------|
| Students Reported Above   |  |  | 130          |  |  | 130          |  |  | 128          |  |  | 127          |
| Not Tested State Approved |  |  | 0            |  |  | 0            |  |  | 0            |  |  | 0            |
| Not Tested, Other         |  |  | 0            |  |  | 0            |  |  | 2            |  |  | 3            |

# Alternate Assessment Achievement Level Descriptions For Grade 4

## Mathematics

### **Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate**

- a high level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a high level of independence on instructional activities aligned with the grade span AAGSEs
- consistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- a high ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- an adequate level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- an adequate level of independence on instructional activities aligned with the grade span AAGSEs
- consistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- an adequate ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Partially Proficient: Students performing at this level submitted datafolios that demonstrate**

- a minimal level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a minimal level of independence on instructional activities aligned with the grade span AAGSEs
- inconsistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- a minimal ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instruction activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a low level of independence on instructional activities aligned with the grade span AAGSEs
- little or no progress in applying knowledge and skills of the grade span AAGSEs during the year
- little or no ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

## Reading

### **Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate**

- a high level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a high level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- a high ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- an adequate level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- an adequate level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- an adequate ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Partially Proficient: Students performing at this level submitted datafolios that demonstrate**

- a minimal level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a minimal level of independence on instructional activities aligned with AAGSEs
- inconsistent progress in applying knowledge and skills of AAGSEs during the year
- a minimal ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instruction activities aligned Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a low level of independence on instructional activities aligned with AAGSEs
- little or no progress in applying knowledge and skills of AAGSEs during the year
- little or no ability to apply knowledge and skills of AAGSEs across multiple instructional activities

# Alternate Assessment Achievement Level Descriptions For Grade 4

## Writing

### **Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate**

- a high level of accuracy on instructional activities aligned with Structures of Language and Writing Conventions and Response to Literary or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a high level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- a high ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- an adequate level of accuracy on instructional activities aligned with Structures of Language and Writing Conventions and Response to Literary or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- an adequate level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- an adequate ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Partially Proficient: Students performing at this level submitted datafolios that demonstrate**

- a minimal level of accuracy on instructional activities aligned with Structures of Language and Writing Conventions and Response to Literary or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a minimal level of independence on instructional activities aligned with AAGSEs
- inconsistent progress in applying knowledge and skills of AAGSEs during the year
- a minimal ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instruction activities aligned Structures of Language and Writing Conventions and Response to Literary or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a low level of independence on instructional activities aligned with AAGSEs
- little or no progress in applying knowledge and skills of AAGSEs during the year
- little or no ability to apply knowledge and skills of AAGSEs across multiple instructional activities

## Science

### **Proficient with Distinction: Students performing at this level demonstrate**

- a high level of accuracy on instructional activities aligned with the grade four Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Observing/Questioning an Experiment *or* Conducting an Experiment
- a high level of independence on instructional activities aligned with the grade four Science AAGSEs and Inquiry Constructs
- consistent progress in the Inquiry Construct during the year
- a high ability to apply knowledge and skills of the grade four Science AAGSEs and Inquiry Constructs across multiple instructional activities.

### **Proficient: Students performing at this level demonstrate**

- an adequate level of accuracy on instructional activities aligned with the grade four Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Observing/Questioning an Experiment *or* Conducting an Experiment
- an adequate level of independence on instructional activities aligned with the grade four Science AAGSEs and Inquiry Constructs
- consistent progress in the Inquiry Construct during the year
- an adequate ability to apply knowledge and skills of the grade four Science AAGSEs and Inquiry Constructs across multiple instructional activities.

### **Partially Proficient: Students performing at this level demonstrate**

- a minimal level of accuracy on instructional activities aligned with the grade four Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Observing/Questioning an Experiment *or* Conducting an Experiment
- a minimal level of independence on instructional activities aligned with the grade four Science AAGSEs and Inquiry Constructs
- inconsistent progress in the Inquiry Construct during the year
- a minimal ability to apply knowledge and skills of the grade four Science AAGSEs and Inquiry Constructs across multiple instructional activities.

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instructional activities aligned with the grade four Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Observing/Questioning an Experiment *or* Conducting an Experiment
- a low level of independence on instructional activities aligned with the grade four Science AAGSEs and Inquiry Constructs
- little or no progress in the Inquiry Construct during the year
- little or no ability to apply knowledge and skills of the grade four Science AAGSEs and Inquiry Constructs across multiple instructional activities.





# Alternate Assessment Achievement Level Descriptions For Grade 5

## Mathematics

### **Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate**

- a high level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a high level of independence on instructional activities aligned with the grade span AAGSEs
- consistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- a high ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- an adequate level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- an adequate level of independence on instructional activities aligned with the grade span AAGSEs
- consistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- an adequate ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Partially Proficient: Students performing at this level submitted datafolios that demonstrate**

- a minimal level of accuracy on instructional activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a minimal level of independence on instructional activities aligned with the grade span AAGSEs
- inconsistent progress in applying knowledge and skills of the grade span AAGSEs during the year
- a minimal ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instruction activities aligned with the grade span Numbers and Operations and Geometry and Measurement Alternate Assessment Grade Span Expectations (AAGSEs)
- a low level of independence on instructional activities aligned with the grade span AAGSEs
- little or no progress in applying knowledge and skills of the grade span AAGSEs during the year
- little or no ability to apply knowledge and skills of the grade span AAGSEs across multiple instructional activities

## Reading

### **Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate**

- a high level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a high level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- a high ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- an adequate level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- an adequate level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- an adequate ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Partially Proficient: Students performing at this level submitted datafolios that demonstrate**

- a minimal level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a minimal level of independence on instructional activities aligned with AAGSEs
- inconsistent progress in applying knowledge and skills of AAGSEs during the year
- a minimal ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instruction activities aligned Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a low level of independence on instructional activities aligned with AAGSEs
- little or no progress in applying knowledge and skills of AAGSEs during the year
- little or no ability to apply knowledge and skills of AAGSEs across multiple instructional activities



# Alternate Assessment Achievement Level Descriptions For Grade 6

## Mathematics

### **Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate**

- a high level of accuracy on instructional activities aligned with Numbers and Operations and Data, Statistics and Probability Alternate Assessment Grade Span Expectations (AAGSEs)
- a high level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- a high ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- an adequate level of accuracy on instructional activities aligned with Numbers and Operations and Data, Statistics and Probability Alternate Assessment Grade Span Expectations (AAGSEs)
- an adequate level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- an adequate ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Partially Proficient: Students performing at this level submitted datafolios that demonstrate**

- a minimal level of accuracy on instructional activities aligned with Numbers and Operations and Data, Statistics and Probability Alternate Assessment Grade Span Expectations (AAGSEs)
- a minimal level of independence on instructional activities aligned with AAGSEs
- inconsistent progress in applying knowledge and skills of AAGSEs during the year
- a minimal ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instruction activities aligned with pan Numbers and Operations and Data, Statistics and Probability Alternate Assessment Grade Span Expectations (AAGSEs)
- a low level of independence on instructional activities aligned with AAGSEs
- little or no progress in applying knowledge and skills of AAGSEs during the year
- little or no ability to apply knowledge and skills of AAGSEs across multiple instructional activities

## Reading

### **Proficient with Distinction: Students performing at this level submitted datafolios that demonstrate**

- a high level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a high level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- a high ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Proficient: Students performing at this level submitted datafolios that demonstrate**

- an adequate level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- an adequate level of independence on instructional activities aligned with AAGSEs
- consistent progress in applying knowledge and skills of AAGSEs during the year
- an adequate ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Partially Proficient: Students performing at this level submitted datafolios that demonstrate**

- a minimal level of accuracy on instructional activities aligned with Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a minimal level of independence on instructional activities aligned with AAGSEs
- inconsistent progress in applying knowledge and skills of AAGSEs during the year
- a minimal ability to apply knowledge and skills of AAGSEs across multiple instructional activities

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instruction activities aligned Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text Alternate Assessment Grade Span Expectations (AAGSEs)
- a low level of independence on instructional activities aligned with AAGSEs
- little or no progress in applying knowledge and skills of AAGSEs during the year
- little or no ability to apply knowledge and skills of AAGSEs across multiple instructional activities



# Rhode Island Alternate Assessment State Summary Report 2010-2011

Alternate Assessment datafolios assessed students in grades 2, 3, 4, 5, 6, 7, and 10 in Reading and Mathematics. Students in grades 4, 7, and 10 were also assessed in Writing. Students in grades 4, 8, and 11 were assessed in Science. Evidence of student work was collected in 3 distinct data collection periods: October 4 – November 12, 2010, January 10 – February 11, 2011, and March 14 – April 8, 2011.

State of Rhode Island

Grade: 07

Number of Students Enrolled: 105

| Achievement Levels             | Mathematics |  |       |    | Reading |  |       |    | Writing |  |       |    |
|--------------------------------|-------------|--|-------|----|---------|--|-------|----|---------|--|-------|----|
|                                |             |  | State |    |         |  | State |    |         |  | State |    |
|                                |             |  | n     | %  |         |  | n     | %  |         |  | n     | %  |
| Proficient with Distinction    |             |  | 43    | 41 |         |  | 38    | 36 |         |  | 40    | 38 |
| Proficient                     |             |  | 36    | 34 |         |  | 46    | 44 |         |  | 46    | 44 |
| Partially Proficient           |             |  | 15    | 14 |         |  | 13    | 12 |         |  | 10    | 10 |
| Substantially Below Proficient |             |  | 11    | 10 |         |  | 8     | 8  |         |  | 9     | 9  |

| All Reported Students     |  |  | State number |  |  | State number |  |  | State number |  |  |
|---------------------------|--|--|--------------|--|--|--------------|--|--|--------------|--|--|
| Students Reported Above   |  |  | 105          |  |  | 105          |  |  | 105          |  |  |
| Not Tested State Approved |  |  | 0            |  |  | 0            |  |  | 0            |  |  |
| Not Tested, Other         |  |  | 0            |  |  | 0            |  |  | 0            |  |  |





# Alternate Assessment Achievement Level Descriptions For Grade 8

## Science

### **Proficient with Distinction: Students performing at this level demonstrate**

- a high level of accuracy on instructional activities aligned with the grade eight Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Planning an Experiment *or* Conducting an Experiment
- a high level of independence on instructional activities aligned with the grade eight Science AAGSEs and Inquiry Constructs
- consistent progress in the Inquiry Construct during the year
- a high ability to apply knowledge and skills of the grade eight Science AAGSEs and Inquiry Constructs across multiple instructional activities.

### **Proficient: Students performing at this level demonstrate**

- an adequate level of accuracy on instructional activities aligned with the grade eight Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Planning an Experiment *or* Conducting an Experiment
- an adequate level of independence on instructional activities aligned with the grade eight Science AAGSEs and Inquiry Constructs
- consistent progress in the Inquiry Construct during the year
- an adequate ability to apply knowledge and skills of the grade eight Science AAGSEs and Inquiry Constructs across multiple instructional activities.

### **Partially Proficient: Students performing at this level demonstrate**

- a minimal level of accuracy on instructional activities aligned with the grade eight Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Planning an Experiment *or* Conducting an Experiment
- a minimal level of independence on instructional activities aligned with the grade eight Science AAGSEs and Inquiry Constructs
- inconsistent progress in the Inquiry Construct during the year
- a minimal ability to apply knowledge and skills of the grade eight Science AAGSEs and Inquiry Constructs across multiple instructional activities.

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instructional activities aligned with the grade eight Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Planning an Experiment *or* Conducting an Experiment
- a low level of independence on instructional activities aligned with the grade eight Science AAGSEs and Inquiry Constructs
- little or no progress in the Inquiry Construct during the year
- little or no ability to apply knowledge and skills of the grade eight Science AAGSEs and Inquiry Constructs across multiple instructional activities.



# Rhode Island Alternate Assessment State Summary Report 2010-2011

Alternate Assessment datafolios assessed students in grades 2, 3, 4, 5, 6, 7, and 10 in Reading and Mathematics. Students in grades 4, 7, and 10 were also assessed in Writing. Students in grades 4, 8, and 11 were assessed in Science. Evidence of student work was collected in 3 distinct data collection periods: October 4 – November 12, 2010, January 10 – February 11, 2011, and March 14 – April 8, 2011.

State of Rhode Island

Grade: 10

Number of Students Enrolled: 104

| Achievement Levels             | Mathematics |  |       |    | Reading |  |       |    | Writing |  |       |    |
|--------------------------------|-------------|--|-------|----|---------|--|-------|----|---------|--|-------|----|
|                                |             |  | State |    |         |  | State |    |         |  | State |    |
|                                |             |  | n     | %  |         |  | n     | %  |         |  | n     | %  |
| Proficient with Distinction    |             |  | 46    | 44 |         |  | 49    | 47 |         |  | 50    | 48 |
| Proficient                     |             |  | 25    | 24 |         |  | 33    | 32 |         |  | 25    | 24 |
| Partially Proficient           |             |  | 20    | 19 |         |  | 17    | 16 |         |  | 14    | 13 |
| Substantially Below Proficient |             |  | 13    | 13 |         |  | 5     | 5  |         |  | 15    | 14 |

| All Reported Students     |  |  | State number |  |  | State number |  |  | State number |  |  |
|---------------------------|--|--|--------------|--|--|--------------|--|--|--------------|--|--|
| Students Reported Above   |  |  | 104          |  |  | 104          |  |  | 104          |  |  |
| Not Tested State Approved |  |  | 0            |  |  | 0            |  |  | 0            |  |  |
| Not Tested, Other         |  |  | 0            |  |  | 0            |  |  | 0            |  |  |







# Alternate Assessment Achievement Level Descriptions For Grade 11

## Science

### **Proficient with Distinction: Students performing at this level demonstrate**

- a high level of accuracy on instructional activities aligned with the grade eleven Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Analyzing an Experiment *or* Conducting an Experiment
- a high level of independence on instructional activities aligned with the grade eleven Science AAGSEs and Inquiry Constructs
- consistent progress in the Inquiry Construct during the year
- a high ability to apply knowledge and skills of the grade eleven Science AAGSEs and Inquiry Constructs across multiple instructional activities.

### **Proficient: Students performing at this level demonstrate**

- an adequate level of accuracy on instructional activities aligned with the grade eleven Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Analyzing an Experiment *or* Conducting an Experiment
- an adequate level of independence on instructional activities aligned with the grade eleven Science AAGSEs and Inquiry Constructs
- consistent progress in the Inquiry Construct during the year
- an adequate ability to apply knowledge and skills of the grade eleven Science AAGSEs and Inquiry Constructs across multiple instructional activities.

### **Partially Proficient: Students performing at this level demonstrate**

- a minimal level of accuracy on instructional activities aligned with the grade eleven Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Analyzing an Experiment *or* Conducting an Experiment
- a minimal level of independence on instructional activities aligned with the grade eleven Science AAGSEs and Inquiry Constructs
- inconsistent progress in the Inquiry Construct during the year
- a minimal ability to apply knowledge and skills of the grade eleven Science AAGSEs and Inquiry Constructs across multiple instructional activities.

### **Substantially Below Proficient: Students performing at this level demonstrate**

- a low level of accuracy on instructional activities aligned with the grade eleven Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science and Science Inquiry Constructs of Analyzing an Experiment *or* Conducting an Experiment
- a low level of independence on instructional activities aligned with the grade eleven Science AAGSEs and Inquiry Constructs
- little or no progress in the Inquiry Construct during the year
- little or no ability to apply knowledge and skills of the grade eleven Science AAGSEs and Inquiry Constructs across multiple instructional activities.