Rhode Island Alternate Assessment (RIAA)

TECHNICAL MANUAL 2005-2007

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Prepared by Measured Progress in Collaboration with the
Rhode Island Department of Education

Rhode Island Alternate Assessment 2005-07 Technical Manual
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SECTION I: ASSESSMENT DEVELOPMENT

This section of the Rhode Island Alternate Assessment (RIAA) technical manual outlines the purpose of the manual, the purposes of the RIAA, and the stakeholder involvement and the processes utilized to redesign the RIAA. It is through the comparison of the intent of the RIAA with the process and design of the redesigned RIAA that the validity of the assessment can be evaluated. Stakeholder involvement in a survey to help guide the redesign process and the reasons for change are reviewed. The alignment and expansion process of the Alternate Assessment Grade Span Expectations (AAGSEs) to the New England Common Assessment Program (NECAP) is described in detail. Finally, the pilot process, employed to ensure further input by teachers prior to full implementation, is specified, from the initial blueprint and design, to teacher trainings and scoring, to changes made to the overall RIAA assessment process and design based on teacher feedback.

Purpose and Overview of the Manual

The purpose of this manual is to document the technical aspects of the 2005-06 Rhode Island Alternate Assessment (RIAA) Pilot and the 2006-07 operational implementation. During the 2005-06 school year, 193 students in grades 2 through 8 and 10 participated in the administration of the RIAA Pilot. Reading and mathematics were assessed at grades 2–8 and 10 and writing was assessed at grades 4, 7, and 10. In the 2006-07 operational test, 755 students were assessed in reading, writing, and mathematics at the same grade levels as the pilot. This manual documents both the pilot and operational implementations of the redesigned RIAA program. (Note: the RIAA program will expand in 2007-08 to include science at grades 4, 8 and 11.) Information is provided here on technical quality, specifically, the processes used to develop, administer, score, and set standards on the redesigned RIAA and to analyze the results.

This manual describes several technical aspects of the RIAA in an effort to contribute to the accumulation of validity evidence to support RIAA score interpretations. Because interpretations of test scores are evaluated for validity, not the test itself, this manual presents documentation to substantiate intended interpretations (AERA, 1999). Each of the sections in this manual contributes important information to the validity argument by addressing one or more of the following aspects of the RIAA: test development, test alignment, test administration, scoring, reliability, achievement levels, and reporting. The manual further outlines plans of the Rhode Island Department of Education (RIDE) to investigate consequential aspects of the assessment system.

The RIAA assessments reported in this manual are based on, and aligned to, the New England Common Assessment Program (NECAP) Grade Level/Span Expectations (GLEs/GSEs) and the Rhode Island Alternate Assessment Grade Span Expectations (AAGSEs) in reading, writing, and mathematics. The inferences intended from RIAA results are about student achievement on Rhode Island's content standards and AAGSEs for reading, writing, and mathematics. These achievement inferences are meant to be useful, in turn, for program and instructional improvement, and as a component of school accountability.

The *Standards for Educational and Psychological Testing* (1999) provides a framework for describing sources of evidence that should be considered when constructing an *argument* for assessment validity. These evidence sources include those in five general areas: test content, response processes, internal structure, relationship to other variables, and consequences of testing. Although each of these sources may speak to a different *aspect* of validity, they are not distinct types of validity. Instead, each contributes to a body of evidence about the comprehensive validity of score interpretations.

Organization of the Manual

The organization of this manual is based on the conceptual flow of an assessment's life span: It begins with the initial test specifications and addresses all the intermediate steps that lead to final score reporting. Section I covers the development of the redesigned Rhode Island Alternate assessment, including general design; test development; specific designs of the reading, writing and mathematics assessments; and test format. Section II describes administration of the tests. Section III covers scoring, reliability, standard setting, and reporting. Section IV contains information on suggested studies to be considered by RIDE for addressing consequences of the assessment system. Section V considers the validity of the assessment. References and appendices are included in this manual as appropriate. All information provided in this report will be updated appropriately each subsequent year.

Purpose of the Redesigned RIAA

The mission of RIDE is to lead and support schools and communities in ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to compete in academic and employment settings, and to contribute to society. RIDE believes that each individual has equal intrinsic worth as a human being and that all children can and want to learn, and do so in a variety of ways. Rhode Island's Comprehensive Education Strategy is focused on producing outstanding results for *all* students, including those with the most significant cognitive disabilities. This includes providing alternative paths to learning, in which all students have available to them the full variety of instructional strategies, differentiated curriculum materials, multi-faceted assessments, and individualized supports to succeed in the 21st century. Rhode Island's commitment to meeting the assessment needs of students with the most significant cognitive disabilities is long-established; it was one of the first states in the nation to develop an alternate assessment.

Consistent with the state's general assessment (NECAP), the purposes of the RIAA are as follows: (1) provide data on student achievement in reading/language arts and mathematics to meet the requirements of NCLB; (2) provide information to support program evaluation and improvement; (3) provide to parents and the public information on the performance of students and schools; and (4) provide data to guide instruction.

Federal special education law, specifically the Individuals with Disabilities Act (IDEA) of 2004, requires that students with disabilities be involved in the general education curriculum with supplementary aides and supports when necessary. IDEA 2004 further requires that students with disabilities be included in all general and district-wide assessment programs, with appropriate accommodations or alternate assessments when necessary, as determined by

their Individualized Education Program (IEP) team. In addition, Title I of the No Child Left Behind Act (2001) requires that *all* students participate in state tests in English language arts, mathematics, and science, and that performance results are reported. This Federal legislation supports that of Rhode Island's Article 31. Participation in the Rhode Island Assessment Program, which includes the RIAA, is an important means of ensuring that *each* student has the opportunity to acquire the knowledge and skills addressed in the New England Common Assessment Program (NECAP) Grade Level/Span Expectations (GLEs/GSEs). The majority of students with disabilities learn in general education classrooms, participate in the general education curriculum, and participate in the subject area assessments of NECAP. However, students with significant cognitive disabilities require an alternate method of assessment. The small number of students who cannot participate in the large-scale assessments even with accommodations participate in the RIAA. The RIAA is based on Alternate Assessment Grade Span Expectations (AAGSEs), which are an extension of the NECAP GLEs/GSEs.

RIAA results are provided in three formats: Individual Student Performance Reports; Class, School, District, and State Summary Reports; and Class and School Roster Reports. Interpretation guides for parents and teachers are sent to schools with these RIAA reports. Educators, parents, and students are encouraged to use the reported scores to inform instruction and chart student progress in meeting the AAGSEs. The results also provide technically sound data to document program effects. The contents of *datafolios* (described in detail in Section II: Test Administration) are developed so that programs constantly move toward instructional practices currently considered the best in special education.

Participation Guidelines

The decision as to how a student with disabilities participates in the state's accountability system is made by the student's Individualized Education Program (IEP) team. When considering whether students with disabilities should participate in the RIAA, the IEP team is required to use the criteria for participation developed by Rhode Island (eligibility criteria are presented below). Because the general NECAP provides full access to the vast majority of students, it is expected that only approximately 1% of assessed students participate in the RIAA. During the 2006-07 academic year 774 students, less than one percent of students assessed, participated in the RIAA.

Criteria for Participation in the Rhode Island Alternate Assessment System (RIAA)
Revised May 2006

Student Name_____DOB_____IEP DATE_____

The IEP (Individualized Education Plan) team, including the parents /guardians, determines on an individual basis how a child with an IEP participates in state assessment. This determination should be made at every *annual* IEP review. For some children, this determination is that the student will participate in the state assessment with or without accommodations.

If the team determines that the general assessment (i.e., New England Common Assessment Program) may not be the most appropriate means of assessment for a particular child, the team must discuss the participation criteria for alternate assessment. Only those students who meet *all* the criteria and factors may participate in RIAA. If the team cannot answer 'yes' to all the criteria and factors in Tables 1 and 2 on the following page, they must determine what accommodations are necessary for the student to participate in the state assessment. The team may refer to the NECAP accommodations manual for further information in this area. IEP teams must document assessment decisions on the IEP form. If a student will not be participating in the state general assessment but in the alternate assessment, the reason(s) why must be stated on the IEP form.

IEP teams are encouraged to continue making ongoing decisions about students participation in the state assessment system; however, the participation criteria review deadline for the RI Alternate Assessment is September 15th of that school year. This assures that the student participates in the state assessment system in the most appropriate manner. Students who meet the participation criteria for alternate assessment will be assessed in grades 2–8 and 10. Students should not be assigned a grade that is more than two years below or above the typical grade of their chronological peers, or be assigned a grade which is outside of the grade range of students in the school that he or she is being instructed. IEP teams should refer to the district's retention/promotion policies when making grade changes. In addition, the team must assure that the grade designation matches with the school's official assessment roster used for testing purposes. It should be noted that 'Current Grade' on the IEP front page is the grade of the student at the time of the IEP meeting and should be considered a reference when determining assessment participation for students. For example, if a student's IEP team meeting is held in May and the student is a fifth grader at the time of the meeting, that grade designation in written on the front of the IEP. The student advances to the sixth grade the following academic year unless the student is retained by a district's retention policy.

To verify that a child should participate in RIAA, the IEP team must review all important information about the child over the years and in a variety of settings (i.e.: home, school, community), and determine and document that the child meets the following criteria and team decision making factors.

Table 1: Participation Criteria

YES	CRITERIA	NO	**DOCUMENTATION** must be provided for each criteria
	Student has a disability that significantly impacts cognitive function and adaptive behavior.		
	The student's instruction is aligned to the RI Alternate Assessment Grade Span Expectations, includes academic skills and short-term objectives/ benchmarks.		
	The student is unable to apply academic skills in home, school and community without intensive, frequent and individualized instruction in multiple settings.		

Table 2: Team Decisions

YES	FACTORS	NO
	The decision to administer the RIAA is *not* based solely on the fact that the student has an IEP.	
	The decision to administer the RIAA is *not* based solely on the fact that the student's instructional reading level is below grade level expectations.	
	The decision to administer the RIAA is *not* based solely on the fact that the student is not expected to perform well on state assessment.	
	The decision to administer the RIAA is *not* based on the fact that the student is expected to experience distress under testing conditions.	
	The decision to administer the RIAA is *not* based on the fact that the student has excessive or extended absences.	
	The decision to administer the RIAA is *not* based on the fact that the student has a visual or auditory disability, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, economic or language differences.	

According to the Rhode Island special education census, students who participated in the RIAA during the 2006-07 academic year were eligible based on thirteen disability categories. Three of the disability categories accounted for the primary disability of most eligible students: Approximately 36.0% of students had an identification code for Mental Retardation, 26.5% of students for Autism, and 16.0% for Multiple Disabilities. The remainder of students were identified as eligible under the following disability categories: Other Health Impaired (7.9%), Specific Learning Disability (4.0%), Emotional Disturbance (2.3%), Deafness (2.5%), Traumatic Brain Injury (1.8%),Speech and Language Impairment (1.5%), Visual Impairment including blindness (<1.0%), Developmentally Delayed (<1.0%), Hearing Impairment (<1.0%).

The Learner Characteristics Inventory (Kearns, Kleinert, Kleinert, & Towles-Reeves, 2006) was completed for each student participating in the RIAA by his/her teacher during the 2006-07 academic year. This inventory provided Rhode Island with greater detailed information on the abilities of students who took the RIAA as well as provided evidence for the congruence between the intended and assessed populations. This inventory will be completed periodically to assist Rhode Island in making data-based decisions about the design and administration of RIAA. A summary of important findings are given below:

In the area of communication:

- 65% of students who took the alternate assessment use symbolic language to communicate expressively, 25% use intentional communication with pictures/objects and/or gestures but not at the symbolic language level, and 7% have no clear use of words, pictures, or objects to communicate expressively.
- In the area of receptive language, 36% of students can follow 1- or 2-step directions presented through words only, 49% can follow oral instructions when provided additional cues, and an additional 10% are alert to sensory input from another individual. Only 2% exhibit uncertain receptive responses to stimuli.
- 33% of the students use an augmentative communication system in addition to or in place of oral speech.

In the content areas of reading and mathematics:

- 1% of students read fluently in print or Braille, 14% read with basic literal understanding, 45% read basic sight words or demonstrate basic literacy skills, 21% have some awareness of print or Braille, and 16% have no awareness of print or Braille.
- 4% apply computational procedures to solve real-life word problems in a variety of contexts, 30% can do computational problems with or without a calculator, 34% can count with 1:1 correspondence to at least 10, 12% can rote count to at least 5, and 15% have no observable awareness of or use of numbers.

Overview of the Redesigned RIAA Pilot

In August of 2004, the Rhode Island Department of Elementary and Secondary Education (RIDE) entered into a five year contract with Measured Progress for the purpose of redesigning and implementing the RIAA. The RIAA was developed in response to a Request for Proposal (RFP) disseminated by RIDE requesting such a redesign.

Reasons for Change

Rhode Island was at a point in the evolution of their alternate assessment program where a redesign was required to continue improving its overall assessment system, to meet the needs of the students and teachers, and to be in compliance with Federal requirements.

The redesigned RIAA consists of a performance-based academic assessment that promotes enhanced capacities and integrated life opportunities for students with significant disabilities. Captured evidence of student learning serves as the basic building block of the RIAA. The redesigned RIAA expanded from a previous functional focus to an assessment of general education academic skills. For the RIAA redesign, teachers assemble evaluative data and actual exemplars of student work in *datafolios*, evaluating the student's Accuracy, Independence, and Progress. No longer are program components the focus of the redesigned RIAA. The collected evidence provides documentation to ensure that there is a connection between the GLEs/GSEs and instruction through the AAGSE.

The RIAA assesses content in reading, writing, and mathematics. Within each content area, two strands of student mastery of academic knowledge and four AAGSEs are assessed against *alternate academic achievement standards*. Teachers observe and evaluate a student's performance and collect evidence during three distinct collection periods spanning a total of seven months. Effectively, the assessment links strands, curriculum, instruction, and assessment to demonstrate student learning which is linked to and measured against these standards.

The redesigned RIAA captures student learning directly connected to the GLEs/GSEs through the AAGSEs. The assessment has 4 criteria:

- Student Progress
- Level of Accuracy
- Level of Independence
- Connection to the Strand

Stakeholder Involvement

Early in the redesign of the RIAA, RIDE sought stakeholder input to guide the redesign process via a survey. The input was used by the RIAA Project Leadership Team to inform their thinking on the revised assessment. For example, RIDE had originally requested a fall test for the alternate assessment redesign to coincide with the state assessment (NECAP) testing each year. Teachers on the stakeholder survey indicated that evidencing *progress* was very important in alternate assessment, and that this could only happen within a longer assessment window.

There were 57 respondents to the survey, the majority of them (43 of 57) from public school special education teachers. Responses were mixed on the usefulness of previous trainings, but teachers felt overall that the software tools provided in the past to assist with data collection paperwork were helpful.

Teachers also indicated seeing neither positive changes to instruction nor connections to the IEP using the alternate assessment. Further, teachers indicated not seeing results as useful for changing instruction or for IEP use.

Survey results reinforced three specific aspects for the redesign process:

- Teachers wanted the redesigned RIAA to be a year-long process.
- The redesign needed to focus in on the level and types of training to offer to teachers.
- The redesign needed to focus on the importance of teachers being able to connect the alternate assessment to their students IEPs and instruction. (The full survey and results may be found in Appendix A.)

Assessment Development Process

Alternate Assessment Grade Span Expectation (AAGSE) Expansion

Process

The redesigned RIAA was developed as a collaborative project between Measured Progress, the Sherlock Center on Disabilities, Rhode Island College, Rhode Island's University Centers on Excellence and Developmental Disabilities, and RIDE's divisions of Assessment and Accountability and Special Education. A Project Leadership Team (PLT) was formed. This group was composed of a specialist and assistant director of special education from Measured Progress; the Sherlock Center director and staff member directly involved in training for the RIAA; and RIDE staff, including a consultant from special education, a consultant from assessment, the special education director, and assessment director. The role of this group was to garner and consider recommendations from all of the stakeholder groups throughout the RIAA redesign process. The PLT utilized the information to make final decisions and move the process forward at each step along the way.

Stakeholder Involvement and Decision Making Process

An advisory committee, representing the perspectives of parents, teachers, and administrators, provided input during the development of the assessment. In addition, teacher work groups were formed at several points in the development and redesign process. Mathematics, reading and writing AAGSE work groups, composed of general and special education teachers, were formed. These teachers reviewed the NECAP Grade Level Expectations (GLEs) and expanded those concepts and skills to develop AAGSEs, which are the basis of the skills evidenced for this assessment. Another group of teachers worked to develop the Structured Performance Tasks (SPTs) for the pilot assessment. A fourth group of special education teachers participated in the pilot testing and scoring of the assessment, providing valuable feedback about the test design. (Stakeholder lists can be found in Appendix B.)

Development of the Reading, Writing, and Mathematics AAGSEs

The AAGSEs were developed for students with significant cognitive disabilities who, even with accommodations, are not appropriately assessed through NECAP. The AAGSEs were developed using Rhode Island's GLEs/GSEs for reading, writing, and mathematics. Measured Progress curriculum and special education specialists developed a preliminary draft of the AAGSEs, which was brought to educator committees for review and revisions. Curriculum and Assessment (C&A) staff from Measured Progress, in consultation with the Special Education Specialist on the contract, expanded an initial strand in each content area. The committee and RIDE staff provided input and numerous recommendations for changes. (Note: The Rhode Island GLEs/GSEs and AAGSEs are not included in this manual because of the length of each document. They are located on the RIDE website at http://www.ridoe.net/assessment/Altassessment.aspx.)

Table 3 outlines the terminology of the GLEs/GSEs and the AAGSEs; in doing so, the relationship of the GLEs/GSEs and AAGSEs is highlighted. It may be seen from the table that the AAGSEs are a direct expansion of the GLEs/GSEs.

Table 3: GLE and AAGSE Terminology

Term/Description	Examples	
Content Area	**Mathematics**	**Reading**
Standard Learning outcome expected for all students throughout all grades.	Number and Operation	Word Identification Skills and Strategies
Stem A statement of the standard separating the essential components.	Demonstrate conceptual understanding of rational numbers with respect to…	Student applies word identification and decoding strategies by…
Indicator Expectation for typical students described for each grade level.	From 0 to 12 through investigations that apply the concepts of equivalency in composing and decomposing numbers…	Reading grade appropriate, high-frequency words (including irregularly spelled words)
Alternate Assessment Grade Span Expectation (AAGSE) Skill or concept expanded from the typical GLE to an AAGSE.	**NO 1.1** Represent and number small collections (1-4 items). **a.** Recognize a small collection of one or two items (e.g., pointing to one or two items). **b.** Recognize or labels a small collection up to "four" items with a number symbol/word.	**WID 1.1.** Demonstrating that the objects and concepts can be represented in a variety of formats (e.g., line drawings, photographs, environmental print, symbols, or actions as appropriate to the student's personal and classroom experiences).

RIAA AAGSE Development Process Overview

An overview of the AAGSE development process for the RIAA program follows, from its initial stages to the completed documents that have been circulated to school and district personnel. Rhode Island involved many educators in the process. Separate review committees for language arts and mathematics were convened. Although all Rhode Island teachers were invited to participate, those selected were chosen because of their content-area expertise and/or their expertise with the population of students with significant cognitive disabilities. A balance was sought among general educators, special educators, and

administrators, as well as representation from both public and out-placement schools. Also taken into account was the balance of educators from both public and private settings.

At the first review meeting, members were given an overview of the assessment redesign and philosophy behind it, the students involved in alternate assessment, and the roles that different stakeholders, including themselves, would play in the process. The second half-day of this first review meeting was spent in content area groups, laying ground rules and understanding philosophy and the roles of participants.

Each content area group was facilitated by the C&A staff member responsible for the initial strand expansion that the committee members were to review. The language arts group spent a large amount of time discussing where to start for communication, and at what level of challenge the expansion should end. Much time was spent defining terms such as "reading" and "writing" for students with significant disabilities. The mathematics group began the expansion work, but their review led later on to some of the same conversations had by the language arts group (e.g., whether or not certain mathematical concepts made sense for the population). When examples were used as part of this discussion, they helped to clarify the concepts and allow teachers to see the possibilities for their students within the concepts.

The following table outlines the steps in the development process.

Table 4: Development Process Overview

Development Step	Procedure of the Step
Measured Progress draft expansion. Part 1 was presented for review December 2004. Part 2 was presented for review January 2005. Part 3 was presented for review March 2005. Part 4 was presented for review April 2005.	• Measured Progress curriculum and special education staff expanded the GLE document to create AAGSEs. • Work groups in mathematics, reading and writing were convened over 4 sessions to review the AAGSE documents and make further recommendations.
AAGSEs drafts were finalized April 2005	• Measured Progress made revisions based on work group recommendations. • RIDE gave initial approval for the documents.
AAGSEs drafts were rolled out to school districts for input. May-June 2005	• Using a format provided by RIDE, school districts provided feedback on the draft AAGSEs.
AAGSEs were finalized October 2005	• Measured Progress made revisions requested by RIDE staff. • Documents were posted to RIDE website.
Full RIDE Approval of AAGSEs November 2006	• Rhode Island Board of Regents for Elementary and Secondary Education approved AAGSEs

State Level AAGSE Review

In late April 2005, all school districts in Rhode Island were requested to reconvene their Grade Level/Span Expectation Team to review and comment on the AAGSEs. The districts were asked to supplement their teams with special educators familiar with students involved in alternate assessment and to involve representation from out-placement schools located within their district. The teams were then asked to review the AAGSEs using a format provided to them. The form requested comment on whether or not the expectation of the AAGSEs was clear, whether or not it was appropriately placed in a grade span, allowed for multiple means of demonstration, and captured the concept of the NECAP GLE/GSE. Each school or district team commented as a group and then sent a summary to the state.

The overall survey results indicated that the expectations as written were clear in most cases; however, it was indicated that more examples would be useful. Many commented that the

instructional terms and glossaries included in the AAGSEs helped provide clarity for instructional purposes. There was not general consensus on the placement of skills within grade spans. According to respondents, some were appropriately placed, some should be moved to a higher grade span, and some even moved to lower spans. Regarding the last of these, it is important to consider where the same skills are placed within the NECAP GLEs/GSEs, in order to avoid introducing a skill at a lower grade for alternate assessment than is the case for the general assessment. In addition, respondents felt it was important to carry skills forward from grade span to grade span to ensure appropriate skill learning for students of all abilities.

The state reviewed all comments and made final determinations for revisions to the AAGSEs. (See Appendix C for documents related to the AAGSE implementation.) The documents were finalized and the AAGSEs were presented to and accepted by the Rhode Island Board of Regents for Elementary and Secondary Education on November 9, 2006, after which the documents were distributed to each district and out-placement school as well as posted on the RIDE Web site www.ridoe.net/assessment/altassessment.aspx

The Pilot

Blueprint and Design of the Pilot Assessment

In November 2004, Measured Progress presented an initial proposal for the assessment blueprint and design to the Alternate Assessment Advisory Committee. This initial proposal was based on Measured Progress' understanding of the balance of representation by grade level for the NECAP general assessments. Adjustments were made based on input from RIDE staff. The blueprint and design were also presented to Rhode Island's Technical Advisory Committee (TAC) in April 2005. No changes were recommended by the TAC.

Table 5: Assessment Blueprint

Content Area*	Title of Strand	Grade Level Focus
Mathematics	Numbers and Operations (NO)	All grades
	Geometry and Measurement (GM)	Elementary School
	Data, Statistics and Probability (DSP)	Middle School
	Functions and Algebra (FA)	High School
Reading	Early Reading (ER)	Kindergarten to Grade 2
	Word Identification Skills and Strategies (WID) Vocabulary Strategies and Breadth of Vocabulary (V)	All Grades
	Initial Understanding, Analysis and Interpretation of Literary Text (LT)	All Grades
Writing	Initial Understanding, Analysis and Interpretation of Informational Text (IT)	Middle School and High School
	Structures of Language (SL) Writing Conventions (WC)	All Grades
	Response to Literary or Informational Text (LT)	Elementary
	Narratives (N)	Middle School

Table 6: Assessment Design

Strand					
Structured Performance Task					
List of AAGSEs Choose 1			List of AAGSEs Choose 1		
Data Chart			Data Chart		
Period 1 6 weeks Oct.-Nov.	Period 2 4 weeks Jan. – Feb.	Period 3 4 weeks April -May	Period 1 6 weeks Oct.-Nov.	Period 2 4 weeks Jan. – Feb.	Period 3 4 weeks April – May
Student Work*	**Student Work***	**Student Work***	**Student Work***	**Student Work***	**Student Work***

*1 piece of student work will be collected per collection period. *An original student work sample must be submitted for each AAGSE chosen.*

Structured Performance Tasks and AAGSE Lists

One component of the redesigned RIAA is called the *Structured Performance Task (SPT).* An SPT is at a broader level of the structure within which standards-based activities and AAGSE instruction occur. For example, an SPT might be a month-long thematic science unit within which a standards-based science experiment occurs, or within which an AAGSE dealing with

writing facts may be assessed. The concept of SPTs was discussed at great length by the Project Leadership Team. It was considered very important that students be presented opportunities for instruction within standards-based activities. The SPTs were developed to encourage and promote the appropriate context in which standards-based activities occur in the general curriculum.

In order to create appropriate SPTs, a group of educators, including both content and special educators, was convened for a two day workshop in May 2005 at Rhode Island College. The group was charged with developing SPTs by grade and content, and to select fifteen to twenty appropriate AAGSEs from the complete AAGSE documents to be linked to each of the SPTs. Sample standard-based activities were listed as a resource for teachers. The group was provided with samples that had been developed by the PLT prior to the workshop as prototypes. A total of 69 SPTs and AAGSE lists were developed for use on the pilot.

For purposes of the RIAA pilot, teachers were assigned SPTs to insure that all combinations of content area SPTs and AAGSE lists at each grade level were piloted. Though teachers were not given choice over SPTs, they selected which AAGSEs to assess from the specific SPT's AAGSE list.

Bias and Sensitivity

Bias in tests refers to the presence of some characteristic of an assessment that results in differential performance of population subgroups. To address bias and sensitivity of the RIAA, several procedures were employed during the assessment development process. Bias was investigated along gender, ethnicity, poverty, and disability lines.

A diverse representation of individuals participated on the assessment development committees. Committees were composed of general and special education teachers, administrators, and parents, representing urban, suburban, and rural areas of Rhode Island. The RIAA Advisory Committee, AAGSE Work Groups, and SPT development teams all contributed to the development of the RIAA redesign.

The datafolio design of the RIAA does not include items the way general assessments often do; therefore, the usual method of examining individual items was not appropriate for examining bias and sensitivity. During development, committee members discussed ways to ensure fairness. For example, a range of targeted AAGSEs for each SPT were selected from which teachers would choose to meet the needs of students at any skill level. Other examples of ways the RIAA was structured fairly included the use of levels of assistance for completing tasks and inclusive definitions of instructional terms.

In February 2007, the SPTs with targeted AAGSEs were reviewed by the RI Alternate Assessment Advisory Committee. Concerns were discussed that had implications for all content areas. There were concerns, for example, that task complexity was not accounted for in the scoring rubric, making it difficult to show progress if a student mastered a skill early in the school year. In addition, it was felt that the grade 10 SPTs did not include a range of targeted AAGSEs appropriate for students with the lowest abilities. In mathematics specifically, committee members expressed concerns about 2 of the 12 mathematics SPTs, which, though the same ("the student will participate in classroom, school, and/or community

monetary activities"), were tied to targeted AAGSEs that demonstrated a hierarchy of skills. In reading, committee members expressed concern about the inclusion of phonemic awareness in two of the targeted AAGSEs on 2 of the 12 SPTs (in grade 2 and in grades 3–5). Particular concerns were noted for students who are deaf or hearing impaired. And finally, in writing, general concerns were noted for students with little or no motor skills and for students with visual impairments.

The 2006-07 RIAA scores were analyzed to further examine the fairness of the assessment. The average achievement level in each of the content areas was computed by category of primary disability. Due to variability in the number of students in each category, only the average achievement level of disability groups that were of concern to the RIAA Advisory committee were examined. Students whose primary disability is deafness performed as well or better than did students in other disability groups except blind/visually impaired. The only two students with hearing impairments had the poorest performances, but this should be interpreted with caution because of the small number of students in the category. This information and all assessment results will be presented to the RIAA Advisory committee for review and comment.

Pilot Training

The pilot included a recruitment effort of up to 25 students per grade level. Since the RIAA pilot and the operational RIAA that was in place during 2005-06 were both year-long processes, it was decided that teachers accepted into the pilot would administer it to all of their RIAA students. Every teacher in the pilot was required to attend four one-day training sessions throughout the year. The dates and topics of the trainings are outlined in Table 7 below.

Table 7: 2004-2005 Pilot Teacher Trainings

Date	Topics
October 17, 2005	• Overview of the Pilot • Comparing the old system to the new • Manual walk through • ProFile software demonstration
December 1, 2005	• ProFile software use • Data collection • Student samples
February 16, 2006	• Updates from the state • Questions and answers • Scoring examples and rules
May 16, 2006	• Datafolio assembly • Feedback on SPTs and AAGSEs • Feedback on entire pilot process

Pilot Administration

All pilot teachers were provided a Rhode Island Alternate Assessment Pilot Manual and the training required to administer the pilot. Teachers were further supplied with a CD version of ProFile, a software tool that could be used by teachers to record their data and student work evidence on computer and then print it out at the end of the collection of evidence.

The implementation window for the pilot was from October 24, 2005 to May 19, 2006. Teachers were provided information on how and when to return datafolios to Measured Progress, and were further asked to complete a survey related to the pilot process at the final training in May 2006. (See survey responses in Appendix A.)

Table 8 below indicates the number of teachers involved in the pilot and the number of datafolios submitted by grade level.

Table 8: Pilot Participants

Pilot Participants	Number	Pilot Participants	Number
Teachers	51	Grade 6 Students	31
Grade 2 Students	25	Grade 7 Students	28
Grade 3 Students	21	Grade 8 Students	25
Grade 4 Students	22	Grade 10 Students	22
Grade 5 Students	20		

Pilot Scoring

The pilot datafolios were returned to Measured Progress in late May, logged in, and prepared for scoring. A scoring institute took place over three days in July 2006. There were 7 table leaders and 29 scorers, recruited from Rhode Island educators involved in the pilot development process, in the piloting process itself, and/or in the scoring of the operational datafolios.

Table leaders were trained in advance and required to qualify in order to score. Scorers were involved in a half-day training and were also required to qualify. RIDE staff was on site and available to make any policy decisions that arose and address scoring rules that needed to be reviewed and revised during the scoring process. All datafolios were scored by 2 scorers in double-blind fashion. Any rubric dimensions without exact matches between the 2 scorers were scored by the table leader, whose score became the score of record.

Upon review of the scores and the scoring procedures, it became apparent that a large number of datafolios had been considered unscoreable due to scoring rules which had unintended consequences (e.g. dates missing on the actual student work despite the attached work label having a date on it). A decision was made to revisit and revise scoring rules and complete a re-score on the pilot submissions. The decision rules used for the re-score were clarified, and in some instances changed, so that student scores would not be affected by minor clerical errors. These revisions and the subsequent re-score did not affect the validity of the assessment.

The re-score took place over a 2 day period in September 2006 at Measured Progress' headquarters in Dover, NH. Scorers were recruited from a pool of scorers that have worked on several general assessment scoring projects at Measured Progress. Individuals in this pool have a minimum of 48 college credits, including applicable coursework in the subject area. Scorers with bachelor degrees are given preference when hiring.

Scorers completed a half-day training that included an overview of the RIAA, the scoring process, scoring irregularities and rules, and entry-level sample scoring (both in large group and individual settings). Scorers were required to qualify. Qualification involved scoring one sample entry and identifying descriptions of three sample activities as either application or acquisition, important aspects of the scoring rubric. Qualification required at least 80% accuracy. Scorers unable to qualify within 3 attempts were dismissed. Thirty-two scorers qualified and completed the scoring project.

The re-score produced a single score for each datafolio. Either personnel from RIDE or the Sherlock Center reviewed each scorer's first scored datafolio.

Table 9 identifies the scoring irregularities and the associated rules that were used in the re-score process.

Table 9: Scoring Irregularities and Rules Used for Re-score

#	Scoring Irregularity	Scoring Rule
1	The 1st collection period is missing.	Progress can be shown between periods 2 & 3 but not between 1 & 2.
2	The 3rd collection period is missing.	Progress can be shown between periods 1 & 2 but not between 2 & 3. Accuracy and Independence will receive a score of 0%.
3	The 2nd collection period is missing.	Flag and have Table Leader or RIDE staff review the entry.
4	If there is only 1 collection period submitted there is not enough data to score the entry.	Unscoreable entry.
5	No dates given on Entry/Data Summary Sheet and on Student Work Samples.	Unscoreable entry.
6	No Entry/Data Summary Sheet included for the Strand.	Unscoreable entry.
7	Dates on the Entry/Data Summary Sheet and Student Work Samples are not within the time frames of the collection periods.	Any data from dates outside the time frames will not be used in scoring.
8	No AAGSE identified.	Unscoreable entry.
9	AAGSE evidenced is from an incorrect grade span.	Unscoreable entry.
10	The same AAGSE was used more than once for a content area.	The first AAGSE will be scored and any subsequent use will result in an unscoreable entry.
11	Missing AAGSE entry.	Entry not submitted.
12	Original Work Product Label not submitted with a piece of work.	The collection period is considered missing. See Rules 1, 2, 3.
13	A submitted student work sample for a collection period does not connect to the AAGSE.	The collection period is considered missing. See Rules 1, 2, 3.
14	A submitted student work sample for a collection period does not connect to the Structured Performance Task.	The collection period is considered missing. See Rules 1, 2, 3.
15	Anecdotal Record sheet is missing either a student interaction and/or description of student performance on the AAGSE.	Score Accuracy and Independence, but do not use Anecdotal Record sheet for Connection to the Standard.
16	Missing content strand.	Entry not submitted.
17	Repeat of content Strand (two of the same content strand).	Score the first content strand and the second content strand is unscoreable.
18	A collection period does not have three data points.	The collection period is considered missing. See Rules 1,2,3.
19	A collection period does not include at least 1 student work sample.	The collection period is considered missing. See Rules 1,2,3.
20	SPT/AAGSE is not consistent across the 3 collection periods.	If 2 of the 3 collection periods have the same SPT/AAGSE score them and the other collection period is considered missing. See Rules 1, 2, 3.
21	The same exact data is used for 2 different AAGSEs.	Flag and have RIDE or MP staff review the entry.
22	No original student work product was included in the entry.	Unscoreable entry.
23	The same activity is used in more than 1 collection period for the same AAGSE.	Score Accuracy and Independence, but do not use Anecdotal Record sheet/Work Product Label for Connection to the Standard.
24	The same SPT was used for both Strands in a content area.	The first Strand will be scored and the second strand will result in unscoreable entries.

From the scoring process and feedback from scorers, it was clear that Connection was the dimension requiring the most judgment in the scoring process. This finding led to further review and hands-on work around this particular concept in the teacher's manual and teacher trainings planned for the implementation year, 2006-07. Both the training for teachers and the teacher manual were adjusted to include more examples of how standards-based activities can be distinct, the differences between the acquisition and the application of skills, and how to better connect the instructional opportunities within the Structured Performance Task (SPT) context.

Pilot Standard Settings

Standard setting is one of the most critical aspects of test development. Standard setting is the process of developing "cut scores" that will be used to classify student's performance relative to achievement levels. It is important that the achievement levels, derived from the standard setting process, that are assigned to student performance are aligned to a new or redesigned assessment and take into account the intent, scoring and expectations of the assessment. With this in mind, the Rhode Island Department of Education and Measured Progress staffs worked in close collaboration to develop a standard setting process that would provide valid and reliable cut scores. The Rhode Island Technical Advisory Committee was presented with each standard setting proposal and their input and recommendations sought.

October 2006

On October 11, 2006, a standard setting meeting was held to determine a single cut score for the Rhode Island Alternate Assessment (RIAA) Pilot in reading, writing, and mathematics for grades 2 through 8 and 10.

Panelists were selected prior to the standard setting meeting in cooperation with RIDE. The design called for 20 panelists, solicited to achieve a balance of content educators, special educators, and school administrators. Overall, the 15 confirmed panelists were composed of 6 special educators, 6 content educators, 2 speech therapists, and 1 school administrator (one committed panelist was absent from the meeting which resulted in 15 participants).

Pilot scores were to be used by Rhode Island Department of Education for Adequate Yearly Progress purposes; therefore, a standard setting was required to determine achievement levels. Performances from the pilot were combined with the 2005-06 operational alternate assessment. A single cut score was set on the pilot to discriminate between proficient and non-proficient evidence for each datafolio in the content areas of reading, writing, and mathematics.

The employed method was Body of Work, and for this standards-validation process, each datafolio had been pre-categorized according to a starting cut point (explained on the following pages) as either below proficient or proficient-or-higher. Panelists were to either validate the starting cut point or recommend changing it.

The starting cut point was determined by calculating the percentage of students who were classified as proficient-or-above (*Achieved the Standard* or *Achieved the Standard with Honors*) on the operational assessment, and finding the raw score on the pilot that would

match that percentage as closely as possible. This method rests on the assumption that the sample of students who took the pilot did not differ in any systematic way from the group of students who took the operational assessment. Such control was attempted through stratified sampling in the recruiting of teachers and students. While this did not guarantee that the two groups were comparable, it provided a justifiable basis for calculating starting cuts.

The panelists were then free to recommend changes to starting cuts based on datafolio performance and the definition for *Achieved the Standard* (see standard setting documents in Appendix D). Table 10 below shows the overall raw score cut point as well as the content-specific cut points and the associated percentages of students proficient or above.

Table 10: Raw Score Cuts and Impact Data

	Raw Score Cut	Percentage Proficient or Above
Overall	133.5	48.1
Reading	70.5	48.6
Writing	61.5	46.2
Mathematics	69.5	49.4

The standard Setting Report entitled *"Rhode Island Alternate Assessment Program (RIAA) Pilot - Standard Setting Report, October 11, 2006"* was presented to and accepted by the Rhode Island Board of Regents for Elementary and Secondary Education on December 14, 2006.

January 2007

In January 2007, a second standard setting meeting was held to determine three cut scores in each content area. This second standard setting for the pilot was designed to provide initial cut scores for draft achievement level descriptors in mathematics and reading for grades 2 and 10 and grade spans 3-5 and 6-8, in writing for grades 4, 7 and 10. The cut scores from this standard setting would be used for the 2006-07 implementation year of the redesigned RIAA.

Panelists were selected prior to the standard setting meeting in cooperation with RIDE. The design called for 7 to 9 panelists to be selected per panel. The final number of participants totaled 14 (4 to 5 per panel). The group of panelists was composed of 6 special educators, 5 content educators, and 3 school administrators.

The Body of Work method was used once again. In this standards-validation process, each datafolio had been pre-categorized as either *Substantially Below Proficient*, *Partially Proficient*, *Proficient*, or *Proficient with Distinction* (Draft Achievement Level Descriptors can be found in Appendix D), according to the starting cut points (described later in the document), and panelists were either to validate the starting cut points or recommend changing them.

Prior to the meeting, sets of student datafolios had been selected across the range of possible raw score points for each content area. Those found to be anomalous or unsuitable were excluded. A Measured Progress Special Education staff member reviewed the datafolios and categorized them into the four achievement levels. These initial placements were reviewed and approved by RIDE staff, and starting cuts then calculated based on them. Panelists were free to recommend changes to the starting cuts based on datafolio performance and the achievement level definitions. Table 11 below shows the resultant Round 2 overall raw score cut points, the content-specific cut points, and the associated percentages of datafolios in each category.

Table 11: Round 2 Raw Score Cuts and Impact Data

Achievement Level	Reading			Writing			Mathematics		
	Raw Score		Percent in Category	Raw Score		Percent in Category	Raw Score		Percent in Category
	Min	Max		Min	Max		Min	Max	
SBP	0	49	24.2	0	33	12.1	0	36	14.0
PP	50	69	26.9	34	65	45.5	37	69	36.9
P	70	91	43.4	66	91	39.4	70	93	44.7
PWD	92	96	5.5	92	96	3.0	94	96	4.5

The standard setting report entitled *"Rhode Island Alternate Assessment Program (RIAA) Pilot - Standard Setting Report, January 16, 2007"* was presented to and accepted by the Rhode Island Board of Regents for Elementary and Secondary Education on April 26, 2007.

Pilot Survey Results

Both pilot teachers and pilot scorers were asked to complete extensive surveys about the processes they had been involved in. Pilot teachers were asked questions ranging from the usefulness of the training and materials provided to the assessment design itself and how well teachers felt it worked for their students. Pilot scorers were asked about the training they received, their understanding of the scoring process, how well the scoring documents worked, and any recommendations for future teacher training based on the datafolios they scored. Both the pilot teacher survey and pilot scorer survey results are provided in Appendix A.

Revisions from the Pilot

Feedback from the surveys and the training debriefing session were used to make changes to the assessment training, materials, and design for the 2006-07 implementation year. Changes included providing more and varied examples of completed Data Summary Sheets, student work, evaluations of students, and the applications of skills and their evidence. Some of the concepts in the assessment, such as "distinct", "standard-based", and "application" were clarified. The number of forms being used to evidence student work was reduced to minimize redundancy. Teachers recommended earlier trainings and receipt of all the up front information needed prior to the first collection period. The ProFile software tool was made easier to use and able to be used on multiple computers.

The most extensive change that came as a direct response to feedback from the pilot teachers and scorers was in relation to the SPTs and AAGSE lists. Many teachers felt that the assigned SPT limited their ability to choose meaningful AAGSE skills on which to assess their students. Others had a difficult time understanding how to evidence the SPT and connect the AAGSE skill to it. As a result, SPTs were reduced from 69 to 33; the final list can be seen on pages 26 and 27.

For clarity, the assessment blueprint was changed to indicate actual grade levels. The assessment of literary or informational text as the second strand was stipulated to be open to

all grades 3–8 and 10. The Assessment Design remained essentially the same. Some language around forms was improved, however. (See Tables 12 and 13.)

Table 12: Final Rhode Island Alternate Assessment Blueprint

Content Area	Title of Content Strand	Grade(s) Assessed
Mathematics	Numbers and Operations (NO)	2–8 and 10
	Geometry and Measurement (GM)	2–5
	Data, Statistics and Probability (DSP)	6–8
	Functions and Algebra (FA)	10
Reading	Word Identification Skills and Strategies (WID) Vocabulary Strategies and Breadth of Vocabulary (V)	2–8 and 10
	Early Reading (ER) of Literary Text **OR** Early Reading (ER) of Informational Text	2
	Initial Understanding, Analysis and Interpretation of Literary Text (LT) **OR** Initial Understanding, Analysis and Interpretation of Informational Text (IT)	3–8 and 10
Writing	Structures of Language (SL) Writing Conventions (WC)	4, 7 and 10
	Response to Literary or Informational Text (LT)	4
	Narratives (N)	7
	Informational Writing (IW)	10

Table 13: Final Assessment Design Each Content Area

Required Content Strand 1					
Structured Performance Task					
AAGSE 1			AAGSE 2		
Data Summary Sheet			Data Summary Sheet		
Collection Period 1	Collection Period 2	Collection Period 3	Collection Period 1	Collection Period 2	Collection Period 3
Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form

Required Content Strand 2					
Structured Performance Task					
AAGSE 1			AAGSE 2		
Data Summary Sheet			Data Summary Sheet		
Collection Period 1	Collection Period 2	Collection Period 3	Collection Period 1	Collection Period 2	Collection Period 3
Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form

The number of SPTs was reduced significantly (see Table 14). At each grade and content area, one SPT was identified for the first required content strand. Great care was taken in selecting the SPTs to ensure breadth that would allow for multiple levels of access and challenge for students. Two SPTs were identified for the second required content strand, allowing teachers a choice. SPTs were chosen to align with the general education curriculum at each grade span. For example, at the high school level SPTs were included that related to transition and vocational experiences. Students with significant cognitive disabilities at the high school level have a major focus on transition and vocational experiences as a part of their academic program.

Table 14: Final Structured Performance Tasks by Grade

Grade(s)	Content	Content Strand	Structured Performance Tasks
2	Mathematics	NO	**Task 02-1**: The student will use number concepts to plan an activity, gather the appropriate materials/information for the activity and/or complete the activity.
		GM	**Task 02-2:** The student will use a schedule to participate in a variety of school activities. -OR- **Task 02-3:** The student will participate in and/or complete an activity within a curriculum unit.
	Reading	WID/V	**Task 02-4:** The student will read/experience text related to self, family, and school.
		ER	**Task 02-5:** The student will recognize, utilize and/or read environmental print. -OR- **Task 02-6:** The student will listen to, manipulate, and/or read literary materials.
3–5	Mathematics	NO	**Task 35-1:** The student will participate in classroom, school and/or community monetary activities.
		GM	**Task 35-2:** The student will participate in and/or complete an activity within a curriculum unit. -OR- **Task 35-3:** The student will use a schedule to participate in a variety of school activities.
	Reading	WID/V	**Task 35-4:** The student will read/experience text related to school and/or community.
		IT LT	**Task 35-5**: The student will use informational text to gather and interpret information to gain knowledge and expand knowledge on a specific topic. -OR- **Task 35-6:** 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.
4	Writing	SL/WC	**Task 04-1:** The student will write in response to activities within their school environment.
		LT	**Task 04-2:** The student will develop a writing piece in response to a literary text. -OR- **Task 04-3:** The student will develop a writing piece in response to an informational text.

Grade(s)	Content	Content Strand	Structured Performance Tasks
6–8	Mathematics	NO	**Task 68-1:** The student will use number concepts to plan an activity, gather the appropriate materials/information for the activity and/or complete the activity.
		DSP	**Task 68-2:** The student will create and test a hypothesis by collecting and presenting data. -OR- **Task 68-3:** The student will interpret given data to make decisions.
	Reading	WID/V	**Task 68-4:** The student will read/experience text related to community, state, and/or vocational topics.
		LT IT	**Task 68-5:** The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner. -OR- **Task 68-6:** The student will use informational text to gather and interpret information to gain knowledge and expand knowledge on a specific topic.
7	Writing	SL/WC	**Task 07-1:** The student will write in response to activities within their community.
		N	**Task 07-2**: The student will develop narrative writing based in response to literary experiences. -OR- **Task 07-3:** The student will develop narrative writing based on real-life experiences.
10	Mathematics	NO	**Task 10-1:** The student will participate in school, community and/or vocational monetary activities.
		FA	**Task 10-2:** The student will identify, interpret, and/or use patterns in school and/or community environments within an academic/vocational task. -OR- **Task 10-3:** The student will use mathematical concepts to solve everyday problems.
	Reading	WID/V	**Task 10-4:** The student will read/experience text related to transition to adult life.
		LT IT	**Task 10-5:** The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner. -OR- **Task 10-6:** The student will use informational text to plan or to follow directions to complete an activity, report, or other product.
	Writing	SL/WC	**Task 10-7:** The student will write as part of transition to adult life.
		IW	**Task 10-8:** The student will write to demonstrate membership in their school and community. -OR- **Task 10-9:** The student will write an informational piece related to vocational experiences.

SECTION II: TEST ADMINISTRATION

The test administration process section of this manual focuses on the activities that occurred during the first full year of implementation of the redesigned RIAA in 2006-07. The training and information provided to teachers to ensure accuracy and consistency in the collecting and evidencing of student work is described. The documentation requirements and forms are further provided in order to portray more fully the full details of the RIAA.

Administrator Training 2006-07

Three separate training sessions were provided to teachers starting in September 2006. The trainings covered the review of the teacher manual, student instruction and how it relates to assessment, the requirements of the datafolio evidence, activities to reinforce the requirements, a review of the ProFile software, and a review of the scoring criteria and its application to the evidence collected. Training is an important aspect of the datafolio in order that teachers are properly prepared to administer the RIAA and collect student evidence.

Participants were provided with a teacher administration manual, training PowerPoints, student samples, and access to ProFile by web download and a web version housed on-line. Indications from training session evaluation summaries (Appendix A) were that teachers were very satisfied with the sessions. In addition to the three training sessions, three after-school drop-in sessions were provided, where teachers could bring in their students' alternate assessment materials and work with a master teacher to ask specific questions related to the students, the evidence they had collected to date, or other issues they were encountering in putting together datafolios.

Table 15 below indicates the separate training and drop-in sessions offered and the number of participants at each.

Table 15: 2006-07 Teacher Trainings

Dates	Total Number of Participants
Training Session 1 Week of September 18, 2006	344
Training Session 2 Week of September 25, 2006	349
Drop-in Session 1 November 29 and 30, 2006	50
Training Session 3 Week of January 8, 2007	271
Drop-in Session 2 February 27 and 28, 2007	37
Drop-in Session 3 April 24 and 25, 2007	28

Steps for Administration

A step-by-step guide was provided to teachers in the RIAA Administration Manual designed to assist educators in assessing students using the RIAA. It outlines the steps, collection of data, and the manner in which the evidence must be submitted in the RIAA prior to beginning the assessment process. The steps in the guide are excerpted on the following pages.

Pre-Administration Activities

Pre-administration activities are important for teachers to understand as they make decisions regarding the identification and eligibility of students who will participate in the RIAA. The RIAA assessment design is specific to students with significant cognitive disabilities and is not a valid assessment for students who do not meet these criteria. Therefore, it is important that this step be fully understood by those making participation decisions.

Step 1: Determine student eligibility for participation in the RIAA.

Step 2: Determine the composition of the instructional team who will assess the student and fully inform all participants about the alternate assessment.

The instructional team may include general education and special education teachers, the school administrator, physical therapists, speech therapists, occupational therapists, paraprofessionals, job coaches, parents or guardians, and the student, as appropriate. The student's case manager/teacher is responsible for the coordination of the assessment.

The teacher/case manager should fully inform all participants about the alternate assessment. Other professionals responsible for assisting the teacher/case manager in collecting information about the student should be aware of the RIAA requirements.

Step 3: Determine the student's grade level and identify the required strands and SPTs in each content area.

Prior to collecting evidence for the RIAA, the IEP team should refer to the student's IEP to identify his/her grade level. Students should not be assigned a grade that is more than two years below or above the typical grade of their chronological peers, or be assigned a grade that is outside of the grade range of students in the school where he or she is being instructed. IEP teams should refer to the district's retention/promotion policies when making grade changes. In addition, the team must assure that the grade designation matches with the school's/district's official assessment roster used for testing purposes. It should be noted that 'Current Grade' on the IEP front page is the grade of the student at the time of the IEP meeting and should be considered a reference when determining assessment participation for students. For example, if a student's IEP team meeting is held in May and the student is a fifth grader at the time of the meeting, that grade designation is written on the front of the IEP. The student advances to the sixth grade the following academic year unless the student is retained by the district's retention policy.

The student's grade level will determine which content strands and SPTs will be included in the student's assessment.

Step 4: Select Alternate Assessment Grade Span Expectations (AAGSE) for each Structured Performance Task.

The IEP team should refer to Appendix A *[in the Manual]* for a list of appropriate grade span AAGSEs for each SPT. Two AAGSEs are assessed for each SPT.

Students in grades 2, 3, 5, 6, and 8 will be assessed on 4 SPTs and 8 AAGSEs.

Students in grades 4, 7, and 10 will be assessed on 6 SPTs and 12 AAGSES.

Administration Activities

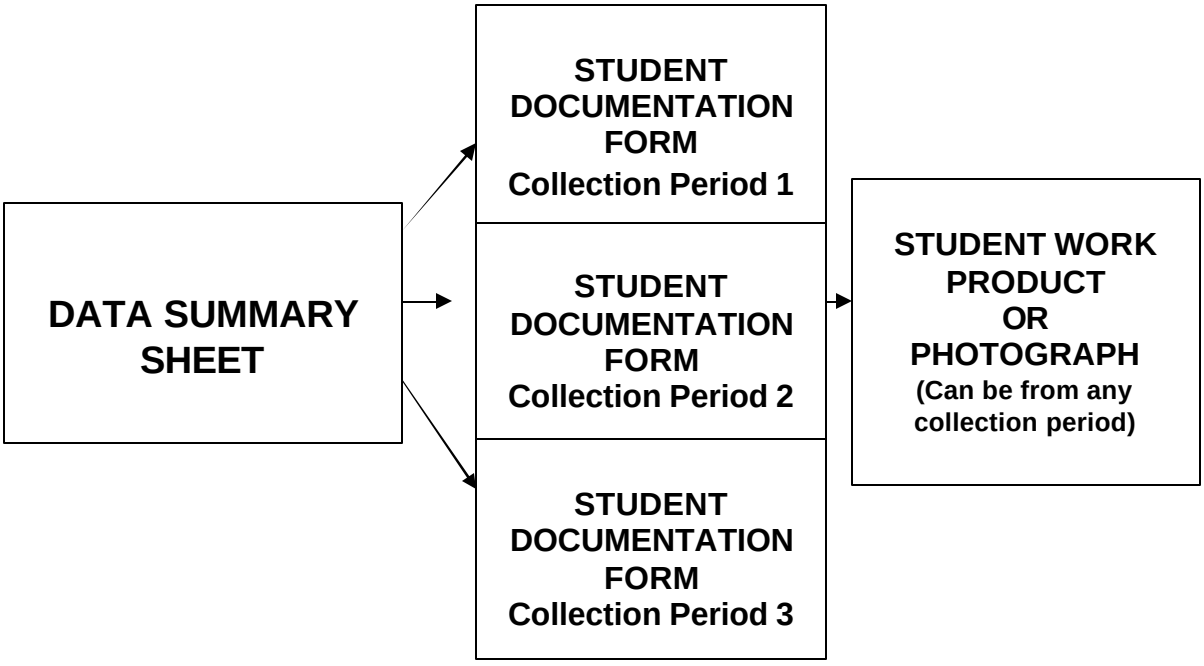
Administration activities are the main focus of the manual and training provided to teachers. It is important that teachers understand what, how, and when to collect the data and evidence required by the RIAA. Teachers further need to understand the requirements of the documentation process in order that fully scorable datafolios are submitted. The RIAA manual and training provided to teachers focus heavily on the uses and requirements of the required forms, ensuring that submitted datafolios will be valid and reliable reflections of the skills their student knows and is able to demonstrate.

Drop-in sessions were provided during the collection periods for teachers to review their work and documentation and ask questions of other more experience professionals.

Step 5: Review the requirements for documentation of the RIAA.
The RIAA requires two forms of documentation for each AAGSE Entry: the Data Summary Sheet and the Student Documentation Form. Figure 1 below illustrates the requirements for each AAGSE Entry.

Figure 1

AAGSE ENTRY COMPONENTS



Step 6: Determine the data collection system for collecting documentation of student performance (accuracy and independence).

Once the AAGSEs are selected, appropriate representatives from the IEP team determine how student performance will be documented. The team should ask the following questions when planning for data collection:

- What type of accuracy data will be collected? For example:
    a. repeated trials
    b. task analysis
    c. time intervals
    d. accuracy rates

- What type of independence data will be collected? For example:
    a. What levels of assistance does the student require?
    b. What is the hierarchy of assistance?

- How will the data be collected and organized?
- Who will collect the data?
- When will the data be collected?
- How will data be converted into percentage scores?

Step 7: Collect and record student data for each collection period.

- Complete the Data Summary Sheet of each AAGSE Entry for each collection period.
- Complete a Student Documentation Form for each collection period; include one piece of student work for each AAGSE Entry.

There are three required collection periods for the recording of data on the Data Summary Sheet. Only data collected during the identified collection periods should be included on the data sheets. Each data collection period will need to include at least three data points and one Student Documentation Form, only one of which has Student Work attached.

Post-Administration Activities

Post-administration activities focus on the importance of reviewing each datafolio prior to submission. It is during this time that teachers ensure that no required documentation is missing or incomplete. Another teacher drop-in session was scheduled during this timeframe in order for teachers once again to share their documentation with other professionals as a way to check the accuracy and completeness of all the required forms.

Step 8: Assemble the student's Datafolio in the binder provided for the RIAA.

Step 9: Submit completed RIAA.

RIAA Components

Required Documentation

The RIAA requires specific evidence be documented to compile a datafolio for each student. Following are the required pieces of documentation:

Table of Contents Checklist acts as a guide for the organization of the datafolio.

Notice Under the Family Educational Rights and Privacy Act 1974 This form allows RIDE or its contractor, Measured Progress, to use the student's datafolio to train educators and parents and compile and/or score alternate assessment datafolios.

Validation Form This form provides documentation of the individuals who have reviewed and/or contributed to the RIAA datafolio. Obtain the principal and parent verification signatures prior to submission of the datafolio.

Data Summary Sheet A Data Summary Sheet must be used for each AAGSE documented within the assessed content area strands. The Data Summary Sheet is used to record student performance on each AAGSE being assessed for each content area. The student's score for Student Progress, Level of Accuracy, and Level of Independence for each AAGSE will be determined based on the percentages recorded on the Data Summary Sheet.

Student Documentation Forms must be submitted for each collection period of each assessed AAGSE. Each Student Documentation Form should demonstrate the application of the AAGSE in a distinct standards-based activity. One of the three Student Documentation Forms must have an acceptable piece of student work attached to it.

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

A. An actual student work product completed by the student and graded by the teacher.
    - worksheets
    - drawings or writings
    - journal entries
    - projects

B. A photograph of the student participating in the standards-based activity.
   All student work, including actual work products and photographs, must have the student's name and date on it in order to provide evidence of student participation in the assessment.

Samples of the above listed forms appear on the pages following:

Student: _____ **Grade:**_____**School** _____

Table of Contents Checklist

(Organize Datafolio in the following manner)

Grade 5

☐ Validation Form
☐ Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Structured Performance Task 1/AAGSE 1

☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 1/AAGSE 2

☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Mathematics Strand: Geometry and Measurement

Structured Performance Task 2/AAGSE 1

☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 2/AAGSE 2

☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Structured Performance Task 1/AAGSE 1

☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 1/AAGSE 2

☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text

OR

Initial Understanding, Analysis, and Interpretation of Informational Text

Structured Performance Task 2/AAGSE 1

☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 2/AAGSE 2

☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

State of Rhode Island and Providence Plantations
Department of Education
Shepard Building

255 Westminster Street

Providence, Rhode Island 02903-3400

Notice Under the Family Educational Rights and Privacy Act of 1974, as amended

Dear Parent or Guardian:

Federal law protects the disclosure of education records (or personally identifiable information contained therein) maintained by school districts, or their agents, by requiring prior written consent before a district discloses educational records or person identifiable information. Your consent is requested so that materials from your child's Rhode Island Alternate Assessment datafolio might be used by our state testing contractor, **Measured Progress**, to train educators and parents to compile and/or score alternate assessment datafolios. If you give your consent, please sign the form below on the line indicated for your signature.

CONSENT

I, _____ (please print), am the parent or legal guardian of _____. (please print)

I hereby give my consent to the _____ school the Rhode Island Department of Elementary and Secondary Education, and Measured Progress, to disclose any and all material contained in or related to my child's Rhode Island Alternate Assessment datafolio (including written documentation and pictures) to educators and parents to train them to compile and/or score an Alternate Assessment datafolio. I understand that in the event that my child's assessment datafolio is selected for training purposes, steps will be taken to avoid disclosure of personally identifiable information, e.g., names removed from documents, and faces blanked out of pictures. I also understand that if selected for training purposes, materials from my child's assessment datafolio may be included in teacher training manuals, and other similar materials produced for this year's training and future training programs.

_____

Signature of Parent/Guardian Date

_____

Signature of Student, if over 18 years of age Date

Note: You may view or obtain a copy of your child's educational records, including the datafolio, which are maintained by the local school district. Please contact your child's local school district for more information.

Student: _____ Grade: _____

Validation Form

This form provides documentation of the individuals who have reviewed and/or contributed to this RIAA Datafolio. Please have each individual initial to indicate that the information is correct.

Name:_____ Position: _____

Contribution to the Datafolio: _____

_____ Initials: _____

Name:_____ Position: _____

Contribution to the Datafolio: _____

_____ Initials: _____

Name:_____ Position: _____

Contribution to the Datafolio: _____

_____ Initials: _____

Name:_____ Position: _____

Contribution to the Datafolio: _____

_____ Initials: _____

Name:_____ Position: _____

Contribution to the Datafolio: _____

_____ Initials: _____

Please obtain principal's and parent's signature prior to submission.

_____

Principal Signature Date

_____

Parent Signature Date

Data Summary Sheet

Student: _____ **Grade**: _____

Content:	**Content Strand:**	**Structured Performance Task#_____ Description:**
AAGSE # _____ Description:		

Least to Most Assistance

	Collection Period 1 Oct. 10 – Nov. 17, 2006				**Collection Period 2 Jan. 16 – Feb. 16, 2007**				**Collection Period 3 March 19 – April 13, 2007**			
Date												
Data Type												
Accuracy %												
Independence %												
Levels of Assistance				Average				Average				Average
_____ **Prompt %**												
_____ **Prompt %**												
_____ **Prompt %**												
Average % for Collection Period	Accuracy:				Accuracy:				Accuracy:			
	Independence:				Independence:				Independence:			

Data Type Key: DP= Data Point SDF=Student Documentation Form

Student Documentation Form

☐ Check box if Student Product or Photograph is attached.

Student Name:	**Grade:**	**Date:**	**Data Collection Period: 1___ 2___ 3___**
CONTENT: • **Mathematics** • **Reading** • **Writing**	**CONTENT STRAND:**	**Structured Performance Task#:_____** **Description:**	
AAGSE#: _____ Description:			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:			
Describe the student's application of the AAGSE to the SPT in a standards-based activity:			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.		**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.**	
Level of Accuracy _____%		**Level of Independence _____%**	

Teacher's Initials _____

Implementation Schedule

The schedule for the RIAA began with trainings that started in September 2006, continued with three distinct collection periods that spanned the period October 2006 through April 2007, and culminated with the return of the RIAA datafolios to Measured Progress by early May 2007. Table 16 below outlines this timeline.

Table 16: Timeline for RIAA

DATE(S)	EVENT
Week of August 14, 2006	Administrator Training Workshops
Week of September 18, 2006 8:00 a.m. – 3:00 p.m.	Initial teacher trainings
Week of September 25, 2006 Crowne Plaza at the Crossings 8:00 a.m. – 3:00 p.m.	Second teacher trainings
Collection Period 1 October 10 – November 17, 2006	Provide standards-based instruction to collect student data for each AAGSE.
	Enter data for collection period 1 on the Data Summary Sheet for each AAGSE.
	Document student work.
November 29 & 30, 2006 Sheraton Providence Airport Hotel 3:00 p.m. – 7:00 p.m.	Drop in Session #1
Week of January 8, 2007 Crowne Plaza at the Crossings 8:00 a.m. – 3:00 p.m.	Third teacher trainings
Collection Period 2 January 16 – February 16, 2007	Provide standards-based instruction to collect student data for each AAGSE.
	Enter data for collection period 2 on the Data Summary Sheet for each AAGSE.
	Document student work.
February 27 & 28, 2007 Sheraton Providence Airport Hotel 3:00 p.m. – 7:00 p.m.	Drop in Session #2
Collection Period 3 March 19 – April 13, 2007	Provide standards-based instruction to collect student data for each AAGSE.
	Enter data for collection period 3 on the Data Summary Sheet for each AAGSE.
	Document student work.
April 24 & 25, 2007 Sheraton Providence Airport Hotel 3:00 p.m. – 7:00 p.m.	Drop in Session #3
May 8, 2007	UPS ship date of all Datafolios

Assessment Participation Requirements

All students are required to participate in the Rhode Island Assessment system, whether the general assessment, the general assessment with accommodations, or the RIAA. District test coordinators were required to register RIAA students during one of two registration periods, November 2006 or January 2007. Registrations triggered a binder being sent to the districts for each registered student and an expectation that Measured Progress would receive an RIAA datafolio for that student in May 2007. The following table indicates the number of completed RIAA datafolios, by grade level, received by Measured Progress for the 2006-07 school year.

Table 17: RIAAs Received by Grade

Grade	Number
2	97
3	86
4	92
5	99
6	84
7	105
8	112
10	85
Total	**755**

SECTION III: DEVELOPMENT AND REPORTING OF SCORES

Section III of this manual describes the scoring information for the RIAA, including the qualifications required and steps taken to train scorers of the RIAA on scoring procedures, and the quality control procedures related to validation scoring and inter-rater consistency monitoring. Also outlined is the standards validation process utilized to develop the final Achievement Level Descriptors and cutscores. The internal structure of the assessment is analyzed through item statistics, reliability measures, and decision accuracy and consistency indices in order to detail the technical characteristics of the assessment. Finally, report shells are provided to demonstrate that accurate and clear information is provided to the public.

Scoring for 2006-07

Sample Pulling

Prior to the start of scoring for the 2006-07 RIAA, members of the Project Leadership Team (PLT) spent two days at Measured Progress reviewing and selecting sample student datafolios to use as scoring exemplars. A number of datafolios were pulled and reviewed that represented a range of grades, contents, and SPTs. Entries were selected from the datafolios and reviewed to determine their usefulness for training and qualifying. The selected entries were scored by at least two PLT members. PLT members compared and came to consensus on the final scores and rationales for scores. A few entries were "altered" in order to provide examples of specific issues that usually arise during scoring. Rules to be applied in those instances were also reviewed. Three to four entries were prepared for scoring training and another three to four as qualifiers.

Scoring Rubric

The scoring rubric is used to determine student performance on four *criteria* on the following pages. The criteria are Connection to Content Strand, Student Progress, Level of Accuracy, and Level of Independence. These criteria are used to determine a student's score for each content area entry in a student's datafolio. These entries are then summed to create the total dimension score for each content area.

Connection to Content Strand

Does the student work described in the Student Documentation Forms connect to the Structured Performance Tasks (SPT) and does the student work show application of the AAGSEs in distinct standards-based activities?

Dimension	0 points	2 points	4 points	6 points	8 points
Connection to Content Strand	There is insufficient evidence of a connection to the SPT and/or the AAGSE.	There is evidence of a connection to the AAGSE but no application of the AAGSE in a distinct standards-based activity connected to the SPT.	There is evidence of connection of the AAGSE and applying the AAGSE in at least 1 distinct standards-based activity connected to the SPT, 1 out of 3 collection periods.	There is evidence of connection of the AAGSE and applying the AAGSE in at least 2 distinct standards-based activities connected to the SPT, 2 out of 3 collection periods.	There is evidence of connection of the AAGSE and applying the AAGSE in at least 3 distinct standards-based activities connected to the SPT, in 3 out of 3 collection periods.

Each level of this rubric dimension is scored in the following manner:

8 - The student work included for the AAGSE Entry provides evidence of the connection to the SPT and application of the AAGSE in three distinct standards-based activities per collection period.

6 - The student work included for the AAGSE Entry provides evidence of the connection to the SPT and application of the AAGSE in two standards-based activities in two out of three collection periods.

4 - The student work included for the AAGSE Entry provides evidence of the connection to the SPT and application of the AAGSE in one standards-based activity in one out of three collection periods.

2 - The student work included for the AAGSE Entry provides evidence of the connection to the SPT and no application of the AAGSE in standards-based activities.

0 points - Insufficient information was given. There was no student work included for the AAGSE Entry **or** the student work submitted was not connected to the correct AAGSE and/or the SPT.

In the rubric dimension Connection to Content Strands, standards-based activities must show evidence of instruction toward the application of the AAGSE and the SPT. In addition, though entries may evidence the AAGSE and SPT, student scores will be lower, if student work does not show application of the academic skill in a distinct standards-based activity.

Student Progress

Is progress shown on the chosen AAGSE across each data collection period?

Dimension	0 points	4 points	8 points
Student Progress	No progress shown across any data collection periods.	Progress shown across 2 data collection periods.	Progress shown across 3 data collection periods.

Each level of this rubric dimension is scored in the following manner:

8 – Progress has been documented across each of the three data collection periods.

4 – Progress has been documented across two out of the three data collection periods.

0 points - Insufficient information was given to determine student progress.

Progress is defined as growth that can be demonstrated across the collection periods.

- Student Progress is documented by an increase in Accuracy, Independence and/or a change in Levels of Assistance between data collection periods.
- Progress is shown between data collection periods 1 & 2 and 2 & 3.

Level of Accuracy

How accurate is the student's performance on the AAGSE?

Dimension	0 points	1 point	2 points	3 points	4 points
Level of Accuracy	Entry contains insufficient information to determine a score OR **0% accuracy**	Student performance of skills based on AAGSE demonstrates a minimal understanding of concepts. **1-25% accuracy**	Student performance of skills based on AAGSE demonstrates a limited understanding of concepts. **26-50% accuracy**	Student performance of skills based on AAGSE demonstrates some understanding of concepts. **51-75% accuracy**	Student performance of skills based on AAGSE demonstrates a high level understanding of concepts. **76-100% accuracy**

Each level of this rubric dimension is scored in the following manner:
4 - The Data Summary Sheet indicates the student provided an accurate answer or response by the third collection period **76-100%** of the time.

3 - The Data Summary Sheet indicates the student provided an accurate answer or response by the third collection period **51-75%** of the time.

2 - The Data Summary Sheet indicates the student provided an accurate answer or response by the third collection period **26-50%** of the time.

1 - The Data Summary Sheet indicates the student provided an accurate answer or response by the third collection period **1-25%** of the time.

0 points - Insufficient information was given, the Data Summary Sheet was incomplete, or student achieved 0% accuracy.

Points to Remember

- Each collection period must have three data points as indicated on the Data Summary Sheet.
- All data must be reported as a percentage score on the Data Summary Sheet. (See Appendix C for information on converting different types of data into percentages.)
- The student's Level of Accuracy will be determined from the 3rd collection period.

Level of Independence

How independent is the student's performance on the AAGSE?

Dimension	0 points	1 point	2 points	3 points	4 points
Level of Independence	Entry contains insufficient information to determine a score OR **0% independence** .	Student requires extensive verbal, visual, and/or physical assistance to demonstrate skills and concepts. **1 -25% independence**	Student requires frequent verbal, visual, and/or physical assistance to demonstrate skills and concepts. **26-50% independence**	Student requires some verbal, visual, and/or physical assistance to demonstrate skills and concepts. **51-75% independence**	Student requires minimal verbal, visual, and/or physical assistance to demonstrate skills and concepts. **76-100% independence**

Each level of this rubric dimension is scored in the following manner:

4 - The Data Summary Sheet indicates the student demonstrates skills and concepts independently by the third collection period **76-100%** of the time. The student required minimal (0-24% of the time) cueing, prompting, or assistance.

3 - The Data Summary Sheet indicates the student demonstrates skills and concepts independently by the third collection period **51-75%** of the time. The student required some (25-49% of the time) cueing, prompting, or assistance.

2 - The Data Summary Sheet indicates the student demonstrates skills and concepts independently by the third collection period **26-50%** of the time The student required frequent (50-74% of the time) cueing, prompting, or assistance.

1 - The Data Summary sheet indicates the student demonstrates skills and concepts independently by the third collection period **1-25%** of the time. The student required extensive (75-100% of the time) cueing, prompting, or assistance.

0 points - Insufficient information was given, the Data Summary Sheet was incomplete, or student achieved 0% independence.

Points to Remember

- Each collection period must have three data points as indicated on the Data Summary Sheet.
- All data must be reported as a percentage score on the Data Summary Sheet. (See Appendix C for information on converting different types of data into percentages.)
- The student's Level of Independence will be determined from the 3rd collection period.

Scoring Rules

While the scoring rubric addresses the quality of the evidence submitted, within the RIAA datafolios there are many opportunities for scoring irregularities to occur. Table 18 below details scoring irregularities and the rules that were used to address them.

Table 18: Scoring Rules

Comment Code #	Scoring Irregularity	Scoring Rule
01	The 1st collection period is incomplete or missing.	Progress can be shown between periods 2 & 3 but not between 1 & 2.
	The 2nd collection period is incomplete or missing.	Flag Table Leader or Room Coordinator to review the entry.
	The 3rd collection period is incomplete or missing.	Progress can be shown between periods 1 & 2 but not between 2 & 3. Accuracy and Independence will receive a score of 0%.
02	A collection period does not have three data points.	The collection period is considered missing. See Comment Code 01 for scoring rule.
03	A submitted SDF for a collection period does not connect to the AGSE.	The collection period is considered incomplete. See Comment Code 01 for scoring rule.
04	A collection period does not include an SDF.	The collection period is considered incomplete. See Comment Code 01 for scoring rule.
05	Two out of three of the collection periods are incomplete or missing.	Unscoreable entry.
06	No Data Summary Sheet is included for the entry.	Unscoreable entry.
07	No AAGSE identified or not from correct SPT list.	Unscoreable entry.
08	No Student Work Product submitted for the entry.	Unscoreable entry.
09	Student Work Product does not meet criteria.	Flag Room Coordinator to review the entry.
10	No dates given on Data Summary Sheet **AND** on SDFs.	Unscoreable entry.
11	Dates on the Data Summary Sheet **AND** SDFs are not within the collection periods or do not match.	Data from dates outside the collection periods or can not be verified by the table leader will not be used in scoring. The collection period is considered incomplete. See Comment Code 01 for scoring rule.
12	The same exact data is used for 2 different AAGSE entries.	Flag Room Coordinator to review the entry.
13	SPT/AAGSE is not consistent across the 3 collection periods.	If 2 of the 3 collection periods have the same SPT/AGSE, score them, and the other collection period is considered missing. See Comment Code 01 for scoring rule. If **the SPT/AAGSE for** all 3 collection periods are different, see Comment Code 06 for scoring rule.
14	The same AAGSE was used more than once within a content area, resulting in an unscoreable entry.	The first AAGSE will be scored and any subsequent use will result in an unscoreable entry.
15	The same SPT was repeated for both Strands in a content area.	The first Strand will be scored and the second strand will result in unscoreable entries.
16	Repeat of Content Strand (two of the same Content Strand).	Score the first content strand and the second Content Strand is unscoreable.
17	Missing AAGSE entry.	Entry not submitted.
18	Missing Content Strand.	Entry not submitted.
19	Percentages were missing or miscalculated.	Scorer recalculates percentages when possible. If percentages cannot be verified flag room coordinator to review entry.
20	Application of AAGSE not clear. The Student Documentation Form(s) and/or Student Work Product did not show the student's participation in an instructional activity, which required application (not acquisition) of the	

	identified AAGSE skill.
21	Submitted Student Documentation Forms and/or Student Work Product did not show the AAGSE skill within distinct standards-based activities connected to the SPT.
22	A submitted Student Work Sample for an entry period demonstrates connection to the AAGSE and SPT. The descriptions given on the Student Documentation Form, and on the Student Work Product, clearly described the student's participation in an instructional activity connected to the identified Structured Performance Task and AGSE.
23	SPT not consistent within the strand or does not meet the requirements (wrong grade span, inconsistent within the strand) **RULE**: SPT is not consistent score the first entry, the second is unscoreable. SPT's that do not meet the requirement, flag a room coordinator.

Scorers

Scoring sessions were held July 9–20, 2007 at the Crowne Plaza Hotel in Warwick, Rhode Island. The ten-day scoring sessions involved 35 scorers and 8 table leaders. All 755 datafolios were scored.

Table leaders were Rhode Island teachers who had either been scorers or table leaders in past years for the RIAA. Scorers were Rhode Island teachers, the majority of whom had been involved in the development of at least one RIAA datafolio.

All scorers and table leaders were required to qualify. Qualification consisted of at least 80% consistency in scoring against the pre-scored qualifier. Each qualifier consisted of two entries.

Table 19: Scoring Session Participants

	Title/Position	Qualified after 1st qualifier	Qualified after 2nd qualifier
Table Leader (8)	1 Regular Educator 1 Principal 6 Special Educators	8	0
Scorers (35)	9 Regular Educators 3 Reading Specialists 23 Special Educators	3	32

Scoring Process

Description of Scoring Training and Qualifying

All scorers and table leaders were trained for a minimum of half a day. Training consisted of reviewing the steps required in the scoring process, from checking the student name to transferring scores to the scannable form. Numerous examples from 2006-07 RIAA datafolios were used to illustrate the scoring process. The first samples were completed together as a large group. Next, scorers were asked to practice on a couple of samples individually and then discuss their scores with their table leaders. Only after this training were scorers and table leaders asked to qualify. There were 3 rounds of qualification open to each scorer/table

leader. Scorers/table leaders would not be permitted to participate in the scoring session if they were unable to qualify in one of the three rounds.

The following steps during the scoring process were required of all scorers and table leaders:

Step 1: Complete/check student information on the Scoring Worksheet
It is at this stage that scorers check to ensure that the barcode information on the outside of the datafolio matches the student name and grade of the evidence submitted.

Step 2: Required Forms & Quick Walk Through
Scorers check for the completion of all required forms and complete an initial walk through of the datafolio.

Step 3: Score Each Content Area Entry
Each entry is scored. The grade level and SPTs evidenced are checked to ensure an appropriate match. Dates are checked to ensure that they are within the required collection periods. Completeness of evidence is checked. Once these initial checks are made the entry is scored against each of the rubric dimensions.

Scorers are also asked to complete comments for each of the entries. This allows feedback to be given to each teacher for each datafolio scored. This provides teachers with information to inform their instruction and improve their documentation process in subsequent years.

Step 4: Transfer Scores to the Scannable Score Sheet
Scorers transfer the scores from the scoring worksheet to the scannable score sheet.

Flow of Materials

Scoring was completed by grade. This allowed for specific grade-level training on the SPTs and AAGSEs being assessed prior to scoring each grade.

Scoring Order:

1. Grade 10
2. Grade 7
3. Grades 6, 8
4. Grade 4
5. Grades 3, 5
6. Grade 2

At the conclusion of the scoring session, scorers and table leaders were asked to complete evaluation forms to provide feedback on the scoring process. A summary of scorer and table leader feedback is included in Appendix A.

Security

Datafolios were delivered from the Measured Progress warehouse to the Warwick Crowne Plaza (the scoring site) via a professional courier who regularly delivers for Measured Progress. Measured Progress personnel were on hand in Warwick to receive the boxes and

perform a complete inventory, ensuring that the rosters in the boxes matched the actual content and that all datafolios on the official login sheet were accounted for. Datafolios were stored in a locked room until the scorers were trained, qualified, and ready to score.

At all times during scoring days, all datafolios remained within the sight of Measured Progress and RIDE personnel, delivered back and forth from a locked storage room to the scoring room. At night, datafolios were returned to the locked room.

At the end of scoring, a complete inventory was performed to ensure that all datafolios were accounted for and returned to their original boxes. The courier then delivered them directly to the Measured Progress warehouse where they were stored until the fall, at which time they were shipped back to their original schools or districts.

Quality Control

A Quality Control person from Measured Progress or RIDE distributed the datafolios to each scorer using a log-in/log-out process. Scorers were not allowed to score datafolios from their school or district and were asked to notify the Quality Control person if they received one.

After each datafolio was scored the first time, the scorer delivered it to the Quality Control person, who in turn removed the Score Form from the datafolio to confirm that it matched the envelope and datafolio for the student identified, and that all necessary coding was complete. If there was not a match, the datafolio and Score Form were returned to the individual scorer to correct. If all coding was filled in correctly, the datafolio was returned to the scoring floor for a second read.

Datafolios returning for a second read were intentionally distributed to a different table from that of the first scorer. This was done in order to eliminate any potential bias that might have occurred should a second scorer have overheard the first scorer discuss that datafolio at the table.

Once scored a second time, the datafolio was returned to the Quality Control person for a second quality control check. In addition to the scan to make sure coding was filled in correctly, a side-by-side check was performed to determine if any scoring dimensions were in disagreement between the first and second scorers' Score Forms. In this case, the scoring dimension(s) in disagreement (i.e., non-exact scores) was highlighted on a third-read Score Form. Then the datafolio, along with both the first and second scorers' Score Forms, were delivered for a third read to either a table leader, RIDE staff member, or a member of the Project Leadership Team from the Sherlock Center at Rhode Island College. The score resulting from the third read became the score of record. At this point, the datafolio and all three Score Forms were returned to the Quality Control person for a final check and scanning.

All three Score Forms were then pulled from the datafolio and handed over to the scanning operator. The datafolio was filed back into its original box.

Scanning Integrity and Quality

Measured Progress uses NCS portable scanners for onsite scanning. NCS scanners are equipped with many built-in safeguards to prevent data errors. The scanning hardware is continually monitored for conditions that will cause the machine to shut down if standards are not met. It will display an error message and prevent further scanning until the condition is corrected. Areas monitored include document page and integrity checks, user-designed online edits, and many internal checks of electronic functions.

A customized scanning program was prepared for RIAA to selectively read the individual Score Forms and to format the scanned information electronically according to predetermined requirements.

Before every onsite scoring session begins, Measured Progress operators perform a quality check of the scanning programs to make sure that all data from Score Forms are correctly gathered by the scanner. In the rare event that the routine detects a photocell that appears to be out of range, the scanner is recalibrated and the test performed again. Were the reads still not up to standard, a field service engineer would be called in for assistance.

Scanning Process

A trained scanner operator from Measured Progress controlled the NCS onsite scanners. The first step in scanning was removal of the booklet bindings by Quality Control personnel so that the individual pages could pass through the scanners one at a time. The three barcoded Score Forms and accompanying Score Form booklet cover were fed through the scanner. If any discrepancies occurred, the scanning program alerted the operator who would check the error and send the Score Form back for correction to the scorer who made the error. The Score Forms would be re-scanned until all discrepancies were fixed.

From that point on, the entire process—data processing, data analysis, and reporting—was accomplished without further reference to the originals, as 100 percent of the student response documents and other scannable information necessary to produce the required reports had been captured and converted into electronic format.

Electronic Data Files

Once the data had been entered and the scanning logs and other paperwork completed, the datafolios and score forms were put into storage (where the latter stay for at least 180 days beyond the close of the fiscal year). When it had been determined that the electronic files were complete and accurate, they were duplicated and made available for other processing needs. The datafolios themselves were returned to the schools in the fall with paper Student Score Reports for parents and guardians along with a school copy of each student's report. Online School Roster Reports, School Summary Reports, and District Summary Reports were posted to a secure website for school and district access. Sample student, school, and district reports may be found in Appendix F.

Standards Validation

The Rhode Island Department of Education (RIDE) requested that Measured Progress proceed with a *Profile Method* standards validation on the 2006-07 RIAA operational re-design. The Profile Method was derived from the *Reasoned Judgment Method* (Roeber, 2002), used successfully by Measured Progress in multiple state settings (viz., Illinois, Massachusetts, New Hampshire, Rhode Island, Maine, Colorado, and New Mexico) to set standards on portfolio data. Reasoned Judgment is a straightforward method where an appropriately expert panel locates solid exemplars of student work that capture all dimensions that need to be considered in the evaluation of student proficiency is such a way as to typify each achievement level. Two sessions were held in order to complete the standards validation in August of 2007 and in November 2007.

First Session

The first session took place at Rhode Island College in Providence on August 7, 2007. Per recommendation by Measured Progress, RIDE convened three expert panels of 4–5 members each representing different stakeholder groups. The grade span panels were elementary (2–5), middle (6–8) and high school (10). These expert panels were composed of special educators, content specialists, administrators, higher education representatives, and personnel from the Individual Education Plan Network. (See Appendix B for a detailed list of panelist list and roles represented.)

Table 20: First Session (August 2007) Standards-Validation Expert Panelists

Grade Span	Number of Panelists	Roles Represented
2–5	4	RIAA teacher, professor, literacy coach, parent
6–8	4	RIAA teacher, science teacher, administrator, professor
10	4	RIAA teacher, educational consultant, administrator, professor

Measured Progress prepared all materials required for the session and arranged for all logistics (meeting space, participant reimbursements, stipends or substitute reimbursements).

An orientation by Measured Progress staff provided panelists with background information on the students who meet the criteria for RIAA, the design and scoring of RIAA, an understanding of the purpose of validating achievement levels, and the procedures to be followed by the expert panel for this session of the standards validation process.

Panelists met in grade span groups. They were presented with a chart that depicted, on the horizontal axis, the numeric combinations that came from Progress scores, on the vertical axis those from the sum of Accuracy and Independence Scores. Panelists were asked to individually shade in the chart according to whether they felt the combined scores represented *Substantially Below Proficient*, *Partially Proficient, Proficient*, or *Proficient with Distinction.* Panelists then discussed the outcomes of the individual decisions as a group, and charged to come to consensus in their grade span groups on a final chart. The three grade

span charts were then shared with the overall group and a discussion of the similarities and differences of the charts was facilitated. The charts were very similar, so it was decided to incorporate them into one chart per achievement level cut. The discrepancies among the three charts are indicated as blank/white cells in the charts on the following pages—a second standards-validation was scheduled.

The recommendations and thoughts of the group were collected on the utilization of the Connection score as a screen to the dimension charts (which can be found on the following pages). The panelists indicated that its use as a screen made sense but were concerned that the screen not be too easy. They even suggested that the score ranges be "ramped up" in the future, such that not only the AAGSEs were used to screen, but best-practice intents, distinct activities, and connection to SPT be used in a more stringent manner.

Dimension Chart: Substantially Below Proficient/Partially Proficient

Progress? / Accuracy + Independence?	0	4	8	12	16	20	24	28	32
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	
3	3	7	11	15					
4	4	8	12						
5	5	9	13						
6	6	10	14			26	30	34	38
7	7	11			23	27	31	35	39
8	8	12			24	28	32	36	40
9	9	13		21	25	29	33	37	41
10	10	14		22	26	30	34	38	42
11	11	15		23	27	31	35	39	43
12	12	16		24	28	32	36	40	44
13	13	17	21	25	29	33	37	41	45
14	14	18	22	26	30	34	38	42	46
15	15	19	23	27	31	35	39	43	47
16	16	20	24	28	32	36	40	44	48
17	17	21	25	29	33	37	41	45	49
18	18	22	26	30	34	38	42	46	50
19	19	23	27	31	35	39	43	47	51
20	20	24	28	32	36	40	44	48	52
21	21		29	33	37	41	45	49	53
22	22		30	34	38	42	46	50	54
23	23		31	35	39	43	47	51	55
24	24		32	36	40	44	48	52	56
25	25		33	37	41	45	49	53	57
26	26		34	38	42	46	50	54	58
27	27		35	39	43	47	51	55	59
28	28		36	40	44	48	52	56	60
29	29	33	37	41	45	49	53	57	61
30	30	34	38	42	46	50	54	58	62
31	31	35	39	43	47	51	55	59	63
32	32	36	40	44	48	52	56	60	64

Dimension Chart: Partially Proficient/Proficient

Progress? / Accuracy + Independence?	0	4	8	12	16	20	24	28	32
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	34
3	3	7	11	15	19	23	27	31	35
4	4	8	12	16	20	24	28	32	36
5	5	9	13	17	21	25	29	33	37
6	6	10	14	18	22	26	30	34	38
7	7	11	15	19	23	27	31	35	39
8	8	12	16	20	24	28	32	36	40
9	9	13	17	21	25	29	33	37	
10	10	14	18	22	26	30	34	38	
11	11	15	19	23	27	31	35		
12	12	16	20	24	28	32	36		44
13	13	17	21	25	29				45
14	14	18	22	26	30				46
15	15	19	23	27					47
16	16	20	24	28			40	44	48
17	17	21	25	29			41	45	49
18	18	22	26	30			42	46	50
19	19	23	27	31			43	47	51
20	20	24	28	32		40	44	48	52
21	21	25	29	33		41	45	49	53
22	22	26	30	34		42	46	50	54
23	23	27	31	35		43	47	51	55
24	24	28	32	36		44	48	52	56
25	25	29	33	37	41	45	49	53	57
26	26	30	34		42	46	50	54	58
27	27	31	35		43	47	51	55	59
28	28	32	36		44	48	52	56	60
29	29	33	37	41	45	49	53	57	61
30	30	34		42	46	50	54	58	62
31	31	35		43	47	51	55	59	63
32	32	36		44	48	52	56	60	64

Dimension Chart: Proficient/Proficient with Distinction

Progress? / Accuracy + Independence?	0	4	8	12	16	20	24	28	32
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	34
3	3	7	11	15	19	23	27	31	35
4	4	8	12	16	20	24	28	32	36
5	5	9	13	17	21	25	29	33	37
6	6	10	14	18	22	26	30	34	38
7	7	11	15	19	23	27	31	35	39
8	8	12	16	20	24	28	32	36	40
9	9	13	17	21	25	29	33	37	41
10	10	14	18	22	26	30	34	38	42
11	11	15	19	23	27	31	35	39	43
12	12	16	20	24	28	32	36	40	44
13	13	17	21	25	29	33	37	41	45
14	14	18	22	26	30	34	38	42	46
15	15	19	23	27	31	35	39	43	47
16	16	20	24	28	32	36	40	44	48
17	17	21	25	29	33	37	41	45	49
18	18	22	26	30	34	38	42	46	50
19	19	23	27	31	35	39	43	47	51
20	20	24	28	32	36	40	44	48	52
21	21	25	29	33	37	41	45	49	53
22	22	26	30	34	38	42	46	50	54
23	23	27	31	35	39	43	47	51	55
24	24	28	32	36	40	44			
25	25	29	33	37	41	45			
26	26	30	34	38	42	46			58
27	27	31	35	39	43	47		55	59
28	28	32	36	40	44	48		56	60
29	29	33	37	41	45	49		57	61
30	30	34	38	42	46		54	58	62
31	31	35	39	43	47		55	59	63
32	32	36	40	44	48		56	60	64

Second Session

Per recommendations by Measured Progress, RIDE convened three new standards-validation panels composed of members representing different stakeholder groups. The panels were selected by content area for reading, writing, and mathematics. RIDE recruited all panelists in cooperation with Measured Progress. (See Appendix B for a detailed list of panelists and roles represented.)

Table 21: Expert Panelists in Second Session (November 2007) Standards-Validation

Content Area	Number of Panelists	Roles Represented
Reading	8	reading specialist, RIAA teachers, reading teachers, administrators
Writing	8	RIAA and general education teachers
Mathematics	9	RIAA teachers, mathematics teachers, administrators

The three panels for reading, writing, and mathematics were recommended to be made up of special education teachers experienced in working with students with significant disabilities, subject area content teachers (representative of a range of grade level experiences and content background), school administrators, higher education personnel, parents of students with significant disabilities, and/or stakeholders from interest groups related to significant disabilities. The panels also reflected balance in terms of gender, race/ethnicity, and geographic location. A total of 25 panelists participated in the standards-validation process.

Implementation of the standards-validation process was handled by Measured Progress in coordination with RIDE. Measured Progress staff acted as process facilitators and were in charge of the general implementation of the process, including assigning tasks and establishing an agenda. Staff from RIDE was present to respond to panelists' concerns related to content, achievement levels, and policy issues. Measured Progress selected facilitators with the approval of RIDE. Additional Measured Progress staff was present for the duration of the standards-validation process, including the lead psychometrician for the RIAA— who addressed technical concerns of the panelists—and the program assistant for the contract.

The meeting took place over two days at the Aldrich Mansion in Rhode Island on November 7 and 8, 2007.

Measured Progress arranged the standards-validation meetings, including working with the facility that could meet the needs of the groups, reimbursing participants for transportation to and from the meeting, and paying participants a stipend or substitute reimbursement. In addition, Measured Progress prepared all materials required for the meeting and worked with the RIDE project management team to contact prospective participants.

Measured Progress once again employed the profile method of standard setting. RIDE prepared "draft" achievement level descriptors that were utilized in the standards-validation. Descriptors were written for each combination of content area and grade span (See Appendix D for Draft Achievement Level Descriptors.)

Sets of student responses classified by the panelists were also prepared. Because validation is based on panelists' classifications, selection of datafolios for this process is a crucial part of the preparation. One set of student datafolios representing scores in the discrepant zones of the first session chart was required for each content panel. The datafolios were selected and prepared by Measured Progress staff so that each content area included a balance of grade spans, 2–5, 6–8, and high school. The datafolios were placed into categories using the charts presented previously.

Prior to the standards-validation meeting, a facilitator-training meeting was held. The purpose was to have all Measured Progress standards-validation facilitators review all the materials, procedures, and to finalize all details.

The standards-validation began with a large group orientation in the morning. This provided panelists with background information on the students that met the criteria for the RIAA, the design and scoring of the RIAA, the purpose of validating achievement levels, and the procedures to be followed. Panelist training and rounds of standards-validation judgment followed the orientation.

During training, panelists were introduced to and became familiar with the "draft" achievement level descriptors. They discussed the definition of the four achievement levels, and key characteristics that distinguish students in adjacent achievement level categories. Panelists came to consensus about what characterizes students in each of the four achievement level categories.

The first step in the validation process asked panelists individually to review the datafolios in the discrepancy zones around each of the three cuts, *Substantially Below Proficient/Partially Proficient, Partially Proficient/Proficient and Proficient/Proficient with Distinction*. They were to place each datafolio entry in one of the two categories. In the second round, panelists had an opportunity to discuss their Round 1 ratings with other panelists. Prior to beginning the Round 2 discussions, facilitators used a show of hands, and recorded on chart paper, how many panelists assigned each datafolio to the four achievement level categories. Facilitators focused discussion on the datafolios on which the group disagreed and why they categorized each datafolio as they did, making sure that all points of view were heard. Panelists were required to come to consensus on the final placement of each datafolio.

Once the group reached consensus on all categorizations, the data were analyzed and impact data calculated. (Impact data is defined as the percentage of students state-wide who fell into each achievement level category according to the panelists' ratings.)

Two sets of impact data were provided to panelists:

- impact data based on the panelists' categorizations only; and
- impact data in which some scoring adjustments are made based on students' connection scores.

The Connection score was used as a screen to decide if the achievement level designation from the chart (Progress/Accuracy + Independence) would be lowered, remain the same, or increase. In other words, this would only impact scores that were on the "cusp" (raw scores

immediately above and below the cut). The following is the overlay of the Connection score and the possible impact it may have on the achievement level designation.

Table 22: Connection Score

	Level 1	Level 2	Level 3
Score Range	0 - 5	6 - 24	25 - 32
Possible Impact	Lower	Remain	Increase

Specifically, adjustments were necessary for two categories of students: (1) downward for scores just above a given cut point but with a Level 1 (Low) Connection score, and (2) upward for scores just below a given cut point but with a Level 3 (high) Connection score. The impact data were recalculated accordingly.

The facilitator led a short discussion on the differences in the impact data, between the data from the chart and the data with the Connection score used as a screen, and asked for feedback from the group in the use of the Connection score as a screen. Panelists indicated that the use of the Connection score as a screen made sense. They thought that in addition to its use to determine achievement levels, the information could also be used to provide better information for professional development and as a way to identify teachers who could use technical assistance in the development of datafolios.

The final activity that the panelists participated in was to make recommendations for changes to the draft Achievement Level Descriptors. For example, it was suggested that language better understood by parents and teachers should be used, such as replacing the term "sufficient" with the term "adequate." The feedback from panelists was shared with RIDE personnel in order for them to finalize the Achievement Level Descriptors. (See Appendix E for the final Achievement Level Descriptors.)

Panelists' evaluations of the standards-validation process formed part of the evidence of procedural validity, as did their written comments. Internal evaluation provided by Measured Progress and RIDE staff was another potential source of evidence. Of the 25 panelists, 24 of them in their evaluations rated their overall impression of the standard setting process as good or very good. In response to the question, "Do you believe the cut scores set by the panel are correctly placed?" 13 panelists responded "Definitely Yes," 11 "Probably Yes," 1 "Unsure." (See Appendix D for the full feedback results.)

Upon completion of the standards-validation meeting, Measured Progress presented a report to RIDE that documented all aspects of the standards-validation process. Documentation included all procedures completed prior to, during, and after the standards-validation meeting, the recommended cut points and impact data that resulted from the validation, and the results of the panelist evaluation of the process.

RIDE reviewed the panelist's recommended cut scores and made minor adjustments based upon the following reasoning:

? A student must score half of the possible points (16 of 32) in both the progress dimension and the combined dimensions of accuracy and independence to be considered *Proficient*. For a student's work to be considered for a score of *Proficient with Distinction*, it must score 3/4 of the possible points (24 of 32) in progress and 27 out of 32 points in the combined dimensions of accuracy and independence. The reason for the difference in the number of score points in *Proficient with Distinction*, is that Progress increased in multiples of 4 while Accuracy and Independence increase in 1-point intervals.

? The score combinations are necessary but not sufficient to ensure an achievement level descriptor of *Proficient* or *Proficient with Distinction*. It is possible that a student's work might reach the descriptor threshold but still not be sufficient to receive that score. (See Appendix E for the final Dimension Charts.)

Technical Characteristics of the RIAA

Item Analysis

RIAA allows educators to tailor the assessment to the needs of each individual student. As described earlier, teachers select from a list of AAGSEs designed to measure particular Structured Performance Tasks (SPTs). In an assessment where the selection of a specific task can vary by student, it is important to examine the frequency of each task's selection, and the average scores obtained by students who select each task.

AAGSE Characteristics

Appendix J presents the number of students who were administered each AAGSE, the average score, and spread of scores across the four dimensions (Connection, Progress, Accuracy, and Independence). This table assists in understanding the frequency at which expectations were selected by educators and the difficulty of the expectations.

Appendix J shows that some AAGSEs were selected more frequently than others. A trend of selecting the first AAGSE in a numeric sequence was apparent (e.g., AAGSE 1.1 versus 1.1a; 5.1 versus 5.2).

Appendix J can also be used cautiously to examine the relative difficulties of the AAGSEs. In this case, AAGSE difficulty is approximated by the average AAGSE score. However, it is important to take error variance into account (i.e., a joint consideration of the number of students who took the AAGSE and the spread of the scores). Simply put, the larger the number of students who took the AAGSE, the more meaning can be attributed to the scores. At one extreme, if just a single student took an AAGSE and achieved the highest possible score, it would not be prudent to conclude that the AAGSE was easy; that student may be high achieving. On the other hand, if more than 30 students took a particular AAGSE, and they all obtained the highest score, we could more confidently conclude that the ASGSE was relatively easy for that group of students. Another caution in interpreting Appendix J is that the dimensions are scored according to different rubrics. Connection and Progress were scored on a scale from 0 to 8, with scores of 0, 2, 4, 6, and 8. Accuracy and Independence were scored on 0 to 4 scales. Therefore, 4 was the highest possible score for Accuracy and Independence but a midpoint score for Progress and Connection.

Scores within each dimension appeared to be fairly evenly dispersed across AAGSEs within a SPT. Progress scores tended to be slightly higher than Connection scores, and Accuracy scores slightly higher than Independence scores.

Strand Characteristics

Each AAGSE is designed to measure a SPT, which in turn is designed to measure either the required content strand or an optional content strand for each grade and subject. The content strand scores can be considered similar to traditional test items.

In a general assessment, the simplest measure of item difficulty for a given group of examinees is the p-value—the average item score divided by the total number of possible points on that item. Although the p-value is traditionally described as a measure of difficulty, it is properly interpreted as an easiness index, because larger values indicate easier items. An index of 0 indicates that no student received credit for the item, and an index of 1 that every student received full credit for the item.

Items that are answered correctly by almost all students provide little information about differences in student ability, but they do indicate knowledge or skills that have been mastered by most students. Similarly, items that are correctly answered by very few students provide little information about differences in student ability but may indicate knowledge or skills that have not yet been mastered by most students. In general, to provide the most precise measurement, difficulty indices should range from near-chance performance (essentially 0 for constructed-response items) to 0.90. However, on a criterion-referenced test, such as the RIAA, it may be appropriate to include some items with very low or very high item difficulty values in order to measure the range of skills at a given grade span. Including a range of item difficulties helped to ensure that the test did not exhibit an excess of scores at the floor or ceiling of the distribution.

Another important characteristic of an item is its discrimination. Each item in a test should be able to distinguish higher ability test-takers from lower ability test-takers with respect to the construct being tested. An item is considered to be discriminating if proportionately more test-takers who are high in the ability being measured answer the item correctly than do test-takers low in the ability measured. The total score is generally used as the criterion for judging levels of ability on the construct being tested. Item difficulty can constrain item discrimination power, in that if most or very few examinees are responding correctly to an item, the discrimination is restricted. There are a number of indices used in assessing the discriminating power of an item. The index currently used on the RIAA is the Pearson correlation coefficient, which measures the strength of the relationship (correlation) between examinees' performance on a single item and performance on the total test. A very low or negative correlation indicates that the item does not measure what the rest of the items on the test are measuring, while a very high correlation (close to +1) suggests that all the information provided by the item is probably redundant with the information provided by the other items.

The difficulty and discrimination of each content strand across each of the three dimensions is displayed in the following table.

Table 23: Difficulty and Discrimination by Strand

Grade Span	Content Area	Strand	Dimension	Difficulty	Discrimination
K–2	Mathematics	Numbers and Operations	Progress	0.58	0.78
			Accuracy	0.63	0.84
			Independence	0.51	0.74
		Geometry and Measurement	Progress	0.65	0.74
			Accuracy	0.70	0.79
			Independence	0.54	0.73
	Reading	Word Identification Skills/Vocabulary Strategies & Breadth of Vocabulary	Progress	0.68	0.67
			Accuracy	0.70	0.82
			Independence	0.58	0.69
		Early Reading Strategies	Progress	0.62	0.73
			Accuracy	0.63	0.77
			Independence	0.51	0.65
3–5	Mathematics	Numbers and Operations	Progress	0.60	0.75
			Accuracy	0.63	0.80
			Independence	0.48	0.74
		Geometry and Measurement	Progress	0.61	0.73
			Accuracy	0.66	0.77
			Independence	0.50	0.70
	Reading	Word Identification Skills/Vocabulary Strategies & Breadth of Vocabulary	Progress	0.65	0.79
			Accuracy	0.69	0.83
			Independence	0.54	0.78
		Initial Understanding Analyses and Interpretation of Text	Progress	0.69	0.79
			Accuracy	0.73	0.82
			Independence	0.54	0.69

Grade Span	Content Area	Strand	Dimension	Difficulty	Discrimination
4	Writing	Structures of Language and Writing Conventions	Progress	0.67	0.73
			Accuracy	0.70	0.81
			Independence	0.52	0.69
		Writing in Response to Literary and Informational Text	Progress	0.64	0.76
			Accuracy	0.68	0.74
			Independence	0.49	0.66
6–8	Math	Numbers and Operations	Progress	0.62	0.80
			Accuracy	0.63	0.84
			Independence	0.49	0.75
		Data, Statistics and Probability	Progress	0.68	0.79
			Accuracy	0.70	0.81
			Independence	0.56	0.77
	Reading	Word Identification Skills/Vocabulary Strategies & Breadth of Vocabulary	Progress	0.69	0.78
			Accuracy	0.72	0.81
			Independence	0.56	0.75
		Initial Understanding Analyses and Interpretation of Text	Progress	0.65	0.81
			Accuracy	0.67	0.83
			Independence	0.52	0.75
7	Writing	Structures of Language and Writing Conventions	Progress	0.73	0.71
			Accuracy	0.76	0.74
			Independence	0.58	0.74
		Narrative Writing: Creating a Story Line and Applying Narrative Strategies	Progress	0.69	0.77
			Accuracy	0.71	0.76
			Independence	0.57	0.73

Grade Span	Content Area	Strand	Dimension	Difficulty	Discrimination
10	Mathematics	Numbers and Operations	Progress	0.50	0.75
			Accuracy	0.58	0.80
			Independence	0.43	0.78
		Functions and Algebra	Progress	0.48	0.67
			Accuracy	0.53	0.71
			Independence	0.40	0.72
	Reading	Word Identification Skills/Vocabulary Strategies & Breadth of Vocabulary	Progress	0.51	0.76
			Accuracy	0.56	0.81
			Independence	0.42	0.78
		Initial Understanding Analyses and Interpretation of Text	Progress	0.55	0.78
			Accuracy	0.58	0.72
			Independence	0.47	0.73
	Writing	Structures of Language and Writing Conventions	Progress	0.60	0.71
			Accuracy	0.63	0.63
			Independence	0.52	0.70
		Informational Writing	Progress	0.48	0.80
			Accuracy	0.53	0.82
			Independence	0.40	0.83

The item difficulties ranged from 0.40 to 0.76, indicating that the majority of strands fell within an acceptable range for the population of interest. For the most part, Independence items appeared more difficult than did Progress and Accuracy items. The item discriminations were quite high, suggesting relatively strong consistency among the strand scores. Independence items appeared slightly less discriminating than did Progress and Accuracy items.

Within-Strand Consistency

One of the unique features of the RIAA is that each student performs on two AAGSEs within each SPT. Just as one could take item responses from two parallel forms of a test administered to the same group of students and evaluate the consistency between the scores, the two AAGSE measures within SPTs can be compared. Table 24 below shows the percentage of students within each of the four dimensions who received the exact same score and the exact *or* adjacent score, for the two AAGSEs within a task. The table also presents Cohen's (1960) coefficient ? (kappa), a second way of measuring consistency. Kappa is calculated using the following formula:

$$k = \frac{\sum_i C_{ii} - \sum_i C_{i.} C_{.i}}{1 - \sum_i C_{i.} C_{.i}}$$

where: *Ci*. Is the proportion of students whose observed score would be i on the first AAGSE, *C.i* is the proportion of students whose observed score would be i on the second AAGSE, and *Cii* is the proportion of students whose observed score would be i on both AAGSEs.

Table 24: Consistency Indices of AAGSE Scores Within SPTs by Dimension *

SPT	N	Connection to the Content Strand				Student Progress				Accuracy				Independence			
		% Agreement		Kappa		% Agreement		Kappa		% Agreement		Kappa		% Agreement		Kappa	
		Exact	Exact or Adj.	Stat	SE	Exact	Exact or Adj.	Stat	SE	Exact	Exact or Adj.	Stat	SE	Exact	Exact or Adj.	Stat	SE
02-1	86	37.2	67.4	0.19	0.06	47.7	76.7	0.16	0.08	57.0	65.1	0.22	0.09	50.0	62.8	0.29	0.07
02-2	51	35.3	66.7	0.18	0.08	60.8	88.2	0.37	0.11	64.7	72.5	0.32	0.12	41.2	58.8	0.21	0.08
02-3	32	46.9	71.9	0.28	0.10	62.5	78.1	0.28	0.13	59.4	75.0	0.35	0.14	53.1	68.8		
02-4	86	54.7	75.6	0.33	0.07	65.1	87.2	0.36	0.09	67.4	77.9	0.40	0.09	52.3	67.4	0.33	0.07
02-5	36	30.6	75.0	0.12	0.09	47.2	75.0	0.15	0.13	52.8	63.9	0.10	0.13	47.2	55.6		
02-6	47	51.1	72.3	0.29	0.10	59.6	80.9	0.31	0.12	55.3	59.6			38.3	61.7	0.11	0.09
35-1	267	52.8	72.7	0.36	0.04	62.2	82.4	0.37	0.05	66.3	72.3	0.40	0.05	55.8	72.7	0.39	0.04
35-2	67	62.7	77.6	0.42	0.08	70.1	86.6	0.44	0.10	79.1	85.1	0.57	0.10	53.7	80.6	0.40	0.07
35-3	175	46.9	74.3	0.32	0.05	63.4	87.4	0.40	0.06	66.9	74.3	0.39	0.06	52.0	74.3	0.34	0.05
35-4	261	50.6	73.2	0.31	0.04	66.3	89.3	0.41	0.05	71.6	80.5			59.4	76.6	0.45	0.04
35-5	47	57.4	85.1	0.38	0.10	59.6	91.5	0.35	0.11	68.1	78.7			59.6	80.9	0.47	0.09
35-6	200	61.0	79.5	0.37	0.05	67.0	90.0	0.37	0.06	71.5	79.5	0.44	0.06	54.0	76.0	0.39	0.05
04-1	80	57.5	82.5	0.43	0.07	73.8	90.0	0.51	0.08	61.3	78.8			56.3	75.0	0.43	0.07
04-2	49	61.2	87.8	0.46	0.08	63.3	87.8	0.35	0.11	77.6	83.7	0.57	0.11	57.1	79.6	0.44	0.09
04-3	22	54.5	63.6	0.34	0.14	50.0	90.9	0.23	0.15	59.1	72.7			68.2	77.3		
68-1	277	47.7	72.6	0.32	0.04	59.2	87.7	0.32	0.05	64.6	74.0	0.38	0.05	58.8	75.5	0.45	0.04
68-2	108	63.0	92.6	0.52	0.06	75.0	89.8	0.54	0.07	76.9	86.1	0.52	0.08	63.0	84.3	0.51	0.06
68-3	156	48.1	77.6	0.34	0.05	79.5	94.2	0.62	0.06	72.4	85.9			69.9	87.2	0.59	0.05
68-4	269	52.8	77.3	0.34	0.04	69.9	92.6	0.45	0.05	74.0	83.6			61.3	82.9	0.48	0.04
68-5	177	68.9	84.7	0.48	0.05	75.1	96.0	0.50	0.06	71.8	86.4	0.50	0.06	61.6	84.7	0.49	0.05
68-6	88	46.6	72.7	0.29	0.06	47.7	90.9	0.19	0.08	58.0	68.2			54.5	72.7	0.37	0.07
07-1	97	60.8	80.4	0.37	0.07	61.9	89.7	0.28	0.08	72.2	84.5			50.5	79.4	0.34	0.07
07-2	33	54.5	78.8	0.37	0.10	69.7	78.8	0.42	0.14	72.7	78.8	0.51	0.14	63.6	75.8	0.50	0.11
07-3	61	63.9	83.6	0.42	0.08	73.8	93.4	0.53	0.09	83.6	85.2	0.66	0.10	67.2	86.9	0.56	0.08
10-1	80	62.5	80.0	0.47	0.07	68.8	92.5	0.52	0.08	72.5	81.3			60.0	83.8	0.44	0.07
10-2	27	40.7	51.9	0.17	0.13	51.9	81.5	0.26	0.15	44.4	48.1	0.11	0.15	40.7	51.9	0.12	0.13
10-3	44	31.8	52.3	0.11	0.08	52.3	79.5	0.25	0.11	47.7	56.8			38.6	56.8		
10-4	68	47.1	70.6	0.30	0.08	58.8	85.3	0.36	0.09	55.9	67.6			57.4	73.5	0.41	0.08
10-5	34	47.1	76.5	0.24	0.12	47.1	88.2	0.12	0.13	55.9	64.7			44.1	70.6	0.24	0.11
10-6	35	57.1	74.3			62.9	80.0	0.40	0.13	57.1	68.6	0.34	0.11	60.0	82.9		
10-7	73	50.7	75.3	0.35	0.07	64.4	83.6	0.42	0.09	53.4	76.7	0.30	0.08	56.2	75.3		
10-8	46	47.8	78.3	0.30	0.09	52.2	82.6	0.24	0.11	65.2	69.6			54.3	76.1	0.38	0.09
10-9	17	76.5	82.4	0.62	0.15	70.6	100.0	0.55	0.15	58.8	88.2	0.39	0.16	64.7	82.4	0.48	0.15

*Note: Kappas cannot be calculated in all instances because of missing values.

The above indices display reasonable levels of consistency in the measures of Progress, Accuracy, and Independence. Connection scores were slightly more variable, suggesting possibly that there are wide differences in the opportunities provided to students instructionally.

Sub-Domain Structure

By design, the initial achievement level classification of the RIAA is based on three dimensions (Progress, Accuracy, and Independence). As with any assessment, it is important that these sub-domains be carefully examined. This was achieved by exploring the relationships among student dimension scores with Pearson correlation coefficients. A very low correlation (near-zero) would indicate that the dimensions are not related; a low negative correlation (approaching -1.00) that they are inversely related, i.e., that a student with a high score on one dimension had a low score on the other; and a high positive correlation (approaching +1.00) that the information provided by one dimension is similar to that provided by the other dimension.

The correlations among the three test dimensions for each grade and content area are displayed in Table 25 below:

.

Table 25: Correlation of Dimensions by Content Area

Content Area	Grade Span/Grade	Progress and Accuracy	Progress and Independence	Accuracy and Independence
Mathematics	K–2	0.93	0.75	0.82
	3–5	0.92	0.78	0.82
	6–8	0.90	0.77	0.84
	10	0.84	0.82	0.81
Reading	K–2	0.92	0.69	0.79
	3–5	0.90	0.74	0.78
	6–8	0.90	0.77	0.79
	10	0.81	0.72	0.83
Writing	4	0.87	0.70	0.80
	7	0.80	0.72	0.78
	10	0.83	0.86	0.84

The correlations between Progress and Accuracy ranged from 0.80 to 0.93, between Progress and Independence from 0.69 to 0.86, and between Accuracy and Independence from 0.78 to 0.84. Progress and Accuracy tended to be more similar to one another than they were to Independence, Accuracy having the stronger relationship to Independence. These results are consistent with the sub-domain framework of the test.

Test Reliability

A complete evaluation of an assessment must address the way in which the subscore units that make up the test score—traditionally this would be items—function together and complement one another. Since each AAGSE is designed to measure a SPT that corresponds to either a required or alternate content strand, the sum of the two dimension-specific AAGSE scores for each content strand is analogous to a traditional test item. In the case of the RIAA, this would mean that each student had six item scores: three scores per content strand, one for Progress, one for Accuracy, and one for Independence. Each of the six scores was calculated by summing the two AAGSE scores corresponding to the dimension and task of interest. When the six scores are considered to be independent measures, overall reliability of the test can be estimated.

Because the RIAA is taken to be a single test, the correlation coefficient known as Cronbach's alpha (a) (1951) was used to measure consistency among its parts. Cronbach's a formula is given as:

$$a \equiv \frac{n}{n-1}\left[1-\frac{\sum_{i=1}^{n} s^{2}_{(Y_i)}}{s^{2}_{x}}\right]$$

where *i* indexes the different units whose scores sum to give the total test score, *n* is the number of these subscore units, $s^2(Y_i)$ represents subscore variance, and s_x^2 represents the total test score variance. Table 26 below presents alpha for each content area and grade.

Table 26: Cronbach's Reliability Coefficients by Grade and Subject Area

Subject	Grade Span/Grade	Reliability (a)
Mathematics	K-2	0.89
	3-5	0.87
	6-8	0.90
	10	0.86
Reading	K-2	0.86
	3-5	0.89
	6-8	0.90
	10	0.89
Writing	4	0.84
	7	0.88
	10	0.88

Alpha typically ranged from 0.50 to 0.99. A coefficient towards the high end is taken to mean that the parts of the test are likely measuring very similar

knowledge or skills, i.e., that the subscore units complement one another and suggest a reliable assessment. Taking into account that the RIAA alphas were computed based on so few "items," the values in the table above suggest that the RIAA demonstrated adequate levels of reliability.

Achievement Level Classification

For the RIAA grades 2 though 8, dimension scores and a subject-specific two-way contingency table are used to classify students into one of the four achievement levels. Specifically, Accuracy and Independence scores are summed and then taken in combination with the Progress score to the subject-specific contingency table to look up a student's achievement level. For example and referring to the first of the charts below, a student with an Accuracy plus Independence score of 10 and a Progress score of 4 would be classified as Substantially Below Proficient (Level 1) while a student with the same Accuracy and Independence sum but a Progress score of 8 would be classified as Partially Proficient (Level 2). The subject-specific contingency tables are presented below.

Grade 10 score reports were required to be incorporated into Rhode Island's Adequate Yearly Progress system prior to the November 2007 standard setting, therefore the grade 10 results are derived utilizing the cut scores from the January 2007 standard setting.

Table 27: Achievement Level Contingency Table: Mathematics

Progress? Accuracy + Independence?	0	4	8	12	16	20	24	28	32
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	2	2	2	2
4	1	1	1	1	1	2	2	2	2
5	1	1	1	1	1	2	2	2	2
6	1	1	1	1	1	2	2	2	2
7	1	1	1	1	2	2	2	2	2
8	1	1	1	1	2	2	2	2	2
9	1	1	1	2	2	2	2	2	2
10	1	1	2	2	2	2	2	2	2
11	1	1	2	2	2	2	2	2	2
12	1	1	2	2	2	2	2	2	2
13	1	1	2	2	2	2	2	2	2
14	1	1	2	2	2	2	2	2	2
15	1	1	2	2	2	2	2	2	2
16	1	1	2	2	2	2	3	3	3
17	1	1	2	2	2	2	3	3	3
18	1	1	2	2	2	3	3	3	3
19	1	1	2	2	2	3	3	3	3
20	1	1	2	2	3	3	3	3	3
21	1	1	2	2	3	3	3	3	3
22	1	1	2	2	3	3	3	3	3
23	1	1	2	2	3	3	3	3	3
24	1	1	2	2	3	3	3	3	3
25	1	1	2	2	3	3	3	3	3
26	1	1	2	2	3	3	3	3	3
27	1	1	2	2	3	3	3	4	4
28	1	1	2	2	3	3	3	4	4
29	1	2	2	2	3	3	3	4	4
30	1	2	2	2	3	3	4	4	4
31	1	2	2	2	3	3	4	4	4
32	1	2	2	2	3	3	4	4	4

1 = Substantially Below Proficient 2 = Partially Proficient 3 = Proficient 4 = Proficient with Distinction

Table 28: Achievement Level Contingency Table: Reading

Progress? Accuracy + Independence?	0	4	8	12	16	20	24	28	32
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	2	2	2	2
6	1	1	1	1	2	2	2	2	2
7	1	1	1	1	2	2	2	2	2
8	1	1	1	2	2	2	2	2	2
9	1	1	1	2	2	2	2	2	2
10	1	1	1	2	2	2	2	2	2
11	1	1	1	2	2	2	2	2	2
12	1	1	1	2	2	2	2	2	2
13	1	1	2	2	2	2	2	2	2
14	1	1	2	2	2	2	2	2	2
15	1	1	2	2	2	2	2	2	2
16	1	1	2	2	2	2	3	3	3
17	1	1	2	2	2	3	3	3	3
18	1	1	2	2	2	3	3	3	3
19	1	1	2	2	2	3	3	3	3
20	1	1	2	2	2	3	3	3	3
21	1	1	2	2	2	3	3	3	3
22	1	1	2	2	3	3	3	3	3
23	1	1	2	2	3	3	3	3	3
24	1	1	2	2	3	3	3	3	3
25	1	1	2	2	3	3	3	3	3
26	1	1	2	2	3	3	3	3	3
27	1	1	2	2	3	3	3	4	4
28	1	1	2	2	3	3	3	4	4
29	1	2	2	2	3	3	3	4	4
30	1	2	2	2	3	3	4	4	4
31	1	2	2	2	3	3	4	4	4
32	1	2	2	2	3	3	4	4	4

1 = Substantially Below Proficient 2 = Partially Proficient 3 = Proficient 4 = Proficient with Distinction

Table 29: Achievement Level Contingency Table: Writing

Progress? Accuracy + Independence?	0	4	8	12	16	20	24	28	32
0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	2	2	2	2	2
5	1	1	1	1	2	2	2	2	2
6	1	1	1	1	2	2	2	2	2
7	1	1	1	1	2	2	2	2	2
8	1	1	1	1	2	2	2	2	2
9	1	1	1	2	2	2	2	2	2
10	1	1	1	2	2	2	2	2	2
11	1	1	1	2	2	2	2	2	2
12	1	1	1	2	2	2	2	2	2
13	1	1	2	2	2	2	2	2	2
14	1	1	2	2	2	2	2	2	2
15	1	1	2	2	2	2	2	2	2
16	1	1	2	2	2	3	3	3	3
17	1	1	2	2	2	3	3	3	3
18	1	1	2	2	2	3	3	3	3
19	1	1	2	2	3	3	3	3	3
20	1	1	2	2	3	3	3	3	3
21	1	1	2	2	3	3	3	3	3
22	1	1	2	2	3	3	3	3	3
23	1	1	2	2	3	3	3	3	3
24	1	1	2	2	3	3	3	3	3
25	1	1	2	2	3	3	3	3	3
26	1	1	2	2	3	3	3	3	3
27	1	1	2	2	3	3	3	4	4
28	1	1	2	2	3	3	3	4	4
29	1	2	2	2	3	3	4	4	4
30	1	2	2	2	3	3	4	4	4
31	1	2	2	2	3	3	4	4	4
32	1	2	2	2	3	3	4	4	4

1 = Substantially Below Proficient 2 = Partially Proficient 3 = Proficient 4 = Proficient with Distinction

Classification Accuracy and Consistency

It is important to evaluate how consistently and accurately the classifications into achievement levels are made on the RIAA. Accuracy refers to the extent to which decisions based on test scores match decisions that would have been made if the scores did not contain any measurement error. Accuracy must be estimated, because errorless test scores do not exist. Consistency measures the extent to

which classification decisions based on test scores match the decisions based on scores from a second, parallel form of the same test. Consistency can be evaluated directly from actual responses to test items if two complete and parallel forms of a test are given to the same group of students. In operational assessment programs, however, such a design is usually impractical. Instead, techniques, such as one due to Livingston and Lewis (1995), have been developed to estimate both the accuracy and consistency of classification decisions based on a single administration of a test.

Before the Livingston and Lewis technique could be used for the RIAA, some adjustments had to be made. While the technique is easily adaptable to examinations of all kinds of formats, including mixed item-format tests, it is designed for tests where there is a direct correspondence between an overall total score and achievement levels. Because the RIAA achievement level classifications are based on a two-way contingency table, a total score-to-achievement level conversion table needed to be created. A total score was created for each cell in the contingency table by adding the Progress score to the summed Independence and Accuracy scores, resulting in a matrix of total scores. The cut score for each achievement level was then calculated by taking an average of the scores in the borderline cells. A borderline cell was defined as the last cell before the next achievement level or the first cell in the next achievement level. The final total score-to-achievement level conversion table is presented below as Table 30.

Table 30: Achievement Level Score Ranges

Achievement Level	Total Raw Score Range		
	Mathematics	Reading	Writing
Substantially Below Proficient	0-25	0-25	0-25
Partially Proficient	26-39	26-39	26-39
Proficient	40-54	40-54	40-53
Proficient with Distinction	55-64	55-64	54-64

Calculating Accuracy

Accuracy and consistency estimates make use of “true scores” in the classical test theory sense. That is, a true score is the score that would be obtained if a test had no measurement error. Of course, true scores cannot be observed and so must be estimated. In the Livingston and Lewis method, estimated true scores are used to classify students into their “true” achievement level.

For the 2006-07 RIAA, after various technical adjustments were made (described in Livingston and Lewis, 1995), a 4 x 4 contingency table of accuracy was created for each content area and grade, where cell [i,j] represented the estimated proportion of students whose true score fell into achievement level i (where i = 1 to 4) and observed score into achievement level j (where j = 1 to 4).

The sum of the diagonal entries, i.e., the proportion of students whose true and observed achievement levels matched one another, signified overall accuracy.

Calculating Consistency

To estimate consistency, true scores were used to estimate the joint distribution of classifications on two independent, parallel test forms. Following statistical adjustments (per Livingston and Lewis, 1995), a new 4×4 contingency table was created for each content area and grade and populated by the proportion of students who would be classified into each combination of achievement levels according to the two (hypothetical) parallel test forms. Cell [i,j] of this table represented the estimated proportion of students whose observed score on the first form would fall into achievement level i (where i = 1 to 4), and whose observed score on the second form would fall into achievement level j (where j = 1 to 4). The sum of the diagonal entries, i.e., the proportion of students classified by the two forms into exactly the same achievement level, signified overall consistency.

Cohen's (1960) coefficient ? (kappa), described earlier as another way to measure consistency, was calculated to assess the proportion of consistent classifications after removing the proportion that would be expected by chance. Because κ is corrected for chance, its values are lower than are other consistency estimates. Accuracy, consistency, and kappa are presented in Table 31 on the following page.

Table 31: Classification Indices within Achievement Levels by Grade and Content

Content Area	Grade	Achievement Level	Accuracy	Consistency	Kappa
Mathematics	K–2	Overall	0.715	0.643	0.519
		Substantially Below Proficient	0.818	0.778	
		Partially Proficient	0.530	0.433	
		Proficient	0.573	0.489	
		Proficient with Distinction	0.907	0.780	
	3–5	Overall	0.699	0.635	0.504
		Substantially Below Proficient	0.815	0.786	
		Partially Proficient	0.464	0.376	
		Proficient	0.504	0.422	
		Proficient with Distinction	0.907	0.772	
	6–8	Overall	0.737	0.678	0.552
		Substantially Below Proficient	0.832	0.805	
		Partially Proficient	0.481	0.385	
		Proficient	0.518	0.435	
		Proficient with Distinction	0.927	0.827	
	10	Overall	0.756	0.686	0.554
		Substantially Below Proficient	0.858	0.835	
		Partially Proficient	0.695	0.611	
		Proficient	0.652	0.586	
		Proficient with Distinction	0.883	0.566	

Content Area	Grade	Achievement Level	Accuracy	Consistency	Kappa
Reading	K–2	Overall	0.699	0.631	0.496
		Substantially Below Proficient	0.790	0.741	
		Partially Proficient	0.501	0.410	
		Proficient	0.546	0.468	
		Proficient with Distinction	0.913	0.786	
	3–5	Overall	0.725	0.666	0.532
		Substantially Below Proficient	0.814	0.782	
		Partially Proficient	0.464	0.373	
		Proficient	0.500	0.419	
		Proficient with Distinction	0.924	0.822	
	6–8	Overall	0.738	0.679	0.547
		Substantially Below Proficient	0.822	0.790	
		Partially Proficient	0.480	0.385	
		Proficient	0.517	0.435	
		Proficient with Distinction	0.930	0.835	
	10	Overall	0.777	0.718	0.581
		Substantially Below Proficient	0.897	0.884	
		Partially Proficient	0.563	0.460	
		Proficient	0.653	0.585	
		Proficient with Distinction	0.898	0.678	

Content Area	Grade	Achievement Level	Accuracy	Consistency	Kappa
Writing	4	Overall	0.664	0.605	0.458
		Substantially Below Proficient	0.777	0.739	
		Partially Proficient	0.421	0.341	
		Proficient	0.431	0.359	
		Proficient with Distinction	0.904	0.764	
	7	Overall	0.739	0.679	0.535
		Substantially Below Proficient	0.799	0.753	
		Partially Proficient	0.500	0.406	
		Proficient	0.519	0.436	
		Proficient with Distinction	0.932	0.843	
	10	Overall	0.739	0.679	0.535
		Substantially Below Proficient	0.799	0.753	
		Partially Proficient	0.500	0.406	
		Proficient	0.519	0.436	
		Proficient with Distinction	0.932	0.843	

Accuracy and Consistency at Cutpoints

In some testing situations, decisions around achievement level thresholds may be of great concern. For example, if a college gave credit to students who achieved an Advanced Placement test score of 4 or 5 but not to scores of 1, 2, or 3, one might be interested in the accuracy of the dichotomous decision below-4 versus 4-or-above. The following table displays accuracy and consistency estimates for RIAA at each cutpoint, as well as false positive and false negative decision rates. (False positives are the proportion of students whose observed scores were above the cut and true scores below the cut. False negatives are the proportion of students whose observed scores were below the cut and true scores above the cut.)

Table 32: Classification Indices at Achievement Level Cutpoints by Grade and Content

Content Area	Grade	Achievement Level Cutpoint	Accuracy	False Positive	False Negative	Consistency
Mathematics	K–2	Substantially Below Proficient/Partially Proficient	0.9177	0.0491	0.0332	0.8878
		Partially Proficient/Proficient	0.8971	0.0677	0.0353	0.8612
		Proficient/Proficient with Distinction	0.8926	0.0837	0.0237	0.8611
	3–5	Substantially Below Proficient/Partially Proficient	0.9037	0.0606	0.0356	0.8701
		Partially Proficient/Proficient	0.8929	0.0738	0.0332	0.8572
		Proficient/Proficient with Distinction	0.8856	0.0912	0.0232	0.8551
	6–8	Substantially Below Proficient/Partially Proficient	0.9222	0.0485	0.0293	0.8944
		Partially Proficient/Proficient	0.9085	0.0612	0.0303	0.8772
		Proficient/Proficient with Distinction	0.8947	0.0813	0.0240	0.8663
	10	Substantially Below Proficient/Partially Proficient	0.9086	0.0571	0.0343	0.8751
		Partially Proficient/Proficient	0.9098	0.0650	0.0252	0.8789
		Proficient/Proficient with Distinction	0.9359	0.0606	0.0035	0.9247

Content Area	Grade	Achievement Level Cutpoint	Accuracy	False Positive	False Negative	Consistency
Reading	K–2	Substantially Below Proficient/Partially Proficient	0.9158	0.0496	0.0346	0.8857
		Partially Proficient/Proficient	0.8931	0.0710	0.0359	0.8570
		Proficient/Proficient with Distinction	0.8797	0.0953	0.0250	0.8475
	3–5	Substantially Below Proficient/Partially Proficient	0.9193	0.0501	0.0306	0.8909
		Partially Proficient/Proficient	0.9051	0.0640	0.0309	0.8733
		Proficient/Proficient with Distinction	0.8855	0.0885	0.0260	0.8552
	6–8	Substantially Below Proficient/Partially Proficient	0.9257	0.0457	0.0286	0.8991
		Partially Proficient/Proficient	0.9091	0.0602	0.0307	0.8781
		Proficient/Proficient with Distinction	0.8913	0.0834	0.0253	0.8621
	10	Substantially Below Proficient/Partially Proficient	0.9182	0.0522	0.0296	0.8879
		Partially Proficient/Proficient	0.9204	0.0556	0.0240	0.8923
		Proficient/Proficient with Distinction	0.9347	0.0581	0.0072	0.9214

Content Area	Grade	Achievement Level Cutpoint	Accuracy	False Positive	False Negative	Consistency
Writing	4	Substantially Below Proficient/Partially Proficient	0.8940	0.0668	0.0392	0.8583
		Partially Proficient/Proficient	0.8753	0.0869	0.0379	0.8356
		Proficient/Proficient with Distinction	0.8646	0.1087	0.0266	0.8303
	7	Substantially Below Proficient/Partially Proficient	0.9307	0.0408	0.0285	0.9057
		Partially Proficient/Proficient	0.9098	0.0589	0.0313	0.8790
		Proficient/Proficient with Distinction	0.8877	0.0848	0.0275	0.8560
	10	Substantially Below Proficient/Partially Proficient	0.9307	0.0408	0.0285	0.9057
		Partially Proficient/Proficient	0.9098	0.0589	0.0313	0.8790
		Proficient/Proficient with Distinction	0.8877	0.0848	0.0275	0.8560

The above indices are derived from Livingston and Lewis' (1995) method of estimating the accuracy and consistency of classifications. It should be noted that Livingston and Lewis discussed two versions of the accuracy and consistency tables. A standard version performs calculations for forms parallel to the form taken. An "adjusted" version adjusts the results of one form to match the observed score distribution obtained in the data. The tables above use the standard version for two reasons: 1) this "unadjusted" version can be considered a smoothing of the data, thereby decreasing the variability of the results; and 2) for results dealing with the consistency of two parallel forms, the unadjusted tables are symmetrical, indicating that the two parallel forms have the same statistical properties. This second reason is consistent with the notion of forms that are parallel, i.e., it is more intuitive and interpretable for two parallel forms to have the same statistical distribution as one another.

Achievement Level Adjustment

For grades 2 through 8, the RIAA implemented an adjustment to the contingency tables for classifying students into achievement levels. Essentially, the achievement level classification of borderline students (those who fell just below or just above a proficiency cut) was adjusted according to the Connection score.

If a student who fell just below a cut had a Connection score greater than 28, the student was moved up a level. A student who fell just above a cut and had a Connection score less than 6 was moved down a level.

The following table presents numbers of students at each achievement level initially and the number and percentages of students who moved up or down due to the adjustment.

Table 33: Frequencies of Adjustments to Achievement Levels by Grade and Content

Grade Span	Content Area	Achievement Level	Number of Students Initially in Level	Moved Up		Moved Down	
				N	%	N	%
K–2	Mathematics	Substantially Below Proficient	17	0	0.0	0	0.0
		Partially Proficient	19	1	5.3	0	0.0
		Proficient	31	1	3.2	0	0.0
		Proficient with Distinction	20	0	0.0	0	0.0
	Reading	Substantially Below Proficient	14	0	0.0	0	0.0
		Partially Proficient	19	1	5.3	0	0.0
		Proficient	32	0	0.0	0	0.0
		Proficient with Distinction	22	0	0.0	0	0.0
3–5	Mathematics	Substantially Below Proficient	21	0	0.0	0	0.0
		Partially Proficient	17	2	11.8	0	0.0
		Proficient	27	1	3.7	0	0.0
		Proficient with Distinction	20	0	0.0	0	0.0
	Reading	Substantially Below Proficient	15	0	0.0	0	0.0
		Partially Proficient	15	1	6.7	0	0.0
		Proficient	33	2	6.1	0	0.0
		Proficient with Distinction	35	0	0.0	0	0.0

Grade Span	Content Area	Achievement Level	Number of Students Initially in Level	Moved Up		Moved Down	
				N	%	N	%
4	Writing	Substantially Below Proficient	65	0	0.0	0	0.0
		Partially Proficient	54	0	0.0	1	1.9
		Proficient	93	5	5.4	0	0.0
		Proficient with Distinction	56	0	0.0	0	0.0
6–8	Mathematics	Substantially Below Proficient	55	1	1.8	0	0.0
		Partially Proficient	45	1	2.2	2	4.4
		Proficient	86	6	7.0	0	0.0
		Proficient with Distinction	83	0	0.0	0	0.0
	Reading	Substantially Below Proficient	65	0	0.0	0	0.0
		Partially Proficient	46	0	0.0	0	0.0
		Proficient	102	4	3.9	0	0.0
		Proficient with Distinction	76	0	0.0	0	0.0
7	Writing	Substantially Below Proficient	50	0	0.0	0	0.0
		Partially Proficient	47	4	8.5	0	0.0
		Proficient	106	8	7.5	0	0.0
		Proficient with Distinction	82	0	0.0	0	0.0

Overall, only 3 students moved down while 38 moved up a level. Of the students that moved up, the majority of them moved from partially proficient to proficient.

Inter-rater Consistency

Each AAGSE was scored by two independent raters and, as such, inter-rater consistency could be calculated. Table 34, on the following page, displays results for each SPT. The percentages of exact agreement on score category and exact or adjacent agreement are shown. Cohen's kappa results, applied to the percentage exact but correcting for chance agreement, are presented as well. Following that, Table 35 on page 85 displays the inter-rater consistency results for each grade and content area combination

Table 34: Inter-Rater Consistency Results by SPT

SPT	N	Connection to the Content Strand				Student Progress				Accuracy				Independence			
		% Agreement		Kappa		% Agreement		Kappa		% Agreement		Kappa		% Agreement		Kappa	
		Exact	Exact or Adj.	Stat	SE	Exact	Exact or Adj.	Stat	SE	Exact	Exact or Adj.	Stat	SE	Exact	Exact or Adj.	Stat	SE
02-1	172	39.0	58.1	0.20	0.04	59.9	82.0	0.36	0.06	65.7	65.7	0.40	0.06	68.0	71.5	0.55	0.05
02-2	105	40.0	67.6	0.24	0.06	65.7	87.6	0.45	0.07	81.0	81.0	0.64	0.07	78.1	81.9	0.70	0.06
02-3	65	40.0	64.6	0.17	0.08	58.5	81.5	0.26	0.10	72.3	75.4			72.3	78.5	0.61	0.08
02-4	173	45.7	68.8	0.22	0.05	74.0	89.6	0.54	0.06	82.1	83.8	0.67	0.05	83.2	85.0	0.77	0.04
02-5	75	33.3	66.7	0.13	0.07	53.3	77.3	0.24	0.09	73.3	73.3	0.51	0.10	72.0	78.7	0.60	0.07
02-6	95	56.8	76.8	0.35	0.07	72.6	86.3	0.52	0.08	82.1	82.1	0.67	0.07	82.1	83.2	0.74	0.06
04-1	165	46.7	72.7	0.28	0.05	76.4	92.1	0.59	0.06	83.6	83.6	0.71	0.05	81.2	83.0	0.75	0.04
04-2	100	55.0	68.0	0.36	0.06	64.0	87.0	0.36	0.07	70.0	72.0	0.47	0.08	72.0	74.0	0.63	0.06
04-3	46	50.0	67.4	0.30	0.09	67.4	82.6	0.47	0.11	76.1	76.1	0.62	0.10	82.6	84.8	0.74	0.08
07-1	195	52.8	78.5	0.26	0.05	74.4	91.3	0.50	0.06	84.1	86.2	0.69	0.05	82.1	87.7	0.76	0.04
07-2	66	48.5	66.7	0.25	0.07	60.6	80.3	0.29	0.10	68.2	69.7	0.45	0.10	65.2	72.7	0.51	0.08
07-3	125	58.4	79.2	0.35	0.06	69.6	87.2	0.45	0.07	79.2	82.4			77.6	82.4	0.70	0.05
10-1	158	53.2	72.8	0.34	0.05	56.3	79.1	0.32	0.06	69.0	69.0	0.49	0.06	71.5	74.7	0.59	0.05
10-2	57	52.6	68.4	0.34	0.08	59.6	87.7	0.36	0.10	75.4	75.4	0.59	0.09	77.2	80.7	0.67	0.08
10-3	87	49.4	73.6	0.31	0.07	58.6	88.5	0.35	0.08	78.2	78.2	0.61	0.08	75.9	81.6	0.69	0.06
10-4	139	41.7	68.3	0.22	0.05	59.0	85.6	0.37	0.06	71.2	71.2	0.52	0.06	71.9	76.3	0.62	0.05
10-5	71	54.9	71.8	0.33	0.08	63.4	85.9	0.39	0.09	77.5	77.5			76.1	81.7	0.68	0.07
10-6	70	64.3	78.6	0.47	0.08	75.7	90.0	0.62	0.08	81.4	82.9	0.71	0.07	85.7	88.6	0.80	0.06
10-7	144	44.4	71.5	0.26	0.05	65.3	84.0	0.44	0.06	72.9	72.9	0.59	0.06	74.3	80.6	0.65	0.05
10-8	93	44.1	66.7	0.24	0.07	58.1	83.9	0.33	0.08	75.3	76.3	0.54	0.08	75.3	81.7	0.67	0.06
10-9	35	74.3	85.7			82.9	91.4	0.72	0.10	91.4	91.4			94.3	94.3	0.91	0.06
35-1	534	52.1	72.7	0.34	0.03	65.0	81.8	0.41	0.03	73.8	74.0	0.53	0.03	73.0	76.4	0.63	0.03
35-2	142	43.7	62.0	0.18	0.06	67.6	83.8	0.40	0.07	76.8	76.8	0.53	0.07	75.4	81.0	0.68	0.05
35-3	353	42.8	63.2	0.25	0.03	61.2	86.1	0.36	0.04	73.4	73.4	0.51	0.04	73.7	76.8	0.64	0.03
35-4	526	51.5	78.5	0.30	0.03	70.5	90.7	0.49	0.03	82.3	82.9	0.67	0.03	81.0	83.5	0.74	0.02
35-5	95	56.8	83.2	0.37	0.07	67.4	88.4	0.47	0.08	83.2	84.2			81.1	84.2	0.74	0.06
35-6	401	53.1	69.6	0.29	0.03	69.6	91.5	0.43	0.04	79.1	80.5			79.6	82.8	0.72	0.03
68-1	565	46.4	72.2	0.29	0.03	68.5	86.7	0.46	0.03	81.9	83.0	0.67	0.03	79.6	83.5	0.72	0.02
68-2	219	42.9	74.9	0.26	0.04	70.8	86.3	0.47	0.05	79.9	80.8			77.6	83.1	0.70	0.04
68-3	324	43.5	68.8	0.26	0.04	70.4	88.0	0.48	0.04	81.2	82.4	0.67	0.04	79.6	84.0	0.72	0.03
68-4	553	48.6	74.5	0.25	0.03	69.4	89.7	0.46	0.03	80.7	81.4	0.62	0.03	79.6	82.6	0.73	0.02
68-5	360	61.9	77.2	0.38	0.04	73.1	90.3	0.49	0.04	85.6	86.4	0.75	0.03	82.2	86.9	0.76	0.03
68-6	185	45.4	69.7	0.23	0.05	60.5	84.9	0.37	0.06	76.8	77.3	0.55	0.06	74.1	80.0	0.64	0.05

*Note: Kappas cannot be calculated in all instances because of missing values.

Table 35: Inter-Rater Consistency Results by Grade and Content

Content Area	Grade Span	N	Connection to the Content Strand				Student Progress				Accuracy				Independence			
			% Agreement		Kappa		% Agreement		Kappa		% Agreement		Kappa		% Agreement		Kappa	
			Exact	Exact or Adj.	Stat	SE	Exact	Exact or Adj.	Stat	SE	Exact	Exact or Adj.	Stat	SE	Exact	Exact or Adj.	Stat	SE
Mathe-matics	2	342	39.5	62.3	0.21	0.03	61.4	83.6	0.37	0.04	71.6	72.2	0.49	0.04	71.9	76.0	0.61	0.03
	3–5	1029	47.7	67.9	0.29	0.02	64.0	83.6	0.39	0.02	74.1	74.1	0.53	0.03	73.6	77.2	0.64	0.02
	6–8	1108	44.9	71.8	0.28	0.02	69.5	87.0	0.47	0.02	81.3	82.4	0.66	0.02	79.2	83.6	0.72	0.02
	10	302	52.0	72.2	0.34	0.04	57.6	83.4	0.34	0.04	72.8	72.8	0.55	0.04	73.8	77.8	0.64	0.04
Read-ing	2	343	46.1	70.6	0.24	0.03	69.1	86.0	0.47	0.04	80.2	81.0	0.63	0.04	80.5	83.1	0.73	0.03
	3–5	1022	52.6	75.4	0.30	0.02	69.9	90.8	0.47	0.02	81.1	82.1	0.64	0.02	80.4	83.3	0.74	0.02
	6–8	1098	52.5	74.6	0.29	0.02	69.1	89.1	0.45	0.02	81.6	82.3	0.66	0.02	79.5	83.6	0.73	0.02
	10	280	50.7	71.8	0.31	0.04	64.3	86.8	0.44	0.04	75.4	75.7	0.60	0.04	76.4	80.7	0.68	0.03
Writing	4	311	49.8	70.4	0.31	0.04	71.1	89.1	0.50	0.04	78.1	78.8	0.62	0.04	78.5	80.4	0.71	0.03
	7	386	53.9	76.7	0.30	0.03	70.5	88.1	0.45	0.04	79.8	82.1	0.61	0.04	77.7	83.4	0.70	0.03
	10	272	48.2	71.7	0.30	0.04	65.1	84.9	0.44	0.05	76.1	76.5	0.62	0.04	77.2	82.7	0.69	0.03

Reporting the Scores

As stated at the beginning of this report, the RIAA was designed to provide evidence of progress toward Rhode Island Alternate Assessment Grade Span Expectations (AAGSEs). Consistent with this purpose, results on the RIAA were reported in terms of achievement levels that describe student performance in relation to the established AAGSEs. There are four achievement levels: *Substantially Below Proficient, Partially Proficient, Proficient, and Proficient with Distinction.* Students receive a separate achievement level classification in each content area.

School- and district-level results are reported as the number and percentage of students who attained each achievement level at tested grade levels. Disaggregated student scores are also reported at the school and system levels. The RIAA reports included:

- Paper Student Score Reports (parent/guardian copy and school copy);
- Web- based School and District Summary Reports;
- Web-based School Roster Reports; and
- Web-based State Reports.

Grade 10 reports were shipped to districts on October 31, 2007, along with the student datafolios. After the November standard setting meetings, grade 2-8 reports were produced and shipped to districts on January 2, 2008 along with the student datafolios. A copy of each report shell is included in Appendix F.

In addition to the score reports, parents and teachers were provided with a copy of the *2007 Guide to Interpretation.* This guide is designed to provide clarification of the RIAA datafolio process and the Student Score Reports. An explanation of the Student Score Report is provided along with a datafolio entry sample. The full *2007 Guide to Interpretation* can be found on the web at http://www.measuredprogress.org/clients/RhodeIsland/RhodeIsland.html or http://www.ride.net/assessment/altassessment.aspx.

Decision Rules

Decision rules were formulated in the fall of 2007 by RIDE and Measured Progress to detail rules for analysis and reporting. The reporting decision rules can be found in Appendix G.

SECTION IV: CONSEQUENTIAL ASPECTS OF THE ASSESSMENT SYSTEM

To date, Rhode Island has not completed consequential validity studies on the redesigned RIAA model. The state participated in the DAATA study in 2005, but this was based on Rhode Island's previous alternate assessment. The DAATA study examined the effects of the assessment on student learning opportunities, effects on teacher professional growth, and programmatic effects on schools and districts. Taking the 2005 DAATA study as a baseline, Rhode Island will, during the 2008-09 academic year, survey RIAA teachers to examine consequential validity of the RIAA. Data to be collected include teacher uses of the assessment results, impact on instruction, relationship with IEP development, teacher knowledge, and professional development needs. This study will provide information to guide professional development for teachers, staff, and administrators. Future studies conducted periodically will examine changes over time.

SECTION V: THE VALIDITY EVALUATION

This section presents the findings from analyses that examined the relationship between NECAP and the AAGSEs in reading, writing, and mathematics. The purpose of this study was to examine the alignment between the Rhode Island content standards (i.e., NECAP Grade Level Expectations—GLEs) and the Rhode Island Alternate Assessment Grade Span Expectations (AAGSEs) in grade spans K–2, 3–5, 6–8 and high school. Specifically the RIAA content and protocols for mathematics, reading, and writing were reviewed for students taking the assessments in grades 2, 4, 7 and 10. The study examined whether or not there are clear links between the NECAP GLEs and the Rhode Island AAGSEs and whether the RIAA measures academic content. This section further summarizes the validity evidence found throughout this technical manual.

Alignment Study

In February 2007, RIDE sponsored a two-day study of the alignment between the Rhode Island content standards (New England Common Assessment Program Grade Level Expectations/NECAP GLEs) and RIAA. Specifically, alternate assessment content and administration protocols for the three content areas—reading, writing, and mathematics—were reviewed for students taking the alternate assessments in grades 2, 4, 7, and 10.

The alignment study was designed by the National Center for Assessment, and presented to and accepted by the Rhode Island Board of Regents for Elementary and Secondary Education on April 26, 2007, applying (and in some cases adapting) the Links for Academic Learning conceptual framework and coding protocols developed by the National Alternate Assessment Center (NAAC) and the University of North Carolina at Charlotte. Eight criteria, recommended by NAAC, as well as applications drawn from traditional general education alignment models (Achieve and Webb) were employed in the design. This model posed the criteria as questions for expert panels of educators to address. This study consisted of several analyses that were designed to answer these questions:

Criteria 1: Is the RIAA content academic, and does it include the major strands of the content area as reflected in state standards (NECAP GLEs)?

Criteria 2: Is the content of the RIAA referenced to the student's assigned grade level (based on chronological age)?

Criteria 3: Does the focus of achievement maintain fidelity with the content (content centrality) of the original (NECAP) grade level expectations and when possible, the specified performance (performance centrality)?

Criteria 4: Given that the breadth and range of content and Depth of Knowledge (DOK) of the RIAA is expected to differ from general education at corresponding grade levels, are there still high expectations set for students with significant cognitive disabilities?

Criteria 5: Is there some differentiation in content of the RIAA across grade spans?

Criteria 6: Is the expected achievement for the students to show learning of grade-referenced academic content?

Criteria 7: Are there potential barriers to demonstrating what students know and can do in the RIAA?

Criteria 8: Does the instructional program for students with significant cognitive disabilities promote learning in the general curriculum (NECAP GLEs)?

Thirty reviewers, divided into two groups—content experts and special education experts—were assigned different roles and responsibilities based on their areas of expertise. General education teachers and administrators reviewed alignment of content and depth of knowledge of the NECAP GLEs with the AAGSEs. Special education teachers and administrators reviewed alignment of content and depth of knowledge of the AAGSEs with the content-specific SPTs. Secondary coding and surveys related to accessibility, accommodations and scoring protocols, and differentiated expectations across the grade spans were also completed and analyzed as part of this alignment study.

Findings from the study confirmed the major strengths of the RIAA system. A summary included the following statement, "RIDE's development process, intent, and test blueprint are strongly reflected in the overall format of all content areas and content targeted for assessment at each grade span. There is evidence to support the conclusion that RI is <u>not</u> promoting a 'one size fits all ages' assessment system (meaning that the same extended standards/AAGSEs would apply to all students at all grade spans, which is undesirable). Both the development process and format used by RI to create their extended standards and the RIAA has resulted in the overall system being organized by grade span and content strands that are consistent with the general education/NECAP GLE content and major content strands" (*Alignment Study Report: Rhode Island's Alternate Assessment, Part II*, p. 18).

Other findings included the following: an overall AAGSE performance centrality that was generally high, demonstrating evidence that high expectations are held for all students; flexibility in designing assessment tasks to meet the individual needs of students with significant cognitive disabilities, which makes this assessment accessible to all students in this population; inclusion of separate measures for accuracy and independence to provide greater clarity when making inferences about progress and learning; multiple data collection periods to provide a baseline for measuring progress; and inclusion of measures for

describing degrees of progress for each achievement achievement level, which indicates that higher inferences can be made about student learning.

Results of the alignment study also contained recommendations for ongoing improvement of RIAA. Rhode Island has developed a multi-year timeline and process for addressing the recommendations from the study. Recommendations were to review the AAGSEs, the content assessed, administration guidelines, and achievement level descriptors. A synopsis of Rhode Island's response follows.

The careful analysis of content and identification of Pivotal Skills, Foundational Skills, and academic content provided a new opportunity for RIDE to consider the balance of emphasis for the RIAA. In July 2007, the AAGSEs were revised to eliminate Pivotal Skills from those that could be selected for the state assessment, and vague AAGSEs were rewritten for clarity and to better identify the intended depth of knowledge. Reading and writing assessments showed stronger evidence of depth and breadth of content and categorical concurrence alignment with NECAP content strands than did the mathematics. Therefore, RIDE elected to undertake a thorough review of the mathematics AAGSEs during the 2007-08 academic year (planned to begin in February 2008) with a review and possible revision of writing and reading AAGSEs in 2008-09.

The Rhode Island Alternate Assessment Teacher's Administration Manual and other assessment materials were revised in August 2007 so that different AAGSEs must be selected for assessment from one grade span to the next. This change ensures that student's assessment will continue to build on new learning as the student progresses from elementary to middle to high school.

Finally, achievement level descriptors were more clearly defined by a standards validation committee that met in November 2007. The new descriptors were used in scoring protocols and related materials used to report the grades 2–8 RIAA for 2006-07. (See Appendix I for the *Alignment Study Report: Rhode Island's Alternate Assessment Executive Summary* and the *Rhode Island Alternate Assessment Program Alignment Study - A Response*.)

Revisiting the Validity Evaluation Questions

Each of the sections in this manual contributes important information to an argument for validity by addressing one or more of the following aspects of the RIAA: test development, test alignment, test administration, scoring, item analyses, reliability, achievement levels and reporting.

A measure of test content validity is to determine how well the assessment tasks represent the curriculum and standards for each subject and grade level. This is informed by the assessment development process, including how the AAGSEs and the test blueprints and student evidence align to the curriculum and standards. Viewed through this lens provided by the Standards, evidence based on test content was extensively described in Sections I and II. Content appropriateness review processes; adherence to the test blueprint; use of standardized administration procedures; and appropriate test administration training are all components of validity evidence based on test content. The state provided a vehicle for

extensive administrator training, an administrator manual, and a software tool for the collection of student evidence. This section (Section V, The Validity Evaluation) summarized the alignment study undertaken by RIDE in order to validate independently the alignment of the AAGSEs to the NECAP GLEs.

The scoring information in Section III described the qualifications required and steps taken to train scorers of the RIAA on scoring procedures, as well as quality control procedures related to validation scoring and inter-rater consistency monitoring. Inter-rater consistency information was also outlined in Section III.

Evidence based on internal structure was presented in detail in the discussions of item analyses and reliability under the Technical Characteristics of the RIAA heading in Section III. Technical characteristics of the assessments are presented in terms of item statistics, reliability measures, and decision accuracy and consistency indices.

Evidence based on the consequences of testing will be addressed as outlined in Section IV. The report shells themselves speak to the efforts undertaken to promote accurate and clear information provided to the public regarding test scores. Achievement level descriptors provide users with reference points for mastery at each grade level, which is another useful and simple way to interpret scores. The continued development of the RIAA interpretation guide for parents and teachers adds to the clarity of information provided to the public.

The evidence presented in this manual supports inferences of student achievement on the content represented in the NECAP GLEs/GSEs for reading, writing, and mathematics for the purposes of program and instructional improvement and as a component of school accountability. As reflected in the most recent Standards for Educational and Psychological Testing, validity has grown to be understood as a unitary concept with content, criterion-related, and construct validity describing three aspects of validity rather than three separate types of validity. In addition to validity being viewed from a unitary perspective, the concept of validity has been broadened to address issues related to social consequences and value implications of test interpretations and uses (Messick, 1989a, 1989b). It is in the same spirit that the validity evidence in this manual is presented.

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APPENDICES

APPENDICES Table of Contents

APPENDIX A: Surveys and Results

- **Initial Survey Results**
- **Pilot Teacher Survey Results**
- **Pilot Teacher Debrief**
- **Pilot Scorer Survey Results**
- **Teacher Training Feedback 2006-2007**
- **Scoring Evaluation Summary**

Initial Survey Results

Rhode Island Alternate Assessment Feedback Survey
2003-2004 Academic Year

Check one of the following**:**
***57 Total respondents**
Not all respondents answered all questions.

43 Public School Special Education Teacher
1 Public School General Education Teacher
2 Out-placement Special Education School Teacher
4 Out-placement Special Education School Coordinator
1 Central Office Administrator
2 Principal
_____ Parent
4 Other (please specify): Special Ed Dept. Head – 1
Assistant Principal – 1
Private School SpEd Teacher – 1
Instruction Coordinator – Outplacement - 1

To what extent were the following items helpful?

Training and Materials

RI Alternate Assessment Manual	
Mark one with "X"	Rating
4	Not helpful
9	Somewhat helpful
17	Adequate
18	Very helpful
9	Extremely helpful
0	Not applicable

Initial Training for Alternate Assessment	
Mark one with "X"	Rating
5	Not helpful
16	Somewhat helpful
9	Adequate
20	Very helpful
7	Extremely helpful
0	Not applicable

Follow-up Trainings	
Mark one below with "X"	Rating
6	Not helpful
14	Somewhat helpful
11	Adequate
12	Very helpful
6	Extremely helpful
7	Not applicable

John's Desk Computer Software	
Mark one below with "X"	Rating
5	Not helpful
2	Somewhat helpful
3	Adequate
2	Very helpful
23	Extremely helpful
14	Not applicable

Using the Scoring Rubric	
Mark one below with "X"	Rating
4	Not helpful
17	Somewhat helpful
14	Adequate
13	Very helpful
6	Extremely helpful
1	Not applicable

Assessment Administration and Results

Has administering the Alternate Assessment helped you design instruction for your student(s)?	
Mark one below with "X"	Rating
21	Not helpful
14	Somewhat helpful
9	Adequate
4	Very helpful
3	Extremely helpful
4	Not applicable

Has administering the Alternate Assessment helped you write IEP goals and objectives for your student(s)?	
Mark one below with "X"	Rating
24	Not helpful
14	Somewhat helpful
4	Adequate
7	Very helpful
2	Extremely helpful
3	Not applicable

Do the results of the Alternate Assessment have an impact on:			
Mark one below with "X"			
Classroom	School	District	Rating
3	4	3	High Positive
11	12	12	Positive
19	14	12	None
3	6	6	Negative
4	4	2	High Negative
4	4	4	Not Applicable

Are the student reports on the Alternate Assessment results helpful for planning instruction?	
Mark one below with "X"	Rating
28	Not helpful
8	Somewhat helpful
6	Adequate
3	Very helpful
2	Extremely helpful
5	Not applicable

Are the student reports on the Alternate Assessment results helpful in developing IEP's??	
Mark one below with "X"	Rating
29	Not helpful
12	Somewhat helpful
3	Adequate
3	Very helpful
1	Extremely helpful
3	Not applicable

Are the Interpretation Guides helpful in planning Alternate Assessment?	
Mark one below with "X"	Rating
16	Not helpful
14	Somewhat helpful
13	Adequate
3	Very helpful
3	Extremely helpful
4	Not applicable

Participation Criteria

To What extent did the information provided help determine which students were eligible for the Alternate Assessment?

Identifying Students	
Mark one below with "X"	Rating
12	Not helpful
12	Somewhat helpful
17	Adequate
8	Very helpful
4	Extremely helpful
2	Not applicable

Do you feel the current participation guidelines are appropriate and clear?	
Mark one below with "X"	Rating
25	YES
28	NO

Are there students who currently do not meet the criteria but who you feel should qualify for this assessment?	
Mark one below with "X"	Rating
21	YES
31	NO

RIDE may align the Alternate Assessment testing window with the NECAP fall assessment. They are currently exploring several options. Please comment on the questions below.

Would you prefer an Alternate Assessment that shows student progress within a school year or progress from year to year?	
Mark one below with "X"	Rating
20	Progress within the school year
30	Progress over time

If RIDE continues with portfolio assessment, which of the following timeframes would be adequate for collecting student work?	
Mark one below with "X"	Rating
7	3 months
16	6 months
19	9 months

Does the IEP team review the results?	
Mark one below with "X"	Rating
6	YES
43	NO

Rank the rubric dimensions in order of Most Important (1) to Least Important (6)

	1	2	3	4	5	6	*Average*
Student Progress	24	13	9	2	2	1	***1.7***
Standards	7	10	13	5	2	13	***3.1***
Settings	2	3	5	10	8	20	***2.1***
Interactions	3	6	6	12	17	5	***3.9***
Performance	12	13	13	5	3	4	***2.7***
Supports	1	6	4	16	16	7	***4.2***

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If the assessment window were shortened, rank these in the order in which they would be most helpful to you:

	1	2	3	4	5	*Average*
John's Desk	13	2	5	10	8	***3.1***
More structured requirements	4	7	17	11	3	***3.0***
Pre-planned activities	15	12	7	7	2	***2.2***
List of measurable targeted skills	10	23	7	3	0	***2.1***
Mandated grade level standards	3	1	6	8	23	***4.1***

Do you review the results of the assessment with the student's

parent(s)?	
Mark one below with "X"	Rating
24	YES
25	NO

If you are a parent, has an educator from your child's school reviewed the Alternate Assessment results with you?	
Mark one below with "X"	Rating
0	YES
0	NO
22	NA

Pilot Teacher Survey Results
May 2006

Total Respondents: 47
Not all totals add up to 47 as not everyone responded to all questions.

PART 1 Background Information

1. Counting this year, how many years have you taught students with significant cognitive disabilities?

1-5 (21 respondents)
6-10 (10 respondents)
11-15 (5 respondents)
16-20 (2 respondents)
21+ (9 respondents)

2. Counting this year, how many years of experience do you have with the RIAA?

1 (11 respondents)
2 (7 respondents)
3 (6 respondents)
4 (5 respondents)
5 (17 respondents)
No answer: 1

3. Where do you currently teach?

Public School: 38

Out-Placement School: 3

Other (specify): Private; Meeting Street; Collaborative; NRIC; Sargent Rehab

No Answer: 1

4. What is/are the grade level(s) of the student(s) to whom you administered the RIAA - Pilot? (Circle all that apply.)

2nd (11 respondents)
3rd (14 respondents)
4th (11 respondents)
5th (15 respondents)
6th (9 respondents)
7th (11 respondents)
8th (13 respondents)
10th (10 respondents)

5. In what kind of community do you teach?

Rural (10 respondents)
Urban (9 respondents)
Suburban (25 respondents)
2 respondents indicated they were from out-placement schools and have students from all 3 areas
1 respondent did not answer

6. How many students completed the RIAA - Pilot?

1 (10 respondents)
2 (4 respondents)
3 (10 respondents)
4 (7 respondents)
5 (9 respondents)
6 (5 respondents)
7 (2 respondents)

7. Approximately how much time outside of your school day did it take for you to assemble ONE RIAA - Pilot?

0-5 hours (2 respondents)
6-10 hours (4 respondents)
11-15 hours (12 respondents)
16-20 hours (6 respondents)
More than 20 hours (20 respondents)
No answer: (3 respondents, though one made note that it was "hard to say")

PART 2 Pilot Information

Rate each of the following statements.
In the comment section provided after each statement, please give **specific** feedback.

1. The training prepared me for completing the RIAA - Pilot.	Strongly Disagree	Disagree	Agree	Strongly Agree
	0	**6**	**32**	**5**

2. The training materials were useful when I began work on the RIAA - Pilot.	Strongly Disagree	Disagree	Agree	Strongly Agree
	0	**6**	**30**	**7**

3. The manual was helpful to me as I assembled the RIAA - Pilot.	Strongly Disagree	Disagree	Agree	Strongly Agree
	0	**3**	**31**	**9**

4. The sample entries provided were helpful.	Strongly Disagree	Disagree	Agree	Strongly Agree
	2	**3**	**28**	**10**

5. Did you use ProFile? (Circle your answer.) **YES NO** (If no, proceed to question 8.)	Strongly Disagree	Disagree	Agree	Strongly Agree
The directions provided with ProFile were easy to follow.	**1**	**1**	**24**	**8**

6. ProFile was easy to use.	Strongly Disagree	Disagree	Agree	Strongly Agree
	2	**5**	**24**	**7**

7. The Original Student Work Label and Anecdotal Record Form provided for the student work pieces were helpful.	Strongly Disagree	Disagree	Agree	Strongly Agree
		4	**27**	**5**

8. ProFile made printing the required forms simple.	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	**4**	**21**	**15**

9. E-mails and phone calls were returned and/or responded to promptly.	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	**3**	**16**	**19**

10. Questions were answered clearly.	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	**8**	**27**	**5**

	Strongly	Disagree	Agree	Strongly Agree

11. The Alternate Grade Span Expectations were easy to utilize for instruction.	Disagree			
	3	**17**	**21**	**4**

12. I was able to apply the Alternate Grade Span Expectations to the Structured Performance Tasks.	Strongly Disagree	Disagree	Agree	Strongly Agree
	3	**16**	**22**	**1**

13. Managing the amount of information for ONE student in the RIAA Pilot was more manageable than the previous alternate assessment.	Strongly Disagree	Disagree	Agree	Strongly Agree
	7	**12**	**11**	**5**

14. Using the RIAA - Pilot provides an accurate assessment of the student's abilities or performance.	Strongly Disagree	Disagree	Agree	Strongly Agree
	11	**11**	**8**	**2**

Pilot Teacher Debrief
May 16, 2006

Manual

1. How did the manual answer your questions between sessions?

- Never uses, briefly referred to
- Used power point handouts & forms. Handouts more informative to answer any questions we had.
- Keep trainings mandatory
- Discussions among grade level peers very helpful.
- Well organized for referral purposes
- Could have been condensed
- As a group, we did not reference the manual for questions – used more for forms
- The manual helped – used the Appendix & email addresses a must!
- Info was easy to find
- Set up well!
- Forms were redundant especially if you used the computer
- Scoring rubric was good

2. What would you add to the manual?

- Case studies, real examples, work samples. Sample of entire portfolio & varied student abilities.
- Samples at various levels
- Expanded data sheets
- A variety of data collection sheets to address all levels of students
- Section dedicated to teach support staff how to take data
- Note that in Data Collection section 'prompt levels' are up to the teacher
- Add composite examples to the manual beforehand
- Tabs should have headings instead of chapter #s
- Prompt Key in data collection chapter
  - Sample prompts:
  - Wrist touch, elbow touch, physical guidance, shoulder touch, auditory (tap, sound), successive approximations, tactile usage of items/cues
- Include everything:
  - AGSEs
  - SPTs
  - Accurate & good examples
  - Sample portfolio
- Material seemed redundant
- Samples of real work – at every level
- Add examples to the manual
- Sample if 3 different level portfolios
- More info on visually impaired students
- Need more sample activities

3. Is there anything in the manual you would take out? Why?

- No, add power point info from trainings
- Not take anything out – good sizes manual, not overwhelming
- More samples with wider variety of disabilities w/brief description of disability
- No, everything was relevant
- Add, accurate grade appropriate samples
- One completed sample (choose your appropriate grade levels & put in binders
- Expanded activity lists
- Sheet with FAQ
- Put in 1 data/entry summary sheet, take out the rest.

Rubric

1. Is there an aspect of the rubric that needs clarification?

2. Did the rubric provide information to help you evaluate your student's Datafolio?

- Rubric was straightforward

- Last training was very helpful
- Definition of Accuracy contradicts high level of understanding when prompt levels are considered. Wording needs to be changed. Prompted correct responses do not demonstrate mastery. Hard to explain to parents.
- Yes, we need to see more concrete examples
- Rubric was helpful
- Rubric good
- Info fine/adequate
- We spent an adequate amount of time during the last training.
- The information is clear
- The student work sample is connected to the SPT & AGSE and the work sample shows application of the AGSE in distinct standards-based activity are very subjective to the scorer's interpretation.
- Progress is affected by medication, behavior, health, menes, home, bus ride, & many other factors.
- Because the activity changes over the 3 data collection periods, how can progress be accurately measured & compared given so many variables?
- Start w/rubric from the beginning
- Pilot scoring worksheet is clearer than the one in the manual
- Would be clearer w/more practice in scoring
- Needs more explanation w/samples & exemplars
- Seems it would be more helpful after scoring is complete
- Maximum performance for a student may not be 100%
- Wording, extensive, frequent, some, minimal, is not clear & left open for interpretation
- Connection to strands does not need scoring from 0-8; either it is connected or it is not connected
- Question need for 5 categories of scoring points
- Pilot scoring worksheet was very helpful
- Everything was very clear but we still question the scores - maybe progress could be worth more points than connection to the strands
- Did not look at the rubric when planning – looked at it after the last training, went back & made changes.

Forms

1. Entry/Data Summary Sheet

- Data/summary – increase data span for each data point.
- Make prompt hierarchy more expandable
- Key for prompts used
- Entry/data sheet fine
- Needs prompt key. Place for change in prompts on each D.C.
- Place to note level of difficulty
- Add check list on Data/Entry for increased difficulty
- New page to label pictures as work sample
- Good for organization
- Key for prompts – option to add more kinds of prompts. Other than just 3 kinds
- Helped organize data
- More space to work in prompt level
- Liked that all the data was on 1 sheet

2. Original Work Product Label/Anecdotal Record Form

- Original work product & anecdotal redundant
- Same sheet for all 3 types of student work – use check off box to tell which it is
- Clarify 1 work product label for year and AR for rest
- Make program so that it will expand to incorporate entry size
- Bigger spaces/more room to type
- Good amount of space to document
- Drop down menu in ProFile would be helpful
- Dates input in ProFile help to avoid mistakes w/dates in data collection
- Rather than having an AR, WS, VI – have 1 record sheet
- Eliminate explanation for connection to SPT. Have scorer check off Y or N
- Some want to combine 1st 2 sections (connection to SPT & description of standards-based activity)
- Maybe 1 sheet w/ check off for AR, WS
- Description of student learning section should be larger

- Forms are fine. They help to organize data. Did all calculations for us
- The forms did help to organize data
- Simplify form: one box for activity description and 1 box for student progress. A check box to show increase in difficulty over scoring periods
- More training on what to write
- Ask direct question at top related to scoring:
    - How relate to SPT?
    - How relate to AGSE
    - How relate to general curriculum?

3. Table of Contents

- Fine
- Fine
- Yes, especially the automatic check marks on the computer program when you finish something
- No change – good organization
- TOC was helpful to organize

Other:

- Do we have to put full signature on each sheet or can we initial?
- Not a need for a signature on each label- names are on validation form – maybe just initial
- Signature on each label – is it really needed?
- Using a greater # of prompt types would allow to show a more accurate picture of student progress for some kids:
    - no response/sleeping
    - Full physical HOH assist
    - Partial physical assist at wrist
    - Partial physical assist at elbow
    - Touch cue
    - Verbal prompt
    - Independent
    - Alertness continuum

Pilot Scorer Survey Results

July 2006

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have a positive feeling about the portfolio scoring process in which I have participated.	5	18	4	2
The scoring training I received was effective.	5	13	8	1
The management of the portfolio scoring process was effective.	8	16	3	1
The team approach for conducting the scoring process should be continued.	18	7	1	1
Participating in the scoring process will help me with my student's assessment. Leave blank if not an AA teacher.	15	3	0	0
Participating in the scoring process will help me with standards-based instruction.	19	8	0	0

Teacher Trainings Feedback

Summary of Comments from September 18-21, 2006 Training Evaluations

Comments:

- recommend that trainings be organized by grade level
- vast amount of information, well-organized.
- spend less times explaining terms and more time on how to put together data portfolios
- excellent session
- all presenters were outstanding
- The planning worksheet was very helpful.
- too much information, it was overwhelming
- nice job incorporating feedback from last year!
- don't assign seats. Sit with people from own school to help collaborate.
- sit with teachers from same school district
- not enough info on students without speech, more severe/profound info
- half days would be better
- too much information and very confusing for one sitting
- very informative. Good pace of information.
- Outstanding session
- Best session ever attended.
- Handouts were great and helpful.

Questions that I still have are:

- unsure about students who fall in gray area
- Data Collection Process
- how to show unique pieces of evidence.
- how to get to the web page
- If a student has low writing skills, how do you pick AGSE's?
- computer program
- how to organize data collection of papers?
- online information
- data collection....
- make process meaningful to low functioning students???
- Is there a limit of the amount of students one teacher can do AA on?
- acquisition vs. application
- criteria for eligibility
- helpful to be given copies of AGSEA in Math, Reading and Writing.
- are new IEP's to be written based on AGSE's?
- can I use one activity to prove 2 AGSE's if I provide enough detail/information.
- how to prove task is completed using pictures to demonstrate sequence in a story?
- Differences in data collection from last year to this year.

- Will 1st year teachers survive :-)

Next session I would like more information on:

- more samples please (Gr.10)
- connecting RIAA planning worksheet.
- Distinct activities and have bottled waters available.
- How to put data portfolios together
- examples from specific grade levels
- SPT's
- Data Collection
- more standards based activities
- AGSE's
- science
- physical set up
- what type of student data to collect
- more type to plot student AGSE's
- how to make sure to choose correct SPTs & AGSE's
- what finished data points look like.
- all aspects of data collection
- idea bank on standard based activities
- time management and organization.
- specific examples
- connection between IEP and AGSE
- examples of student work and how progress is measured.
- activity ideas that align to AGSE's
- Samples of completed assignments
- data portfolios
- how RIAA compare to MCAS
- Acquisition and Application
- more info on Secondary/Middle Standards base act to measure ASGE's
- computer program to complete data
- assessing non-verbal students
- see examples from previous alt. assments.
- data collection process

Summary of Comments from September 25-28, 2006
Training Evaluations

Comments:

- "training was exceptional"
- next time should sit with colleagues.
- good examples
- drop-in sessions shouldn't be included on session.
- some topics were rushed.
- don't show "bad" examples of assessments, not helpful.
- great workshop, better than old format.
- These assessments are unfair to kids, its more like evaluating a teacher.
- no "drop in sessions"

Questions that I still have are:

- how to develop tasks that are considered application
- scoring
- how to pick correct AGSE
- more information on set-up
- wording

Next session I would like more information on:

- data collection on the Profile system, need to practice.
- rubric and scoring
- please seat teachers from same district together.
- prefer small groups rather than large lecture style.
- more information on defining terms.
- examples for kids in inclusion setting??
- more examples of student work
- scoring

Summary of Comments from January 8-11, 2007
Training Evaluations

Monday, January 8

What would you change?

- More work sessions to brainstorm with grade-level teams. For ProFile maybe have a separate session for those who have concerns or questions.
- More samples.
- We should be able to do some of the activities we did today before the 1st collection period. It was great to get more ideas with Functions and Algebra – high school handout to look at.
- I would like the third training to be more divided for a bigger range of ideas (ex. On Monday – high school; on Tuesday – middle school; etc.) By the third training we want to be off and running☺. This time there were only 6 of us from the high school level.
- More samples! The binder does not include enough examples of different content areas/SPTs.
- [Change] nothing. It is working fine.
- When working in groups I found that we finished much quicker than the time allotted. Too much wasted time chatting.
- On some of the tasks the AGSE has to relate to plan & gather materials for an event – this needs to be emphasized early and often.
- More models to take home; less during training & more individualized help – being able to leave with set plans.
- Maybe ½ day trainings vs. full days?
- Have each person at the table give one example for each so one person is not dominating conversation.
- Trainings were great this year – don't change anything.
- Trainings are great – but, on another note: there is a huge discrepancy in the mount of work required by SpEd teachers who must use huge amounts of personal time to prepare this datafolios vs. regular ed teachers who [need] only one hour to administer the NECAP while in school!!! Districts that I know of do not give us time during the day to pull this all together.
- Liked sitting by grade level
- Only have us do group work if it relates to our grade level and activities we are actually doing – instead of 1 portfolio at 1 grade, have 1 per grade. I did not like reviewing a grade I don't teach.
- I don't get benefit from those activities – just a time of confusion!
- "Practice" with the datafolios would be helpful if they were discussed by PowerPoint rather than individual tables.
- It was hot in the conference room.
- Use 3rd day training more like a drop-in at least for the afternoon.
- I would like to have discussed the AGSEs I am using at the 3rd conference. However, I did not know we had that opportunity and I could not remember which ones I was using to get ideas.
- Overwhelming amount of info makes for a very long day.
- Maybe next year offer training at different levels of "portfolio experience" i.e., teachers who have done them for a few years – work more on SPT/activities.
- Good addition of the drop-in training sessions.
- More practice with SPT writing section with planned activities.
- Use teacher's student work (do more planning) for alternate assessment

- Less group work – more examples and explanations – doing group work no one seems to know the right answer [note: this respondent indicated s/he did not attend any prior trainings]
- Offer more samples earlier on
- More concrete examples of grade level portfolio, e.g., sample activities
- I liked sitting by grade level – it might be more helpful to sit with others at the same level.
- The training was very well run.

What topics would you like to hear more about?

- More hands-on using or utilizing your own data collection to write up student documentation forms – very challenging – to make distinct.
- Resource for ideas because this is a new system.
- Tenth grade writing – focus was only on Math & Reading.
- How to choose the appropriate AGSEs for each student so the activities are actually meaningful and useful.
- Administration activities – how to collect the data. More information on scoring.
- Additional examples of appropriate activities for SDFs.
- How to actually use the Excel program.
- More info on application activities.
- Possible activities
- Wording each part of the SDFs
- SPT & AGSE related to deaf education.
- Data collection
- Seeing actual samples is helpful, as well as scoring real examples too.
- DPT and content area/curriculum at grade level
- Individual datafolio feedback: more detailed description of how the datafolio was scored, what areas failed and why.
- People actually sharing their activities that they completed and they believe were successfully scored.
- Distinct activities for each data collection period
- More samples for each
- Acquisition vs application
- Better explanation of acquisition and application, i.e., more examples
- Managing all of the information, time management, recording info
- I love the examples!

What topics would you delete?

- The table report out – because if it wasn't my grade level, it didn't mean as much. Took a long time.
- Less on prompt levels
- Planning using the instructional process and grade level group work were very similar/repetitive.
- Group work
- I would not interrupt once the group project is started – it was hard to shift attention – just start organizing thoughts about review work/checklist then to shift back to listen to directions for something else then back to group work, etc.

Comments/Questions I still have are:

- Task 35-1 (Numbers and Operations) is very limiting as far as monetary activities. Our 3rd grade curriculum does not focus much on money in terms of whole class activities in the regular ed. classroom.
- When will the portfolios be returned each year? Will it remain the same?
- Concerns regarding completing multiple alternate assessment datafolios – time is not built into the school day.
- How many points do you lose if the activity is not application?
- The wording of some AGSEs is still unclear.
- Where does time get built into our busy day to complete each binder? And next year adding science? Time is a concern for many of us.
- Criteria for eligibility for RIAA needed to be looked at in depth for deaf students.
- Make a more user-friendly web page.
- Great job! Keep up the good work!
- I'll let you know if any come up.
- Task 35-1 NO 12.4 Matching coin combinations to cents and dollars notation – would be more helpful if said dollars and/or cents notation $0.50 and/or 50¢
- I liked that you collected ideas that will be compiled and then shared – thanks.
- What is enough? Points? How to find time to complete work; why is numeration not included in grade 3-5 except with money? "Numberness" and quantity concepts are used in so many more ways (functionally) than money. It's really trying to force (progress) something that is less practical.
- Thanks for all of your hard work on your end.

Tuesday, January 9, 2007

What would you change?

- Having time to work on individual students
- Reviewing how to put together the folio
- More time to work on own portfolio – group by specific grade levels
- Go over examples more; more room at each table; we scored and had a chance to ask questions but I would have liked to go over step-by-step
- Sit by grade level at September trainings – I really liked sitting by level
- Have the 3rd training at the end of the 1st collection period – it made things clearer
- Try to streamline or condense the info to fit half-day workshops
- I think ALL the trainings should happen prior to data collection period 1 and then have drop-in sessions to help as needed scheduled sporadically throughout the year.
- I liked the trainings as they were.
- Have drop-in session format in the afternoon
- 1 extra session
- Doing our real datafolios at the sessions; hands on computer work
- Trainings should be closer together
- Would like grade level work to be done in September/October to get ideas. It makes more sense to get it done before 1st collection period.
- Longer lunch break
- Group planning for individual students should be done earlier due to it already being the 2nd data collection period.
- Would like to have had all 3 sessions before the first data collection period.
- The instructors are approachable – they accept any question without making us feel ridiculous. A few smaller trainings are helpful to remain on target.
- More time to share at first session now that people have had a chance to complete it.
- More hands-on, individualized at the beginning
- The trainings were thorough. I would keep it the same.

What topics would you like to hear more about?

- Putting it "all" together
- Activities, how to make application for significantly disabled kids
- Continue to brainstorm inclusive activities that hit multiple SPTs and AGSEs
- Sharing activities to help complete AGSEs
- Using the software
- Computer problems – experienced several
- Using the Alternate Assessments with students who have severe and profound disabilities.
- Task analysis
- Correctly wording documents
- More examples clearly showing application – love the idea of activity sharing.
- To leave the training with an actual completed portfolio of good standing
- Relating SPTs & AGSEs to curriculum

- Student entries (compiled) that are good examples as well as bad examples. How could the bad examples be turned into good ones?
- More examples per disability/ability level

What topics would you delete?

- Decrease the amount of group work given
- Grade level group work

Comments/Questions I still have are:

- Sue and Amy were very helpful. Thank you! Thank you!
- Is there more we can do to streamline this process? It is so time consuming.
- This was the best and clearest. Very valuable.
- Are these assessments going to change again? I have been completing them for several years and there have been changes almost every year. It is ridiculous.
- Can AGSEs be revised for appropriateness w/SPT and can more be added now that more people have been exposed to/tried them.

Wednesday, January 10, 2007

What would you change?

- Session 3 had too many work group sessions
- Have much of the info given at this last meeting given at the beginning. I think it would help in the mass confusion
- Half day sessions with full day option for those who want additional help – too long and repetitious.
- During the third training period more time should be spent on reviewing what we have done individually for the first collection period to correct errors.
- More interaction with peers
- Have examples from each grade level that we can take home
- This session should be eliminated of should occur before the start of data collection. A few things were clarified but overall I did not learn much new info as the first 2 sessions prepared me well.
- More examples of students with more disabilities or are lower functioning.
- Assessment session booklets need to be printed in bigger format if they are to be used for future reference.
- Smaller groups for training or break training into Elementary, Middle and High school.
- The first 2 trainings were rushed – too many people, break down the material.
- More time to actually work on our AA. Most of us get no time in school so if time was provided while here, it would help us.
- Thanks for letting us sit with our grade/school colleagues.
- Work sessions to actually brainstorm ideas, etc.
- Please do not schedule training in September!!!
- Assigned seating
- More time to work on your own.
- Too many "working in group" activities – a mandatory drop-in would have been better!
- Session #3 should be work on our own datafolios, not more examples.
- Bring in school administrators to hear what the needs are.

What topics would you like to hear more about?

- How to link SPTs, AGSEs, etc.
- Samples of completed, scored portfolios – not samples with more "correct" pages rather than "wrong" samples.
- More examples/ideas for teaching AGSEs earlier on
- Planning
- Practice using data checklists & more on planning for the year to get the big picture.
- Would like to have a session where administrators get to hear teachers' ideas & needs and then get administrator feedback.
- Teachers that have completed portfolios in the past – scoring reviewed and why.
- Application
- Incorporating AGSEs into IEP so the RIAA is more linked to IEP. I plan to attend the training in March on this.
- Relating AGSEs to visual impairments.
- What determines a "passing" score?
- Activities that are deemed acceptable

- AGSE activities
- Activities for each AGSE that are REALISTIC.
- Working with the most severe/profound disabilities – especially at the high school level.
- I would like to see actual lessons that we can teach –skills based lessons.

What topics would you delete?

- Activities that do not meet the rubric
- Repeat of topics from previous sessions.

Comments/Questions I still have are:

- Why is RI's process so convoluted compared to that of other states (e.g., CT has a checklist) – this process is so obtuse.
- Too many – not enough time.
- Why doesn't the state/Measured Progress streamline the AGSEs & tasks to the same language for all – every teacher can identify the activity – needs to be standardized.
- Where do you find info related to general education if you do not readily have access to gen. ed. curriculum and info in the building?
- Fewer bad examples so we can focus on what to do as opposed to what not to do.
- How is this a fair assessment of student performance? Too much of the burden of proof is put on the shoulders of the <u>teacher</u>.
- Why can't you arrange a work day/professional development day similar to what we did after lunch today – where we can <u>do</u> the work, especially in first collection period.
- Please consider moving start of first collection period to November.
- Material presented today could have been completed in a half-day session.
- We have lost 5 special educators in the past three years from our high school. Sad to say, I will most likely bid out in June!
- Common tasks should be developed for the AGSEs. Good common tasks should have built into them multiple access points for various levels of abilities. From an assessment standpoint, there is too much room for teacher error to get an accurate measurement. The general ed. population is just as diverse as our 1%, if they can have common tasks, so should our students.

Thursday, January 11, 2007

What would you change?

- A drop-in session before the first collection period.
- More examples to score
- I would allow the teachers the last hour to work on their AA datafolios.
- IEP team attend the same training
- Having opportunities to spend more time on writing AGSEs
- Less paperwork, please
- I like the idea of sitting with other teachers at the same grade level – and having a choice where to sit (not having a table #).
- I think they were great.
- More time to share ideas with same grade level teachers.
- Instead of using the sample student portfolios, I would have liked to use our own student portfolios for this training session.
- Location – vary sites around the state
- Keep 3 training sessions but include more scoring information in session 2
- Half days – full day is much too long – I am brain dead by lunch time. Too much info for one day.
- Drop in session *prior to* data collection to review activities/info to ensure proper activities are used and will qualify.
- The format of today's training was much more beneficial because we were seated with a group of peers who are doing the same things – same levels!
- More time on actual samples (Jacoba, etc.) and data interpretation on first meetings.

What topics would you like to hear more about?

- Concrete activities for each SPT
- Connecting tasks to SPT as well as ideas for distinct tasks
- Planning using the instructional process
- Just more examples and ideas
- More examples of right/wring data sheets
- IDEA regulations, IEP
- A test for the lower level kids who don't qualify for AA
- Activity ideas for AGSE/SPTs at an earlier time
- I appreciate seeing the examples – looking at a typical datafolio helps us to see what is expected and appropriate.
- Data collection, application, levels of independence

What topics would you delete?

- Sitting together by grade level

Comments/Questions I still have are:

- Am I on the right track?
- Are there any professional development hours for teachers who have **5** alternate assessments to do and no school time to do it?
- Thank you – very helpful. Good job.
- I would like to see a cadre of teachers (representing elementary, middle and high school) assembled to brainstorm new activities & compile activities already submitted. This group could meet during the summer to address each SPT & AGSE.
- The first 2 training sessions gave a lot of information at once. I thought I had gotten off to a productive start – but at this training I am realizing all the mistakes I made.
- How do the results of AA benefit the special ed. population? How do the AA scores translate into reform?
- Great job once again!
- I would like more clarification regarding qualifying students for AA. Some people are being pressured to qualify and it seems this is being done to elevate test scores.
- When is application acceptable within the classroom?

Overall totals:

September 18-21: Respondents: 278

September 25-28: Respondents: 290

January 8-11: Respondents: 202
46 indicated they attended a November Drop-in training
87 indicated they would attend training held in August
27 indicated they would attend training held on a Saturday
46 indicated they would attend training held after school

Evaluation of Scoring Process
July 2007

Number of respondents: 42

	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I have a positive feeling about the datafolio scoring process in which I have participated.	6	25	8	1	2
The scoring training I received was effective.	14	22	3	1	0
The management of the datafolio scoring process was effective.	19	18	5	0	0
The team approach for conducting the scoring process should be continued.	30	12	0	0	0
Participating in the scoring process will help me with my student's assessment. (Leave blank if not an AA teacher.)	24	0	0	0	18
Participating in the scoring process will help me with standards-based instruction.	26	12	4	0	0

What would make the scoring process better in the future?

- Strengthen rules
- Not as many "breaks"
- Table Leaders at the table with scorers
- Likes the set up with the table leaders – I found it made me more independent and relied on my own knowledge and experience!
- Have one week of scoring high school and middle school, second week for elementary
- Table leaders sit at tables with scorers and then rotate them on a daily basis so that each TL gets to know scorers better (in the case of difficult scorers).
- 9 days is too long
- Update scorers if they are not accurate
- All scorers at the same table should score the same teacher and datafolios – this would cut down on 3rd scoring because you could explain your reasoning.
- Have TL at the table
- Better training – go thru a sample datafolio together

- As a novice scorer, I felt there was inadequate training. After the PowerPoint presentation scorers should receive 1:1 feedback with their TL – scoring 2-3 datafolios in this way questions can be asked, mistakes explained and more clarity can be brought to the process.
- Pointing out scoring errors so they can score more effectively.
- Posting a list on the wall of changes made day-to-day to remind us of said changes.
- Feedback to the scorers if we're making errors – I would have liked to know why I wasn't chosen to stay late and help – was it my accuracy? How could I have been better?
- More codes for scoring – more positive ones as well so we could provide good feedback as well as negative.
- I felt that with 95% failing the qualifying round that the training should be reviewed. The stress level was high due to negative comments. I won't do this again.
- Shorter days (i.e., end at 3:00pm) it was hard for me to focus as it got later in the afternoon.
- More consistency among scoring information/changes – there was some inconsistency during the first day or two (one would advise scoring one way and then another TL or RC would advise differently).
- More defined AGSEs
- A little more specific training
- "Musical Tables" – one day, for fun, put music on and everyone walks around the room – when the music stops everyone sits at the closest table for that afternoon's scoring.
- Better food, fill coffee pots constantly
- Having the TL at the table would be better.
- I think working in teams would be better too so we could help each other with the process.
- Many times RC gave different directions to me regarding final scoring decisions – everyone needs to be on the same page.
- I feel teachers didn't really understand the whole AA training – didn't care of not enough time/materials. Some were excellent, while others were extremely poor.
- Fewer collection periods – i.e., 2 not 2nd collection period.
- Training sessions should be mandatory
- Food was typical and getting sickening.
- Great job all! Well planned, thought out and executed.
- Although I give the AA, I feel that a ½ day of training for teachers that are not familiar with it, is difficult. It is a lot to take in all at once.
- The cheerful themed environment makes a big difference!
- Teachers responsible for creating datafolios really need to understand the scoring process to ensure they have included all information. When something is left out, the child's score suffers.
- Scoring rules need to be consistent among all trainers to ensure true validity.
- SPTs and AGSEs need to be written so they can be clear to all readers (teachers and scorers alike)
- Thank you for a great experience – looking forward to next year!
- More scorers = less burnout.
- Feels like scoring teacher, not student.
- Training ideas:
    - Separate training by grade levels: 2-5, 6-10 (more effective if grade appropriate)
    - Explain what monetary means
    - More samples of application for a higher purpose
    - Make attendance at trainings mandatory for all who administer RIAA
    - Some AGSEs were too broad or incorrect (i.e., 2-D shape drawn?)
    - Give scoring code card at trainings to self score or interpret results.
- I feel more training would have made scoring more manageable – it was very in depth
- More background on the student (as in the past) as to their mode of communication, etc. would have been helpful with scoring datafolios. For those with a special ed background, I feel we were more prepared. Those without the background it would have been frustrating.

- Scoring should be less precise – rather than having to meet scores exact, a bit of flexibility would make it go faster.
- More positive reinforcement as we score
- Fewer sections in content areas
- More training for scorers and teachers – make teacher training grade-based.
- Positive reinforcement – don't yell at us.
- Few things in the datafolio – ex.: instead of 4 sections in each content area, have only 2.
- More food selection
- Keep scoring in the middle of the state –not in Westerly or Woonsocket.
- More background info on students, ex.: functioning level.
- A more consistent reliable assessment
- Better training for test-givers
- Clarify some AGSEs (and/or options)
- Codes that can reflect good things teachers have done
- AA training of teachers would be better if teachers were trained by grade levels – that way examples would be geared specifically towards the grades teachers involved in, and if there are any points that really need to be stressed towards specific grades they may be more likely to hear it and follow.
- Something else to consider is making a "cheat sheet" or important reminder page for teachers with info regarding datafolios must-haves –

  Ex.: "Did you…"

  - Include work samples for each SPT that has Name, Date and Evaluation on it?
  - Does work sample match activity?
  - Check to make sure SDF dates and percentages match the DSS?
  - Relate your activity to the AGSE?
  - Add up your independence percentages to make sure they = 100?
- Give teachers the coding card and/or scorer sheets so they can see how datafolios are evaluated
- Is there a way to determine individuals scoring errors – to be able to retrain and prevent need for 3rd scores?
- Clear instructions as to filling out the data sheets – directions kept changing.
- AGSEs (some) were not distinct and Writing AGSE LT 2.1a (APT 04-2) does not align with the SPT and teachers shouldn't have been penalized for using it.
- Add codes to inform teachers specifically what was wrong.
- Scoring codes need a bit of clarification
- Better food!
- Helping teachers understand how to design activities that connect to AGSE and SPT and *effectively* write up these activities. It is unfortunate to see many students working hard but receiving poor connection to strand scores because of bad teacher write-ups. I do like the datafolio method of assessment because it shows growth over time.
- More scorers and less time than 2 weeks.
- There needs to be a system/comment that helps the child's score when it is teacher error (i.e., omitting student work).
- There were days when the day was just too long – some datafolios require quite a bit of attention – maybe a little bit of a shorter day. Overall, however, this experience was great.
- Need more directions with the rules and student work. It's not easy to identify what meets RIAA requirement of student work – this needs to be looked into more.
- Some AGSEs are very vague – this should be addressed more through the training of scorers.
- Liked the idea of breaking boxes and working on individual grades per day.
- Two weeks is too long! Maybe adding more scorers would shorten the time needed.
- Food choices could be better.
- Pair up tables, for example: Table 1 does 1st read of datafolio A. Table 2 does 2nd read and Table 2's Table Leader would do 3rd read if needed. If the 2 Tables and TL's are self-contained then it would be

easy for each TL to tell scorers where they are going wrong. We need more feedback in order to reduce 3rd scores.

- I understand it would take a great deal of time, but I feel some time should be spent showing us individually what we did wrong on a datafolio if it was scored a 3rd time.
- Great experience! I hope to be back next year.
- Have TL at the table with scorers.
- More training for the scorers – maybe 1 day.
- More scorers at one time or split the scoring into 2 different groups (i.e., Group 1 for one week, Group 2 for another week).
- More clear cut rules – less subjectivity for both teachers and scorers.
    - My suggestions: 1 or 2 predetermined GLEs for each grade level that students must meet. All teachers in each grade level must complete the same ones. Ex.:
        - Student shows how he communicates needs
        - Student shows ho he represents self
- I feel the Table Leader should be seated at our table – people tended to ask a neighbor.
- I did feel going to a state person for datafolios was more efficient.
- This year I found the portfolios too lengthy (12 entries was such a challenge for teachers). Also, perhaps fewer AGSEs would make our job much easier and more exact.
- Cleaning up AGSEs
- Clear expectations – consistent throughout scoring
- Clearer SPTs – Literacy at times are not consistently used.
- Runt through eh scoring of a complete portfolio
- More examples of what is acceptable and unacceptable
- Put the TL back at the table with scorers.
- Work through entire scoring of a real portfolio with the group – demonstrate the best way to note things during scoring, i.e., use overhead and take a completely fresh portfolio and score from beginning to end.
- Table Leaders are more helpful at the table with scorers! I really missed having her easily accessible.
- Two weeks was very long! Perhaps a 4 day week might be a help – not sure.
- Lunch was too repetitious – different food in week 2 would have helped. Missed dessert with coffee at lunch also (though my waistline didn't). Overall, I had a great time, as usual! Thanks again.
- I always come away from scoring feeling that this process is more about measuring the teacher's work rather than the student. I'm not sure how to change this, but I thought I'd let you know.

APPENDIX B: Stakeholder Lists

- **2004-2005 Advisory Members**
- **2005-2006 Advisory Members**
- **AAGSE Work Groups**
- **Structured Performance Task Development Team**
- **Technical Advisory Committee Members**
- **October 2006 Standard Setting Panelists**
- **January 2007 Standard Setting Panelists**
- **August 2007 Standard Setting Panelists**

- **2004 – 2005 Advisory Members**

Participant Name	Participant Organization	Location
Denise Ahern	RI Spec Ed Advisory	Warwick
Kenneth Andrew	RI Assoc. of Private Special Ed/Cornerstone School	Cranston
Tony Antosh	Director, Sherlock Center at RIC	Providence
Sue Bechard	Measured Progress	Dover, NH
Tony Caetano	Tavares Educational Ctr	Providence
Kim Carson	RIDE	Providence
Sue Constable	RITAP	Providence
Cynthia Corbridge	RIDE	Providence
Maureen DeCrescenzo	ARISE Exeter-West Greenwich School Dept	W. Greenwich
Sue Dell	Sherlock Center at RIC	Providence
Pat DeToro	Measured Progress	Dover, NH
Tom DiPaola	RIDE	Providence
Denise Fiorio	Northern RI Collaborative	Cumberland
Paula Godin	Meeting Street Center	E. Providence
Barrie Grossi	RITAP	Providence
John Haidemenos	Potter Burns Elementary	Pawtucket
Susan Izard	Measured Progress	Dover, NH
Mitzie Johnson	Parent Support Network	Warwick
Laurie Masterson	Knotty Oak Middle School	Coventry
Helen O'Hara	Asst Supt. E. Greenwich	E. Greenwich
Susan Pucillo	Winman Jr High School	Warwick
Karen Rebello	Orlo Avenue School	E. Providence
MaryAnn Snider	RIDE	Providence
Jane Twombly	Measured Progress	Dover, NH
Lori Valois	Groden Center	Providence
Elaine Varone	Barrington High School	Barrington

2005 – 2006 Advisory Members

Participant Name	Participant Organization	Location
Denise Ahern	RI Spec Ed Advisory	Warwick
Tony Antosh	Director, Sherlock Center at RIC	Providence
Carmen Boucher	RI Parent Information Network	Pawtucket
Tony Caetano	Tavares Educational Center	Providence
Sue Constable	RITAP	Providence
Cynthia Corbridge	RIDE	Providence
Sue Dell	Sherlock Center at RIC	Providence
Pat DeToro	Measured Progress	Dover, NH
Denise Fiorio	Northern RI Collaborative	Cumberland
Paula Godin	Meeting Street Center	E. Providence
Amy Grattan	Sherlock Center at RIC	Providence
Barrie Grossi	RITAP	Providence
John Haidemenos	Potter Burns Elementary	Pawtucket
Susan Izard	Measured Progress	Dover, NH
Laurie Masterson	Knotty Oak Middle School	Coventry
Helen O'Hara	Asst Supt. E. Greenwich	E. Greenwich
Susan Pucillo	Winman Jr High School	Warwick
Karen Rebello	Orlo Avenue School	E. Providence
MaryAnn Snider	RIDE	Providence
Kenneth Swanson	RIDE	Providence
Jane Twombly	Measured Progress	Dover, NH
Lori Valois	Groden Center	Providence
Elaine Varone	Barrington High School	Barrington

2006 – 2007 Advisory Members

Participant Name	Participant Organization	Location
Denise Ahern	RI Spec Ed Advisory	Warwick
Tony Antosh	Director, Sherlock Center at RIC	Providence
Carmen Boucher	RI Parent Information Network	Pawtucket
Anthony Caetano	Tavares Educational Center	Providence
Cynthia Corbridge	RIDE	Providence
Sue Dell	Sherlock Center at RIC	Providence
Cheryl Durand	Chariho Regional High School	Wood River Jct.
Denise Fiorio	Northern RI Collaborative	Cumberland
Amy Grattan	Sherlock Center at RIC	Providence
Kenneth Grew	Superintendents' Association	Providence
Barrie Grossi	RITAP	Providence
John Haidemenos	Potter Burns Elementary	Pawtucket
Susan Izard	Measured Progress	Dover, NH
Michelle Lemme	Orchard Farms Elementary	Cranston
Phyllis Lynch	RIDE Office of Special Populations	Providence
Laurie Masterson	Knotty Oak Middle School	Coventry
Sarah Poland	Autism Support Network/Barrington Middle School	Barrington
Karen Rebello	Orlo Avenue School	E. Providence
Rachel Santa	Special Education Administrator	South Kingstown
MaryAnn Snider	RIDE Office of Assessment & Accountability	Providence
Kenneth Swanson	RIDE Office of Special Populations	Providence
Jane Twombly	Measured Progress	Dover, NH
Lori Valois	Groden Center	Providence
Lila Zimmerman	Sargent Rehabilitation Center	Warwick

AAGSE Work Groups

Participant Name	Participant Organization	Work Group/School Designation
Peter Bals	Measured Progress	English Language Arts
Eileen Brown	Cornerstone School	English Language Arts
Kim Rothwell-Carson	RIDE-Office of Special Populations	Mathematics
Jackie Conrad	Content Specialist	Mathematics
Cynthia Corbridge	RIDE-Office Accountability	English Language Arts
Sue Dell	Sherlock Center at RIC	English Language Arts
Pat DeToro	Measured Progress	Mathematics
Gaye Fedorchak	NH DOE	Observer
Amy Grattan	RIDE Office of Special Populations	Mathematics
Patti Hien	Lincoln Central School	Mathematics
Susan Izard	Measured Progress	English Language Arts
Patricia Kilsey	Lincoln High School	English Language Arts
Monique Latessa	Rockwell Elementary	English Language Arts
Michelle Lemme	Orchard Farms School	English Language Arts
Judith Maxham	Stephen Olney School	English Language Arts
Steve McDermott	Babcock Middle School	Mathematics
MaryAnn Mello	Chariho Middle School	English Language Arts
Cindy Moran	VT DOE	Observer
Angela Palazini	Western Hills School	English Language Arts
Karen Panzarella	E. Providence High School	Mathematics
Mary Pendergrast	Groden Center	Mathematics
Kim Schroeter	Measured Progress	Mathematics
Jane Twombly	Measured Progress	Support Staff
Susan VanderDoes	N. Smithfield Jr/Sr High	English Language Arts
Kerry Walker	Pilgrim High School	Mathematics
Greg Wylde	VT DOE	Observer

Structured Performance Task Development Team

Participant Name	Participant Role	Location
Lila Zimmerman	Special Education	Sargent Rehab Center
Elizabeth Graves	Special Education	Meeting Street School
Sarah Poland	Special Education	Barrington Middle School
Susan Moore	General Education	Carey School
Cynthia Gillooly	Special Education	Globe Park
Christine Parker	Special Education	Sherlock Center
Wendy Williams	Special Education	NRIC – St Patrick's
Michelle Lemme	Special Education	Orchard Farms School
Aaron Sherman	General Education	William J Underwood School
Jennifer Singer	General Education	Sherman School
Anthony Caetano	Special Education	Tavares Education Center
Judy Bisikirski	General Education	Westerly High School
Diane Richotte	General Education	Westerly High School
Doris Lawson	General Education	Potter-Burns Elementary
Eileen Brown	Special Education	Cornerstone School
Angela Palazini	Special Education	Western Hills Middle School
Mary Pendergrast	Special Education	Groden Center
Kenney Duva	General Education	Quidnessett Elementary
MaryAnn Mello	Special Education	Chariho Middle School
Lorraine Gagnon	General/Special Education	Lippitt School
Sue Brassard	General Education	Lippitt School
Michelle Danakos	Special Education	Tavares Education Center
Stacy Kirkman	General Education	Sherman School
Toby Liebowitz	Special Education	RI School for the Deaf
Laurie Masterson	Special Education	Knotty Oak Middle School
Gloria Simoneau	Special Education	Pleasant View
Karen Panzarella	Special Education	E. Providence High School

Technical Advisory Committee Members

Participant Name	Participant Role
William Erpenbach	Independent Consultant
Laurie Wise	HumRRO
Rich Hill	Center for Assessment
Sylvia Blanda	Assistant Superintendent, Westerly
Jon Mickelson	Director of Assessment, Providence

October 2006 Pilot Standard Setting Panelists

Participant Name	Participant Role	Location
Ron Celio	Elementary School – General Education, Mathematics	Providence
Leslie Clark	Administration – General Education, Mathematics	Pawtucket
Anne Dogon	Elementary School – Special Education, Mathematics	Westerly
Michelle Lemme	Elementary School – Special Education	Cranston
Kimberly McCaughey	Administration – General Education, Reading	Pawtucket
Jan Mendoza	Middle School – Special Education	The Groden Center, Providence
Susan Meriano	Elementary School – Special Education	West Greenwich
Mary Murray	Elementary School – General Education, Reading	Pawtucket
Angela Palazini	Middle School – Special Education	Cranston
Patricia Rakovic	Speech Language Pathologist	East Greenwich
Donna Raptakis	Administration - Special Education	Coventry
Amy Ricketson	High School – Special Education	Foster-Glocester
Tanin Tickner	Middle School – General Education, English Language Arts	Portsmouth
Kerry Walker	High School – Special Education	Warwick

January 2007 Pilot Standard Setting Panelists

Participant Name	Participant Role	Location
Marilynn Bouclin	General Educator	Johnston
Anthony Caetano	Special Education Administrator	Tavares Education Center
Jennifer Connolly	Special Educator	Exeter-West Greenwich
Marcia Cross	Literacy Coach	Johnston
Kerry Donaldson	Special Educator	Lincoln
Cheryl Durand	Special Educator	Chariho
Barbara Fox	General Educator	North Providence
Jessica Frechette	Special Educator	Woonsocket
Kenneth Grew	Retired Administrator	Superintendents' Association
Danielle Langlois	Special Educator	Pawtucket
Laurie Masterson	Special Educator	Coventry
Marilyn Nelson	Special Educator	Northern RI Collaborative
Christine Patrarca	General Educator	West Greenwich
Stacey Smith	General Educator	North Providence
Caroline Sparhawk	General Educator	Lincoln

August 2007 Expert Panelists

Participant Name	Participant Role	Location
Carmen Boucher	Parent Liaison	RI Parent Information Network, Pawtucket
Marcia Cross	Literacy Coach – MS	Johnston Public Schools
Susan Dell	Chair, Special Education	Rhode Island College
Amy Grattan	Sherlock Center	Rhode Island College
Richard Palazzo	RIAA Teacher	The Groden Center, Providence
Anthony Caetano	Administrator	Tavares Education Center, Providence
Joanne Eichinger	Professor	University of Rhode Island
Laurie Masterson	RIAA Teacher	Knotty Oak Middle School, Coventry
Lynne Ryan	IEP Network	Providence College
Terri LaPlante	Educational Consultant	Rhode Island College
Tina Hoover	RIAA Teacher	Northern RI Collaborative
Ronald Celio	Math	West Broadway, Providence

November 2007 Standard Setting Panelists

Participant Name	Participant Role	Location
Patricia Carnevale	Mathematics Fellow	RI Department of Education
Ronald Celio	Classroom Teacher	Broad Street School, Providence
Meridee Goodwin	Mathematics Teacher	VJ Gallagher MS, Smithfield
Gloria Rossiter	Mathematics Teacher	Aldrich Middle School, Warwick
Maria Marasco	Special Ed. Dept. Chair	N Providence HS, N Providence
Nancy Patalano	RIAA Teacher	Guiteras School, Bristol-Warren
Mary Morse	Math Teacher	Ponaganset Middle School, Foster-Glocester
Ellise Wolff	Family & Consumer Sciences	Cole Middle & E Greenwich HS
Adam Flynn	Science Teacher	Davies Career & Tech, Lincoln
Cherea Clark	Assessment Fellow	RI Department of Education
Patti Hien	RIAA Teacher	Lincoln Central Elementary
Patricia Kilsey	RIAA Teacher	Lincoln High School
Angela Palazini	RIAA Teacher	Western Hills Middle School
Richard Palazzo	RIAA Teacher	The Groden Center, Providence
Margaret (Peg) Pelletier	Classroom Teacher	W. Glocester Elementary
Peter R. Smith	Special Educator	Springfield Middle, Providence
Marcia Cross	Literacy Coach	Ferri Middle School, Johnston
Eileen Brown	Special Education Teacher	Cornerstone School, Cranston
Michelle Lemme	RIAA Teacher	Orchard Farms, Cranston
Susan Meriano	RIAA Teacher	Exeter-W. Greenwich Jr. High School
Erin Metivier	RIAA Teacher	Lincoln Central Elementary
Maryann Struble	Special Ed Director	Lincoln Public Schools
Lori Valois	Assessment Coordinator	The Groden Center, Providence
Elaine Varone	RIAA Teacher	Barrington High School
Jennifer Murgo	Special Educator	Rogers High School, Newport

APPENDIX C: AGSE Roll Out Documents

- **AAGSE Review Forms**
- **AAGSE Review Results**
- **AAGSE Distribution Letter to Field**

Rhode Island Alternate Assessment Grade Span Expectations Review Form-Mathematics

District _____

Primary Review Team Contact _____

Strand Reviewed (circle one):

Number and Operations (all grades)
Geometry and Measurement (elementary school)
Data Analysis, Statistics and Measurement (middle school)
Functions and Algebra (high school)

Grade Span	#1: Does the GSE make it clear what is expected?	#2: Is the GSE at the right grade? Should it be lower or higher?	#3: Does the GSE allow for multiple means of demonstration of the strand?	#4: Is the GSE concept captured?	Comments
K-2	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
3-5	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
6-8	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
9-12	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	

Additional comments:

Rhode Island Alternate Assessment Grade Span Expectations Review Form-Reading

District: _____

Primary Review Team Contact _____

Strand Reviewed (circle one):

Early Reading Strategies (all grades)
Word Identification Skills and Strategies (all grades)
Vocabulary Strategies and Breadth of Vocabulary (all grades)
Initial Understanding of Literacy and Informational text (elementary & middle)
Analysis and Interpretation of Literacy and Informational Text (high school)

Grade Span	#1: Does the GSE make it clear what is expected?	#2: Is the GSE at the right grade? Should it be lower or higher?	#3: Does the GSE allow for multiple means of demonstration of the strand?	#4: Is the GSE concept captured?	Comments
K-2	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
3-5	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
6-8	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
9-12	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	

Additional comments:

Rhode Island Alternate Assessment Grade Span Expectations Review Form-Writing

District _____

Primary Review Team Contact: _____

Strand Reviewed (circle one):

Structures of Language (all grades)
Writing Conventions (all grades)
Narratives (elementary school)
Response to Literacy or Informational Text (middle school)
Information Writing (high school)

Grade Span	#1: Does the GSE make it clear what is expected?	#2: Is the GSE at the right grade? Should it be lower or higher?	#3: Does the GSE allow for multiple means of demonstration o f the strand?	#4: Is the GSE concept captured?	Comments
K-2	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
3-5	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
6-8	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
9-12	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	

Additional comments:

AAGSE Review Results

MATHEMATICS

SCHOOL DISTRICT COMMENTS

Number and Operations (all grades)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Chariho	Some skills/tasks not low enough for multi-disabled population. It does not have meaning or purpose for this population.			Same as K-2. It's not preparing for adult service transition.	
Central Falls	Discussion and concern for those students whose skill levels are below the lowest level represented.				
Cumberland					Many skills too advanced for this population; Q: does every strand have to be incorporated into an IEP? Does student need to have every strand put on IEP – what about students that goals are too advanced for?
East Providence					Great Job! This will be extremely helpful in writing IEP as well as AA. I find that students who are capable of doing many of these activities may not qualify for AA.

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Lincoln			Fractions would be difficult for my students.		
Newport	Very clear and concise				We felt these were very clear, at the right level with enough flexibility to support individualized student needs.
Scituate	NO 1.2 Wording "create the counting sequence" should be "construct"?				The Mathematics Resource Materials are clear and well written. The Alternate Instructional Terms are helpful and appropriate for diverse needs.
South Kingstown					Very good
Woonsocket	This document is skill comprehensive, however; examples of various data collection techniques should be made available in order to provide measurable evidence of student performance.				

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Private – Sargent		Represent number in expanded form be appropriate? Why is identifying person have blue shirt not indicated? (3.2)		What is the practical application of skip counting by 3s, 4s, 6s, 7s, 8s, 9s & 11s? 3.7 – 3.8 – 3.9 what is the practical application?	Even tapping to represent a number would be too difficult for some students. Even the lowest number and operations standards seem too difficult. Number 9 operations 12.1 – much too difficult. Mental calculation standards are too high! We agree with many of the standards if they are not required. If they are required-these students should not be taking the alternate assessment?
Private – Meeting Street	Very good – meet the needs in the area.	Need more examples for adaptations for students lacking hand skills to carry out activities.		Best on money skills. Needs more object specific examples.	Need more practical examples for the students with the most severe physical and cognitive disabilities.

Geometry and Measurement (elementary school)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Chariho	Some specific indicators do not address purposeful, meaningful for multi-disabled/severe/profound population.	Same	Same	Same	
Central Falls	Concern for students whose skill level is below the lowest skill represented.				
Scituate	Very clear, well written.	Some items seemed more appropriate at lower level ex. (3.1b)	Same as 3-5 Ex. (3.1c)	Same as 3-5 Ex. (3.1d)	
Private – Meeting Street		Need examples of how for the significantly physically involved students.			Indicators are specific for most students, good sequence of skills development.

Data Analysis, Statistics and Measurement (middle school)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Chariho		Limits exposure to higher order thinking skills for students with Rote Recurring styles i.e. ASP.	Same as 3-5	Although language is the same GLE's open to multiple interpretations accessible based.	What is alternate about this assessment?
Central Falls	No skills represented	Team felt the expectations could be one grade level lower.			
Scituate			Should address some type.		
Private – Meeting Street			Useable for some of the middle school students with matching levels of cognitive/verbal skills – others need more concrete methods.		

Functions and Algebra (high school)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Chariho	Severe/profound multi-disabled population can address with significant creativity with programming in one or two specific indicators	Same as K-2	Same as K-2	Same as K-2	
Central Falls	Concern was noted regarding those students whose skill level was below the lowest level represented.				
Scituate			Should address some type of graphing data.		
Private – Meeting Street				Need more ideas for the significantly involved.	Indicators are meeting the interest levels of high school age.

WRITING

SCHOOL DISTRICT COMMENTS

Structures of Language (all grades)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Chariho	Limiting for severe/profound multi-disabled population.	Same as K-2	Same as K-2	Same as K-2	
East Providence					This will be very helpful in writing IEPs & choosing specific goals for AA, but it seems too high for many AA.
Central Falls	Discussion and concern for those students whose skill levels are below the lowest level represented.				
Scituate				SL 1.13 lower grade?	The Alternate Instructional Terms are helpful and well organized. The Glossary of Terms is also helpful.
South Kingstown		SL 1.12 creating short sentences might be more specific	Same as 3-5		See Blackwell inventory for examples.

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Woonsocket	This grade span expectation is not sufficiently modified to be effectively utilized in the alternate assessment.				
Private – Meeting Street			Limited # of students with significant disabilities can reach the higher level.	Same as 6-8	Good redefinition of writing. Will need more expanded help for teachers to adapt materials to the most significantly involved – especially the physically involved.
Chariho	No purposeful application and limits severe/profound multi-disabled population.	Same as K-2	Same as K-2	Same as K-2	
Central Falls	Discussion and concern for those students whose skill levels are below the lowest level represented.				
Newport					Great!
Scituate		WC 9.8 lower level?		WC 9.16-9.20 lower level?	
Private – Meeting Street			Limited # of students with significant disabilities can reach the higher level.	Same as 6-8	Good redefinition of writing. Will need more expanded help for teachers to adapt materials to the most significantly involved – especially the physically involved.

Narratives (elementary school)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments

Chariho	However, severe/profound multi disabled is not meaningful or purposeful beyond 4.1	Same as K-2	Same as K-2	Same as K-2	
Private – Meeting Street		Employing story books will be helpful in using concrete reproductive ideas to achieve skills			Very appropriate breakdown for the elementary level.

Response to Literacy or Informational Text (middle school)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Chariho	Limiting to severe/profound multi-disabled population. However, critical programming and allocation of district resources could be possible.				
Central Falls	Discussion and concern for those students whose skill levels are below the lowest level represented.				
Scituate				IW 6.2 organizational structure – unclear, is this a graphic organizer?	
Private – Meeting Street			Indicators are well developed.		Seems very appropriate for grade level.

Information Writing (high school)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Chariho	Limits beyond 6.1 for severe/profound population & multi-disabled population	Same as K-2	Same as K-2	Missing vocational component for severe/profound population.	
Cumberland				WID 1.2 how do you measure "demonstrating understanding" How many specific indicators per item should be used? What about child that is so low functioning, how do we show data? Unfamiliar vocab. - does that mean teaching student new words through objects. What is a shade of meaning? Does every student need to have a writing, reading, math area?	See attached comments: reading and writing.
Central Falls	Discussion and concern for those students whose skill levels are below the lowest level represented.				

Information Writing (high school)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Scituate				IW 6.2 organizational structure – unclear. Is this a graphic organizer?	
Private – Meeting Street				Few of our students could achieve this as written.	Need some ideas on "how" to carry this out with the most significantly involved students.

READING

SCHOOL DISTRICT COMMENTS

Early Reading Strategies (all grades)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Chariho	All grades nicely address functional skills. Has purpose and meaning for all involved who meet specific criteria.				
Cumberland				WID 1.2 how do you measure "demonstrating understanding" How many specific indicators per item should be used? What about child that is so low functioning, how do we show data? Unfamiliar vocab. - does that mean teaching student new words through objects. What is a shade of meaning? Does every student need to have a writing, reading, math area?	See attached: reading and writing

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Newport	Question on the definition of "Reacting to the sound of language". How would you measure/assess that?				We were very impressed with all the work that has been done. This is wonderful work!
North Smithfield					(*#2) Number #2 appears to be based on age-appropriate grade levels rather than developmental levels or progress of the possible range of special needs students enrolled in a junior-senior high school.
Scituate	Nice real world connections!				The Alternate Instructional Terms are nicely organized and easy to follow/understand. The Glossary is also useful.
Woonsocket	There appears to be no modifications of this strand for non-verbal students.				
Private – Meeting Street			Could be expanded with more examples.	Could be expanded with more examples.	Generally need more expansion for middle and high schools with an example guide. Very good breakdown of skills.

Word Identification Skills and Strategies (all grades)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Chariho	Limited direct application for severe/profound multi-disabled population.	Limited direct application for severe/profound multi-disabled population.	Limited direct application for severe/profound multi-disabled population.	Needs direct correction for transition to adult services.	
Central Falls	Reflective of skills assessed in moderate classrooms.				
Scituate	Nice – high expectations!	Liked "community"		Consider adding more to this grade level.	
Private – Meeting Street		Expand to lower skills to help teachers to meet the needs of students with most limited skills.			Meets the needs for students with all levels of skills – liked the redefinition of reading – includes many more students in the "reading" category – especially at the high school level.

Vocabulary Strategies and Breadth of Vocabulary (all grades)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Chariho	Limited & no direct application for severe/profound multi-disabled population.	Addresses daily living skills and recreation.	Cues/using visual aid and other resource.		
Central Falls	Wide option of cues	3.3 should be 3.4 appears to be a higher skill for K-2			
Scituate	Really well written			Noticed several new items for this level.	
Private – Meeting Street		Expand to lower skills to help teachers to meet the needs of students with most limited skills.			Meets the needs for students with all levels of skills – liked the redefinition of reading – includes many more students in the "reading" category – especially at the high school level.

Initial Understanding of Literacy and Informational text (elem. & middle)

DISTRICT	K-2	3-5	6-8	9-12	Additional Comments
Chariho	Limited and no direct application for severe/profound population.	Limited and no direct application for severe/profound population.	Limited and no direct application for severe/profound population.	Limited and no direct application for severe/profound population.	
Central Falls	Skills are difficult; however understanding of literacy is a difficult concept.				Students in moderate self-contained classrooms may not have the most basic skills.
Scituate				LT 5.3, LT 5.5, LT 5.6 may be difficult for this grade level.	
South Kingstown			Could paraphrasing LT 4.3 be moved to 3-5		
DISTRICT	**K-2**	**3-5**	**6-8**	**9-12**	**Additional Comments**

Private – Meeting Street		Will need creative adaptation by teachers to meet all students' needs. Examples from teachers with experience in the area can be helpful.			More detailed information on the "guided manner" would be helpful.
Private – Sargent Rehab.	**Additional Comments:** What functional application does counting syllables or deleting phonemes? How will you apply R-9 standards with the deaf population? 1.2 How does a child demonstrate understanding of more than one way to represent concepts? WID 1.6 belongs in this section? LT's how will some of the most involved students demonstrate identification of characters? (All LTs too difficult & ITs)				

APPENDIX D: Standard Setting Documents

- **October 2006 Draft Achievement Level Descriptor**
- **January 2007 Draft Achievement Level Descriptors**
- **November 2007 Draft Achievement Level Descriptors**
- **November 2007 General Instructions for Group Facilitators**
- **November 2007 Rating Forms**
- **Panelist Feedback**
- **Final Categorizations Recommended by Panelists**

October 2006 Draft Achievement Level Descriptor

Achieved the Standard This is a composite or total score accumulated across mathematics and reading.

Students scoring in this range had datafolios that included evidence showing the student was able to:

- progress on specifically targeted skills in most entries.
- work on content standards and progress through several types of instructional activities.
- participate in age-appropriate standards-based instruction activities in most of the entries.
- use instructional supports and adaptations as needed.

January 2007 Draft Achievement Level Descriptors

Content: Mathematics
Grade 2

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Mathematics
Grades 3-5

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Mathematics
Grades 6-8

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- progress during the year
- low level of accuracy in little or no instructional activities and
- low level of independence completing instructional activities

Content: Mathematics
Grades 10

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Functions and Algebra Structured Performance Tasks and AGSEs

- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Functions and Algebra Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Functions and Algebra Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Functions and Algebra Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Reading
Grade 2

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities

- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completin g instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Reading
Grade 3-5

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Reading
Grade 6-8

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs

- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Reading
Grade 10

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or

- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Writing
Grade 4

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Writing
Grade 7

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Writing
Grade 10

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Informational Writing Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with Structures of Language/Writing Conventions and Informational Writing Structured Performance Tasks and AGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with Structures of Language/Writing Conventions and Informational Writing Structured Performance Tasks and AGSEs

- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with Structures of Language/Writing Conventions and Informational Writing Structured Performance Tasks and AGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

November 2007 Draft Achievement Level Descriptors

Content: Mathematics
Grade 2

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Mathematics
Grades 3-5

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AAGSEs
- participation in across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries
- consistent progress during the year
- sufficient levelof accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Mathematics
Grades 6-8

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Data, Statistics and Probability Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries
- progress during the year
- low level of accuracy in little or no instructional activities and
- low level of independence completing instructional activities

Content: Reading
Grade 2

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Early Reading Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Reading
Grade 3-5

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Reading
Grade 6-8

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Content: Writing
Grade 4

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Grade 7

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- suitable connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries
- consistent progress during the year
- sufficient level of accuracy in instructional activities and/or
- sufficient level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with Structures of Language/Writing Conventions and Narratives Structured Performance Tasks and AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

GENERAL INSTRUCTIONS FOR GROUP FACILITATORS
RIAA STANDARD SETTING November 2007

Introductions

1) Welcome group; introduce yourself (name, affiliation, a little selected background information).
2) Have each participant introduce him/herself.

Discuss Achievement level Descriptors and Details

The purpose of this activity is for the panelists to come to consensus about what characterizes students who are in the four achievement levels. This activity is critical since the ratings panelists will be making will be based on these understandings.

Activities:

1. Introduce task. In this activity they will:
    a. Individually review the Descriptors and details;
    b. discuss the Descriptors and details as a group; and
    c. come to agreement on the Descriptors and details.

2. Have panelists individually review the Descriptors and details. They can make notes if they like.

3. Have the panelists discuss the Descriptors and details as a group and provide clarification. The purpose of this is to have a collegial discussion in which to bring up/clarify any issues or questions that any individual may have and to reach consensus on an understanding of the Descriptors.

Ratings: *Substantially Below Proficient/Partially Proficient* Cut

The first step in the process will be for the panelists to individually review the datafolios in the discrepancy zone around the *SBP/PP* cut. Make sure that the panelists understand that:

- Pages crossed out were unscoreable for a variety of reasons (doesn't link to AAGSE, not enough data, no student work submitted for the entry) – score comes only from pages not crossed out
- There are 4 entries for a content area and if there is one or more missing this will also mean a lower total score
- If 3rd collection period is missing, score for both accuracy and independence is zero

As they proceed through the datafolios, the panelists should ask themselves whether the knowledge, skills and abilities demonstrated in each are consistent with performance that is *Substantially Below Proficient* or *Partially Proficient*. The panelists will have datafolio charts on which they will indicate their individual rating of each datafolio. The panelists will be provided with yellow and blue highlighters which they will use to highlight the populated cells as appropriate.

Once the panelists have completed their individual reviews, the facilitator will track the individual ratings on chart paper. They will then discuss the datafolios as a group, focusing their discussion on those for which there is disagreement among panelists as to how they should be categorized. Discussions will continue until the panelists come to consensus as to the categorization of all of the datafolios. The facilitator will keep track of the group's decisions on chart paper.

Activities:

1. Make sure panelists have the following materials:
    a. Set of datafolios
    b. Datafolio chart for *SBP/PP* cut
    c. Achievement level Descriptors and details

2. Orient panelists to the set of datafolios and show them the correspondence between the datafolios and the datafolio chart. Explain that the datafolios are ordered by the student's total raw score, but that there may be multiple datafolios at some score points, representing the different combinations of dimensions (Accuracy + Independence vs. Progress). Make sure they understand that their categorizations should reflect specific combinations of the dimensions rather than the total score, but that their final ratings cannot have any "islands."

3. Provide an overview of their task. Emphasize the following:
    a. The primary purpose is to separate the datafolios into two piles.
    b. Panelists will begin by working individually, then will go back and discuss each datafolio until they come to consensus as a group as to how it should be categorized.
    c. In making their categorizations, the panelists need to consider their experience with the content, understanding of students, and the definition of what it means to

be in each of the two achievement level categories under consideration (*SBP* vs. *PP*).

d. In the individual review, if panelists are struggling with their categorization of a particular datafolio, they should use their best judgment and move on. They will have an opportunity to discuss each datafolio as a group.
e. In the individual review, panelists are encouraged to take notes if there are particular points about a certain datafolio they would like to discuss with the group.
f. Panelists will record their individual categorizations on the datafolio chart using highlighters.

4. Give panelists an opportunity to ask questions about their task, then tell them they may begin.

5. Have panelists individually review the datafolios and make their individual categorizations. As they are reviewing the datafolios, the panelists should keep in mind the Achievement level Descriptors and details. They should consider the knowledge, skills and abilities demonstrated by each datafolio and how they relate to the definition of each category. As they complete each datafolio, have them mark their categorization (*Substantially Below Proficient* or *Partially Proficient*) on the datafolio chart.

6. Panelists are encouraged to take notes as they do the individual work.

7. Once panelists have finished their initial classification of the datafolios, the facilitator should lead a group discussion of those initial categorizations. Prior to beginning the group discussions, using a show of hands, indicate on chart paper how many panelists assigned each datafolio to each category. The panelists only need to discuss datafolios for which there is disagreement among them as to how they should be categorized. Panelists should discuss the knowledge, skills and abilities demonstrated by each datafolio and how they relate to the definition of each category.

8. The purpose of the group discussion is to come to consensus as to how each datafolio should be categorized. The facilitator will lead the discussion, and record the group's decision about each datafolio on chart paper .

9. The panelists' ratings need to be based on the specific combination of dimensions represented by each datafolio, not on the total raw score. Therefore, it is possible that two datafolios with the same total raw score will be assigned to different achievement level categories; this is fine as long as there aren't any "islands" on the achievement level chart.

The facilitator should create a group version of the datafolio chart by highlighting the populated cells to show the group consensus categorizations.

Ratings: *Partially Proficient/Proficient* Cut

Once the panelists have come to consensus as to the classification of the datafolios for the *Substantially Below Proficient/Partially Proficient* cut, they will then repeat the same process for the *Partially Proficient/Proficient* cut.

Activities:

1. Make sure panelists have the following materials:
    a. Set of datafolios
    b. Datafolio chart for *PP/P* cut
    c. Achievement level Descriptors and details

2. Orient panelists to the new set of datafolios and show them the correspondence between the datafolios and the datafolio chart for the *PP/P* cut. Remind them that the datafolios are ordered by the student's total raw score, but that there may be multiple datafolios at some score points, representing the different combinations of dimensions (Accuracy + Independence vs. Progress). Make sure they understand that their categorizations should reflect specific combinations of the dimensions rather than the total score, but that their final ratings cannot have any "islands."

3. Provide an overview of their task. Emphasize the following:
    a. The primary purpose is to separate the datafolios into two piles.
    b. Panelists will begin by working individually, then will go back and discuss each datafolio until they come to consensus as a group as to how it should be categorized.
    c. In making their categorizations, the panelists need to consider their experience with the content, understanding of students, and the definition of what it means to be in each of the two achievement level categories under consideration (*PP* vs. *P*).
    d. In the individual review, if panelists are struggling with their categorization of a particular datafolio, they should use their best judgment and move on. They will have an opportunity to discuss each datafolio as a group.
    e. In the individual review, panelists are encouraged to take notes if there are particular points about a certain datafolio they would like to discuss with the group.
    f. Panelists will record their individual categorizations on the datafolio chart.

4. Give panelists an opportunity to ask questions about their task, then tell them they may begin.

5. Have panelists individually review the datafolios and make their individual categorizations. As they are reviewing the datafolios, the panelists should keep in mind the Achievement level Descriptors and details. They should consider the knowledge, skills and abilities demonstrated by each datafolio and how they relate to the definition of each category. As they complete each datafolio, have them mark their categorization (*Partially Proficient* or *Proficient*) on the datafolio chart using highlighters.

6. Panelists are encouraged to take notes as they do the individual work.

7. Once panelists have finished their initial classification of the datafolios, the facilitator should lead a group discussion of those initial categorizations. Prior to beginning the group discussions, using a show of hands, indicate on a piece of chart paper how many panelists assigned each datafolio to each category. The panelists only need to discuss datafolios for which there is disagreement among them as to how they should be categorized. Panelists should discuss the knowledge, skills and abilities demonstrated by each datafolio and how they relate to the definition of each category.

8. The purpose of the group discussion is to come to consensus as to how each datafolio should be categorized. The facilitator will lead the discussion, and record the group's decision about each datafolio on chart paper.

9. The panelists' ratings need to be based on the specific combination of dimensions represented by each datafolio, not on the total raw score. Therefore, it is possible that two datafolios with the same total raw score will be assigned to different achievement level categories; this is fine as long as there aren't any "islands" on the achievement level chart.

10. The facilitator should create a group version of the datafolio chart by highlighting the populated cells to show the group consensus categorizations.

Ratings: *Proficient/Proficient with Distinction* Cut

Finally, once the panelists have come to consensus as to the classification of the datafolios for the *Partially Proficient/ Proficient* cut, they will then repeat the process one last time for the *Proficient/Proficient with Distinction* cut.

Activities:

1. Make sure panelists have the following materials:
    a. Set of datafolios
    b. Datafolio chart for *P/PWD* cut
    c. Achievement level Descriptors and details

2. Orient panelists to the final set of datafolios and show them the correspondence between the datafolios and the datafolio chart for the *P/PWD* cut. By now, they should be pretty darn aware that the datafolios are ordered by the student's total raw score, but that there are multiple datafolios at some score points, representing the different combinations of dimensions (Accuracy + Independence vs. Progress). Make sure they understand that their categorizations should reflect specific combinations of the dimensions rather than the total score, but that their final ratings cannot have any "islands."

3. Provide an overview of their task. Emphasize the following:
    a. The primary purpose is to separate the datafolios into two piles.
    b. Panelists will begin by working individually, then will go back and discuss each datafolio until they come to consensus as a group as to how it should be categorized.
    c. In making their categorizations, the panelists need to consider their experience with the content, understanding of students, and the definition of what it means to be in each of the two achievement level categories under consideration (*P* vs. *PWD*).
    d. In the individual review, if panelists are struggling with their categorization of a particular datafolio, they should use their best judgment and move on. They will have an opportunity to discuss each datafolio as a group.
    e. In the individual review, panelists are encouraged to take notes if there are particular points about a certain datafolio they would like to discuss with the group.
    f. Panelists will record their individual categorizations on the datafolio chart.

4. Give panelists an opportunity to ask questions about their task, then tell them they may begin.

5. Have panelists individually review the datafolios and make their individual categorizations. As they are reviewing the datafolios, the panelists should keep in mind the Achievement level Descriptors and details. They should consider the knowledge, skills and abilities demonstrated by each datafolio and how they relate to the definition of each category. As they complete each datafolio, have them mark their categorization (*Proficient* or *Proficient with Distinction*) on the datafolio chart using highlighters.

6. Panelists are encouraged to take notes as they do the individual work.

7. Once panelists have finished their initial classification of the datafolios, the facilitator should lead a group discussion of those initial categorizations. Prior to beginning the group discussions, using a show of hands, indicate on a piece of chart paper how many panelists assigned each datafolio to each category. The panelists only need to discuss datafolios for which there is disagreement among them as to how they should be categorized. Panelists should discuss the knowledge, skills and abilities demonstrated by each datafolio and how they relate to the definition of each category.

8. The purpose of the group discussion is to come to consensus as to how each datafolio should be categorized. The facilitator will lead the discussion, and record the group's decision about each datafolio on chart paper.

9. The panelists' ratings need to be based on the specific combination of dimensions represented by each datafolio, not on the total raw score. Therefore, it is possible that two datafolios with the same total raw score will be assigned to different achievement level categories; this is fine as long as there aren't any "islands" on the achievement level chart.

10. The facilitator should create a group version of the datafolio chart by highlighting the populated cells to show the group consensus categorizations.

Tabulation of Impact Data

Once the group has reached consensus about the categorizations for all three cut points, the data will be analyzed and impact data will be calculated. The impact data will consist of the percentage of students state-wide who would fall into each achievement level category according to the panelists' ratings.

Two sets of impact data will be provided:

- impact data based on the panelists' categorizations only; and
- impact data in which some scoring adjustments are made based on students' Connection scores.

The Connection Score will be used as a screen to decide if the achievement level designation from the chart (Progress/Accuracy + Independence) will be lowered, remain the same or increase. This will only impact scores that are on the "cusp" (i.e., the raw scores immediately above and below the cut). Following is the overlay of the Connection Score and the possible impact it may have on the achievement level designation.

	Level 1	Level 2	Level 3
Score Range	0 - 5	6 - 24	25 - 32
Possible Impact	Lower	Remain	Increase

Specifically, adjustments will be made for two categories of students: 1) those whose scores place them just above a given cut point but who received a low (Level 1) Connection score, and 2) those whose scores place them just below a given cut point but who received a high (Level 3) Connection score. The impact data will be recalculated with the achievement level of students in the first group adjusted downwards (i.e., if the student fell just above the *SBP/PP* cut, they will be recategorized into the *SBP* category), and the achievement level of students in the second group adjusted upwards.

Group Discussion of Impact Data

The facilitator should lead a short discussion on the differences in the impact data, between the data from just the chart and the data with the Connection Score used as a screen, and ask for feedback from the group in the use of the Connection Score as a screen. All feedback should be collected on chart paper to be shared with the state.

- Do they feel the way the Connection Score is used is appropriate?
- If so, why?
- If not, why?

Complete Evaluation Form

Upon completion of the standard setting process, have panelists fill out the evaluation form. Emphasize that their honest feedback is important.

Writing Datafolio Substantially Below Proficient vs. Partially Proficient									
Progress? **Accuracy + Independence?**	**0**	**4**	**8**	**12**	**16**	**20**	**24**	**28**	**32**
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	
3	3	7	11	15					
4	4	8	12	3	10				
5	5	9	13						
6	6	10	14			26	30	34	38
7	7	11	1	7	23	27	31	35	39
8	8	12	2	9	24	28	32	36	40
9	9	13	4	21	25	29	33	37	41
10	10	14	5	22	26	30	34	38	42
11	11	15	6	23	27	31	35	39	43
12	12	16	8	24	28	32	36	40	44
13	13	17	21	25	29	33	37	41	45
14	14	18	22	26	30	34	38	42	46
15	15	19	23	27	31	35	39	43	47
16	16	20	24	28	32	36	40	44	48
17	17	21	25	29	33	37	41	45	49
18	18	22	26	30	34	38	42	46	50
19	19	23	27	31	35	39	43	47	51
20	20	24	28	32	36	40	44	48	52
21	21		29	33	37	41	45	49	53
22	22		30	34	38	42	46	50	54
23	23		31	35	39	43	47	51	55
24	24		32	36	40	44	48	52	56
25	25		33	37	41	45	49	53	57
26	26		34	38	42	46	50	54	58
27	27		35	39	43	47	51	55	59
28	28		36	40	44	48	52	56	60
29	29	33	37	41	45	49	53	57	61
30	30	34	38	42	46	50	54	58	62
31	31	35	39	43	47	51	55	59	63
32	32	36	40	44	48	52	56	60	64

The numbers in the shaded boxes are the total raw scores represented by each cell.

The numbers in the unshaded boxes are the datafolio numbers

Writing Datafolio

Partially Proficient vs Proficient

Progress? / Accuracy + Independence ?	0	4	8	12	16	20	24	28	32
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	34
3	3	7	11	15	19	23	27	31	35
4	4	8	12	16	20	24	28	32	36
5	5	9	13	17	21	25	29	33	37
6	6	10	14	18	22	26	30	34	38
7	7	11	15	19	23	27	31	35	39
8	8	12	16	20	24	28	32	36	40
9	9	13	17	21	25	29	33	37	
10	10	14	18	22	26	30	34	38	
11	11	15	19	23	27	31	35		
12	12	16	20	24	28	32	36		44
13	13	17	21	25	29	13			45
14	14	18	22	26	30	14	20		46
15	15	19	23	27	11		22	23	47
16	16	20	24	28	12	17	40	44	48
17	17	21	25	29			41	45	49
18	18	22	26	30		19	42	46	50
19	19	23	27	31	15	21	43	47	51
20	20	24	28	16A		16B	44	48	52
21	21	25	29	33	18	41	45	49	53
22	22	26	30	34		42	46	50	54
23	23	27	31	35		43	47	51	55
24	24	28	32	36		44	48	52	56
25	25	29	33	37	41	45	49	53	57
26	26	30	34		42	46	50	54	58
27	27	31	35		43	47	51	55	59
28	28	32	36		44	48	52	56	60
29	29	33	37	41	45	49	53	57	61
30	30	34		42	46	50	54	58	62
31	31	35		43	47	51	55	59	63
32	32	36		44	48	52	56	60	64

The numbers in the shaded boxes are the total raw scores represented by each cell.

The numbers in the unshaded boxes are the datafolio numbers

Writing Datafolio Proficient vs Proficient with Distinction									
Progress? **Accuracy + Independence ?**	**0**	**4**	**8**	**12**	**16**	**20**	**24**	**28**	**32**
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	34
3	3	7	11	15	19	23	27	31	35
4	4	8	12	16	20	24	28	32	36
5	5	9	13	17	21	25	29	33	37
6	6	10	14	18	22	26	30	34	38
7	7	11	15	19	23	27	31	35	39
8	8	12	16	20	24	28	32	36	40
9	9	13	17	21	25	29	33	37	41
10	10	14	18	22	26	30	34	38	42
11	11	15	19	23	27	31	35	39	43
12	12	16	20	24	28	32	36	40	44
13	13	17	21	25	29	33	37	41	45
14	14	18	22	26	30	34	38	42	46
15	15	19	23	27	31	35	39	43	47
16	16	20	24	28	32	36	40	44	48
17	17	21	25	29	33	37	41	45	49
18	18	22	26	30	34	38	42	46	50
19	19	23	27	31	35	39	43	47	51
20	20	24	28	32	36	40	44	48	52
21	21	25	29	33	37	41	45	49	53
22	22	26	30	34	38	42	46	50	54
23	23	27	31	35	39	43	47	51	55
24	24	28	32	36	40	44	24	30	34
25	25	29	33	37	41	45	25	32	35
26	26	30	34	38	42	46	26	33	58
27	27	31	35	39	43	28A		28B	59
28	28	32	36	40	44	48		56	60
29	29	33	37	41	45	49	31	57	61
30	30	34	38	42	46		54	58	62
31	31	35	39	43	47	27	55	59	63
32	32	36	40	44	48	29	56	60	64

The numbers in the shaded boxes are the total raw scores represented by each cell.

The numbers in the unshaded boxes are the datafolio numbers

Reading Datafolio									
Substantially Below Proficient vs. Partially Proficient									
Progress? **Accuracy + Independence?**	**0**	**4**	**8**	**12**	**16**	**20**	**24**	**28**	**32**
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	
3	3	7	11	15					
4	4	8	12						
5	5	9	13			7			
6	6	10	14	4	6	26	30	34	38
7	7	11	1		23	27	31	35	39
8	8	12	2	5	24	28	32	36	40
9	9	3A		3B	25	29	33	37	41
10	10	14		22	26	30	34	38	42
11	11	15		23	27	31	35	39	43
12	12	16		24	28	32	36	40	44
13	13	17	21	25	29	33	37	41	45
14	14	18	22	26	30	34	38	42	46
15	15	19	23	27	31	35	39	43	47
16	16	20	24	28	32	36	40	44	48
17	17	21	25	29	33	37	41	45	49
18	18	22	26	30	34	38	42	46	50
19	19	23	27	31	35	39	43	47	51
20	20	24	28	32	36	40	44	48	52
21	21		29	33	37	41	45	49	53
22	22		30	34	38	42	46	50	54
23	23		31	35	39	43	47	51	55
24	24		32	36	40	44	48	52	56
25	25		33	37	41	45	49	53	57
26	26		34	38	42	46	50	54	58
27	27		35	39	43	47	51	55	59
28	28		36	40	44	48	52	56	60
29	29	33	37	41	45	49	53	57	61
30	30	34	38	42	46	50	54	58	62
31	31	35	39	43	47	51	55	59	63
32	32	36	40	44	48	52	56	60	64

The numbers in the shaded boxes are the total raw scores represented by each cell.

The numbers in the unshaded boxes are the datafolio numbers

Reading Datafolio Partially Proficient vs Proficient									
Progress? **Accuracy + Independence?**	**0**	**4**	**8**	**12**	**16**	**20**	**24**	**28**	**32**
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	34
3	3	7	11	15	19	23	27	31	35
4	4	8	12	16	20	24	28	32	36
5	5	9	13	17	21	25	29	33	37
6	6	10	14	18	22	26	30	34	38
7	7	11	15	19	23	27	31	35	39
8	8	12	16	20	24	28	32	36	40
9	9	13	17	21	25	29	33	37	
10	10	14	18	22	26	30	34	38	
11	11	15	19	23	27	31	35	24	28
12	12	16	20	24	28	32	36	26	44
13	13	17	21	25	29	11			45
14	14	18	22	26	30	13		27	46
15	15	19	23	27	8		23		47
16	16	20	24	28	9	16	40	44	48
17	17	21	25	29	10	18	41	45	49
18	18	22	26	12A		20	42	46	50
19	19	23	27	31	14	22	43	47	51
20	20	24	28	32	15	40	44	48	52
21	21	25	29	33	17	41	45	49	53
22	22	26	30	34	19	42	46	50	54
23	23	27	31	35	21	43	47	51	55
24	24	28	32	36	25	44	48	52	56
25	25	29	33	37	41	45	49	53	57
26	26	30	34		42	46	50	54	58
27	27	31	35		43	47	51	55	59
28	28	32	36		44	48	52	56	60
29	29	33	37	41	45	49	53	57	61
30	30	34		42	46	50	54	58	62
31	31	35		43	47	51	55	59	63
32	32	36		44	48	52	56	60	64

The numbers in the shaded boxes are the total raw scores represented by each cell.
The numbers in the unshaded boxes are the datafolio numbers

Reading Datafolio									
Proficient vs Proficient with Distinction									
Progress? / **Accuracy + Independence?**	**0**	**4**	**8**	**12**	**16**	**20**	**24**	**28**	**32**
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	34
3	3	7	11	15	19	23	27	31	35
4	4	8	12	16	20	24	28	32	36
5	5	9	13	17	21	25	29	33	37
6	6	10	14	18	22	26	30	34	38
7	7	11	15	19	23	27	31	35	39
8	8	12	16	20	24	28	32	36	40
9	9	13	17	21	25	29	33	37	41
10	10	14	18	22	26	30	34	38	42
11	11	15	19	23	27	31	35	39	43
12	12	16	20	24	28	32	36	40	44
13	13	17	21	25	29	33	37	41	45
14	14	18	22	26	30	34	38	42	46
15	15	19	23	27	31	35	39	43	47
16	16	20	24	28	32	36	40	44	48
17	17	21	25	29	33	37	41	45	49
18	18	22	26	30	34	38	42	46	50
19	19	23	27	31	35	39	43	47	51
20	20	24	28	32	36	40	44	48	52
21	21	25	29	33	37	41	45	49	53
22	22	26	30	34	38	42	46	50	54
23	23	27	31	35	39	43	47	51	55
24	24	28	32	36	40	44	29	36	40
25	25	29	33	37	41	30A		38	41
26	26	30	34	38	42	46	32	39	58
27	27	31	35	39	43	47	33	55	59
28	28	32	36	40	44	48	35	56	60
29	29	33	37	41	45	49	37	57	61
30	30	34	38	42	46	31	54	58	62
31	31	35	39	43	47		55	59	63

32	32	36	40	44	34A		34B	60	64
The numbers in the shaded boxes are the total raw scores represented by each cell.									
The numbers in the unshaded boxes are the datafolio numbers									

Mathematics Datafolio Substantially Below Proficient vs. Partially Proficient									
Progress? **Accuracy + Independence?**	**0**	**4**	**8**	**12**	**16**	**20**	**24**	**28**	**32**
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	
3	3	7	11	15		7			
4	4	8	12						
5	5	9	13	4					
6	6	10	14			26	30	34	38
7	7	11	1		23	27	31	35	39
8	8	12	2		24	28	32	36	40
9	9	13	3	21	25	29	33	37	41
10	10	14	5	22	26	30	34	38	42
11	11	15		23	27	31	35	39	43
12	12	6A		6B	28	32	36	40	44
13	13	17	21	25	29	33	37	41	45
14	14	18	22	26	30	34	38	42	46
15	15	19	23	27	31	35	39	43	47
16	16	20	24	28	32	36	40	44	48
17	17	21	25	29	33	37	41	45	49
18	18	22	26	30	34	38	42	46	50
19	19	23	27	31	35	39	43	47	51
20	20	24	28	32	36	40	44	48	52
21	21		29	33	37	41	45	49	53
22	22		30	34	38	42	46	50	54
23	23		31	35	39	43	47	51	55
24	24		32	36	40	44	48	52	56
25	25		33	37	41	45	49	53	57
26	26		34	38	42	46	50	54	58
27	27		35	39	43	47	51	55	59
28	28		36	40	44	48	52	56	60
29	29	33	37	41	45	49	53	57	61
30	30	34	38	42	46	50	54	58	62
31	31	35	39	43	47	51	55	59	63
32	32	36	40	44	48	52	56	60	64

The numbers in the shaded boxes are the total raw scores represented by each cell.

The numbers in the unshaded boxes are the datafolio numbers

Mathematics Datafolio Partially Proficient vs Proficient									
Progress? **Accuracy + Independence?**	**0**	**4**	**8**	**12**	**16**	**20**	**24**	**28**	**32**
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	34
3	3	7	11	15	19	23	27	31	35
4	4	8	12	16	20	24	28	32	36
5	5	9	13	17	21	25	29	33	37
6	6	10	14	18	22	26	30	34	38
7	7	11	15	19	23	27	31	35	39
8	8	12	16	20	24	28	32	36	40
9	9	13	17	21	25	29	33	37	
10	10	14	18	22	26	30	34	38	
11	11	15	19	23	27	31	35		27
12	12	16	20	24	28	32	36		44
13	13	17	21	25	29				45
14	14	18	22	26	30	12	20	25	46
15	15	19	23	27	8	14	23	26	47
16	16	20	24	28	9	16	40	44	48
17	17	21	25	29	10	18	41	45	49
18	18	22	26	30	11	19	42	46	50
19	19	23	27	31	13	22	43	47	51
20	20	24	28	32	15	40	44	48	52
21	21	25	29	33	17	41	45	49	53
22	22	26	30	34		42	46	50	54
23	23	27	31	35	21	43	47	51	55
24	24	28	32	36	24	44	48	52	56
25	25	29	33	37	41	45	49	53	57
26	26	30	34		42	46	50	54	58
27	27	31	35		43	47	51	55	59
28	28	32	36		44	48	52	56	60
29	29	33	37	41	45	49	53	57	61
30	30	34		42	46	50	54	58	62
31	31	35		43	47	51	55	59	63
32	32	36		44	48	52	56	60	64

The numbers in the shaded boxes are the total raw scores represented by each cell.
The numbers in the unshaded boxes are the datafolio numbers

Mathematics Datafolio									
Proficient vs Proficient with Distinction									
Progress? / **Accuracy + Independence?**	**0**	**4**	**8**	**12**	**16**	**20**	**24**	**28**	**32**
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	34
3	3	7	11	15	19	23	27	31	35
4	4	8	12	16	20	24	28	32	36
5	5	9	13	17	21	25	29	33	37
6	6	10	14	18	22	26	30	34	38
7	7	11	15	19	23	27	31	35	39
8	8	12	16	20	24	28	32	36	40
9	9	13	17	21	25	29	33	37	41
10	10	14	18	22	26	30	34	38	42
11	11	15	19	23	27	31	35	39	43
12	12	16	20	24	28	32	36	40	44
13	13	17	21	25	29	33	37	41	45
14	14	18	22	26	30	34	38	42	46
15	15	19	23	27	31	35	39	43	47
16	16	20	24	28	32	36	40	44	48
17	17	21	25	29	33	37	41	45	49
18	18	22	26	30	34	38	42	46	50
19	19	23	27	31	35	39	43	47	51
20	20	24	28	32	36	40	44	48	52
21	21	25	29	33	37	41	45	49	53
22	22	26	30	34	38	42	46	50	54
23	23	27	31	35	39	43	47	51	55
24	24	28	32	36	40	44	28	35	39
25	25	29	33	37	41	45	29	37	40
26	26	30	34	38	42	46	31	38	58
27	27	31	35	39	43	47	32	55	59
28	28	32	36	40	44	34A		34B	60
29	29	33	37	41	45	49	36	57	61
30	30	34	38	42	46	30	54	58	62
31	31	35	39	43	47		55	59	63

32	32	36	40	44	33A		33B	60	64
The numbers in the shaded boxes are the total raw scores represented by each cell.									
The numbers in the unshaded boxes are the datafolio numbers									

Table 3: Final Categorizations Recommended by Panelists -- Reading

Progress? / Accuracy + Independence?	0	4	8	12	16	20	24	28	32
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	
3	3	7	11	15					
4	4	8	12	**1**					
5	5	9	13	**1**		**2**	**2**	**2**	**2**
6	6	10	14	**1**	**2**	26	30	34	38
7	7	11	**1**		23	27	31	35	39
8	8	12	**1**	**2**	24	28	32	36	40
9	9	13	**1**	21	25	29	33	37	**2**
10	10	14		22	26	30	34	38	**2**
11	11	15		23	27	31	35	**2**	**2**
12	12	16		24	28	32	36	**2**	44
13	13	17	21	25	29	**2**	**2**	**2**	45
14	14	18	22	26	30	**2**	**2**	**2**	46
15	15	19	23	27	**2**	**2**	**2**		47
16	16	20	24	28	**2**	**2**	40	44	48
17	17	21	25	29	**2**	**3**	41	45	49
18	18	22	26	30	**2**	**3**	42	46	50
19	19	23	27	31	**2**	**3**	43	47	51
20	20	24	28	32	**2**	40	44	48	52
21	21		29	33	**2**	41	45	49	53
22	22		30	34	**3**	42	46	50	54
23	23		31	35	**3**	43	47	51	55
24	24		32	36	**3**	44	**3**	**3**	**3**
25	25		33	37	41	45	**3**	**3**	**3**
26	26		34		42	46	**3**	**3**	58
27	27		35		43	47	**3**	55	59
28	28		36		44	48	**3**	56	60
29	29	33	37	41	45	49	**3**	57	61
30	30	34		42	46	**3**	54	58	62
31	31	35		43	47	**3**	55	59	63
32	32	36		44	48	**3**	56	60	64

Table 4: Final Categorizations Recommended by Panelists -- Writing

Progress? / Accuracy + Independence?	0	4	8	12	16	20	24	28	32
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	
3	3	7	11	15					
4	4	8	12	**1**	**2**	**2**	**2**	**2**	**2**
5	5	9	13	**1**	**2**	**2**	**2**	**2**	**2**
6	6	10	14	**1**	**2**	26	30	34	38
7	7	11	**1**	**1**	23	27	31	35	39
8	8	12	**1**	**1**	24	28	32	36	40
9	9	13	**1**	21	25	29	33	37	
10	10	14	**1**	22	26	30	34	38	
11	11	15	**1**	23	27	31	35		
12	12	16	**1**	24	28	32	36		44
13	13	17	21	25	29	**2**			45
14	14	18	22	26	30	**3**	**3**	**3**	46
15	15	19	23	27	**2**	**3**	**3**	**3**	47
16	16	20	24	28	**2**	**3**	40	44	48
17	17	21	25	29		**3**	41	45	49
18	18	22	26	30		**3**	42	46	50
19	19	23	27	31	**3**	**3**	43	47	51
20	20	24	28	32	**3**	40	44	48	52
21	21		29	33	**3**	41	45	49	53
22	22		30	34	**3**	42	46	50	54
23	23		31	35	**3**	43	47	51	55
24	24		32	36	**3**	44	**3**	**3**	**4**
25	25		33	37	41	45	**3**	**3**	**4**
26	26		34		42	46	**3**	**4**	58
27	27		35		43	47		55	59
28	28		36		44	48		56	60
29	29	33	37	41	45	49	**4**	57	61
30	30	34		42	46	**3**	54	58	62
31	31	35		43	47	**3**	55	59	63
32	32	36		44	48	**3**	56	60	64

Table 5: Final Categorizations Recommended by Panelists -- Mathematics

Progress? / Accuracy + Independence?	0	4	8	12	16	20	24	28	32
0	0	4	8	12	16	20	24	28	32
1	1	5	9	13	17	21	25	29	33
2	2	6	10	14	18	22	26	30	
3	3	7	11	15		**2**	**2**	**2**	**2**
4	4	8	12	**1**		**2**	**2**	**2**	**2**
5	5	9	13	**1**		**2**	**2**	**2**	**2**
6	6	10	14			26	30	34	38
7	7	11	**1**		23	27	31	35	39
8	8	12	**1**		24	28	32	36	40
9	9	13	**1**	21	25	29	33	37	**2**
10	10	14	**2**	22	26	30	34	38	**2**
11	11	15	**2**	23	27	31	35	**2**	**2**
12	12	16	**2**	24	28	32	36	**2**	44
13	13	17	21	25	29	**2**	**2**	**2**	45
14	14	18	22	26	30	**2**	**2**	**2**	46
15	15	19	23	27	**2**	**2**	**3**	**3**	47
16	16	20	24	28	**2**	**2**	40	44	48
17	17	21	25	29	**2**	**2**	41	45	49
18	18	22	26	30	**2**	**3**	42	46	50
19	19	23	27	31	**2**	**3**	43	47	51
20	20	24	28	32	**3**	40	44	48	52
21	21		29	33	**3**	41	45	49	53
22	22		30	34	**3**	42	46	50	54
23	23		31	35	**3**	43	47	51	55
24	24		32	36	**3**	44	**3**	**3**	**3**
25	25		33	37	41	45	**3**	**3**	**3**
26	26		34		42	46	**3**	**3**	58
27	27		35		43	47	**3**	55	59
28	28		36		44	48	**3**	56	60
29	29	33	37	41	45	49	**3**	57	61
30	30	34		42	46	**3**	54	58	62
31	31	35		43	47	**3**	55	59	63
32	32	36		44	48	**3**	56	60	64

Panelist Feedback November 2007

Writing Panel

1. What is your overall impression of the process used to set performance standards for the RIAA? *(Circle one)*

Very Good	**6**
Good	**2**
Neutral	
Poor	
Very Poor	

2. How clear were the Achievement Level Descriptors? *(Circle one)*

Very Clear	**1**
Clear	**7**
Somewhat Clear	
Not Clear	

3. How would you judge the length of time of this meeting for setting performance standards? *(Circle one)*

About right	**8**
Too little time	
Too much time	

4. What factors influenced the standards you set? (For each, circle the most appropriate rating from 1=Not at all Influential to 5=Very Influential)

The Achievement Level Descriptors

Not at all Influential		Moderately Influential	Very Influential	
1	2	3 **(2)**	4 **(4)**	5 **(2)**

The student datafolios

Not at all Influential		Moderately Influential	Very Influential	
1	2	3	4 **(4)**	5 **(4)**

Other panelists

Not at all Influential		Moderately Influential	Very Influential	
1 **(1)**	2 **(3)**	3 **(1)**	4 **(2)**	5 **(1)**

My experience in the field

Not at all Influential		Moderately Influential	Very Influential	
1	2 **(1)**	3 **(1)**	4 **(1)**	5 **(5)**

Other (*please specify*)
Scorer

Not at all Influential		Moderately Influential	Very Influential	
1	2	3	4	5

5. Do you believe the cut scores set by the panel are correctly placed?

Definitely Yes	**6**
Probably Yes	**2**
Unsure	
Probably No	
Definitely No	

Please explain your answer:

- Feel Comfortable with my input/decisions,
- We all used the same guidelines and the entire group came to consensus

6. How could the standard setting process have been improved?

- Clearer Definitions- wording which we suggested. Although percentages and number of entire are not "friendly", they were helpful
- No suggestions (3)

7. For each statement below, please circle the rating that best represents your judgment.

The opening session was:

Not at all Useful				Very Useful
1	2 **(1)**	3 **(1)**	4 **(2)**	5 **(3)**

Providing additional details to the Achievement Level Descriptors was:

Not at all Useful				Very Useful
1	2	3	4 **(4)**	5 **(4)**

The set of datafolios used for standard setting accurately represented all students who took the assessment:

Strongly Disagree				Strongly Agree
1	2	3 **(2)**	4 **(5)**	5 **(1)**

When classifying the student datafolios, I thought about specific students from my classroom to help conceptualize how a typical student at each performance level category might perform:

Strongly Disagree				Strongly Agree
1 **(2)**	2	3 **(2)**	4 **(1)**	5 **(3)**

When classifying the student datafolios, I thought about the performance of groups of students (for example, a class or school):

Strongly Disagree				Strongly Agree
1 **(1)**	2	3 **(1)**	4 **(3)**	5 **(3)**

I was thinking about No Child Left Behind (NCLB) when classifying the student datafolios:

Strongly Disagree				Strongly Agree
1 **(3)**	2 **(2)**	3 **(3)**	4	5

The datafolio classification task was:

Not at all Clear			Very Clear	
1	2	3 **(1)**	4 **(3)**	5 **(4)**

The discussion with other panelists was:

Not at all Useful				Very Useful
1	2	3	4 **(1)**	5 **(6)**

The impact data provided was:

Not at all Useful			Very Useful
1	2 **(1)**	3 **(1)**	4 **(2)**	5 **(3)**

I was confident in classifying the student datafolios:

Strongly Disagree			Strongly Agree
1	2	3	4 **(3)**	5 **(4)**

Additional Comments

Please provide any additional comments or suggestions about the standard setting process. Use extra paper if necessary.

- I felt my 2 days were very informative. It would help us in our district.

Reading Panel

1. What is your overall impression of the process used to set performance standards for the RIAA? *(Circle one)*

Very Good	**6**
Good	**1**
Neutral	
Poor	
Very Poor	

2. How clear were the Achievement Level Descriptors? *(Circle one)*

Very Clear	**4**	
Clear	**3**	****3 B before Revision/Discussion**
Somewhat Clear		****1 C before Revision/Discussion ****
Not Clear		****1 N/A But Clearer after Discussion**

3. How would you judge the length of time of this meeting for setting performance standards? *(Circle one)*

About right	**8**
Too little time	
Too much time	

4. What factors influenced the standards you set? (For each, circle the most appropriate rating from 1=Not at all Influential to 5=Very Influential)

The Achievement Level Descriptors

Not at all Influential		Moderately Influential		Very Influential
1	2	3	4 **(2)**	5 **(6)**

The student datafolios

Not at all Influential		Moderately Influential		Very Influential
1	2	3	4 **(3)**	5 **(5)**

Other panelists

Not at all Influential		Moderately Influential		Very Influential
1 **(1)**	2 **(1)**	3 **(5)**	4 **(1)**	5

My experience in the field

Not at all Influential		Moderately Influential		Very Influential
1	2 **(2)**	3 **(2)**	4 **(2)**	5 **(2)**

Other (*please specify*)
Independence and Accuracy, Rubric

Not at all Influential		Moderately Influential		Very Influential
1	2	3	4	5

5. Do you believe the cut scores set by the panel are correctly placed?

Definitely Yes **6**
Probably Yes **2**
Unsure
Probably No
Definitely No

Please explain your answer:

- We were all consistent in our thinking as a group
- We considered independently and hashed out differences with great discretion
- I feel we looked at all aspects of the datafolio and were fair in our outcomes
- Although there was much discussion and initial disagreement in the end the best cut scores were chosen

6. How could the standard setting process have been improved?

- The big picture of how this fits in a little more to this whole alt assessment process
- I see no need for improvement. Process was clear and smooth.
- Well done
- Change some of the wording regarding the Achievement Level Descriptors
- I like how our group spent so much time early on revising/discussing the descriptors. It helped us with our work. Other groups should consider discussing before rather than after.

7. For each statement below, please circle the rating that best represents your judgment.

The opening session was:

Not at all Useful				Very Useful
1	2 **(1)**	3 **(2)**	4 **(2)**	5 **(3)**

Providing additional details to the Achievement Level Descriptors was:

Not at all Useful				Very Useful
1	2	3	4 **(1)**	5 **(7)**

The set of datafolios used for standard setting accurately represented all students who took the assessment:

Strongly Disagree				Strongly Agree
1	2	3 **(1)**	4 **(3)**	5 **(4)**

When classifying the student datafolios, I thought about specific students from my classroom to help conceptualize how a typical student at each performance level category might perform:

Strongly Disagree				Strongly Agree
1	2 **(3)**	3 **(3)**	4 **(1)**	5

When classifying the student datafolios, I thought about the performance of groups of students (for example, a class or school):

Strongly Disagree				Strongly Agree
1 **(1)**	2 **(2)**	3 **(2)**	4 **(2)**	5 **(1)**

I was thinking about No Child Left Behind (NCLB) when classifying the student datafolios:

Strongly Disagree				Strongly Agree
1 **(4)**	2 **(2)**	3 **(2)**	4	5

The datafolio classification task was:

Not at all Clear				Very Clear
1	2	3 **(1)**	4 **(3)**	5 **(3)**

The discussion with other panelists was:

Not at all Useful				Very Useful
1	2	3	4 **(1)**	5 **(7)**

The impact data provided was:

Not at all Useful				Very Useful
1	2 **(1)**	3	4 **(5)**	5

I was confident in classifying the student datafolios:

Strongly Disagree				Strongly Agree
1	2	3 **(1)**	4 **(4)**	5 **(3)**

Additional Comments

Please provide any additional comments or suggestions about the standard setting process. Use extra paper if necessary.

- Because this was my first experience as a panelist regarding the standards setting process, I was in awe. I am not really in a position to make suggestions. I did learn a lot about the process however- I mean what happens when datafolios exit my room.
- Thank you Rebecca & Co. Very worthwhile professional development activity! Thanks for the "chic" setting and food.
- We had a great group of professionals who worked well together. Everyone respected each others opinions. We had a great facilitator.
- At first I was intimidated by the expertise of the special educators who had experience with datafolios. However, I quickly learned how one was constructed (I have some prior knowledge and did a bit of research) and realized how helpful these people could be. Also, we were scoring holistically and that was easy for me because I am a bit removed from the datafolio creation process, but I believe it was harder for the special educators to detach themselves from the quality of the teacher's activities. The performance level descriptors or scoring process would be fairer for a child if there was some way to consider the hierarchy of prompts or cues given to a student (ex hand over hand vs. auditor). Also, there may be more consideration for a child who performed all these tasks and the level of rigor or difficulty for this child vs. the connection score which is a result of the teacher's selection and application of SPT and AAGSEs. I realize there is subjectivity that we may never get rid of in Alternative Assessment.
- Thank you for an informative 2 days. Everyone made us feel welcome and clarified questions. Great place!
- We needed more of an explanation to the whole picture of what we were doing up front. Connection Score

Mathematics Panel

1. What is your overall impression of the process used to set performance standards for the RIAA? *(Circle one)*

Very Good	**5**
Good	**4**
Neutral	
Poor	
Very Poor	

2. How clear were the Achievement Level Descriptors? *(Circle one)*

Very Clear	**2**
Clear	**4**
Somewhat Clear	**3**
Not Clear	

3. How would you judge the length of time of this meeting for setting performance standards? *(Circle one)*

About right	**8**	****1 A/B**
Too little time		
Too much time		

4. What factors influenced the standards you set? (For each, circle the most appropriate rating from 1=Not at all Influential to 5=Very Influential)

The Achievement Level Descriptors

Not at all Influential		Moderately Influential		Very Influential
1 **(1)**	2	3 **(1)**	4 **(6)**	5 **(1)**

The student datafolios

Not at all Influential		Moderately Influential		Very Influential
1 **(1)**	2	3	4 **(6)**	5 **(2)**

Other panelists

Not at all Influential		Moderately Influential		Very Influential
1 **(1)**	2	3 **(2)**	4 **(3)**	5 **(3)**

My experience in the field

Not at all Influential		Moderately Influential		Very Influential
1 **(1)**	2	3 **(1)**	4 **(3)**	5 **(4)**

Other (*please specify)*

Organization and Explanation		4		
Independence and Accuracy			4	
Not at all Influential		Moderately Influential		Very Influential
1	2	3	4	5

5. Do you believe the cut scores set by the panel are correctly placed?

Definitely Yes	**1**
Probably Yes	**7**
Unsure	**1**
Probably No	
Definitely No	

Please explain your answer:

- Comprehensive academic discussion weighing all points and counterpoints,
- Many of the scores had to be determined by panelists and was subjective due to the language of the descriptors
- High level of agreement among panelists. Arguments were settled using student work evidence and data from datafolio
- Some were debatable, explanation by members with spec ed, scorers were helpful
- Concern that some of the items were not connected properly to content
- We had a great deal of dialogue regarding the cut scores we set
- Yes, based on the samples chosen to represent the scores

6. How could the standard setting process have been improved?

- Review and give one complete example-Alt Assessment Datafolio (scoring explanation)
- Possibly have us read a solid portfolio from each description; it would make it more visual to place the border liners.
- Specific Definitions – define role of teacher, paralegal (aid) define how much work the aid does
- Went Well
- Little more explanation of the fact that we were not scoring them; sometimes we missed the fact that we were actually analyzing data.
- Two samples for each score. But this would lengthen the process.

7. For each statement below, please circle the rating that best represents your judgment.

The opening session was:

Not at all Useful				Very Useful
1	2	3	4 **(4)**	5 **(5)**

Providing additional details to the Achievement Level Descriptors was:

Not at all Useful				Very Useful
1	2	3 **(2)**	4 **(3)**	5 **(4)**

The set of datafolios used for standard setting accurately represented all students who took the assessment:

Strongly Disagree				Strongly Agree
1	2 **(1)**	3 **(3)**	4 **(2)**	5 **(3)**

When classifying the student datafolios, I thought about specific students from my classroom to help conceptualize how a typical student at each performance level category might perform:

Strongly Disagree				Strongly Agree
1 **(1)**	2 **(1)**	3 **(4)**	4 **(2)**	5 **(1)**

When classifying the student datafolios, I thought about the performance of groups of students (for example, a class or school):

Strongly Disagree				Strongly Agree
1	2 **(1)**	3 **(2)**	4 **(3)**	5 **(3)**

I was thinking about No Child Left Behind (NCLB) when classifying the student datafolios:

Strongly Disagree				Strongly Agree
1	2 **(2)**	3 **(3)**	4 **(3)**	5 **(1)**

The datafolio classification task was:

Not at all Clear				Very Clear
1	2	3 **(1)**	4 **(6)**	5 **(2)**

The discussion with other panelists was:

Not at all Useful				Very Useful
1	2	3	4 **(1)**	5 **(7)**

The impact data provided was:

Not at all Useful				Very Useful
1	2	3	4 **(6)**	5 **(2)**

I was confident in classifying the student datafolios:

Strongly Disagree				Strongly Agree
1	2	3	4 **(7)**	5 **(1)**

Additional Comments

Please provide any additional comments or suggestions about the standard setting process. Use extra paper if necessary.

- Very well done. Change the weight of the O score for connection. For example, if a O connection score is worth 75% of a O score for absence/not handed in, many students who scored poorly would be positively impacted.
- Good experience…Thank you! Great setting to work in.
- It was excellent experience. Love working with RIDE!!

APPENDIX E: Achievement Level Descriptors & Dimension Score Charts

- **Alternate Assessment Achievement Level Descriptors**
- **RIAA Dimension Score Charts**
- **Connection Dimension**

Alternate Assessment Achievement Level Descriptors

Mathematics
Grades 2-5

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries within the context of the Structured Performance Tasks
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- consistent connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Geometry and Measurement AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries within the context of the Structured Performance Tasks
- consistent progress during the year
- adequate level of accuracy in instructional activities and/or
- adequate level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries within the context of the Structured Performance Tasks
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Geometry and Measurement AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries within the context of the Structured Performance Tasks
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Mathematics
Grades 6-8

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Data, Statistics and Probability AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries within the context of the Structured Performance Tasks
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- consistent connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Data, Statistics and Probability AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries within the context of the Structured Performance Tasks
- consistent progress during the year
- adequate level of accuracy in instructional activities and/or
- adequate level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Data, Statistics and Probability AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries within the context of the Structured Performance Tasks
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Data, Statistics and Probability AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries within the context of the Structured Performance Tasks
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Mathematics
Grade 10

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Functions and Algebra AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries within the context of the Structured Performance Tasks
- consistent progress during the year
- a high level of accuracy on instructional activities and
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- consistent connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Numbers and Operations and Functions and Algebra AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries within the context of the Structured Performance Tasks
- consistent progress during the year
- adequate level of accuracy in instructional activities and/or
- adequate level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Numbers and Operations and Functions and Algebra AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries within the context of the Structured Performance Tasks
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Numbers and Operations and Functions and Algebra AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries within the context of the Structured Performance Tasks
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Reading
Grade 2

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Early Reading AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries within the context of the Structured Performance Tasks
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- consistent connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Early Reading AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries within the context of the Structured Performance Tasks
- consistent progress during the year
- adequate level of accuracy in instructional activities and/or
- adequate level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Word Identification and Vocabulary and Early Reading AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries within the context of the Structured Performance Tasks
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Early Reading AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries within the context of the Structured Performance Tasks
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Reading
Grades 3-8 and 10

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries within the context of the Structured Performance Tasks
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- consistent connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries within the context of the Structured Performance Tasks
- consistent progress during the year
- adequate level of accuracy in instructional activities and/or
- adequate level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that may or may not be consistently aligned with the Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries within the context of the Structured Performance Tasks
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections may or may not be consistently aligned with the Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries within the context of the Structured Performance Tasks
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Writing
Grade 4

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Response to Literary or Informational Text AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries within the context of the Structured Performance Tasks
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- consistent connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Narrative
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries within the context of the Structured Performance Tasks
- consistent progress during the year
- adequate level of accuracy in instructional activities and/or
- adequate level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that are inconsistently aligned with the Structures of Language/Writing Conventions and Narrative
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries within the context of the Structured Performance Tasks
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections that may or may not be with the Structures of Language/Writing Conventions and Response to Literary or Informational Text AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries within the context of the Structured Performance Tasks
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Writing
Grade 7

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Narrative AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries within the context of the Structured Performance Tasks
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- consistent connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Narrative AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries within the context of the Structured Performance Tasks
- consistent progress during the year
- adequate level of accuracy in instructional activities and/or
- adequate level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that are inconsistently aligned with the Structures of Language/Writing Conventions and Narrative AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries within the context of the Structured Performance Tasks
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections that may or may not be with the Structures of Language/Writing Conventions and Narrative AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries within the context of the Structured Performance Tasks
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

Writing
Grade 10

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

- strong connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Informational Writing AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across all entries within the context of the Structured Performance Tasks
- consistent progress during the year
- a high level of accuracy on instructional activities
- a high level of independence in completing instructional activities

Proficient: Students performing at this level submitted datafolios that demonstrate

- consistent connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Structures of Language/Writing Conventions and Informational Writing AAGSEs
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries within the context of the Structured Performance Tasks
- consistent progress during the year
- adequate level of accuracy in instructional activities and/or
- adequate level of independence completing instructional activities

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

- inconsistent connections to the grade level content strands through participation in instructional activities throughout the year that are inconsistently aligned with the Structures of Language/Writing Conventions and Informational Writing AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few entries within the context of the Structured Performance Tasks
- inconsistent progress during the year
- minimal level of accuracy in instructional activities and/or
- minimal level of independence completing instructional activities

Substantially Below Proficient: Students performing at this level demonstrate

- little or no connections to the grade level content strands through participation in instruction activities and connections that may or may not be with the Structures of Language/Writing Conventions and Informational Writing d AAGSEs
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across little or no entries within the context of the Structured Performance Tasks
- little or no progress during the year
- low level of accuracy in instructional activities and
- low level of independence completing instructional activities

RIAA Dimension Score Charts

RIAA Mathematics Dimension Score Chart

Achievement Levels:

SBP = Substantially Below Proficient
PP = Partially Proficient
P = Proficient
PWD = Proficient with Distinction

TOTAL Progress ?
TOTAL Accuracy +
Independence ?

	0	4	8	12	16	20	24	28	32
0	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
1	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
2	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
3	SBP	SBP	SBP	SBP	SBP	PP	PP	PP	PP
4	SBP	SBP	SBP	SBP	SBP	PP	PP	PP	PP
5	SBP	SBP	SBP	SBP	SBP	PP	PP	PP	PP
6	SBP	SBP	SBP	SBP	SBP	PP	PP	PP	PP
7	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
8	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
9	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
10	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
11	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
12	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
13	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
14	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
15	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
16	SBP	SBP	PP	PP	PP	PP	P	P	P
17	SBP	SBP	PP	PP	PP	PP	P	P	P
18	SBP	SBP	PP	PP	PP	P	P	P	P
19	SBP	SBP	PP	PP	PP	P	P	P	P
20	SBP	SBP	PP	PP	P	P	P	P	P
21	SBP	SBP	PP	PP	P	P	P	P	P
22	SBP	SBP	PP	PP	P	P	P	P	P
23	SBP	SBP	PP	PP	P	P	P	P	P
24	SBP	SBP	PP	PP	P	P	P	P	P
25	SBP	SBP	PP	PP	P	P	P	P	P
26	SBP	SBP	PP	PP	P	P	P	P	P
27	SBP	SBP	PP	PP	P	P	P	PWD	PWD
28	SBP	SBP	PP	PP	P	P	P	PWD	PWD
29	SBP	PP	PP	PP	P	P	P	PWD	PWD
30	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
31	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
32	SBP	PP	PP	PP	P	P	PWD	PWD	PWD

Connection Dimension

	Minimal Connection	Satisfactory Connection	Strong Connection
Score Range	0 to 6	8 to 26	28 to 32

Possible Impact on Achievement Level	Lower	Remain	Increase

RIAA Reading Dimension Score Chart

Achievement Levels:

SBP = Substantially Below Proficient **PP = Partially Proficient**

P = Proficient **PWD = Proficient with Distinction**

TOTAL Progress ?
TOTAL Accuracy +
Independence ?

	0	4	8	12	16	20	24	28	32
0	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
1	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
2	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
3	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
4	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
5	SBP	SBP	SBP	SBP	SBP	PP	PP	PP	PP
6	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
7	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
8	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
9	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
10	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
11	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
12	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
13	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
14	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
15	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
16	SBP	SBP	PP	PP	PP	PP	P	P	P
17	SBP	SBP	PP	PP	PP	P	P	P	P
18	SBP	SBP	PP	PP	PP	P	P	P	P
19	SBP	SBP	PP	PP	PP	P	P	P	P
20	SBP	SBP	PP	PP	PP	P	P	P	P
21	SBP	SBP	PP	PP	PP	P	P	P	P
22	SBP	SBP	PP	PP	P	P	P	P	P
23	SBP	SBP	PP	PP	P	P	P	P	P
24	SBP	SBP	PP	PP	P	P	P	P	P
25	SBP	SBP	PP	PP	P	P	P	P	P
26	SBP	SBP	PP	PP	P	P	P	P	P
27	SBP	SBP	PP	PP	P	P	P	PWD	PWD
28	SBP	SBP	PP	PP	P	P	P	PWD	PWD
29	SBP	PP	PP	PP	P	P	P	PWD	PWD
30	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
31	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
32	SBP	PP	PP	PP	P	P	PWD	PWD	PWD

Connection Dimension

	Minimal Connection	Satisfactory Connection	Strong Connection
Score Range	0 to 6	8 to 26	28 to 32
Possible Impact on Achievement Level	Lower	Remain	Increase

RIAA Writing Dimension Score Chart (Grades 4, 7 and 10)

Achievement Levels:

SBP = Substantially Below Proficient **PP = Partially Proficient**

P = Proficient **PWD = Proficient with Distinction**

TOTAL Progress ?
TOTAL Accuracy +
Independence ?

	0	4	8	12	16	20	24	28	32
0	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
1	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
2	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
3	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP	SBP
4	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
5	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
6	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
7	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
8	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
9	SBP	SBP	SBP	SBP	PP	PP	PP	PP	PP
10	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
11	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
12	SBP	SBP	SBP	PP	PP	PP	PP	PP	PP
13	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
14	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
15	SBP	SBP	PP	PP	PP	PP	PP	PP	PP
16	SBP	SBP	PP	PP	PP	P	P	P	P
17	SBP	SBP	PP	PP	PP	P	P	P	P
18	SBP	SBP	PP	PP	PP	P	P	P	P
19	SBP	SBP	PP	PP	P	P	P	P	P
20	SBP	SBP	PP	PP	P	P	P	P	P
21	SBP	SBP	PP	PP	P	P	P	P	P
22	SBP	SBP	PP	PP	P	P	P	P	P
23	SBP	SBP	PP	PP	P	P	P	P	P
24	SBP	SBP	PP	PP	P	P	P	P	P
25	SBP	SBP	PP	PP	P	P	P	P	P
26	SBP	SBP	PP	PP	P	P	P	P	P
27	SBP	SBP	PP	PP	P	P	P	PWD	PWD
28	SBP	SBP	PP	PP	P	P	P	PWD	PWD
29	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
30	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
31	SBP	PP	PP	PP	P	P	PWD	PWD	PWD
32	SBP	PP	PP	PP	P	P	PWD	PWD	PWD

Connection Dimension

	Minimal Connection	Satisfactory Connection	Strong Connection
Score Range	0 to 6	8 to 26	28 to 32
Possible Impact on Achievement Level	Lower	Remain	Increase

APPENDIX F: Report Shells

- **Student Score Report – School Copy**
- **RIAA 2006-2007 Comment Codes**
- **Student Score Report – Parent Copy**
- **School Roster**
- **District Roster**
- **Report of Student Achievement by Demographic Characteristics**
- **State Summary Report**

Student Score Report – School Copy

Rhode Island Alternate Assessment Student Score Report 2006-2007

Alternate Assessment datafolios assessed students in grades 2, 3, 4, 5, 6, 7, 8, and 10 in Reading and Mathematics. Students in grades 4, 7, and 10 were also assessed in Writing. Evidence of student work was collected in 3 distinct data collection periods: October 10 - November 17, 2006, January 16 - February 16, 2007, and March 19 - April 13, 2007.

Student:
Grade:
School:
District:

School Copy

Mathematics	Dimensions				Comment Codes
	Connection to the Content Strand	Student Progress	Level of Accuracy	Level of Independence	
Total Mathematics Dimension Scores					
Achievement Level					

Reading					
Total Reading Dimension Scores					
Achievement Level					

AAGSE = Alternate Assessment Grade Span Expectation S = State approved special consideration No Score = Datafolio was submitted but every entry was unscorable
Not Tested, Other = no entries submitted L = Student is First Year LEP in Reading and Writing

Rhode Island Alternate Assessment Student Score Report 2006-2007

Alternate Assessment datafolios assessed students in grades 2, 3, 4, 5, 6, 7, 8, and 10 in Reading and Mathematics. Students in grades 4, 7, and 10 were also assessed in Writing. Evidence of student work was collected in 3 distinct data collection periods: October 10 - November 17, 2006, January 16 - February 16, 2007, and March 19 - April 13, 2007.

Student:
Grade:
School:
District:

School Copy

Writing	Dimensions				Comment Codes
	Connection to the Content Strand	Student Progress	Level of Accuracy	Level of Independence	
Total Writing Dimension Scores					
Achievement Level					

AAGSE = Alternate Assessment Grade Span Expectation S = State approved special consideration No Score = Datafolio was submitted but every entry was unscorable
Not Tested, Other = no entries submitted L = Student is First Year LEP in Reading and Writing

RIAA 2006-2007 Comment Codes

Comment Code #	Description of Comment
01	One out of three collection periods is incomplete or missing.
02	A collection period does not have three data points.
03	A submitted Student Documentation Form for a collection period does not show the student's participation in an instructional activity connected to the identified AAGSE skill.
04	A collection period does not include a Student Documentation Form, resulting in an unscoreable entry.
05	Two out of three collections periods are incomplete or missing, resulting in an unscoreable entry.
06	No Data Summary was submitted for the entry, resulting in an unscoreable entry.
07	AAGSE not identified or not from correct Structured Performance Task list, resulting in an unscoreable entry.
08	No Student Work Product submitted for entry, resulting in an unscoreable entry.
09	Student Work Product does not meet criteria.
10	No dates given on Data Summary Sheet AND on Student Documentation Forms, resulting in an unscoreable entry.
11	Dates on the Data Summary Sheet and Student Documentation Forms are not within the collection periods, do not match, or can not be verified by the table leader, resulting in an incomplete collection period.
12	Same exact data used for 2 entries, resulting in an unscoreable entry.
13	Structured Performance Task /AAGSE is not consistent across the three collection periods, resulting in a missing collection period(s).
14	The same AAGSE is used more than once within a content area, resulting in an unscoreable entry.
15	The same Structured Performance Task is used more than once within a content area, resulting in an unscoreable entry.
16	Repeat of Content Strand, resulting in an unscoreable entry.
17	Missing entry.
18	Missing Content Strand.
19	Percentages were missing or miscalculated; scorer recalculated percentages when possible.
20	Application for AAGSE not clear. The Student Documentation Form(s) and/or Student Work Product did not show the student's participation in an instructional activity, which required application (not acquisition) of the identified AAGSE skill.
21	Submitted Student Documentation Forms and/or Student Work Product did not show the AAGSE skill within distinct standards-based activities connected to the Structured Performance Task.
22	A submitted Student Work Sample for an entry period demonstrates connection to the AAGSE and SPT. The descriptions given on the Student Documentation Form, and on the Student Work Product, clearly described the student's participation in an instructional activity connected to the identified Structured Performance Task and AAGSE.
23	SPT not consistent within the strand or does not meet the requirements (wrong grade span, inconsistent within the strand).
	AAGSE= Alternate Assessment Grade Span Expectation
	SPT = Structured Performance Task

Student Score Report – Parent Copy

Rhode Island Alternate Assessment Student Score Report 2006-2007

Alternate Assessment datafolios assessed students in grades 2, 3, 4, 5, 6, 7, 8, and 10 in Reading and Mathematics. Students in grades 4, 7, and 10 were also assessed in Writing. Evidence of student work was collected in 3 distinct data collection periods: October 10 - November 17, 2006, January 16 - February 16, 2007, and March 19 - April 13, 2007.

Student:
Grade:
School:
District:

Mathematics	Dimensions			
	Connection to the Content Strand	Student Progress	Level of Accuracy	Level of Independence
Total Mathematics Dimension Scores				
Achievement Level				

Reading				
Total Reading Dimension Scores				
Achievement Level				

AAGSE = Alternate Assessment Grade Span Expectation S = State approved special consideration No Score = Datafolio was submitted but every entry was unscorable
Not Tested, Other = no entries submitted L = Student is First Year LEP in Reading and Writing

Rhode Island Alternate Assessment Student Score Report 2006-2007

Alternate Assessment datafolios assessed students in grades 2, 3, 4, 5, 6, 7, 8, and 10 in Reading and Mathematics. Students in grades 4, 7, and 10 were also assessed in Writing. Evidence of student work was collected in 3 distinct data collection periods: October 10 - November 17, 2006, January 16 - February 16, 2007, and March 19 - April 13, 2007.

Student:
Grade:
School:
District:

Writing	Dimensions			
	Connection to the Content Strand	Student Progress	Level of Accuracy	Level of Independence
Total Writing Dimension Scores				
Achievement Level				

AAGSE = Alternate Assessment Grade Span Expectation S = State approved special consideration No Score = Datafolio was submitted but every entry was unscorable
Not Tested, Other = no entries submitted L = Student is First Year LEP in Reading and Writing

School Roster

Rhode Island Alternate Assessment

District:

School:

Not Tested State Approved
L = student is first year I.E.P. in Reading and Writing
W = student withdrew from school after Jan. 8, 2007
E = student enrolled in school after Jan. 8, 2007
S = state approved special consideration
Not Tested, Other = No Datafolio was submitted, student counts as not participating
No Score = Datafolio was submitted but every entry was unscoreable

School Roster 2006-2007

Student Name	SASID	Grade	Mathematics	Reading	Writing

Writing is assessed at grades 4, 7, and 10.

District Roster

Rhode Island Alternate Assessment

District:
Grade:

Not Tested State Approved
L = student is first year L.E.P. in Reading and Writing
W = student withdrew from school after Jan. 8, 2007
E = student enrolled in school after Jan. 8, 2007
S = state approved special consideration
Not Tested, Other = No Datafolio was submitted, student counts as not participating
No Score = Datafolio was submitted but every entry was unscoreable

District Roster 2006-2007

School Name	Mathematics							Reading						
	Number Tested					Number Not Tested		Number Tested					Number Not Tested	
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient	No Score	State Approved	Other	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient	No Score	State Approved	Other
DISTRICT TOTALS														
STATE TOTALS														

Writing is assessed at grades 4, 7, and 10.

Rhode Island Alternate Assessment

District:
Grade:

Not Tested State Approved
L = student is first year L.E.P. in Reading and Writing
W = student withdrew from school after Jan. 8, 2007
E = student enrolled in school after Jan. 8, 2007
S = state approved special consideration
Not Tested, Other = No Datafolio was submitted, student counts as not participating
No Score = Datafolio was submitted but every entry was unscoreable

District Roster 2006-2007

School Name	Writing						
	Number Tested					Number Not Tested	
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient	No Score	State Approved	Other
DISTRICT TOTALS							
STATE TOTALS							

Writing is assessed at grades 4, 7, and 10.

Report of Student Achievement by Demographic Characteristics

School Report

Rhode Island Alternate Assessment

Report of Student Achievement by Demographic Characteristics

2006-07 Data

Reading

School:
District:
Grade:

Category	Number in Category	Percent Proficient with Distinction	Percent Proficient	Percent Partially Proficient	Percent Substantially Below Proficient	Percent No Score
All Reported Students (See Box Below)						
Socio Economic Status (SES)						
Economically Disadvantaged Students						
All Other Students						
Primary Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White (non-Hispanic)						
Not Indicated/Missing						
Gender						
Male						
Female						
Not Indicated/Missing						
Education Program						
Special Education						
LEP Services						
LEP Monitored						

All Reported Students

The number of students reported above:
Report does not include the number of students Not Tested State Approved:
Report does not include the number of students Not Tested Other:

Total Enrollment:

Rhode Island Alternate Assessment

Report of Student Achievement by Demographic Characteristics

2006-07 Data

Mathematics

School:
District:
Grade:

Category	Number in Category	Percent Proficient with Distinction	Percent Proficient	Percent Partially Proficient	Percent Substantially Below Proficient	Percent No Score
All Reported Students (See Box Below)						
Socio Economic Status (SES)						
Economically Disadvantaged Students						
All Other Students						
Primary Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White (non-Hispanic)						
Not Indicated/Missing						
Gender						
Male						
Female						
Not Indicated/Missing						
Education Program						
Special Education						
LEP Services						
LEP Monitored						

All Reported Students

The number of students reported above:
Report does not include the number of students Not Tested State Approved:
Report does not include the number of students Not Tested Other:

Total Enrollment:

Rhode Island Alternate Assessment

Report of Student Achievement by Demographic Characteristics

2006-07 Data

Writing

School:
District:
Grade:

Category	Number in Category	Percent Proficient with Distinction	Percent Proficient	Percent Partially Proficient	Percent Substantially Below Proficient	Percent No Score
All Reported Students (See Box Below)						
Socio Economic Status (SES)						
Economically Disadvantaged Students						
All Other Students						
Primary Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White (non-Hispanic)						
Not Indicated/Missing						
Gender						
Male						
Female						
Not Indicated/Missing						
Education Program						
Special Education						
LEP Services						
LEP Monitored						

All Reported Students

The number of students reported above:
Report does not include the number of students Not Tested State Approved:
Report does not include the number of students Not Tested Other:

Total Enrollment:

District Report

Rhode Island Alternate Assessment

Report of Student Achievement by Demographic Characteristics

2006-07 Data

Reading

District:
Grade:

Category	Number in Category	Percent Proficient with Distinction	Percent Proficient	Percent Partially Proficient	Percent Substantially Below Proficient	Percent No Score
All Reported Students (See Box Below)						
Socio Economic Status (SES)						
Economically Disadvantaged Students						
All Other Students						
Primary Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White (non-Hispanic)						
Not Indicated/Missing						
Gender						
Male						
Female						
Not Indicated/Missing						
Education Program						
Special Education						
LEP Services						
LEP Monitored						

All Reported Students

The number of students reported above:
Report does not include the number of students Not Tested State Approved:
Report does not include the number of students Not Tested Other:

Total Enrollment:

Rhode Island Alternate Assessment

Report of Student Achievement by Demographic Characteristics

2006-07 Data

Mathematics

District:
Grade:

Category	Number in Category	Percent Proficient with Distinction	Percent Proficient	Percent Partially Proficient	Percent Substantially Below Proficient	Percent No Score
All Reported Students (See Box Below)						
Socio Economic Status (SES)						
Economically Disadvantaged Students						
All Other Students						
Primary Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White (non-Hispanic)						
Not Indicated/Missing						
Gender						
Male						
Female						
Not Indicated/Missing						
Education Program						
Special Education						
LEP Services						
LEP Monitored						

All Reported Students

The number of students reported above:
Report does not include the number of students Not Tested State Approved:
Report does not include the number of students Not Tested Other:

Total Enrollment:

Rhode Island Alternate Assessment

Report of Student Achievement by Demographic Characteristics

2006-07 Data

Writing

District:
Grade:

Category	Number in Category	Percent Proficient with Distinction	Percent Proficient	Percent Partially Proficient	Percent Substantially Below Proficient	Percent No Score
All Reported Students (See Box Below)						
Socio Economic Status (SES)						
Economically Disadvantaged Students						
All Other Students						
Primary Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White (non-Hispanic)						
Not Indicated/Missing						
Gender						
Male						
Female						
Not Indicated/Missing						
Education Program						
Special Education						
LEP Services						
LEP Monitored						

All Reported Students

The number of students reported above:
Report does not include the number of students Not Tested State Approved:
Report does not include the number of students Not Tested Other:

Total Enrollment:

Rhode Island Alternate Assessment

Report of Student Achievement by Demographic Characteristics

2006-07 Data

Reading

State of Rhode Island
Grade:

Category	Number in Category	Percent Proficient with Distinction	Percent Proficient	Percent Partially Proficient	Percent Substantially Below Proficient	Percent No Score
All Reported Students (See Box Below)						
Socio Economic Status (SES)						
Economically Disadvantaged Students						
All Other Students						
Primary Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White (non-Hispanic)						
Not Indicated/Missing						
Gender						
Male						
Female						
Not Indicated/Missing						
Education Program						
Special Education						
LEP Services						
LEP Monitored						

All Reported Students

The number of students reported above:
Report does not include the number of students Not Tested State Approved:
Report does not include the number of students Not Tested Other:

Total Enrollment:

Rhode Island Alternate Assessment

Report of Student Achievement by Demographic Characteristics

2006-07 Data

Mathematics

State of Rhode Island
Grade:

Category	Number in Category	Percent Proficient with Distinction	Percent Proficient	Percent Partially Proficient	Percent Substantially Below Proficient	Percent No Score
All Reported Students (See Box Below)						
Socio Economic Status (SES)						
Economically Disadvantaged Students						
All Other Students						
Primary Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White (non-Hispanic)						
Not Indicated/Missing						
Gender						
Male						
Female						
Not Indicated/Missing						
Education Program						
Special Education						
LEP Services						
LEP Monitored						

All Reported Students

The number of students reported above:
Report does not include the number of students Not Tested State Approved:
Report does not include the number of students Not Tested Other:

Total Enrollment:

Rhode Island Alternate Assessment

Report of Student Achievement by Demographic Characteristics

2006-07 Data

Writing

State of Rhode Island
Grade:

Category	Number in Category	Percent Proficient with Distinction	Percent Proficient	Percent Partially Proficient	Percent Substantially Below Proficient	Percent No Score
All Reported Students (See Box Below)						
Socio Economic Status (SES)						
Economically Disadvantaged Students						
All Other Students						
Primary Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White (non-Hispanic)						
Not Indicated/Missing						
Gender						
Male						
Female						
Not Indicated/Missing						
Education Program						
Special Education						
LEP Services						
LEP Monitored						

All Reported Students

The number of students reported above:
Report does not include the number of students Not Tested State Approved:
Report does not include the number of students Not Tested Other:

Total Enrollment:

State Summary Report

Rhode Island Alternate Assessment

Alternate Assessment datafolios assessed students in grades 2, 3, 4, 5, 6, 7, 8, and 10 in Reading and Mathematics. Students in grades 4, 7, and 10 were also assessed in Writing. Evidence of student work was collected in 3 distinct data collection periods: October 10 - November 17, 2006, January 16 - February 16, 2007, and March 19 - April 13, 2007.

State of Rhode Island

Grade:

Number of Students Enrolled:

Achievement Levels	Mathematics						Reading						Writing					
					State						State						State	
					n	%					n	%					n	%
Proficient With Distinction																		
Proficient																		
Partially Proficient																		
Substantially Below Proficient																		
No Score																		

All Reported Students			State number			State number			State number
Students Reported Above									
Not Tested State Approved									
Not Tested, Other									

APPENDIX G: Reporting Decision Rules

Analysis and Reporting Decision Rules
Rhode Island Alternate Assessment
Fall 07- 08
(Datafolios submitted May 2007)

This document details rules for analysis and reporting. The final student level data set used for analysis and reporting is described in the "Data Processing Specifications." This document is considered a draft until the Rhode Island State Department of Education (DOE) signs off. If there are rules that need to be added or modified after said sign-off, DOE sign off will be obtained for each rule. Details of these additions and modifications will be in the Addendum section.

I. General Information

A. *Tests administered:*

Grade	Subject	Type of Test
02	Reading	Datafolio
02	Math	Datafolio
03	Reading	Datafolio
03	Math	Datafolio
04	Reading	Datafolio
04	Math	Datafolio
04	Writing	Datafolio
05	Reading	Datafolio
05	Math	Datafolio
06	Reading	Datafolio
06	Math	Datafolio
07	Reading	Datafolio
07	Math	Datafolio
07	Writing	Datafolio
08	Reading	Datafolio
08	Math	Datafolio
10	Reading	Datafolio
10	Math	Datafolio
10	Writing	Datafolio

B. *Reports Produced*:

1. Student Score Report
   - Grades 02-08 only
   - Two versions: One with comment codes for teachers and one without comment codes for parents.
2. School Roster (Roster of Students in the School)
3. District Roster (Roster of schools in the district, including outplacement school data based only on students sent from the district)

1

4. Student Achievement by Demographic Characteristics

   - By grade, content area, school, district, and state

5. Summary Report

   - By grade, school, district, and state

C. *Files Produced:*

1. Student level data file

D. *School Type:*

SchType	Source	Description	Included in aggregate data		
			School	District	State
PUB	ICORE: SchoolSubTypeID=1, 12, or 13	Public Schools	√	√	√
PRI	ICORE: SchoolSubTypeID=3	Private Schools	√		
OUT	ICORE: SchoolSubTypeID=8	Out Placement Schools	√	√ *	√
CHA	ICORE: SchoolSubTypeID=11	Charter Schools	√	√	√
HOM	Student Data: Home=1	Home School Students			

* Students attending an out placement school with a sending district code which is not '88' are included in district aggregations using the sending district code. Sending district code '88' is not valid.

II. Student Participation / Exclusions

A. *Not Tested Reasons by content area*

1. State Approved: First Year LEP (reading and writing only)
2. State Approved: Withdrew from school after
3. State Approved: Enrolled in school after
4. State Approved: Special consideration
5. Not tested, other

B. *Student Participation Status by content area*

1. Tested: A student is identified as "Tested" if at least one entry was submitted and scorable per RIAlt0708ScoreofRecord. If a not tested reason is provided in the raw student data, then ignore the not tested reason.
2. Tested – No Score: A student is identified as "Tested- No Score" if at least one entry was submitted but all entries are categorized

as not scoreable or not submitted. If a not tested reason is provided in the raw student data, then ignore the not tested reason.

3. Not Tested: A student is identified as "Not Tested" if no entries were submitted. If a not tested reason is not supplied in the data provided by data processing, then the student is assigned the not tested reason "Not Tested, Other"

C. *Student Participation Summary by Content Area*

Part. Status	Description	Raw Score	Achievement Level	Student Report
A	Tested	√	√	√
B	Tested No Score			√
C	Not Tested: State Approved First Year LEP			√
D	Not Tested: State Approved Withdrew from school after			√
E	Not Tested: State Approved Enrolled in school after			√
F	Not Tested: State Approved Special consideration			√
G	Not Tested, Other			√

III. Calculations

A. *Raw scores*

1. Refer to RIAlt0708ScoreofRecord.pdf to calculate final entry scores.

B. *Scaling*

1. Refer to RIAlt0708DecisionRulesGrade10.pdf for grade 10 assignment of achievement level.

2. Achievement levels for grades 02-08 are assigned based on content area raw scores and the content area specific charts finalized during standard setting. Each content area has two charts: one for assigning the achievement level and one identifying which cells are "just above" or "just below" the cut which will be used to adjust the achievement level as follows.

- Students whose Connection to Standard total score is less than or equal to 6 are in the Low connection to standard range.
- Students whose Connection to Standard total score is greater than or equal to 28 are in the High connection to standard score.

3

- Students are assigned an achievement level based on their total Student Progress, total Level of Accuracy and Independence scores. The achievement level will increase by one if they fall just below the cut and are in the high range for Connection to Standard Score. The achievement level will decrease by one if they fall just above the cut and are in the low range for Connection to Standards score.

3. The alt registration grade is used for scaling.

IV. Report Specific Rules

A. Summary Report

1. A report is produced by grade (02-08 & 10) for school, district and state levels.
2. All students are included at the school aggregation level except home school students.
3. All students are included at the district aggregation level except for home school students, private school students, and outplacement school students who do not have a valid sending district.
4. All students are included at the state aggregation except for home school students and private school students.
5. Use the district code associated with the school for district aggregations. Except for students attending an outplacement school with a valid sending district, use the sending district code for district aggregations.
6. Use the school code for school aggregations.
7. Only students with a participation status of "A" or "B" are included in the number and percent at each achievement level and no score.
8. If the number of content area "Students Reported Above" is less than 10, then leave number and percent at each achievement level and no score blank.
9. Percents are rounded to the nearest whole number.

B. Student Achievement by Demographic Characteristics

1. A report is produced by grade (02-08 & 10) and content area for school, district and state levels.
2. All students are included at the school aggregation level except home school students.
3. All students are included at the district aggregation level except for home school students, private school students, and outplacement school students who do not have a valid sending district.
4. All students are included at the state aggregation except for home school students and private school students.

5. Use the district code associated with the school for district aggregations. Except for students attending an outplacement school with a valid sending district, use the sending district code for district aggregations.

6. Use the school code for school aggregations.

7. If the "Number in Category" is less than 10, then leave percents at each achievement level and no score blank.

8. "LEP Monitored" category includes students with an LEP value of 2 or 3. "LEP Current" includes students with an LEP value of 1.

9. "Special Education" includes students with an IEP value of 1.

10. Only students with a participation status of "A" or "B" are included in the "Number in Category" and percent at each achievement level and no score.

11. Percents are rounded to the nearest whole number.

C. District Roster

1. A report is produced for each district by grade.

2. All students are included at the school aggregation level except home school students.

3. All students are included at the district aggregation level except for home school students, private school students, and outplacement school students who do not have a valid sending district.

4. All students are included at the state aggregation except for home school students and private school students.

5. Use the district code associated with the school for district aggregations. Except for students attending an outplacement school with a valid sending district, use the sending district code for district aggregations.

6. Use the school code for school code aggregations. Except for students attending an outplacement school with a valid sending district, use the sending district code concatenated with the school code for school code aggregations.

7. Schools are listed in alpha order. Outplacement schools with students sent from the district are listed in alpha order at the end of the roster under "Outplacement School(s)" heading.

8. This is a confidential report. Report all data regardless of number of students included in calculations.

D. School Roster

1. A report is produced for each school.

2. All students in grades 02-10 in the data provided by data processing are listed on the school roster sorted by grade, lname, fname, mi.

3. For each student print the full content area achievement level name or content area not tested reason.

E. *Student Score Report*

1. The alt registration grade is used for reporting.
2. The content strand header and description text (structured performance task) lookup table will be provided by program management. The file will contain SPT codes and the corresponding text that should print. If a strand was not submitted (AAA) then the headers will be "Strand not submitted". If a strand was not scoreable (BBB) then the headers will be "Strand not scorable".
3. The content strand AAGSE code and description text lookup table will be provided by program management. The file will contain AAGSE codes and the corresponding text that should print. If an AAGSE was not submitted (AA.A) then the text will be "AAGSE not submitted". If an AAGSE was not scoreable (BB.B) then the text will be "AAGSE not scorable".
4. If an AAGSE was not submitted or scorable, then leave "Connection to the Content Strand","Student Progress",'Level of Accuracy", and "Level of Independence" blank.
5. For students identified as content area "Tested- No Score" print "No Score" for the achievement level.
6. For students identified as "Not Tested" print not tested reason for achievement level.
7. For the student report with comment codes, print up to 6 unique comment codes separated by commas. Refer to RIAlt0708ScoreofRecord.pdf for description on calculating final comment codes.

V. Data File Rules

A. Student Results File

1. Include all grade 02-08 students in the data provided by data processing.
2. File will be in csv format and follow the layout RIAlt0708StudentDataGrades0208Layout.xls.

Rhode Island Alternate Assessment 2006-2007

Task: 02-1 Content: Mathematics Grade: 2

REQUIRED CONTENT STRAND:
Numbers and Operations

Structured Performance Task:
The student will use number concepts to plan an activity, gather the appropriate materials/information for the activity and/or complete the activity.

Targeted AGSEs:

NO 1.1 Represent and number small collections (1 to 4 items).
- **NO 1.1a** Recognize a small collection of one or two items (e.g., pointing to one or two items).
- **NO 1.1b** Recognize or labels a small collection up to "four" items such collections with a number symbol/word.
- **NO 1.1c** Show one or two items (e.g., responds to a request for one or two items by offering quantity or holding up two fingers).
- **NO 1.1d** Show up to four items (e.g., responds to a request for four items by offering quantity or holding up four fingers).

NO 1.3 Use the counting sequence to enumerate (count 1 by 1) a collection and to identify "how many" items in a collection).
- **NO 1.3a** Demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., picture of 2 objects with number word (two) underneath pictures).
- **NO 1.3b** Keep track of counted and uncounted objects so that each object is tagged only once.

NO 3.1 Demonstrate an understanding of a whole unit (e.g., Show one whole brownie (area model)).
NO 3.2 Show that fractional parts are equal shares or equal-sized portions of a whole unit using area models (e.g., shows a fair share of a cookie; folds a piece of paper into two halves; identifies two out of four children are wearing a blue shirt).
NO 5.1 Recognize more and less of a quantity.
NO 5.2 Compare two quantities (up to four items) as same or more. The perceptual cue for the arrangement of objects needs to be salient (e.g., such as organizing objects by two side by side rows).
NO 5.1 Use the counting sequence to enumerate (count 1 by 1) a collection and to identify "how many" items in a collection).
NO 5.1 Recognize more or less of a quantity.
NO 5.2 Compare two quantities (up to four items) as same or more. The perceptual cue for the arrangement of objects needs to be salient (e.g., such as organizing objects by two side by side rows).
NO 6.2 Discriminate between numerals and other print symbols.
NO 7.1 Nonverbally demonstrates combining and separating quantities.
- **NO 7.1a** Add one item to another item.
- **NO 7.1b** Subtract one item from two items.

Sample Standards-Based Activities:
- Prepare treats for parents' night.
- Plant a classroom garden.
- Plan a class party.
- Organize a class trip in the community.
- Participate in a school cultural night.

- Prepare cards to thank classroom visitors.
- Write observations during a science experiment.
- Develop articles summarizing an activity for use in a school newspaper.
- Write a journal entry about Big-buddy day.
- Prepare a poster to highlight a school event.
- Write a summary of a student's daily activities for use in open house.
- Develop a letter to inform the principal of an exciting field trip event.

Task: 02-2 Content: Mathematics Grade: 2

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:
The student will use a schedule to participate in a variety of school activities.

Targeted AGSEs:

GM 8.1 Develop concept of time.
- **GM 8.1a** Listen and/or participate in calendar activities.
- **GM 8.1b** Participate in daily schedules and start to identify important times in ones day (e.g., identify what a student will do before lunch).
- **GM 8.1c** Begin to describe passage of time using terms such as: "day," "night"; "morning," "afternoon," "night"; "today," "yesterday," "tomorrow."
- **GM 8.1d** Start to understand time is the duration of an event from beginning to its end (e.g., by understanding a timer/ signal indicates the end).

GM 8.2 Develop ways to measure time.
- **GM 8.2a** Listen to others "talk time" (e.g., "it is 2:30, time to get ready to go home").

Sample Standards-Based Activities:

- Participate in morning circle time.
- Choose lunch for the week off the lunch schedule.
- Take part in the 100 day count down.
- Use a monthly school activity calendar.
- Write a journal entry that describes events that have happened in the past.

Task: 02-3 Content: Mathematics Grade: 2

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:
The student will participate in and/or complete an activity within a curriculum unit.

Targeted AGSEs:

GM 1.1 Identify, name, classify and sort 2-D shapes.
- **GM 1.1a** Use 2-D shapes (e.g., pattern blocks) for informal play.
- **GM 1.1b** Match shapes with another same size shape (e.g., match two same size shapes; match to meaningful shapes in the environment).
- **GM 1.1c** Match shapes with another different size shape (e.g., match two different size squares).

GM 1.2 Describe, draw and represent 2-D shapes.
- **GM 1.2a** Draw a 2-D shape with some accuracy (e.g., may use a computer).
- **GM 1.2c** Represent 2-D shapes (e.g., use a stamp of a shape to represent).

GM 1.3 Compose (put together) 2-D shapes to make new shapes.
- **GM 1.3a** Use shapes in isolation (concrete or semi-concrete) to make a picture (e.g., use pattern blocks or paper pattern blocks to make a picture).
- **GM 1.3b** Use shapes (concrete or semi-concrete) by combining the shapes to make a picture or design.
- **GM 1.3c** Use shapes to cover an outline by trial and error (e.g., use pattern blocks to cover a pattern block puzzle shape).

GM 3.1 Name, describe, compare, and sort 3-D concrete objects.
- **GM 3.1a** Use 3-D solids (e.g., geo- blocks, prisms, pyramids) for informal play.

GM 4.1 Use mirror images to create shapes that have line symmetry.
- **GM 4.1a** Match shapes with another same size shape (e.g., match two same size shapes that are rectangles).
- **GM 4.1b** Informally create 2-D shapes that have line symmetry (e.g., puts to same shapes next to each other to informally show line symmetry).

GM 6.1 Demonstrate conceptual understanding of length/height of a two-dimensional object.
- **GM 6.1a** Compare and communicate length of two objects directly using language such as "bigger," "smaller," "longer," "shorter," "taller" etc.

GM 7.1 Describe and compare attributes of objects.
- **GM 7.1a** Compare and communicate length of two objects using language such as "longer," "shorter."
- **GM 7.1b** Compare and communicate height of two objects using language such as "taller," "shorter."
- **GM 7.1c** Compare and communicate weight of two objects using language such as "heavier," "lighter."
- **GM 7.1d** Compare and communicate temperature using language such as "warmer," "cooler."

Sample Standards-Based Activities:

- Create patterns using stamps, tactile items, shaving cream, or sand.
- Sort students by student heights for a class picture.
- Describe objects using attributes (e.g., create/describe a "shirt" that is the correct size for each of 3 bears.
- Create holiday decorations (construct a snowman that uses small, smaller, smallest circles).
- Walk through the neighborhood to identify geometric shapes.
- Use geo blocks to create a picture to hang on the bulletin board.

Task: 02-4 Content: Reading Grade: 2

REQUIRED CONTENT STRAND:
Word Identification Skills and Vocabulary Strategies and Breadth of Vocabulary

Structured Performance:

The student will read/experience text related to self, family, and/or school.

Targeted AGSEs:

WID 1.1 Demonstrating that objects and concepts can be represented in a variety of formats (e.g., line drawings, photographs, environmental print, symbols, or actions as appropriate to the student's personal and classroom experiences).
WID 1.2 Identifying pictures, symbols, objects, and actions that represent:
WID 1.2a Self.
WID 1.2b Others and/or objects.
WID 1.3 Generalizing use of some pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments).
WID 1.4 Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds.
WID 1.5 Recognizing some letters in text and in the environment.
WID 1.6 Identifying the primary sounds represented by some letters (sound-symbol correspondence).
V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words).
V 3.1 Identifying vocabulary (pictures, symbols, objects or words) that demonstrate knowledge of basic pragmatic functions (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).
V 3.2 Using vocabulary to identify objects and events, (e.g. student applies his/her vocabulary in school environments).
V 3.4 Organizing vocabulary by:
V 3.4a category.
V 3.4b feature.

Sample Standards-Based Activities:

- Use word walls to assist with reading vocabulary related to school/community.
- Use pocket charts to categorize vocabulary.
- Label things in the room.
- Identify personal identification information (e.g., finding name on attendance chart).
- Read names/tasks on classroom helper list.
- Read holiday words on a seasonal card.
- Identify community helpers.
- Identify animals for zoo study.
- Create, read, and/or use a personal dictionary.

Task: 02-5 Content: Reading Grade: 2

CONTENT STRAND:
Early Reading Strategies

Structured Performance:
The student will recognize, utilize and/or read environmental print.

Targeted AGSEs:

ER 9.1 Discriminating among the sounds of language.
ER 9.2 Isolating phonemes in spoken syllables and single-syllable words (e.g., "Tell me the first sound in "mop." " Tell me the last sound in "mop." "Tell me the middle sound in "mop.")
ER 9.5 Recognizing pairs of rhyming words.
ER 10.1 Understanding that print (words, pictures, symbols, and objects) carries a message.
ER 10.2 Demonstrating understanding of orientation of literacy material (e.g., student holds a chart, picture, or book right-side up).
ER 10.3 Distinguishing between letters and words, pictures, symbols and objects.
ER 10.4 Demonstrating understanding that print materials are read top to bottom, left to right, front to back (e.g., student follows charts or simple books with eye gaze).
ER 10.5 Identifying the first and last parts of a word. (e.g., "Point to the beginning of the word." "Point to the end of the word.")
ER 10.8 Demonstrating a one-to-one matching of spoken words to words in print.

Sample Standards-Based Activities:

- Read label on material bins to return activity materials.
- Read posted word wall words to check the spelling of their own written work.
- Read a menu, zoo map, or signs to participate in an activity.
- Read a classroom schedule to move from one activity to another.
- Read center choices and select one.

Environmental Print: Printed material that surrounds the student in the classroom and other settings.

Task: 02-6 Content: Reading Grade: 2

CONTENT STRAND:
Early Reading Strategies

Structured Performance:

The student will listen to, manipulate, and/or read literacy materials.

Targeted AGSEs:

ER 9.1 Discriminating among the sounds of language.
ER 9.2 Isolating phonemes in spoken syllables and single-syllable words (e.g., "Tell me the first sound in "mop." "Tell me the last sound in "mop." "Tell me the middle sound in "mop.")
ER 9.5 Recognizing pairs of rhyming words.
ER 10.1 Understanding that print (words, pictures, symbols, and objects) carries a message.
ER 10.2 Demonstrating understanding of orientation of literacy material (e.g., student holds a chart, picture, or book right-side up).
ER 10.3 Distinguishing between letters and words, pictures, symbols and objects.
ER 10.4 Demonstrating understanding that print materials are read top to bottom, left to right, front to back (e.g., student follows charts or simple books with eye gaze).
ER 10.5 Identifying the first and last parts of a word. (e.g., "Point to the beginning of the word." "Point to the end of the word").
ER 10.6 Identifying key parts of a book.
ER 10.6a Identifying a book's front and back, print, and illustrations.
ER 10.8 Demonstrating a one-to-one matching of spoken words to words in print.

Sample Standards-Based Activities:

- Read poem/song charts during morning group.
- Locate and return magazines based on symbols and pictures.
- Manipulate literary materials appropriately (e.g. buddy reading, following teacher modeling).
- Listen to audio books to match words/pictures to spoken language (1 to 1 correspondence).
- Identify key words during the morning message.
- Read directions to participate in an activity.

Task: 35-1 Content: Mathematics Grades: 3-5

REQUIRED CONTENT STRAND:
Numbers and Operations

Structured Performance Task:
The student will participate in classroom, school and/or community monetary activities.

Targeted AGSEs:

NO 1.1 Represent and number small collections (1-4 items).
- **NO 1.1a** Recognize a small collection of one or two items (e.g., pointing to one or two items).
- **NO 1.1b** Recognize or labels a small collection up to "four" items such collections with a number symbol/word.
- **NO 1.1c** Show one or two items (e.g., responds to a request for one or two items by offering quantity or holding up two fingers).
- **NO 1.1d** Show up to four items (e.g., responds to a request for four items by offering quantity or holding up four fingers).

NO 1.3 Use counting sequence to enumerate (count one by one) a collection and to identify "how many" items in a collection.
NO 1.3a Demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., picture of 2 objects with number word (two) underneath pictures).
NO 1.3b Keep track of counted and uncounted objects so that each object is tagged only once.
NO 1.3.d Count by ones forward from a number other than one (e.g., 7.8…).
NO 1.3h Skip count by 2s, 5s, and 10s (may use a 100s chart).
NO 2.1 Demonstrate an understanding of grouping.
NO 2.2 Demonstrate an understanding that "10" is a special unit within the base- ten systems (Unitizing- ten represents one unit).
NO 2.5 Represent numbers in an expanded form
- **NO 2.5a** Show grouping of objects in sets of ten and remaining units (e.g., bundle of 10 and 7 singles; or 10 + 7).

NO 4.1 Identify decimals as a money notation (e.g., $0.70).
NO 6.12 Identify the larger of two written numbers.
NO 11.1 Identify the value of a penny as 1¢.
NO 11.2 Identify the value of a nickel as 5 pennies.
NO 11.3 Identify the value of a dime as 10 pennies.
NO 11.4 Identify the value of a quarter as 25 pennies.
NO 12.1 Demonstrate different kinds of counting (e.g., by ones, by fives, by 10s, by 25s).
NO 12.2 Add collections of like coins together to a sum no greater than $1.00 (e.g., ten dimes or four quarters).
NO 12.4 Matching coin combinations to cents and dollar notation.
NO 12.5 Add coins together to a value no greater than $1.00.
NO 13.2 Use semi-concrete materials (hundreds' chart, number line) to show one or two more or less than the original number.
NO 13.3 Knows number combinations (1-10) for addition and subtraction.

NO 15.1 Use concrete materials to show addition or subtraction with two digit multiples of ten.
NO 17.2 Identify more or less.

Sample Standards-Based Activities:

- Prepare bake sale menu prices.
- Choose products for fund raising.
- Participate in yearbook sales.
- Take part in field trips to community stores to make purchases.
- Assist in a book fair/book orders.
- Sell school store items.

Task: 35-2 Content: Mathematics Grades: 3-5

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:
The student will participate in and/or complete an activity within a curriculum unit.

Targeted AGSEs:

GM 1.1 Identify, name, classify and sort 2-D shapes.
- **GM 1.1a** Use 2-D shapes (e.g., pattern blocks) for informal play.
- **GM 1.1b** Match shapes with another same size shape (e.g., match two same size shapes; match to meaningful shapes in the environment).
- **GM 1.1c** Match shapes with another different size shape and orientation (e.g., match two different size rectangles).
- **GM 1.1d** Match and compare shapes and the parts of shapes to justify congruency (e.g., identify two shapes are the same size by putting one shape on top of the other shape).

GM 1.2 Describe, draw and represent 2-D shapes.
- **GM 1.2a** Draw a 2-D shape with accuracy (e.g., may use a computer).
- **GM 1.2b** Describe a 2-D shape informally (e.g., possibly identify number of corners or sides).
- **GM 1.2c** Represent 2-D shapes (e.g., use a stamp of a shape to represent).

GM 1.3 Compose (put together) 2-D shapes to make new shapes.
- **GM 1.3a** Use shapes in isolation (concrete or semi-concrete) to make a picture (e.g., use pattern blocks or paper pattern blocks to make a picture).
- **GM 1.3b** Use shapes (concrete or semi-concrete) by combining the shapes to make a picture or design.
- **GM 1.3c** Use shapes to cover an outline first by trial and error and then showing evidence of spatial planning (foresight) (e.g., use pattern blocks to cover a pattern block puzzle shape).
- **GM 1.3d** Compose shapes into a new shape (e.g., use two trapezoids to make a hexagon or use two squares to make a rectangle).

GM 3.1 Name, describe, compare, and sort 3-D concrete objects.
- **GM 3.1b** Informally describe, compare and sort 3-D concrete objects (e.g., identifying a cone to look like an ice-cream cone. Pointing out a sphere rolls like a ball).

GM 4.1 Use mirror images to create shapes that have line symmetry.
- **GM 4.1a** Match shapes with another same size shape (e.g., match two same size shapes that are rectangles).
- **GM 4.1b** Informally create 2-D shapes that have line symmetry (e.g., puts to same shapes next to each other to informally show line symmetry).
- **GM 4.1c** Identify and create shapes that have line symmetry.

GM 4.2 Compose and decompose shapes and use line symmetry to demonstrate congruent parts within a shape.
- **GM 4.2b** Use shapes (concrete or semi-concrete) by combining the shapes to make a picture or design.
- **GM 4.2c** Use shapes to cover an outline first by trial and error and then showing evidence of spatial planning (foresight) (e.g., use pattern blocks to cover a pattern block puzzle shape).
- **GM 4.2d** Compose shapes into a new shape that show line symmetry (e.g., use two trapezoids to make a hexagon).

GM 5.1 Identify similar shapes.
GM 5.1a Match shapes with another same size shape (e.g., match two same size shapes that are rectangles).
GM 5.1b Match two same shapes but one is a different size shape (e.g., match two different size rectangles).
GM 5.1c Match shapes with another different size and orientation.
GM 6.1 Demonstrate conceptual understanding of length/height of a two-dimensional object.
GM 6.1a Compare and communicate length of two objects directly using language such as "bigger," "smaller," "longer," "shorter," "taller" etc.
GM 6.1b Compare length transitively: (length of two objects can be compared by representing each using string or paper strips).
GM 6.1c Engage in experiences to connect number with length using both conventional rulers and manipulative units that are standard units, such as centimeter cubes.
GM 6.2 Understand how to measure perimeter.
GM 6.3 Understand how to measure area.
GM 6.3a Compare area by placing one object on top of another to determine which has more space.
GM 6.3b Cover area with units (tiles) and count individual squares.
GM 7.1 Describe and compare attributes of objects.
GM 7.1a Compare and communicate length of two objects using language such as "longer," "shorter."
GM 7.1b Compare and communicate height of two objects using language such as "taller," "shorter."
GM 7.1c Compare and communicate weight of two objects using language such as "heavier," "lighter."
GM 7.1d Compare and communicate temperature using language such as "warmer," "cooler."
GM 7.1e Compare and communicate capacity using language such as "more," "less."

Sample Standards-Based Activities:

- Create a diorama or mobile to display in the classroom.
- Create a PowerPoint with flow charts.
- Sort materials for Pioneer Days.
- Use shapes to produce art projects.
- Measure objects in the classroom to make a graph.

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Task: 35-3 Content: Mathematics Grades: 3-5

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:

The student will use a schedule to participate in a variety of school activities.

Targeted AGSEs:

GM 8.1 Develop concept of time.
- **GM 8.1a** Participate in calendar activities and start to identify days and months.
- **GM 8.1b** Participate in daily schedules and start to identify important times in ones day (e.g., identify what a student will do before lunch).
- **GM 8.1c** Begin to describe passage of time using terms such as: "day," "night,"; "morning," "afternoon," "night,"; "today," "yesterday," "tomorrow."
- **GM 8.1d** Start to understand time is the duration of an event from beginning to its end (e.g., by understanding a timer/ signal indicates the end).
- **GM 8.1e** Describe passage of time by using a calendar to figure out how many more days to a special event (e.g., how many more days until a birthday).
- **GM 8.1f** Identify or predict what comes next in a daily schedule.
- **GM 8.1g** Develop concepts of "how long" for time units (e.g., second, minute and hour).

GM 8.2 Develop ways to measure time.
- **GM 8.2a** Listen to others "talk time" (e.g., "it is 2:30, time to get ready to go home").
- **GM 8.2b** Time familiar events in ones life with a timer (e.g., brushing teeth, eating lunch).
- **GM 8.2c** Identify actual time to the hour.
- **GM 8.2d** Identify time for an event that is one hour away from the actual time.

Sample Standards-Based Activities:

- Plan a day's event.
- Maintain a homework assignment schedule.
- Use the lunch schedule to plan lunch purchases for the week.
- Write a journal entry that covers a period of time.
- Keep a daily agenda/planner.

Task: 35-4 Content: Reading Grades: 3-5

REQUIRED CONTENT STRAND:
Word Identification Skills and Vocabulary Strategies and Breadth of Vocabulary

Structured Performance:

The student will read/experience text related to school and/or community.

Targeted AGSEs:

WID 1.1 Demonstrating that objects and concepts can be represented in a variety of formats (e.g., line drawings, photographs, environmental print, symbols, or actions as appropriate to the student's personal and classroom experiences).
WID 1.2 Identifying pictures, symbols, objects, and actions that represent:
- **WID 1.2a** Self.
- **WID 1.2b** Others and/or objects.
- **WID 1.2c** Actions.

WID 1.3 Generalizing use of some pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments and the community).
WID 1.4 Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds.
WID 1.5 Recognizing most letters in text and in the environment.
WID 1.6 Identifying the primary sounds represented by most letters (sound-symbol correspondence).
WID 1.7 Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., decodable) one- or two-syllable words.
WID 1.8 Reading high frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom and community experiences.
WID 1.9 Using knowledge of sounds and letter patterns (including common endings such as "-s," –ed", "-ly", "-ing") to read regularly spelled one- or two-syllable words.
V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words).
V 2.2 Using context clues (e.g., in text or pictures).
V 2.3 Using other resources to connect unknown words to known words:
- **V 2.3a** Using prior knowledge.
- **V 2.3b** Using personal word banks.

V 3.1 Identifying vocabulary (pictures, symbols, objects or words) that demonstrate knowledge of basic pragmatic functions (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).
V 3.2 Using that vocabulary to identify and/or describe objects and events, (e.g. student applies his/her vocabulary in school environments and in the community).
V 3.4 Organizing vocabulary by:
- **V 3.4a** category.
- **V 3.4b** feature.
- **V 3.4c** function.

V 3.5 Selecting the appropriate word to use in context (e.g., student uses pictures to complete sentences or storyboards).

Sample Standards-Based Activities:

- Choose the correct vocabulary word using context clues.
- Read word walls to assist with reading vocabulary related to school/community.
- Play community vocabulary bingo.
- Read labels in the community (food labels, teacher/student mailboxes, completed homework bin).
- Read community information (the town on the school bus, message on school bulletin board) to perform a task.
- Read names/tasks on classroom helper list.
- Identify symbols/signs found in your community (hospital, school, crosswalk, caution, park, fire station, and/or telephone) to perform a task.
- Read classroom website to identify upcoming classroom events or homework assignments.

Task: 35-5 Content: Reading Grades: 3-5

CONTENT STRAND:
Initial Understanding, Analysis and Interpretation of Informational Text

Structured Performance:

The student will use informational text to gather and interpret information to gain knowledge and expand knowledge on a specific topic.

Targeted AGSEs:

IT 7.1 Identifying the features of informational texts.
IT 7.1a Identifying the cover, text, and illustrations.
IT 7.1b Headings, charts, maps, diagrams.
IT 7.2 Obtaining information from the features of informational texts (e.g., student gets a phone number from a phone book).
IT 7.3 Using explicitly stated information to answer literal questions.
IT 7.3a Related to the main idea or key details.
IT 7.4 Identifying the differences between different types of informational material (e.g., schedule vs. menu).
IT 7.5 Locating and/or recording information to show understanding when given an organizational format.
IT 8.1 Communicating what was learned.
IT 8.2 Identifying the general topic of a text.
IT 8.2a Identifying main/central idea.
IT 8.3 Drawing basic inferences and/or conclusions.
IT 8.4 Recognizing simple causes and effects within the text.
IT 8.5 Comparing facts and details within a text.

Sample Standards-Based Activities:

- Use a newspaper to read and choose weekend activities.
- Read and follow directions to complete a science experiment.
- Research a topic to participate in a group activity or presentation.
- Follow a map or route within the school to get to a location.
- Read a classroom schedule or event program to make a choice.
- Respond appropriately to environmental signs in the school or community.
- Read a website to plan a fieldtrip.

Task: 35-6 Content: Reading Grades: 3-5

CONTENT STRAND:
Initial Understanding, Analysis & Interpretation of Literary Text

Structured Performance:
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.

Targeted AGSEs:

LT 4.1 Identifying and/or describing literary elements in a story.
LT 4.1a Characters or setting.
LT 4.1b Major events.
LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).
LT 4.3 Retelling the beginning, middle, and/or end of a story.
LT 4.3a Retelling the key events in a story in order.
LT 4.4 Distinguishing between literary and informational text.
LT 4.5 Distinguishing among a variety of types of literary text, such as poetry, plays, or fairy tales.
LT 5.1 Making predictions about what might happen next.
LT 5.1a Telling why the prediction was made.
LT 5.2 Identifying and/or describing the main characters' physical characteristics or personality traits.
LT 5.3 Recognizing causes and effects (e.g., student responds to "Why did the first pig's house fall down?").
LT 5.4 Making basic inferences about text.
LT 5.5 Identifying who is telling the story.
LT 6.1 Connecting stories or other texts to personal experience, prior knowledge, or other texts.

Sample Standards-Based Activities:

- Use a storyboard to identify characters.
- Use a story webs/ map to respond to simple questions about the story.
- Make predictions based on the title, cover and/or story; picture walks.
- Role-play to retell a story.
- Use story box materials to identify characters or setting.
- Use a picture walk to identify cause and effect.
- Use a storyboard to identify who is telling the story.
- Describe personal experience related to text/story.

Task: 04-1 Content: Writing Grade: 4

REQUIRED CONTENT STRAND:
Structures of Language and Writing Conventions

Structured Performance Task:
The student will write in response to activities within their school environment.

Targeted AGSEs:

SL 1.1 Creating pictures, symbols, objects, and/or words to communicate meaning.
SL 1.4 Distinguishing between written texts.
  SL 1.4a Distinguishing between numbers, letters and words.
  SL 1.4b Distinguishing between words and sentences.
SL 1.5 Recognizing letters.
  SL 1.5a Recognizing uppercase letters.
  SL 1.5b Recognizing lowercase letters.
SL 1.6 Writing letters.
  SL 1.6a Upper case.
  SL 1.6b Lower case.
SL 1.7 Demonstrating understanding that picture, symbols, objects, and words are written left to right.
SL 1.8 Leaving space between letters and words he/she writes.
SL 1.9 Expressing an idea with pictures, symbols, objects and/or words.
  SL 1.9a Writing a phrase.
  SL 1.9b Writing a simple sentence.
WC 9.1 Recognizing the difference between uppercase and lowercase letters.
WC 9.3 Spell his/her own name correctly.
  WC 9.3a Recognizing his/her own name.
  WC 9.3b Spell first name.
  WC 9.3c Spell last name.
WC 9.4 Spelling common words correctly.
WC 9.5 Recognizing and/or creating a complete sentence that has a subject and predicate.
WC 9.6 Use capitalization correctly.
  WC 9.6a Capitalizing his/her own first and name.
  WC 9.6b Capitalizing his/her own last name.
  WC 9.6c Capitalizing the beginning of a sentence.
WC 9.7 Using punctuation correctly.

Sample Standards-Based Activities:

- Write about a favorite activity (field day, book fair, assemblies, reading and arts week, school spirit day, 100 day of school, fire prevention week, dental health week).
- Write about a classmate's holiday customs.
- Write a summary of an interview with a classroom visitor.

- Prepare cards to thank classroom visitors.
- Write observations during a science experiment.
- Develop articles summarizing an activity for use in a school newspaper.
- Write a journal entry about Big-buddy day.
- Prepare a poster to highlight a school event.
- Write a summary of a student's daily activities for use in open house.
- Develop a letter to inform the principal of an exciting field trip event.

Task: 04-2 **Content: Writing** **Grade: 4**

CONTENT STRAND:
Writing in Response to Literary and Informational Text

Structured Performance Task:

The student will develop a writing piece in response to a literary text.

Targeted AGSEs:

LT 2.1 Selecting appropriate information to set the text's context/background.
LT 2.1a Recognizing the title and/or author or drawing or selecting picture (e.g., student points to title of text).
LTI 2.1b Retelling and/or summarizing the text.
LT 2.2 Connecting what has been read (the plot, ideas, and concepts) to prior knowledge, other texts, or the broader world of ideas.
LT 3.1 Using prior knowledge or references to text to respond to a question.
LT 3.2 Stating a focus /purpose when responding to a given question.
LT 3.3 Describing content, events, characters, settings.
LT 3.4 Organizing ideas from the text.

Sample Standards-Based Activities:

- Create a book report on a story read.
- Describe the events of a character from a story.
- Write about the feelings of the character from a story.

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Task: 04-3 Content: Writing Grade: 4

CONTENT STRAND:
Writing in Response to Literary and Informational Text

Structured Performance Task:
The student will develop a writing piece in response to an informational text.

Targeted AGSEs:

LT 2.1 Selecting appropriate information to set the text's context/background.
LT2.1a Recognizing the title and/or author or drawing or selecting picture (e.g., student points to title of text).
LT2.1b Retelling and/or summarizing the text.
LT 2.2 Connecting what has been read (the plot, ideas, and concepts) to prior knowledge, other texts, or the broader world of ideas.
LT 3.1 Using prior knowledge or references to text to respond to a question.
LT 3.2 Stating a focus /purpose when responding to a given question.
LT 3.3 Describing content, events, characters, settings.
LT 3.4 Organizing ideas from the text.

Sample Standards-Based Activities:

- Write a lab report after reading the observations written about a science experiment.
- Describe content of an informational article in a weekly reader (News-2-You).
- Create a book report on a biography.
- Write about the most popular movies for the current month, after reading the newspaper.
- Creating a summary of what is needed, after reviewing a recipe.
- Develop captions that represent informational concepts learned (e.g. writing captions to pictures that represent good nutrition, safety, health).
- Write a "to do list" after reading about an upcoming school event.
- Write a list of questions for a school visitor, after reading their biography.

Task: 68-1 Content: Mathematics Grades: 6-8

REQUIRED CONTENT STRAND:
Numbers and Operations

Structured Performance Task:
The student will use number concepts to plan an activity, gather the appropriate materials/information for the activity and/or complete the activity.

Targeted AGSEs:

NO 1.1 Represent and number small collections (1 to 4 items).
- **NO 1.1a** Recognize a small collection of one or two items (e.g., pointing to one or two items).
- **NO 1.1b** Recognize or labels a small collection up to "four" items such collections with a number symbol/word.
- **NO 1.1c** Show one or two items (e.g., responds to a request for one or two items by offering quantity or holding up two fingers).
- **NO 1.1d** Show up to four items (e.g., responds to a request for four items by offering quantity or holding up four fingers).

NO 1.3 Use the counting sequence to enumerate (count 1 by 1) a collection and to identify "how many" items in a collection).
- **NO 1.3a** Demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., picture of 2 objects with number word (two) underneath pictures).
- **NO 1.3b** Keep track of counted and uncounted objects so that each object is tagged only once.

NO 3.1 Demonstrate an understanding of a whole unit (e.g., Show one whole brownie (area model)).
NO 3.2 Show that fractional parts are equal shares or equal-sized portions of a whole unit using area models (e.g., shows a fair share of a cookie; folds a piece of paper into two halves; identifies two out of four children are wearing a blue shirt).
NO 3.3 Recognize everyday uses of fractional parts with area models and discrete (set) models using $\frac{1}{4}, \frac{1}{3}, \frac{1}{2}$ (e.g., identifies $\frac{1}{2}$ of an apple; identifies one trapezoid on top of a hexagon as being $\frac{1}{2}$).
NO 3.4 Identify the relationship between the denominator and the whole (e.g., identifies how many parts to the whole).
NO 3.5 Identify the relationship between the numerator and the whole (e.g., identifies how many parts shaded within the whole).
NO 3.6 Compare fractions by comparing portions with two area models (e.g., compares two rectangles shaded with different portions and identifies which has the larger shaded portion).
NO 5.1 Recognize more and less of a quantity.
NO 5.2 Compare two quantities (up to four items) as same or more. The perceptual cue for the arrangement of objects needs to be salient (e.g., such as organizing objects by two side by side rows).
NO 5.3 Use counting to compare two quantities (up to four items) as same or more (e.g., count 2 groups of different items and tell if they are the same or more).
NO 5.4 Recognize equivalent collections of four or more items despite appearances (number conservation) (e.g., use different age appropriate items for comparison of quantity).

NO 5.5 Use *larger number principle* – the later a number word appears in the counting sequence, the larger the collection it represents (e.g., a collection of 33 is larger than 27 because 33 appears after 27 in the counting sequence).
NO 5.8 Understand and apply ordinal terms
NO 5.8a Indicate the ordinal terms (first, second, third… to tenth) (e.g., identifies first person in line).
NO 5.8b Apply ordinal terms (e.g., identify classroom by their number, such as "room #1 or "room #13").
NO 6.2 Discriminate between numerals and other print symbols.
NO 6.3 Identify/recognize numerals 1-10 (e.g., is able to point out a "five" given a choice of numerals).
NO 6.4 Communicate 1-9 numerals (e.g., write, use number cards, communication board).
NO 6.5 Use 1-9 numerals to represent the cardinal value (how many) of a collection (e.g., use the number three to represent the cardinal value of a group of three).
NO 6.6 Appropriately label the quantity of an empty set (e.g., "0", "none", "nothing").
NO 6.7 Identify a 2 digit number (e.g., write, use number cards, communication board).
NO 6.8 Communicate 2 digit numbers (e.g., write, use numbers cards, communication board)
NO 6.9 Use numbers (1-199) or words (one-twenty) or models to represent the cardinal value (how many) of a collection.
NO 6.10 Identify a 3 digit number.
NO 7.1 Nonverbally demonstrates combining and separating quantities.
NO 7.1a Add one item to another item.
NO 7.1b Subtract one item from two items.
NO 7.2 Use direct-modeling (concrete materials or pictures) to solve addition and subtraction word problems (joining actions, separating actions, part-part whole relationships and comparison situations).
NO 7.2a Use sums to 6 and corresponding differences.
NO 7.2b Use sums to 10 and corresponding differences.
NO 7.2c Use sums to 18 and corresponding differences.
NO 7.2d Connect correct symbols to operation (e.g. +, –).
NO 7.6 Use a calculator for computation.
NO 8.1 Recognize grouping situations.
NO 12.4 Matching coin combinations to cents and dollar notation.
NO 17.1 Use comparisons to estimate size (e.g., as big as a …).
NO 17.2 Identify more or less.

Sample Standards-Based Activities:

- Participate in a school-wide multicultural fair.
- Plan a social studies project.
- Create a class recipe book.
- Plan a special event, such as Teacher Appreciation Day.
- Make purchases for a food preparation activity.
- Create a poster of dietary guidelines in health class.

Task: 68-2 Content: Mathematics Grades: 6-8

CONTENT STRAND:
Data, Statistics and Probability

Structured Performance Task:
The student will create and test a hypothesis by collecting and presenting data.

Targeted AGSEs:

DSP 1.1 Interpret data.
- **DSP 1.1a** Engage with a display of data as others make observational statements e.g., chart displaying lunch count; how many students are having milk or hot lunch?

DSP 2.1 Describe and analyze data.
- **DSP 2.1a** Indicate an understanding of comparison words to describe collections in the school setting, (e.g., more/most/less/fewer/ same/none/larger/smaller/ middle).
- **DSP 2.1b** Use comparison words to describe collections in the school setting, (e.g., more/most/less/fewer/ same/none/larger/smaller/ middle/equal).
- **DSP 2.1c** Determine which category has the most.

DSP 3.1 Make decisions on how to classify data.
- **DSP 3.1a** Given a class of objects, engage with informal sorting experiences (e.g., help to put away school materials; sort blocks by the child's chosen attribute, etc.).
- **DSP 3.1b** Engage in sorting activities that focus with identified attributes of objects (e.g., sorting by color; play sorting games).

DSP 3.2 Represent data.
- **DSP 3.2a** Engage with charts, graphs, or tables
- **DSP 3.2b** Represent a small data set with physical objects (e. g., simulate a bar graph with cubes).

DSP 5.1 Discuss and make predictions.
- **DSP 5.1a** Engage in discussions using prediction language such as "likely" and "unlikely" or "possible" and "impossible" (e.g., weather predictions).
- **DSP 5.1b** Discuss events related to the student's experiences using prediction language such as "likely" and "unlikely" or "possible" and "impossible" (e.g., asking the student if it is "likely" or "unlikely" to rain on a sunny day).
- **DSP 5.1c** Justify a conclusion based on data (e.g., "Why do we need to wear a coat today?).

DSP 6.1 Formulate questions that can be addressed with data collection.
- **DSP 6.1a** Identify what information is interesting to know (e.g., favorite TV show, ice cream; number of pets, teeth lost).
- **DSP 6.1b** Pose a question to answer/find information (e.g., "How many pets do you have?").

DSP 6.2 Collect data.
- **DSP 6.2a** Participate with another person to collect and record data.
- **DSP 6.2b** Indicate an awareness of collections within the environment (e.g., number of boys and girls in a classroom).
- **DSP 6.2c** When given a problem or situation, determine the data that must be collected.
- **DSP 6.2d** Identify where and how to collect the data (e.g., ask classmates; use counts and tallies).
- **DSP 6.2e** Identify how much data to collect (e.g., sample size).

Sample Standards-Based Activities:

- Participate in science experiments.
- Conduct class/school surveys.
- Set up voting experiences, such as class elections.
- Use data charts to make decisions.
- Maintain a progress chart.

Task: 68-3 Content: Mathematics Grades: 6-8

CONTENT STRAND:
Data, Statistics and Probability

Structured Performance Task:
The student will interpret given data to make decisions.

Targeted AGSEs:

DSP 1.1 Interpret data.
- **DSP 1.1a** Engage with a display of data as others make observational statements e.g., chart displaying lunch count; how many students are having milk or hot lunch?
- **DSP 1.1b** Make observational statements about parts of the data and /or the set of data as a whole (identifying how many in one category or identify which category has the most).

DSP 2.1 Describe and analyze data.
- **DSP 2.1a** Indicate an understanding of comparison words to describe collections in the school setting, (e.g., more/most/less/fewer/ same/none/larger/smaller/ middle).
- **DSP 2.1b** Use comparison words to describe collections in the school setting, (e.g., more/most/less/fewer/ same/none/larger/smaller/ middle/equal).

DSP 3.1 Make decisions on how to classify data.
- **DSP 3.1a** Given a class of objects, engage with informal sorting experiences (e.g., help to put away school materials; sort blocks by the child's chosen attribute, etc.).
- **DSP 3.1b** Engage in sorting activities that focus with identified attributes of objects (e.g., sorting by color; play *sorting games*).

DSP 3.2 Represent data.
- **DSP 3.2a** Engage with charts, graphs, or tables
- **DSP 3.2b** Represent a small data set with physical objects (e. g., simulate a bar graph with cubes).

DSP 5.1 Discuss and make predictions.
- **DSP 5.1a** Engage in discussions using prediction language such as "likely" and "unlikely" or "possible" and "impossible" (e.g., weather predictions).
- **DSP 5.1b** Discuss events related to the student's experiences using prediction language such as "likely" and "unlikely" or "possible" and "impossible" (e.g., asking the student if it is "likely" or "unlikely" to rain on a sunny day).
- **DSP 5.1c** Justify a conclusion based on data (e.g., "Why do we need to wear a coat today?).

Sample Standards-Based Activities:

- Use weather charts to plan for a trip.
- Make predictions about a science experiment.
- Read information on food boxes to make healthy choices.
- Put away inventory at the school store.
- Analyze weather patterns.

Task: 68-4 Content: Reading Grades: 6-8

REQUIRED CONTENT STRAND:
Word Identification Skills and Vocabulary Strategies and Breadth of Vocabulary

Structured Performance:

The student will read/experience text related to community, state, and/or vocational topics.

Targeted AGSEs:

WID 1.1 Demonstrating that objects and concepts can be represented in a variety of formats (e.g., line drawings, photographs, environmental print, symbols, or actions as appropriate to the student's personal and classroom experiences).
WID 1.2 Identifying pictures, symbols, objects, and actions that represent:
- **WID 1.2a** Self.
- **WID 1.2b** Others and/or objects.
- **WID 1.2c** Actions.
- **WID 1.2d** Some abstract meanings.

WID 1.3 Generalizing use of some pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments, the community and/or vocational settings).
WID 1.8 Reading high frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom, community, and vocational experiences.
WID 1.10 Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multisyllabic words.
- **WID 1.10a** Identifying word families.
- **WID 1.10b** Identifying prefixes and suffixes.

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words).
V 2.2 Using context clues (e.g., in text or pictures).
V 2.3 Using other resources to connect unknown words to known words:
- **V 2.3b** personal word banks.
- **V 2.3c** illustrations and diagrams.
- **V 2.3d** dictionaries.

V 3.1 Identifying vocabulary (pictures, symbols, objects or words) that demonstrate knowledge of basic pragmatic functions (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).
V 3.2 Using that vocabulary to identify and/or describe objects and events, (e.g. student applies his/her vocabulary in school environments, in the community, and/or in vocational settings).
V 3.3 Identifying and/or using synonyms (e.g., big/large) and antonyms (e.g., hot/cold).
V 3.4 Organizing vocabulary by:
- **V 3.4a** category.
- **V 3.4b** feature.
- **V 3.4c** function.

V 3.5 Selecting the appropriate word to use in context (e.g., student uses pictures to complete sentences or storyboards).
- **V 3.5a** Explaining the use of words in context.

V 3.6 Identifying shades of meaning (e.g., the difference between cold and freezing).

Sample Standards-Based Activities:

- Use a personal dictionary to assist with reading vocabulary related to community, state, vocational topics.
- Read labels on store items to choose an item when visiting a store.
- Read a store flyer on a website to create a shopping list.
- Use a list to take inventory of school store items.
- Identify community information (e.g., reading information on a RIPTA bus) to perform a task.
- Identify symbols/signs found in your community (e.g., hospital, school, crosswalk, caution, park, fire station, and/or telephone) to perform a task.

Task: 68-5 Content: Reading Grades: 6-8

CONTENT STRAND:
Initial Understanding, Analysis & Interpretation of Literary Text

Structured Performance:
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.

Targeted AGSEs:

LT 4.1 Identifying literary and/or describing elements in a story.
- **LT 4.1a** Characters or setting.
- **LT 4.1b** Major events
- **LT 4.1c** Problem, solution or plot
- **LT 4.1d** Identifying any significant changes in character or setting over time.

LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).
LT 4.3 Retelling the beginning, middle, and/or end of a story.
- **LT 4.3a** Retelling the key events in a story in order.
- **LT 4.3b** Paraphrasing or summarizing the plot, with major events sequenced, as appropriate to text.

LT 4.4 Distinguishing between literary and informational text.
LT 4.5 Distinguishing among a variety of types of literary text, such as poetry, plays, fantasies, realistic fiction, or mysteries.
LT 5.1 Making predictions about what might happen next.
- **LT 5.1a** Telling why the prediction was made.
- **LT 5.1b** Making logical predictions based on evidence in the text.

LT 5.3 Recognizes causes and effects.
- **LT 5.3a** Making inferences about causes and effects.

LT 5.4 Making basic inferences about text.
- **LT 5.4a** Making basic inferences about problem, conflict, or solution.

LT 5.6 Identifying literary devices as appropriate to genre such as, rhyme, repeated language, dialogue, description.
LT 6.1 Connecting stories or other texts to personal experience, prior knowledge, or other texts.
LT 6.2 Providing relevant details to support the connections made.

Sample Standards-Based Activities:

- Create cartoons/flip books to retell a story.
- Use a storyboard to identify characters.
- Use a story webs/ map to respond to simple questions about the story.
- Make inferences/predictions based on the title, cover and/or story; picture walks.
- Use story box materials to identify characters or setting.
- Use a picture walk to identify cause and effect.
- Use a storyboard to identify who is telling the story.
- Describe personal experience related to text/story.

Task: 68-6 Content: Reading Grades: 6-8

CONTENT STRAND:
Initial Understanding, Analysis and Interpretation of Informational Text

Structured Performance:

The student will use informational text to gather and interpret information to gain knowledge and expand knowledge on a specific topic.

Targeted AGSEs:

IT 7.1 Identifying the features of informational texts.
IT 7.1a Identifying the cover, text, and illustrations.
IT 7.1b Headings, charts, maps, diagrams.
IT 7.2 Obtaining information from the features of informational texts (e.g., student gets a phone number from a phone book).
IT 7.3 Using explicitly stated information to answer literal questions.
IT 7.3a Related to the main idea or key details.
IT 7.4 Identifying the differences between different types of informational material (e.g., schedule vs. menu).
IT 7.5 Locating and/or recording information to show understanding when given and/or provided a choice of organizational format.
IT 7.6 Charting, mapping, paraphrasing and/or summarizing the main/central idea or purpose of an informational text.
IT 8.1 Communicating what was learned.
IT 8.2 Identifying the general topic of a text.
IT 8.2a Identifying main/central idea.
IT 8.3 Drawing basic inferences and/or conclusions.
IT 8.3a Identifying the purpose of text.
IT 8.4 Recognizing and or making inferences about simple causes and effects within the text (e.g., When given a text about growing plants, student is able to answer the question, "What would happen if the plant has no sunlight?").
IT 8.5 Combining and/or comparing facts and details within a text.

Sample Standards-Based Activities:

Uses informational text as a tool to:

- Extract and share facts by creating a PowerPoint presentation or brochure.
- Read and follow directions to complete a science experiment.
- Research a career.
- Follow a map or route within the school.
- Read a schedule (bus schedule, daily schedule) to make a choice.
- Plan a class trip.
- Make inferences about weather patterns in different parts of the country.
- Compare facts and details about different cultures or time periods.

Task: 07-1 Content: Writing Grade: 7

CONTENT STRAND:
Structures of Language and Writing Conventions

Required Structured Performance Task:

The student will write in response to activities within their community.

Targeted AGSEs:

SL 1.1 Creating pictures, symbols, objects, and/or words to communicate meaning.
SL 1.4 Distinguishing between written texts.
SL 1.4a Distinguishing between numbers, letters and words.
SL 1.4b Distinguishing between words and sentences.
SL 1.6 Writing letters.
SL 1.6a Upper case.
SL 1.6b Lower case.
SL 1.7 Demonstrating understanding that pictures, symbols, objects, and/or words are written left to right.
SL 1.8 Leaving space between letters and words he/she writes.
SL 1.9 Expressing an idea with pictures, symbols, objects and/or words.
SL 1.9a Writing a phrase.
SL 1.9b Writing a simple sentence.
SL1.9c Creating several simple related and ordered sentences to develop an idea/topic.
SLI 1.9d Using a variety of sentence structures, such as, declarative, interrogative, simple, complex.
WC 9.1 Recognizing the difference between uppercase and lowercase letters.
WC 9.2 Recognizing the difference between a punctuation mark and a letter.
WC 9.3 Spell his/her own name correctly.
WC 9.3a Recognizing his/her own name.
WC 9.3b Spell first name.
WC 9.3c Spell last name.
WC 9.4 Spelling common words correctly.
WC 9.5 Recognizing and/or creating a complete sentence that has a subject and predicate.
WC 9.6 Use capitalization correctly.
WC 9.6a Capitalizing his/her own first name.
WC 9.6b Capitalizing his/her own last name.
WC 9.6c Capitalizing the beginning of a sentence.
WC 9.6d Capitalizing proper nouns.
WC 9.7 Using punctuation correctly.
WC 9.7a Using period and question marks correctly.
WC 9.7b Using exclamation points correctly.
WC 9.8 Using parts of speech correctly.
WC 9.8a Using plural forms of nouns.
WC 9.8b Using simple verb tenses.

Sample Standards-Based Activities:

- Write about a favorite extra-curricular or community activity (e.g., girl/boy scouts, church/youth group, Special Olympics, music activities, after school programs, sporting events, and library).
- Write about a family/community holiday custom.
- Prepare interview questions to ask a community worker.
- Prepare cards to thank people in the community.
- Develop articles for a local newspaper about community/school team events.
- Prepare a community poster to publicize a school event.
- Write to prepare for a presentation in the community (e.g., an Art festival, service learning projects).
- Write a review of the school play performed at the Senior Center.
- Write about a visit to the Museum of Science.
- Write about the scariest tale told during a trip to Salem, MA.

Task: 07-2 Content: Writing Grade: 7

CONTENT STRAND:
Narrative Writing: Creating a Story Line and Applying Narrative Strategies

Structured Performance Task:

The student will develop narrative writing based in response to literary experiences.

Targeted AGSEs:

N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.
N 4.2 Using pictures, symbols, objects, and/or words to create an understandable story line.
N 4.2a Creating a story line with a beginning, middle, and end (may take the form of words or pictures or some combination).
N 4.2b Using dialogue to advance plot or story line (e.g., what would this character say?).
N 5.1 Describing an object and/or experience.
N 5.1a Describing a familiar object.
N 5.1b Using sensory language to describe objects.
N 5.1c Describing a familiar experience.
N 5.2 Creating character(s) (e.g., student draws a picture when given a description, if needed).
N 5.2a Using some details to describe character(s).
N 5.3 Describing a setting (e.g., student selects the picture that shows where the story takes place).

Sample Standards-Based Activities:

- Complete a book response, after reading a grade-level appropriate book (e.g. Wringer, Hatchet, Holes).
- Write about a fictional character.
- Create a book jacket with a drawing and brief description of the book.
- Write a summary of a personal experience similar to a character in a book.
- Develop a story sequel to a grade-level appropriate book.
- Write an alternative ending to a newspaper article about the town festival.

Task: 07-3 Content: Writing Grade: 7

CONTENT STRAND:
Narrative Writing: Creating a Story Line and Applying Narrative Strategies

Structured Performance Task:

The student will develop narrative writing based on real-life experiences.

Targeted AGSEs:

N 4.1 Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.
N 4.2 Using pictures, symbols, objects, and/or words to create an understandable story line.
N 4.2a Creating a story line with a beginning, middle, and end (may take the form of words or pictures or some combination).
N 4.2b Using dialogue to advance plot or story line (e.g., what would this character say?).
N 5.1 Describing an object and/or experience.
N 5.1a Describing a familiar object.
N 5.1b Using sensory language to describe objects.
N 5.1c Describing a familiar experience.
N 5.2 Creating character(s) (e.g., student draws a picture when given a description, if needed).
N 5.2a Using some details to describe character(s).
N 5.3 Describing a setting (e.g., student selects the picture that shows where the story takes place).

Sample Activities:

- Summarize the sequence of events from a community trip.
- Create a story after a trip to the restaurant including details such as name of restaurant, order of events, details using sensory language.
- Describe a typical day of a community worker.
- Draw or describe a language experience (e.g., after a music class, describing an activity by writing about (identifying) the instruments used; after attending an assembly, describing the event using objects).
- Write about the day's events in a note home to parents, at the end of the school day
- Develop an entry in a school newspaper describing a classroom experience or project.
- Create a story to describe healthy living habits (e.g., clothes washing, physical activity, personal grooming; creating social stories to reduce stress; personal safety).

Task: 10-1 Content: Mathematics Grade: 10

REQUIRED CONTENT STRAND:
Numbers and Operations

Structured Performance Task:
The student will participate in school, community and/or vocational monetary activities.

Targeted AGSEs:

NO 1.3d Count by ones forward from a number other than one (e.g., 7, 8 …).
NO 1.3e Indicate the number after a specified count term (e.g., "What comes after 1, 2, 3, 4, and 5?" "Say the numbers after 230").
NO 1.3h Skip count by 2s, 5s, and 10s, 25s and 50s.
NO 2.1 Demonstrate an understanding of grouping.
NO 2.3 Skip-count by 10s starting with a number other than a multiple of 10 (e.g., uses a hundreds chart to count by 10s).
NO 2.5 Represent numbers in an expanded form.
NO 2.5a Show grouping of objects in sets of ten and remaining units (e.g., bundle of 10 and 7 singles; or 10 + 7; or 143= 100+40+3).
NO 4.1 Identify decimals as a money notation (e.g., $0.70).
NO 4.2 Demonstrate the decimal number represents "how many" out 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).
NO 4.4 Recognize "percent off" (33% off) means some sort of discount or savings.
NO 6.12 Identify the larger of two written numbers.
NO 10.5 Match or identify $1.00, $5.00, $10.00, or $20.00 bills.
NO 12.1 Demonstrate different kinds of counting (e.g., by ones, by fives, by 10s, by 25s).
NO 12.2 Add collections of like coins together to a sum no greater than $1.00 (e.g., ten dimes or four quarters).
NO 12.3 Find possible combinations of coins to equal 25¢, 50¢.
NO 12.4 Matching coin combinations to cents and dollar notation.
NO 12.5 Add coins together to a value no greater than $1.00.
NO 12.6 Add bills together to a value of $5.00, $10.00 or $20.00.
NO 13.2 Use semi-concrete materials (hundreds chart, number line) to show one or two more or less than the original number.
NO 13.3 Fluently knows number combinations (1-10) for addition and subtraction.
NO 14.1 Use strategies to reason out unknown sums to 20 and their subtraction counterparts (e.g., counting-on, double plus or minus, making tens, using compensation, and/or using known facts).
NO 15.2 Use semi-concrete materials to show addition or subtraction with two digit multiples of ten.
NO 15.3 Use counting-on and counting down or up strategies by 10 more or less than the original number to solve addition or subtraction problems with multiples of 10.
NO 15.4 Make change from $1.00 or less.
NO 16.1 Add and subtract two digit numbers with student identified strategy.
NO 17.3 Determine which given number is closer to the amount in a given set of 5, 10, or 20 (e.g., "Is this number closer to 10 or 20?").

NO 17.4 Without counting identify a reasonable quantity when estimating the amount of objects in a given set of 5 or 10.
NO 18.1 Determine which given number is closer to the amount in a given set of 5, 10, or 20, 30, 50 or 100 (e.g., "Is this number of objects closer to 10 or 20?" "Is 45 closer to 20 or 50?").
NO 19.2 Demonstrate composition and decomposition of numbers (e.g., 5 is the same as 2+3).
NO 19.3 Recognize 3+5=5+3 (commutative of addition).
NO 19.4 Recognize that adding zero to any number gives that number (additive identity).
NO 19.5 Recognize that when adding 3 or more numbers it does not matter whether the first pair or the last pair is added first. (3+5)+ 2 = 3+ (5+2) (associative of addition).

Sample Standards-Based Activities:

- Buy materials for a class meal.
- Sell meals to faculty and staff.
- Work at school business.
- Stock vending machines.
- Make purchases in the community.
- Make a checking deposit at the bank.
- Plan a class fund raising event.

Task: 10-2 Content: Mathematics Grade: 10

CONTENT STRAND:
Functions and Algebra

Structured Performance Task:
The student will identify, interpret, and/or use patterns in school and/or community environments within an academic/vocational task.

Targeted AGSEs:

FA 1.1 Identify a variety of patterns.
- **FA 1.1a** Engage in pattern-related activities in everyday environment (e.g., sound patterns, movement patterns, visual patterns, routine patterns).
- **FA 1.1b** Recognize the pattern of a pattern-related activity (e.g., block schedules, boy-girl pattern, stand-sit pattern, calendar patterns).
- **FA 1.1c** Explore simple repeating patterns with concrete materials (e.g., collating a multi-page publication).
- **FA 1.1d** Recognize a simple repeating (A, B) and (A, B, C) pattern with concrete materials (e.g., blue-red, blue-red cubes and/or blue-red-green, blue-red-green cubes).
- **FA 1.1e** Explore growing patterns with geometric elements such as growing train of blocks or snap cubes.
- **FA 1.1f** Explore growing patterns with numeric elements such as the counting sequence (e.g., counting by ones, twos etc.).
- **FA 1.1g** Recognize a growing pattern (numeric and/or geometric) with tables, charts or graphs (e.g., counting sequence pattern; such as skip-counting on a hundreds chart; recognizing outcomes in a table or a growing "staircase" geometric pattern on graph paper).
- **FA 1.1h** Recognize two patterns as having the same form. Such as "blue, blue, red, blue, blue, red" is the same as "clap, clap, step, clap, clap, step" because both are AABAAB form.

FA 1.3 Extend a variety of patterns.
- **FA 1.3a** Reproduce a simple repeating pattern (e. g., by matching a given pattern).
- **FA 1.3b** Extend a simple repeating pattern of sound, shapes and numbers (e.g., do, re, mi, do, re, mi… circle, square, triangle, circle… 1, 2, 3, 1, 2, 3…).
- **FA 1.3c** Reproduce a growing pattern (e. g., by matching a given pattern).
- **FA 1.3d** Extend a simple growing pattern (numeric and/or geometric) (e.g., counting by ones or twos).
- **FA 1.3f** Describe a simple repeating pattern.
- **FA 1.3g** Predict a later piece in a repeating pattern given there is a gap (e.g., given the first five elements in a pattern the student can tell what the seventh element will be).
- **FA 1.3h** Describes a growing pattern (e.g., the staircase gets "bigger").
- **FA 1.3j** Describe change between successive elements in a pattern that grows at a constant rate (e.g., □ □□ □□□ □□□□ , each successive element grows by one rectangle)

Sample Standards-Based Activities:

- Follow patterns in music class.

- Follow patterns in collating school materials.
- Assemble a simple object to use.
- Identify patterns in a work schedule.
- Use a pattern set to complete a vocational job.
- Locate a store using building numbers.

Task: 10-3 Content: Mathematics Grade: 10

CONTENT STRAND:
Functions and Algebra

Structured Performance Task:
The student will use mathematical concepts to solve everyday problems.

Targeted AGSEs

FA 2.1 Identify and/or describe change in a variety of situations.
- **FA 2.1a** Recognize change of things in the environment (e.g., taller, colder, darker, or heavier etc.).
- **FA 2.1b** Engage in activities to keep track of change (e.g., keep track of outside temperature).
- **FA 2.1d** Identify some changes as being predictable and other changes as not (e.g., physical rate of speed can be difficult to predict for some).
- **FA 2.1e** Describe change in quantitative terms (e.g., identifying how much taller, colder, or heavier by measuring or weighing).

FA 3.1 Represent mathematical situations.
- **FA 3.1a** Use picture, number and/or words to represent a mathematical situation.
- **FA 3.1b** Describe and/or represent quantities in different ways (e.g., 10=4+6 or 10=5+5).
- **FA 3.1c** Recognize equivalent representation (e.g., 4+6=5+5).
- **FA 3.1d** Represent a mathematical situation with a number sentence.
- **FA 3.1e** Recognize a box, letter or other symbol represents unknown quantities.
- **FA 3.1f** Find the value that will make an open sentence true (e.g., $2+\square=7$).

FA 4.1 Show equivalence representations with two expressions or an equation (e.g., "4+6=10, what two other numbers when added together equal 10"?).
FA 4.2 Recognize a box, letter or other symbol represents unknown quantities.
FA 4.3 Find the value that will make an open sentence true (e.g. $2+\square=7$).

Sample Standards-Based Activities:

- Complete a class project.
- Determine how many more of an item are needed to complete a project.
- Keep an inventory for a storeroom.
- Double a recipe for a class party.
- Determine how much more money needs to be saved in order to make a purchase.

Task: 10-4 Content: Reading Grade: 10

REQUIRED CONTENT STRAND:
Word Identification Skills and Vocabulary Strategies and Breadth of Vocabulary

Structured Performance:

The student will read/experience text related to transition to adult life.

Targeted AGSEs:

WID 1.1 Demonstrating that objects and concepts can be represented in a variety of formats (e.g., line drawings, photographs, environmental print, symbols, or actions as appropriate to the student's personal and classroom experiences).
WID 1.2 Identifying pictures, symbols, objects, and actions that represent:
- **WID 1.2a** Self.
- **WID 1.2b** Others and/or objects.
- **WID 1.2c** Actions.
- **WID 1.2d** Some abstract meanings.

WID 1.3 Generalizing use of some pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments, the community and/or vocational settings).
WID 1.8 Reading high frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom, community, and vocational experiences.
WID 1.10 Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multisyllabic words.
- **WID 1.10a** Identifying word families.
- **WID 1.10b** Identifying prefixes and suffixes

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words).
V 2.2 Using context clues (e.g., in text or pictures).
V 2.3 Using other resources to connect unknown words to known words:
- **V 2.3b** personal word banks.
- **V 2.3c** illustrations and diagrams.
- **V 2.3d** dictionaries.

V 3.1 Identifying vocabulary (pictures, symbols, objects or words) that demonstrate knowledge of basic pragmatic functions (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).
V 3.2 Using that vocabulary to identify and/or describe objects and events, (e.g. student applies his/her vocabulary in school environments, in the community, and/or in vocational settings).
V 3.3 Identifying and/or using synonyms (e.g., big/large) and antonyms (e.g., hot/cold).
V 3.4 Organizing vocabulary by:
- **V 3.4a** category.
- **V 3.4b** feature.
- **V 3.4c** function.

V 3.5 Selecting the appropriate word to use in context (e.g., student uses pictures to complete. sentences or storyboards).
- **V 3.5a** Explaining the use of words in context.
- **V 3.5b** Explaining that words may have multiple meanings (e.g., fall is a time of year and to fall is to trip).

V 3.6 Identifying shades of meaning (e.g., the difference between cold and freezing).

Sample Standards-Based Activities:

- Read text for recreational information (e.g., YMCA, newspapers, movie listing, websites).
- Read an application (job, YMCA, video membership) in order to apply.
- Read a personal address book to address an envelope.
- Read directions (e.g., to assemble something, to find a location, to complete a task, to complete a recipe, for laundry care, and/or for food safety).
- Read store information (e.g., aisles, clearance, and /or sales) to make a purchase.
- Read health information (e.g., medicine labels, hazard warnings, and/or ingredients for diet restrictions) to make decisions.
- Read schedules (e.g., bus schedules, movie times, hours of operation, TV guides, and/or appointment schedules) to perform a task.
- Identify symbols/signs found in your community (e.g., hospital, school, crosswalk, caution, park, fire station, and/or telephone) to perform at task.

Task: 10-5 Content: Reading Grade: 10

CONTENT STRAND:
Initial Understanding, Analysis & Interpretation of Literary Text

Structured Performance:

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.

Targeted AGSEs:

LT 4.1 Identifying literary and/or describing elements in a story.
- **LT 4.1a** characters or setting.
- **LT 4.1b** Major events.
- **LT 4.1c** Problem/solution or plot.
- **LT 4.1d** Identifying any significant changes in character or setting over time.

LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).
LT 4.3 Retelling the beginning, middle, and/or end of a story.
- **LT 4.3a** Retelling the key events in a story in order.
- **LT 4.3b** Paraphrasing or summarizing the plot, with major events sequenced, as appropriate to text.

LT 4.4 Distinguishing between literary and informational text.
LT 4.5 Distinguishing among a variety of types of literary text, such as poetry, plays, fantasies, realistic fiction, or mysteries.
LT 5.1 Making predictions about what might happen next.
- **LT 5.1a** Telling why the prediction was made.
- **LT 5.1b** Making logical predictions based on evidence in the text.
- **LT 5.1c** Explaining supporting logical predictions.

LT 5.2 Identifying and/or describing the main characters' physical characteristics or personality traits,
- **LT 5.2a** Providing examples of words or actions that reveal characters' personality traits.
- **LT 5.2b** Recognizing and/or identifying that a character's personality trait changes over time.
- **LT 5.2c** Recognizing and/or identifying a character's motives.

LT 5.3 Recognizing causes and effects.
- **LT 5.3a** Making inferences about causes and effects.

LT 5.4 Making basic inferences about text.
- **LT 5.4a** Making basic inferences about the text's problem, conflict, or solution.

LT 5.5 Identifying who is telling the story.
LT 5.6 Identifying literary devices as appropriate to genre such as, imagery, similes, and metaphors.
LT 6.1 Connecting stories or other texts to personal experience, prior knowledge, or other texts.
LT 6.2 Providing relevant details to support the connections made.

Sample Standards-Based Activities:

- Through verbalization, writing, drawing or a dramatic presentation identify characters, traits, and changes over time.
- Create timelines or use Reader's Theater to retell or sequence a story.
- Sequence events from a story using words, cards, pictures, objects, symbols, assistive technology devices, and augmentative communication systems.
- Use authors circle to connect stories to other texts.
- Use a storyboard to identify characters.
- Use a story webs/ map to respond to simple questions about the story.
- Make inferences/predictions based on the title, cover and/or story; picture walks.
- Use story box materials to identify characters or setting.
- Use graphic organizers to identify cause and effect from a story plot.

Task: 10-6 Content: Reading Grade: 10

CONTENT STRAND:
Initial Understanding, Analysis and Interpretation of Informational Text

Structured Performance:
The student will use informational text to plan or to follow directions to complete an activity, report, or other product.

Targeted AGSEs:

IT 7.1 Identifying the features of informational texts.
IT 7.1a Cover, text, and illustrations.
IT 7.1b Headings, charts, maps, diagrams.
IT 7.1c Bold face type, italics of informational texts.
IT 7.2 Obtaining information from the features of informational texts (e.g., student reads a prescription label).
IT 7.3 Using explicitly stated information to answer literal questions.
IT 7.3a Related to the main idea or key details.
IT 7.4 Identifying the differences between different types of informational material (e.g., schedule vs. menu).
IT 7.4a Identifying the functions and/or characteristics of a variety of types of informational material.
IT 7.5 Locating and/or recording information to show understanding when given and/or provided a choice of organizational format.
IT 7.5a Organizing information to show understanding.
IT 7.6 Charting, mapping, paraphrasing and/or summarizing the main/central idea or purpose of an informational text.
IT 7.6a Identifying supporting details
IT 8.1 Communicating what was learned.
IT 8.2 Identifying the general topic of a text.
IT 8.2a Identifying main/central idea.
IT 8.3 Drawing basic inferences and/or conclusions.
IT 8.3a Identifying the purpose of text.
IT 8.4 Recognizing and or making inferences about simple causes and effects within the text (e.g., When given a text about growing plants, student is able to answer the question, "What would happen if the plant has no sunlight?").

Sample Standards-Based Activities:

Extract information from a text to:

- Prepare a report/capstone portfolio.
- Create and follow directions to complete a product.
- Read a "to do" list" to complete necessary tasks.
- Evaluate work on a job site.
- Use a timeline to complete a project.
- Create a resume, list previous experience, complete an application form, or write a cover letter.

Task: 10-7 Content: Writing Grade: 10

CONTENT STRAND:
Structures of Language and Writing Conventions

Structured Performance Task:
The student will write as part of transition to adult life.

Targeted AGSEs:

SL 1.1 Creating pictures, symbols, objects and/or words to communicate meaning.
SL 1.4 Distinguishing between written texts.
- **SL 1.4b** Distinguishing between words and sentences.
- **SL 1.4c** Distinguishing between sentences and paragraphs

SL 1.6 Writing letters.
- **SL 1.6a** Upper case.
- **SL 1.6b** Lower case.

SL 1.7 Demonstrating understanding that pictures, symbols, objects and/or words are written left to right.
SL 1.8 Leaving space between letters and words he/she writes.
SL 1.9 Expressing an idea with pictures, symbols, objects and/or words.
- **SL 1.9a** Writing a phrase.
- **SL 1.9b** Writing a simple sentence.
- **SL 1.9c** Creating several simple related and ordered sentences to develop an idea/topic.
- **SL 1.9d** Using a variety of sentence structures, such as, declarative, interrogative, simple, complex.

WC 9.3 Spelling his/her own name correctly.
WC 9.4 Spelling common words correctly.
WC 9.5 Recognizing and/or creating a complete sentence that has a subject and predicate.
WC 9.6 Use capitalization correctly.
- **WC 9.6a** Capitalizing his/her own first name.
- **WC 9.6b** Capitalizing his/her own last name.
- **WC 9.6c** Capitalizing the beginning of a sentence.
- **WC 9.6d** Capitalizing proper nouns.

WC 9.7 Using punctuation correctly.
- **WC 9.7a** Using periods and question marks correctly.
- **WC 9.7b** Using exclamation points correctly.

WC 9.8 Using parts of speech correctly.
- **WC 9.8a** Using plural forms of nouns.
- **WC 9.8b** Using simple verb tenses.
- **WC 9.8c** Using pronouns.

Sample Standards-Based Activities:

- Write a cover sheet for a résumé.
- Write an essay that details a student's plans for the future.

- Write a list of the student's needs (e.g. write information that summarizes routines for independent living; write information needed on the transition page for their IEP; write personal future plan/MAPs).
- Write a sequential list necessary for a vocational task.
- Complete an application/personal form (selecting appropriate information to include on a work application; describing likes and dislikes when completing a volunteer application; summarizing medical conditions on a health form).
- Summarize a job shadow experience, apprenticeship, or volunteer work to share with others.

Task: 10-8 Content: Writing Grade: 10

CONTENT STRAND:
Informational Writing

Structured Performance Task:
The student will write to demonstrate membership in their school and/or community.

Targeted AGSEs:

IW 6.2 Independently listing steps of a procedure in a logical order.
- **IW 6.2a** Logically grouping ideas (e.g., into predictable categories or by steps of a procedure).
- **IW 6.2b** Using an appropriate organizational text structure to develop a main/controlling idea (e.g., by description, sequence, chronology, and compare/contrast).

IW 6.3 Selecting appropriate information to set the context.
- **IW 6.3a** Creating an introduction.

IW 6.4 Using basic transition words and phrases appropriate to text structure.
- **IW 6.4a** Correctly using "first", "then", "next", and "finally").
- **IW 6.4b** Correctly using numbering to identify steps in procedures.
- **IW 6.4c** Correctly comparing/contrasting.

IW 6.5 Writing a conclusion.

IW 7.1 Using picture/symbols/object/words to create meaning.
- **IW 7.1a** Establishing a topic.
- **IW 7.1b** Stating a controlling idea on a topic.
- **IW 7.1c** Stating and maintaining a controlling idea about a topic.

IW 8.1 Identifying information and details related to the topic.
- **IW 8.1a** Identifying facts and details relevant to the focus/controlling idea.
- **IW 8.1b** Including facts and details relevant to the focus/controlling idea.
- **IW 8.1c** Identifying extraneous material.
- **IW 8.1d** Including facts and details that are relevant to the focus/controlling idea.
- **IW 8.1e** Excluding extraneous material.

IW 8.2 Including sufficient details or facts for an appropriate depth of information (e.g., naming, describing, explaining, comparing, or using visual images.)

Sample Activities:

- Write what tools are needed for a task (listing what props are needed for a theater arts play).
- Write an email to a friend or family member.
- Write a thank-you note.
- Write a biography, description of club participation or special activities for the yearbook.
- Create a greeting card for a specific occasion.
- Write a letter regarding an important issue (letter to the editor, letter to the school principal, letter to a public official).
- Write a flyer for school/community fund raising.
- Write a sequential list necessary for a given task (e.g. planning for an event such as proms, homecoming, graduation, school plays, senior picnic).
- Write about desired places to go during spring break.

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Task: 10-9 **Content: Writing** **Grade: 10**

STRAND:
Informational Writing

Structured Performance:

The student will write an informational piece related to vocational experiences.

Targeted AGSEs:

IW 6.2 Independently listing steps of a procedure in a logical order.
- **IW 6.2a** Logically grouping ideas (e.g., into predictable categories or by steps of a procedure).
- **IW 6.2b** Using an appropriate organizational text structure to develop a main/controlling idea (e.g., by description, sequence, chronology, and compare/contrast).

IW 6.3 Selecting appropriate information to set the context.
- **IW 6.3a** Creating an introduction.

IW 6.4 Using basic transition words and phrases appropriate to text structure.
- **IW 6.4a** Correctly using "first", "then", "next" and "finally").
- **IW 6.4b** Correctly using numbering to identify steps in procedures. .
- **IW 6.4c** Correctly comparing/contrasting.

IW 6.5 Writing a conclusion.

IW 7.1 Using picture/symbols/objects and/or words to create meaning.
- **IW 7.1a** Establishing a topic.
- **IW 7.1b** Stating a controlling idea on a topic.
- **IW 7.1c** Stating and maintaining a controlling idea about a topic.

IW 8.1 Identifying information and details related to the topic.
- **IW 8.1a** Identifying facts and details relevant to the focus/controlling idea.
- **IW 8.1b** Including facts and details relevant to the focus/controlling idea.
- **IW 8.1c** Identifying extraneous material.
- **IW 8.1d** Including facts and details that are relevant to the focus/controlling idea.
- **IW 8.1e** Excluding extraneous material.

IW 8.2 Including sufficient details or facts for an appropriate depth of information (e.g., naming, describing, explaining, comparing, or using visual images.)

Sample Standards-Based Activities:

- Write a Resume to send out for a job.
- Write an essay about themselves discussing their plans for the future/vocational assessment (writing information that summarizes routines for independent living; student will write information needed on the transition page for their IEP; writing information on their personal future plan/MAPs).
- Write a sequential list necessary for a vocational task.
- Complete an application/personal form (selecting appropriate information to include on a work application; describing likes and dislikes when completing a volunteer application; summarizing medical conditions on a health form).
- Summarize a job shadow or apprenticeship/internship.

APPENDIX I: Alignment Study Executive Summary

- **Alignment Study Executive Summary**
- **Alignment Study Response from RI Department of Education**

ALIGNMENT STUDY REPORT:
RHODE ISLAND'S ALTERNATE ASSESSMENT
EXECUTIVE SUMMARY

Report Presented to
The Rhode Island Department of Education

By
Karin Hess, Senior Associate
The National Center for Assessment (NCIEA)
Dover, NH

Final submission to RIDE April 5, 2007

Part I: General Summary

Executive Summary/Overall Findings

Overall Findings of the Alternate Assessment Alignment Study

This summary briefly describes the conceptual underpinnings, general processes, and overall results of the alignment study. It should provide sufficient information for persons interested in the general methodology and findings for each of the questions investigated. Explanations of each criterion draw heavily from the work of the National Alternate Assessment Center's (NAAC) Links for Academic Learning model (2007), as well as from traditional general education alignment models (Achieve, Inc. and Webb). Analyses of findings and data summaries related to the overall findings in the executive summary can be found in Part II of this report.

Criterion 1: Is the RI AA content academic, and does it include the major strands of the content area as reflected in state standards (NECAP GLEs)?

The core construct of academic content is not assumed, but instead evaluated as a first step in the alignment process. Academic content has been underrepresented in past instruction and research with students with significant cognitive disabilities. RI recognizes that the "extension" of content standards (meaning the Alternate Assessment Grade Span Expectations/AA GSEs) may produce assessment targets that sometimes "miss the mark" of being academic - reading, writing, or mathematics - even though a deliberate process was used in their development, using the New England Common Assessment Program Grade Level Expectations/NECAP GLEs.

To define "what is academic," and to determine to what degree the R AA includes academic content, several steps were used to explore links between NECAP GLEs and RI's AA GSEs. Pivotal Skills (skills that are not content-specific, such as – listening or sitting in a chair) and Foundational Skills (skills that are *the assumed competence* <u>*at all grade levels*</u> specific to an academic context such as, orienting a book or turning a page as precursors to learning to read) were also identified under Criterion #1.

Findings for Criterion #1:

Identification of Pivotal Skills, Foundational Skills, and academic content provides a new lens through which to examine the balance of emphasis of targeted skills for assessment across all content areas and grade spans.

According to NAAC, "to be inclusive of students with the most significant disabilities, states sometimes target Foundational Skills for assessment. These skills are commonly embedded in academic instruction and *are important and appropriate* to capture early academic achievement; but these skills are *not* aligned to academic content, because they are outside the construct. Most extended standards (AA GSEs) and assessment tasks/items (SPTs) should be academic, but not necessarily 100%, given the need to include some Foundational Skills to capture early learning. It also would be questionable to assess proficiency based on achievement of Foundational Skills alone."

It is important to note that all Foundational and Pivotal Skills identified at one grade span will continue to be identified at subsequent grade spans due to "carrying forward" of all prior content in AA GSEs.

For example, 4 Pivotal Skills identified at grades K-2 will include the same 4 Pivotal Skills identified at grades 3-5, plus any additional ones.

Identification of Pivotal Skills: While Pivotal Skills may be appropriate and important for instruction, they should not be targeted for the AA, as they are not considered content-specific.

- **Reading:** No Pivotal Skills were identified by the content experts at any grade span.
- **Writing:** One Pivotal Skill was identified by the content experts, but is not targeted for assessment:

  SL 1.2 *Identifying materials used for writing (e.g., pencils, assistive technology).*
- **Mathematics**: Four Pivotal Skills identified in AA GSEs in the Geometry and Measurement strand are targeted for *potential assessment* in Structured Performance Tasks at grades K-2; at grades 3-5, *1.1a and 8.2a* are targeted for *potential assessment* in Structured Performance Tasks. These Pivotal Skills are:

  1.1a *Use 2-D shapes (e.g., pattern blocks) for informal play.*
  3.1a *Engage in play with 3-D solids (e.g., geo- blocks, prisms, pyramids).*
  8.1a *Listen and/or participate in calendar activities.*
  8.2a *Listen to others "talk time" (e.g., "It is 2:30, time to get ready to go home").*

Identification of Foundational Skills: Secondary coding of all Foundational Skills by special education experts indicates that students functioning at early and pre-symbolic levels can access most Foundational Skills included in assessment tasks.

- **Reading:** Most Foundational Skills identified were from the Word Identification, Informational Text, and Early Reading strands, with most of them coming from the Early Reading strand. Examples of Foundational Skills identified by content experts in reading included:

  WID 1.5 *Recognizing some letters in text and in the environment (Word Identification);* ***IT 7.1a*** *Identifying the cover, text, and illustrations (Informational Text); and*
  ER 9.1 *Discriminating among the sounds of language (Early Reading).*
- **Writing:** Foundational Skills were identified primarily within Structures of Language and Writing Conventions strands. Examples of Foundational Skills identified by content experts in writing included:

  SL 1.6 *Writing letters.*
  N 4.1 *Demonstrating an understanding of sequence with pictures, symbols, objects, and/or words.*
  IW 7.1 *Using picture, symbols, objects, and/or words to create meaning.*
  WC 9.2 *Recognizing the difference between a punctuation mark and a letter.*
- **Mathematics:** Most Foundational Skills were identified from the Number & Operations strand in mathematics. This strand also has the greatest number of AA GSEs. Examples of Foundational Skills identified by content experts in mathematics included:

  NO 1.1 *Represent and number small collections (1-4 items).*
  NO 3.1 *Demonstrate an understanding of a whole unit (e.g., Show one whole brownie (area model)*
  NO 5.1 *Recognize more and less of a quantity.*

Tables 1.1 (Reading), 1.2 (Writing), and 1.3 (Mathematics) show the percent of AA GSEs identified as academic content or as Foundational and/or Pivotal Skills at grade spans K-2 and 3-5 (in left columns). Columns to the right show the percent of targeted AA GSEs (a subset of all AA GSEs) that might be assessed with the Structured Performance Tasks (SPTs) for each grade span. One SPT is required for each grade span and the second SPT is selected from the remaining two SPTs. For each SPT assessed, teachers identify two AA GSEs from the targeted AA GSEs listed, making a total of 4 AA GSEs assessed in each content area and grade span. The tables illustrate the balance of emphasis between academic content and Foundational/Pivotal Skills.

Table 1.1: Summary of Reading AA GSEs that are Academic Content or Foundational Skills

Reading	*AA GSEs*		*AA Structured Performance Tasks: Targeted AA GSEs*	
Grade Span	**Academic Content**	**Foundational or Pivotal Skills**	**Academic Content Assessed (by each SPT)**	**Foundational Skills Assessed (by each SPT)**
K-2	62%	38%	Task 02-4: 50%* Task 02-5: 11% Task 02-6: 10% *** Task 02-4 required**	Task 02-4: 50%* Task 02-5: 89% Task 02-6: 90% *** Task 02-4 required**
3-5	70%	30%	Task 35-4: 69%* Task 35-5: 90% Task 35-6: 100% *** Task 35-4 required**	Task 35-4: 31%* Task 35-5: 10% Task 35-6: 0% *** Task 35-4 required**

Table 1.2: Summary of Writing AA GSEs that are Academic Content or Foundational Skills

Writing	*AA GSEs*		*AA Structured Performance Tasks: Targeted AA GSEs*	
Grade Span	**Academic Content**	**Foundational or Pivotal Skills**	**Academic Content Assessed (by each SPT)**	**Foundational Skills Assessed (by each SPT)**
3-5	41%	59% (includes 1 pivotal skill)	Task 04-1: 15%* Task 04-2: 83% Task 04-3: 83% *** Task 04-1 required**	Task 04-1: 85%* Task 04-2: 17% Task 04-3: 17% *** Task 04-1 required**
6-8	17% *****	83% (includes 1 pivotal skill)	Task 07-1: 24%* Task 07-2: 40% Task 07-3: 40% *** Task 07-1 required**	Task 07-1: 76%* Task 07-2: 60% Task 07-3: 60% *** Task 07-1 required**

*** NOTE:** the number of Foundational skills increased significantly at this grade span for Writing; however the 17% academic content has 100% content and performance alignment

Table 1.3: Summary of Mathematics AA GSEs that are Academic Content or Foundational

Mathematics	*AA GSEs*		*AA Structured Performance Tasks:* **Targeted AAGSEs**	
Grade Span	**Academic Content**	**Foundational or Pivotal Skills**	**Academic Content Assessed (by each SPT)**	**Foundational Skills Assessed (by each SPT)**
K-2	77%	23% (includes 4 Geometry pivotal skills)	Task 02-1: 50%* Task 02-2: 60% Task 02-3: 78% *** Task 02-1 required**	Task 02-1: 50%* Task 02-2: 40% Task 02-3: 22% *** Task 02-1 required**
3-5	64%	36% (includes 1 N&O and 4	Task 35-1: 71%* Task 35-2: 50% Task 35-3: 72%	Task 35-1: 29%* Task 35-2: 50% Task 35-3: 18%

		Geometry pivotal skills)	*** Task 35-1 required**	*** Task 35-1 required**

Criterion 2: Is the content of the RI AA referenced to the student's assigned grade level (based on chronological age)?

The alignment study provides feedback on the extent to which Rhode Island has been successful in referencing AA GSEs and the content assessed by AA tasks to specific grade span academic content. Inclusion of the same NECAP content strands, as well as grade-referenced content, is considered here. This step is used as a means to prepare for completing Criterion #3 when content centrality is determined for each AA GSE coded as academic. Skills identified for Criterion #1 as Foundational or Pivotal Skills were not matched to the closest grade level, since they are not considered "academic" for the purpose of the alignment study.

Content experts identified the "closest content match" between NECAP GLE content descriptions and AA GSE content. For example, an AA GSE within the grades 3-5 grade span might have content that most closely matches specific NECAP grade 4, grade 3, or even grade 2 content.

An example to illustrate a decision about the closest grade-referenced content match

NECAP Grade 2	NECAP Grade 3	NECAP Grade 4	AA GSE Gr 3-5
R–2–4: Demonstrate initial understanding of elements of literary texts by… R–2–4.1 Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text	**R–3–4: Demonstrate initial understanding of elements of literary texts by…** R–3–4.1 Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text	**R–4–4: Demonstrate initial understanding of elements of literary texts by…** R–4–4.1 Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time	**LT 4.1** Identifying and/or describing literary elements in a story. **LT 4.1a** Identifying the characters or setting. **LT 4.1b** Major events

Findings for Criterion #2:

There is evidence to support the conclusion that RI is not promoting a "one size fits all ages" assessment system (meaning that the same AA GSEs would apply to all students at all grade spans, which is undesirable).

- The development process and format used by RI to create their extended standards/AA GSEs has resulted in the overall system being organized by grade span and content strands that are consistent with NECAP GLE content and content strands.
- The RI Alternate Assessment includes some (but not always all) of the major NECAP content strands for assessments that are included in NECAP at corresponding grade levels.
- Underlining of descriptions in the AA GSEs show new content being introduced for the first time at the next grade span, as does the NECAP format. (See above example in chart.)
- Generally, grade-referenced links become more distant in middle school and high school, more so in mathematics than in reading and writing.
- The approach of organizing AA GSE content ("carrying forward" all prior grade content in AA GSEs) allows for students functioning at a variety of levels to access learning.
- The degree to which new and appropriate academic content is also increasing across grade spans and the degree to which new content is targeted for assessment in the AA is important to know and may warrant closer review and ongoing oversight by RIDE, using data from this study.

Criterion 3: Does the focus of achievement maintain fidelity with the content (content centrality) of the original (NECAP) grade level expectations and when possible, the specified performance (performance centrality)?

This criterion draws upon alignment processes developed by Achieve (Achieve. Inc.), and is based on a group of experts reaching consensus as to whether the test item and the intended objective(s) correspond fully, partially, or not at all. For this criterion, AA GSEs in all content areas were compared to the NECAP GLEs for content and performance centrality. Content and performance centrality were only considered for AA GSEs that were coded as academic.

Content centrality (based on NAAC definitions) is rated using a three-point scale (near, far, none) in which the content experts rate the quality of the link between the AA GSE and the grade level NECAP GLE. For example, an AA GSE of *Identify weather conditions* may have no link to a grade level NECAP GLE, *Analyze and identify types of clouds*. An AA GSE of *Identify clouds* may be considered a "far" link, because even though it is dealing with clouds, it still does not address the total content domain of the original NECAP GLE that is types of clouds. A "near" link for an extended standard would be something like, *Identify cumulous and not cumulous clouds.* Information obtained from coding grade-referenced content for Criterion #2 is used to make decisions about the degree of the content link – near/far/none. A strong alternate assessment system is one that expects the content fidelity to remain high.

Performance centrality (based on NAAC definitions) concerns the expected performance described in the AA GSEs. Alternate assessments are expected to allow for an alternate level of performance (meaning not the same as grade level performance in NECAP/general education assessments), due to the difficulty of creating ways for students who do not yet have fluent use of printed symbols (e.g., words, pictures) to show achievement. Therefore, an AA GSE of "identify" would have some of the same performance expectations as a NECAP GLE with "analyze and identify" for the same content, and would be acceptable. Performance centrality is rated on a three-point rating scale (exact match,

partial match, no match), using identified Depth of Knowledge levels for NECAP GLEs and AA GSEs.

Findings for Criterion #3:

Content and performance centrality are only considered for those AA GSEs identified as academic. Writing had a large number of Foundational Skills identified (83%), and therefore may explain why the remaining academic content had the strongest content and performance links of the three content areas.

Content centrality percents reflect the total of near + far links with NECAP content. The goal of content centrality is to have a 100% link (near + far) of grade-referenced content. Percents lower than 100% for content centrality reflect content that has not been identified as Foundational or Pivotal, but is considered "too watered down" so content links are lost between AA GSEs and NECAP. Generally these AA GSEs include content that is not assessed by NECAP (e.g., "use vocabulary for pragmatic functions" or "use vocabulary to identify objects" in the Vocabulary strand of reading; and "demonstrate understanding that 10 is a special number" in the Number and Operations strand of mathematics).

Performance centrality percents show the total of exact match + partial match; most AA GSEs were matched for partial performance (DOK) being similar to NECAP performance. With the exception of middle school mathematics, performance centrality was generally high across content areas and grade spans.

Table 3.1: Summary of Content and Performance Centrality of AA GSEs
(Centrality review does not include any Foundational or Pivotal Skills)

Grade Span	Reading		Writing		Mathematics	
	Content	**Performance**	**Content**	**Performance**	**Content**	**Performance**
K-2	85%	100%			93%	95%
3-5	79%	94%	100%	100%	90%	64%
6-8	81%	94%	100%	100%	50%	92%
HS	87%	87%	100%	100%	96%	92%

Criterion 4: Given that the breadth and range of content and Depth of Knowledge (DOK) of the AA is expected to differ from general education at corresponding grade levels, are there still high expectations set for students with significant cognitive disabilities?

Criterion #4 applies the work of Norman Webb's Alignment Protocols for categorical concurrence, balance of representation, and depth of knowledge (DOK). Working together, content and special education raters identified DOK levels for all AA GSEs, using Webb's definitions for Depth of Knowledge levels established for special education. AA Test blueprints (NECAP strands targeted for assessment and content of required Structured Performance Tasks) served to define categorical concurrence and balance of representation of the AA.

NOTE: When NAAC researchers study the alignment of these more flexible portfolio systems, they sample from a large number of actual portfolios submitted to judge categorical concurrence and other alignment criteria. That type of analyses, while valuable, was beyond the practical scope of this study, since RI had only collected about 190 portfolios across 8 grades in the pilot year.

Findings for Criterion #4:

Depth of Knowledge: ***The majority of AA GSEs were identified as DOK 1 (recognize, reproduce, and/or recall); some were DOK 2 (basic reasoning/basic concepts). A small number of AA GSEs were coded as DOK 3 (complex reasoning) in reading and writing only. Reading AA GSEs targeted for assessment had the greatest breadth of DOK (Levels 1 through 3); mathematics AA GSEs targeted for assessment had a limited breadth of DOK (almost all at level 1).***

Vague AA GSEs: ***In some cases, AA GSEs were coded as too vague. "Vague" AA GSEs should be revisited and clarified for instruction and assessment. No writing or reading AA GSEs were coded as too vague to identify the DOK levels. Several mathematics AA GSEs were coded as too vague. Some examples are:***

GM 10.1 *Create mental images of geometric shapes.*
GM 8.1 *Develop concept of time*
GM 8.2 *Develop ways to measure time.*
NO 2.1 *Demonstrate an understanding of grouping.*

Categorical Concurrence: The Categorical Concurrence criterion provides a very general indication of alignment if both the standards and assessment incorporate the same content. The criterion of Categorical Concurrence is met if the same or consistent categories/strands of content appear in both. For the purpose of this study, and due to the flexible nature of the RI AA assessment tasks and small sample size (which only require assessment of 2 targeted AA GSEs for each Structured Performance Task/content area), the range and balance of the RI AA is compared to the state's priorities for NECAP, with consideration given to ***some coverage in all major strands of content***. Content strands identified in the RI AA blueprint and SPTs were compared to the state's priorities for NECAP in Table 4.3.

Table 4.3 Categorical Concurrence with NECAP (NECAP Strands Assessed in the RI AA)

Grade Span	Reading	Writing	MATHEMATICS
K-2	50% of NECAP reading strands	No assessment	50% of NECAP mathematics strands
3-5	100% of NECAP reading strands	60% of NECAP writing strands	50% of NECAP mathematics strands
6-8	100% of NECAP reading strands	60% of NECAP writing strands	50% of NECAP mathematics strands
HS	100% of NECAP reading strands	60% of NECAP writing strands	50% of NECAP mathematics strands

Balance of Representation: In addition to comparable depth and breadth of knowledge, aligned standards and assessments require that assessment of knowledge (content and skills) be distributed with intent. The Balance of Representation criterion is used to indicate the degree to which one standard/objective is given more emphasis on the alternate assessment than another.

Balance of Representation:

- **Reading** places the greatest emphasis on the Word Identification and Vocabulary strands, assessing them at all grade spans. All NECAP strands are assessed in the RI AA at grade levels 3-5, 6-8, and high school.
- **Writing** places the greatest emphasis on the Structures of Language and Writing Conventions strands, assessing them at all grade spans. Assessment of genre-specific writing changes with grade spans. Reflective Writing is the only NECAP strand that is never assessed with the RI AA.
- **Mathematics** places the greatest emphasis on the Number and Operations strand, assessing it at all grade spans. It is the intent of RIDE to emphasize mathematical skills for instruction and assessment that could be applied in the real world (e.g., making change, telling time, using schedules). All 4 NECAP strands are eventually assessed K-high school.

Criterion 5: Is there some differentiation in content of the RI AA across grade spans?

Criterion #5 captures whether the achievement level standards and actual AA Structured Performance Tasks (SPTs) show changing expectations over time and are age appropriate. For example, students may learn to recognize and use coins in elementary school, but there should be some change in expectation by middle and secondary levels (e.g., using dollars, recognizing prices, etc.). Extending standards for access with students with significant cognitive disabilities *should not lead to achievement (meaning instruction and assessment) of the same academic skills year after year.*

Content experts coded AA GSEs for differentiation across grade spans; special education experts coded Structured Performance Tasks (AA GSEs targeted for assessment) for differentiation across grade spans and for age appropriateness. The Center for Assessment staff analyzed RI alternate achievement level standards and definitions of proficiency by examining differences between four performance levels at each grade span, as well as differences across grade spans, using NAAC guidelines.

Age-appropriateness decisions were based on descriptions recommended by NAAC:

Age-Appropriateness Coding Descriptions for Structured Performance Tasks (NAAC)
1- Adapted from grade level content (e.g., Roll of Thunder, Hear My Cry)
2- Not grade specific; neutral; themes are appropriate for all ages (e.g., pets)
3- Inappropriate for teens (e.g., circus)
4- Inappropriate even for elementary age (e.g., Barney)

Findings for Criterion #5:

Content Experts identified some changes in AA GSEs across grade spans, especially in terms of performance expectations. Reading and writing AA GSEs include basic reasoning skills at all grade spans (party due to carry forward of these same skills), but some changes were seen at middle and high school with more complex reasoning, in a small number of AA GSEs. Underlining used in the AA GSE documents shows when and where new content is being introduced at each grade span. Mathematics raters noted differences in content, more so than in performance across grade spans. Different strands assessed at different grade spans were not noted, since this review looked at all AA GSEs, not those only targeted for assessment.

Special Education Experts also noted changes in AA GSEs targeted for assessment across grade spans, in terms of performance expectations, stating that they moved from foundational to more abstract concepts in reading, for example. All three content areas noted some differences in the content strands being assessed at different grade spans. Additionally, special educators stated that the contexts for skills applications (e.g., vocational settings at middle school) change in SPTs across grades, even when content might remain the same. In mathematics, there was a general feeling that targeted AA GSEs for Number and Operations did not demonstrate much change at all for assessment across grade spans. The inclusion of the same AA GSEs for assessment at different grade spans gives the impression that a student could be assessed on the same content in successive grade spans if the same strand and same AA GSEs are targeted. The mathematics committee recommended that expectations for counting increase in difficulty across grade spans, for example.

Age-appropriateness was reviewed for all SPTs. Across all content areas, none of the contexts suggested for Structured Performance Tasks (in the sample standards-based activities found in the administration manual) were identified as inappropriate for the age of students, although some of the contexts were quite vague, making age-appropriate determinations difficult (e.g., grade 6-8 mathematics: participate in science experiments; grade 10 reading: use story box materials to identify characters or setting). Reviewers flagged a small number of writing and mathematics AA GSEs at grades 7 and 10 as "inappropriate content" for teens.

Achievement Level Standards (Achievement Level Descriptors)

RI AA Achievement Level Standards address 4 performance levels: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient. Differences in achievement level descriptors across grade spans are articulated as differences in the content strands assessed. The remaining descriptions of performance levels are the same for comparable levels across content areas

and grade spans. Additional specific findings related to strengths of AA Achievement Level Standards are discussed in more detail under Criterion #6.

Criterion 6: Is the expected achievement for the students to show learning of grade-referenced academic content?

States' alternate achievement standards must link to grade level content. This means that what is actually counted toward a score that will be classified as "proficient" should evidence learning of the academic content and include scoring for accuracy. Scoring rubrics, the AA technical manual, and AA Achievement Level Standards were analyzed for information related to how inferences are made about student learning.

Findings for Criterion #6:

This discussion focuses on Achievement Level Standards and scoring protocols for Structured Performance Tasks (SPTs). Using NAAC guidelines, this review looked for indicators with the potential to make high inferences that the student learned the content. (See Appendix B.4 for details on NAAC guidelines.)

The strongest indicators identified in RI's Alternate Assessment Achievement Level Standards for having the potential to make high inferences about student learning were:

- Inclusion of *separate* measures for accuracy and independence, so that each may be considered when making inferences about progress and learning;
- Depending on how assessment tasks (SPTs) are designed, they *have the potential* for demonstrating generalization across people or settings when/if contexts are varied for each of the three data collections;
- Some differences in content strands assessed at each grade span imply that new content (meaning teacher selection of different/new AA GSEs) is targeted for assessment at each grade span;
- Multiple (3) data collection periods can provide a baseline for measuring progress; and
- Inclusion of measures in Alternate Achievement Standards for describing degrees of progress for each performance level:
    - little/no progress = Substantially Below Proficient;
    - inconsistent progress = Partially Proficient; and
    - consistent progress = the 2 highest performance levels: Proficient and Proficient with Distinction.

Areas for closer examination of RI Achievement Level Standards:

- The terminology used in Achievement Level Standards (e.g., inconsistent progress/consistent progress) and terminology used in AA scoring protocols and rubrics for the same thing (e.g., a range from no progress, to progress across 2 data collection periods, to progress across 3 collection periods) is not consistently applied. Greater clarity and consistency of use of terms and descriptions are needed for ensuring that inferences about student leaning are consistent.
- All performance levels in Achievement Level Standards include distinctions for "degree of connections to grade-level content" (e.g., little/no, inconsistent, suitable, and strong connections). This aspect of performance is more an influence of teacher task design and program quality than of student performance and *may not lead to high inferences* about student

learning (based on NAAC guidelines for measuring this criterion). There are alternatives to including this descriptor as a criterion for determining proficiency and should be considered.

- Because it is early in the implementation phase of the RI AA, the administration manual does not appear to address *selection of different AA GSEs when the same content strands and same targeted AA GSEs are included for assessment at the next grade span.* This clarification could be built into later versions of the AA administration manual guidelines.

Criterion 7: Are there potential barriers to demonstrating what students know and can do in the RI AA?

Source of Challenge is often included as a criterion for alignment studies (Achieve, Inc.). For the purpose of this study, Source of Challenge is being defined as "potential barriers" to demonstrating learning. Because of the complex disabilities that students in this population sometimes have, it can be difficult to demonstrate achievement. This is especially true if the only means to show learning is through symbolic representation, such as using words and pictures. Consideration also needs to be given to know how students with a variety of sensory and physical challenges can both access the test materials and demonstrate their learning. Accommodations allow greater access, but do not change the construct being assessed (e.g., a scribe might write words the student dictates); modifications are changes that are likely to alter the construct being assessed.

Special education experts completed a survey, *Minimizing Barriers for Students*, after a review of the AA administration manual guidelines related to accommodations, modifications, and scoring protocols for all content areas.

Findings for Criterion #7:

Source of Challenge: One strength of the RI AA datafolio system is its flexibility in designing assessment tasks to meet the individual needs of students with significant cognitive disabilities. There was agreement among the special education reviewers for Criterion # 7 that the design of the AA "allows for extreme flexibility" in allowing for accommodations and modifications when designing Structured Performance Tasks (SPT), so that students can demonstrate what they have learned through a variety of response modes. Administration guidelines were found to be consistent across all three content areas and provided flexibility for all examples of disabilities included on the survey (e.g., visually impaired/legally blind; hearing impaired; nonverbal – responds using printed words, pictures, manual signs, etc.).
Special education reviewers also raised an issue of note - a perception (or misconception) about scoring for level of assistance in completing the SPT: "We feel strongly that students should not be penalized for level of independence." These perceptions - not validated by anything in the AA administration manual - could be addressed by RIDE through professional development opportunities and support materials for teachers, and targeted oversight during the early years of implementation of the RI AA - analyzing data collection, documentation, and student work samples.

Criterion 8: Does the instructional program for students with significant cognitive disabilities promote learning in the general curriculum (NECAP GLEs)?

Instructional alignment is especially important given the conceptual shift many educators must make to teach this population content that links to NECAP GLEs. For this criterion, consideration is also given

to whether professional development materials link to NECAP expectations and promote overall program quality. The professional development review identifies how well the training materials provided to teachers of students with significant cognitive disabilities include information regarding academic content (NECAP) and best instructional practices for this population. To gather data for this criterion, special education experts completed two surveys –*Program Quality Indicators* and *Professional Development Resources*. Center for Assessment staff reviewed a sampling of current professional development materials.

Findings for Criterion #8:

Information about instructional programs and professional development support is not required by NCLB and was collected by RIDE for internal analysis and discussion only. For this reason, and because the sampling of special education teachers was so small, no summary of findings for the surveys related to Criterion 8 is included in this report. Part II of this report does identify some potential issues to be addressed through ongoing professional development provided by RIDE.

Current Professional Development and Instructional Support

- RIDE has developed several training modules to support teachers in developing both curriculum and instruction for students with severe cognitive disabilities. Informal drop-in sessions are offered across the state to provide targeted assistance in reviewing student work and documenting data collection.
- It has taken patience on the part of the state to "bring teachers along" in this process to change old belief systems that say, "These kids can't learn academic content." The state is to be commended for this ongoing effort.

Rhode Island Alternate Assessment Program

Alignment Study—Mathematics, Reading and Writing (Grades 2 – 8 and 10)

A Response from Rhode Island

April 2007

A Response to the Rhode Island Alternate Assessment
Alignment Study

An external alignment study of the Rhode Island Alternate Assessment (RIAA) was conducted to meet the requirements of the *No Child Left Behind Act of 2001* and to inform the continuous improvement model embedded in RIAA's overall design. The Rhode Island Department of Education (RIDE) utilized the alignment study protocol that was designed by the National Center for the Improvement of Educational Assessment, Incorporated. The protocol applied and adapted the Links for Academic Learning conceptual framework and coding protocols developed by the National Alternate Assessment Center and the University of North Carolina at Charlotte. RIDE is committed to meeting all of the technical requirements requested of the testing program and has reviewed this detailed analysis of the study's findings with careful reflection and discussion. Because this is the first year of full implementation of the new RIAA design, the Rhode Island Department of Education (RIDE) received the Alignment Study findings with special interest. Some of the findings confirm strengths within the RIAA system (e.g. access for *all* students with significant cognitive disabilities), others offer new insights (e.g., inclusion of pivotal skills in Alternate Assessment Grade Span Expectations), and still others raise areas of concern (e.g. possibility that a student might be assessed on the same Alternate Assessment Grade Span Expectations throughout his or her academic career).

Findings from the study confirmed that RIDE is striving to align RIAA content with NECAP content and promote an alternate assessment system that assesses different extended standards at each grade span. The development process and assessment blueprint of the RIAA are strongly reflected in the overall format of the extended standards (AAGSEs), alignment to major NECAP content strands, and content targeted for assessment at each grade span. The panelists found a high degree of flexibility in the RIAA datafolio system in designing assessment tasks to meet the individual needs of students with significant cognitive disabilities. This approach honors the professional judgment of teachers who know the unique needs of each student and how best to address them. As noted in the report, "the design of the AA 'allows for extreme flexibility' in allowing for accommodations so that students can demonstrate what they have learned through a variety of response modes." Consistent with this finding was the validation that barriers are minimized for students with significant cognitive disabilities. Reviewers found that the RIAA administration manual provides clear guidelines for teachers to utilize the structured performance tasks for students with a variety of disabilities.

RIDE has carefully reviewed all recommended changes and has developed this plan and timeline to address the recommendations. RIDE appreciates the opportunity to refine our test design to yield an alternate assessment of even higher quality.

Criterion #1 –Is the RIAA content academic and does it includes the major strands of the content area as reflected in stare standards (NECAP GLEs)?

Analyses of all RI Alternate Assessment Grade Span Expectations (AAGSEs) provided an opportunity for a detailed review of mathematics, reading and writing. While the overwhelming majority of AAGSEs are academic, some were not. As a result of these analyses,

In the spring and summer of 2007, RIDE will revise the AAGSEs in the following manner:

1. Pivotal skills will be removed from the AAGSEs
2. Vague AAGSEs will be clarified or eliminated
3. Academic AAGSEs that lack content links will be reviewed and either revised or eliminated

4. AAGSEs noted for an uneven grain size will be examined and revised or removed.

During the academic year of 2007-08, the Project Leadership Team (PLT) of the Rhode Island Alternate Assessment (RIAA) will:

1. Review current literature to determine what balance of foundational and academic skills in each content area and grade span should be included in the RIAA.
2. Use this information to inform the revision of targeted AAGSEs in the Structured Performance Tasks (SPTs).
3. Review and establish balance of emphasis for future RIAA test blueprints.

This work will allow RIDE to strengthen the links between the grade level content and the assessment targets for the RIAA.

Criterion #2 – Is the content of the RIAA referenced to the student's assigned grade level (based on chronological age)?

Findings for this criterion support the conclusion that RI educators created alternate achievement standards (AAGSEs) based on NECAP GLEs with one difference. Unlike GLEs, once an AAGSE is introduced it is carried forward through all the grade spans. This decision was a direct result of AAGSE field review undertaken in the summer of 2005.

AAGSE development began in the winter of 2005. Like every phase of the RIAA, AAGSE work involved educators from general education and special education. These educators recognized that alternate assessment is one process to change the culture of education and expectations for this population of students. They were determined to create a model that alternate assessment students functioning at a variety of levels could "find their way into the assessment."

Initially, the mathematics AAGSE development committee left every mathematics AAGSE in the draft that went out for field review. The reading and writing development committee did not. The most consistent comment from the statewide AAGSE field review confirmed the mathematics' committee viewpoint that all AAGSEs should be carried forward to each successive grade span, because these children learn at different rates than students in general education. As a result, AAGSEs were revised so that each content area has AAGSEs that continue to be presented as options for instruction and assessment at each grade level.

During the 2007-08 academic year, RIDE will more closely examine the alignment study data about the impact of this decision and seek input about possible changes from the RI Alternate Assessment Advisory Committee and RI Technical Advisory Committee (TAC). Professional development trainings will also include a more explicit component on how to build on a student's precursor skills so that teachers select the most appropriate targeted AAGSEs for a student each year. In addition, RIDE will explore alternative methods to include AAGSEs that reach all students while still ensuring that students continue to be assessed on grade appropriate and challenging AAGSEs.

Criterion #3 – Does the focus of achievement maintain fidelity with content (content centrality) of the original (NECAP) grade level expectations and, when possible, the specified performance (performance centrality)?

While there is evidence that the overall AAGSE performance centrality is generally high for reading and writing at all grade spans (87%-100%), mathematics is of some concern at grades 3-5 where performance centrality is only 64%. This is likely due in part to AAGSEs from the Numbers and Operations strand and a general low Depth of Knowledge (DOK) for those AAGSEs. This is a new and surprising finding that will require both short and long-term work.

As a result of this finding and the findings related to Criterion 1, RIDE will immediately begin an overall review of mathematics AAGSEs. This will be completed during the next academic year (2007-08).

During the 2008-09 academic year, RIDE will review and revise writing and reading AAGSEs content to increase content and performance centrality.

Criterion #4 –Given that the breadth and range of content and Depth of Knowledge of the AA is expected to differ from general education at corresponding grade levels, are there still high expectations set for students with significant cognitive disabilities?

An analysis of DOK produced the most unanticipated results of the study. The study reveals that while reading and writing Structured Performance Tasks have targeted AAGSEs at a DOK level of 2 and 3, mathematics does not include any targeted AAGSEs of DOK 2 and 3 for grades 3-5 and generally has inconsistent ranges of DOK at the middle and high school grade spans.

As RIDE reviews overall mathematics content targeted for assessment, we will also consider ways to achieve a more desirable and consistent DOK range, especially at the high school grade span.

Initial work to remove vague and pivotal skills from mathematics AAGSEs will begin this spring and summer (2007). A complete review of this content area will occur in the 2007-08 school year. In 2008-09, a complete review of reading and writing will occur. This timeline to rebalance both AAGSEs and the Structured Performance Tasks will be further developed and presented to the RI Technical Advisory Committee (TAC) in July. The "rebalancing" of Structured Performance Tasks will need to be carefully done to guarantee that access for students at all levels in maintained.

<u>Categorical Concurrence</u>

In the early planning stages for the RIAA, members of the RIAA Project Leadership Team (PLT) developed a test blueprint that was based on NECAP content strands. The PLT recognized that students with significant cognitive disabilities need more time to learn content and to apply their skills. At the same time, RIDE wanted to continue to assess students using a model that allows them to demonstrate progress within a school year and document changes in the application of their academic skills as they move from elementary to middle to high school. For these reasons, the PLT recommended a model to the TAC and the RI Alternate Assessment Advisory Committee that allows students to be assessed on two content strands each tested year. Additionally, it was decided to assess one strand in each content area throughout the student's academic career. The second strand would change by grade span. For example, in mathematics, Number and Operations is assessed in every grade, but the second mathematics strand changes from Geometry and Measurements (grade 2-5), to Data, Statistics and Probability (grades 6-8) to Functions and Algebra (grade 10). The selection of the second mathematics strand was determined based on the distribution of emphasis in NECAP GLEs. A sample Structured Performance Task, Numbers and Operations entry, from one of last year's third

grade students documents the child applying skills of 1:1 correspondence. Last year a tenth grade student who was assessed on the same Structured Performance Task demonstrated a different application of Numbers and Operation by graphing seating arrangements based on ticket sales.

Documentation of student progress is captured three times throughout the academic year for eight entries in grades 2, 3, 5, 6, and 8 and twelve entries in grades 4, 7, and 10. Each AAGSE has five pages of required documentation. At grades 2, 3, 5, 6, and 8 there are 40 pages of documentation. At grades 4, 7, and 10, grades which also assess writing, the number of pages required for the RIAA increases to 60. Typically RI teachers assess more than one student in the RIAA and they report feeling overwhelmed by the amount of documentation required.

In light of the findings, RIDE will revisit this decision with input from its TAC and the Alternate Assessment Advisory Committee as we work to develop greater technical adequacy during the 2007-08 academic year. Our concern is that requiring assessment in all four content strands at the same time will result in an increased burden on teachers and either an expansion of testing time, or, more importantly, a change in the assessment design. In order to keep the teacher burden at a feasible level where we can ensure accurate data, this assessment change could eliminate the opportunity for students to demonstrate progress because documentation of progress throughout the year requires multiple data points over time.

Balance of Representation

The PLT made some intentional decisions regarding Balance of Representation during the planning stages for the RIAA. One of those was to access students in the most "real-world" content strand in reading, writing and mathematics each testing cycle. This was done to encourage greater instruction in real-world situations, (e.g. reading a bus schedule, writing in response to text, and counting money) and to acknowledge that RIAA students need more time to learn content. For these reasons, as well as those explained above under Categorical Concurrence, one content strand has greater emphasis in each content area. RIDE believes that this is the correct assessment approach for students who participate in the RIAA.

Criterion #5 – Is there some differentiation of content of the RI AA across grade spans?

While both committees of educators noted positive changes in AAGSEs across grade spans (i.e., performance expectations, content, context for skills application), they also identified a small number of AAGSEs (writing and mathematics at grades 7 and 10) as being not age appropriate. These AAGSEs will be reviewed and revised as needed prior to the start of the next school year.

Achievement Level Standards

RIDE realizes that the terminology used in achievement level standards and the scoring rubric are not completely consistent in describing how progress in determined, possibly because they were developed at different times. In August 2007, we plan to complete a Validation Study of the 2006 Standard Setting results. Part of the work of the Validation Study Committee is to revise the Achievement Level Standards to both clarify the language and to create distinctions between grade spans. These clarifications will be incorporated into professional development materials for next year.

In 2007-08, RIDE will investigate other states' alternate assessment systems to identify how states with similar portfolio/datafolio assessments measure "degree of connections to grade-level content". The intent of this work is to remove program quality issues and make better inferences about student learning.
During the same year, RIDE will also begin to collect scoring data on the rubric dimensions of RIAA students to determine whether scores improve over time.

By 2008-09, RIDE will present findings to the RI TAC and RIAA Advisory Committee to ask for their input and recommendations.

Criterion #6 – Is the expected achievement for the student to show learning of grade-referenced academic content?

Beginning with scoring this summer, RIDE will collect samples of student datafolios at each achievement level at each grade span and begin to monitor the degree of alignment to grade-referenced content and implementation of standards-based instruction. We believe that ongoing monitoring over time will provide more valid assessments, improved technical adequacy, and bring additional oversight and "control" to the flexibility that is typical of portfolio/datafolio assessment systems. Although additional emphasis was placed on standards-based instruction during professional development trainings this year, RIDE recognizes that more needs to be done. During the summer of 2007, additional changes will be made to professional development materials. For example, RIDE will add language to the *RIAA Administration Manual 2007-2008* to more clearly inform teachers that, although AA GSEs are carried forward from one grade span to the next, educators are expected to select different targeted AA GSEs each year.

During the 2007-08 school year, the PLT will develop a mechanism that allows districts to monitor AAGSEs being assessed annually to ensure that students continue to be assessed on different AAGSEs. The monitoring plan will be presented to the TAC and Advisory Committee by the end of the school year.

Criterion #7 – Are there potential barriers to demonstrating what students' know and can do in the RI AA?

We are pleased that the Alignment Study confirms one of the strengths of the RIAA datafolio system, i.e. "flexibility in designing assessment tasks to meet the individual needs of students with significant cognitive disabilities" which results in students being able to demonstrate what they know and can do in their strongest mode of communication.

Criterion #8 – Does the instructional program for students with significant cognitive disabilities promote learning in the general curriculum (NECAP GLEs)?

Although this criterion is not required by NCLB, RIDE is interested in the information gained from the small group of special education teachers who participated in this survey; especially since this is the first year of full implementation of the new RIAA design. Their opinions reflect those of other teachers of RIAA students, (i.e., academic expectations are changing for these students) but, despite RIDE's extensive efforts at Professional Development, change is occurring slowly.

<u>Professional Development and Instructional Support</u>

Last year, approximately 50 teachers and 190 students (about 30% of RIAA students) participated in the assessment. RIDE provided extensive professional development sessions for these educators (4 full days of training) while maintaining professional development sessions for teachers who continued to assess students using the old alternate assessment model.

In every session, RIDE asked for and received teacher feedback. As a result of educators' feedback, the PLT revised its Professional Development focus for this year. One need that became evident was teachers' perception of students' capacity to learn. Some of the special education teachers who teach RIAA students have low academic expectations for students while others think that teaching functional skills are more important for these students. Another identified need that became apparent during datafolio scoring was the necessity to increase teachers' knowledge of academic (content-specific) instruction. These were addressed in a number of ways. The *RIAA Administration Manual for 2006-07* was completely revised and a chapter about instruction was added to the manual. Expectations about student achievement were discussed explicitly at professional development sessions. Samples of student work, including those of the most severe and profoundly disabled students, were developed and used in hands-on activities at training sessions. New PowerPoint slides were created to reflect the changes in the manual; numerous student samples for teacher use were written. Eight lead teachers were selected from RI's alternate assessment educators and hired to work at after-school drop-in sessions that were added to the professional development series. RIDE offered six drop-in sessions, two after each collection period, which were held after school. The idea for these sessions came from a meeting with special education directors who were concerned about teachers being out of school for four full days. Teachers were encouraged to come to the sessions with specific questions. Once there, they work in one-to-one or small groups with lead teachers who teach at the same grade spans as they do. Fifty teachers came to the first two sessions and 29 came to the second sessions and 17 came to the final sessions. All RIAA materials are on the RIDE website and are updated frequently. Many of the documents are in Microsoft Word format so that RIAA teachers can easy download them for their own use.

Summary

The Alignment Study provided RIDE with confirmation about the good work that has been accomplished and the identification of areas that will require further discussion and development. We are happy to receive both types of feedback.

Our plans include a multi-year approach that will allow RIDE to ensure that the RIAA has an ongoing process to continue to improve the quality of this assessment.

APPENDIX J: Descriptive Statistics for Dimensions by AAGSEs within SPTs

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
021	1.1	16	1.9	2.8	2.5	3.5	1.4	1.9	0.9	1.5
	1.1a	8	4.3	4.1	4.0	3.7	2.1	1.9	1.3	1.2
	1.1b	9	2.9	3.2	3.6	3.7	1.7	2.0	1.2	1.9
	1.1c	2	6.0	2.8	8.0	0.0	4.0	0.0	3.0	1.4
	1.1d	2	2.0	0.0	8.0	0.0	4.0	0.0	4.0	0.0
	1.3	55	4.0	3.3	4.7	3.7	2.6	1.9	2.2	1.8
	1.3a	20	4.4	3.5	5.0	3.6	2.7	1.8	2.0	1.8
	1.3b	18	4.1	2.9	4.9	3.5	2.6	1.9	2.4	1.9
	3.1	1	8.0		8.0		4.0		3.0	
	3.2	0								
	5.1	25	4.0	2.8	5.1	3.2	3.0	1.6	2.3	1.7
	5.2	1	0.0		0.0		0.0		0.0	
	6.2	4	4.5	3.4	6.0	4.0	3.0	2.0	3.0	2.0
	7.1	1	2.0		8.0		4.0		3.0	
	7.1a	9	4.0	3.5	4.4	3.7	2.6	1.9	1.9	1.7
	7.1b	1	2.0		8.0		4.0		3.0	
022	8.1	10	4.2	3.3	5.2	3.8	2.8	1.9	2.7	1.9
	8.1a	34	5.2	2.9	5.9	2.8	3.4	1.3	2.4	1.6
	8.1b	29	4.1	3.1	4.7	3.4	2.8	1.8	1.9	1.7
	8.1c	12	2.3	2.9	3.3	3.7	1.8	2.0	1.3	1.7
	8.1d	6	4.7	3.9	5.3	4.1	2.7	2.1	1.0	1.7
	8.2	10	4.0	2.5	4.4	3.5	1.8	2.0	1.3	1.5
	8.2a	4	7.0	2.0	8.0	0.0	3.8	0.5	1.8	1.3

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
023	1.1	7	3.1	4.0	2.9	3.8	1.7	2.1	1.6	2.0
	1.1a	1	0.0		0.0		0.0		0.0	
	1.1b	8	6.5	3.0	7.0	2.8	3.5	1.4	3.3	1.4
	1.1c	6	6.0	2.2	6.7	2.1	3.3	1.0	2.8	1.5
	1.2	1	4.0		4.0		4.0		4.0	
	1.2a	2	5.0	4.2	8.0	0.0	3.5	0.7	3.5	0.7
	1.2c	0								
	1.3	5	6.0	2.4	8.0	0.0	4.0	0.0	4.0	0.0
	1.3a	6	5.0	3.9	4.7	3.9	2.5	2.0	2.3	2.0
	1.3b	8	4.8	4.0	5.0	4.1	2.3	1.9	1.8	1.7
	1.3c	5	8.0	0.0	8.0	0.0	4.0	0.0	3.4	0.9
	3.1	0								
	3.1a	0								
	4.1	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	4.1a	0								
	4.1b	0								
	6.1	3	5.3	2.3	8.0	0.0	4.0	0.0	3.7	0.6
	61a	1	2.0		8.0		4.0		3.0	
	7.1	5	3.2	3.6	4.0	4.0	2.4	2.2	2.2	2.0
	7.1a	2	7.0	1.4	8.0	0.0	4.0	0.0	4.0	0.0
	7.1b	3	2.0	0.0	6.7	2.3	3.3	0.6	4.0	0.0
	7.1c	0								
	7.1d	0								
024	1.1	12	6.2	2.8	7.0	2.5	3.5	1.2	2.9	1.6
	1.2	16	5.6	3.2	5.5	3.5	3.3	1.6	2.4	1.7
	1.2a	16	5.9	3.2	5.8	3.3	2.9	1.5	2.2	1.6
	1.2b	22	6.5	2.7	6.4	2.7	3.1	1.4	2.6	1.7
	1.3	16	3.5	3.5	3.8	4.0	1.9	2.0	1.5	1.8
	1.4	12	6.3	3.2	6.0	3.2	3.3	1.5	2.7	1.7
	1.5	21	4.9	3.7	5.0	3.8	2.4	1.8	1.8	1.7
	1.6	16	4.3	3.6	4.8	3.6	2.6	1.9	2.3	1.8
	2.1	7	4.9	3.4	5.1	3.8	2.9	2.0	2.3	1.9
	3.1	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	3.2	24	4.9	3.5	5.2	3.6	2.8	1.8	2.5	1.8
	3.4	4	5.5	2.5	8.0	0.0	4.0	0.0	3.3	0.5
	3.4a	5	5.6	2.6	6.4	2.2	3.2	1.8	3.2	1.8
	3.4b	0								

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
025	9.1	0								
	9.2	3	4.0	4.0	5.3	4.6	2.7	2.3	2.7	2.3
	9.5	2	3.0	1.4	6.0	2.8	4.0	0.0	2.0	2.8
	10.1	31	4.6	2.9	5.5	3.2	3.1	1.6	2.7	1.6
	10.2	2	5.0	4.2	8.0	0.0	4.0	0.0	1.0	0.0
	10.3	11	3.5	3.6	3.6	3.8	2.1	2.0	1.7	1.9
	10.4	11	5.3	3.6	5.5	3.7	2.9	1.9	1.9	1.6
	10.5	3	4.7	2.3	6.7	2.3	2.7	2.3	2.0	2.0
	10.8	12	3.0	2.6	4.0	3.4	1.9	2.0	1.6	2.0
026	9.1	3	3.3	4.2	4.0	4.0	2.3	2.1	2.3	2.1
	9.2	14	5.3	2.7	6.6	2.5	2.8	1.8	2.6	1.8
	9.5	6	5.3	2.4	8.0	0.0	3.8	0.4	3.5	0.5
	10.1	21	5.0	3.7	4.8	3.7	2.4	1.9	1.8	1.8
	10.2	6	5.7	3.2	5.3	3.3	2.2	2.0	1.0	1.7
	10.3	7	2.6	3.4	2.9	3.8	1.6	2.0	0.9	1.2
	10.4	4	6.0	4.0	6.0	4.0	3.0	2.0	2.8	1.9
	10.5	4	2.0	4.0	2.0	4.0	1.0	2.0	1.0	2.0
	10.6	5	2.8	3.9	2.4	3.6	0.6	1.3	0.2	0.4
	10.6a	8	3.8	4.1	3.5	4.0	1.5	2.1	1.3	1.8
	10.8	17	6.2	3.1	5.9	3.2	3.3	1.6	2.9	1.5

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
041	1.1	14	5.7	2.7	6.9	1.9	3.9	0.5	1.6	1.3
	1.4	0								
	1.4a	5	0.8	1.1	3.2	4.4	1.4	1.9	0.8	1.3
	1.4b	0								
	1.5	3	2.7	2.3	5.3	4.6	2.7	2.3	2.0	1.7
	1.5a	9	0.4	0.9	0.9	2.7	0.4	0.9	0.6	1.1
	1.5b	1	0.0		0.0		0.0		0.0	
	1.6	7	2.9	2.0	4.6	4.3	3.1	1.5	2.6	1.4
	1.6a	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	1.6b	2	5.0	4.2	4.0	0.0	2.0	2.8	2.0	2.8
	1.7	7	7.4	1.5	7.4	1.5	4.0	0.0	1.3	1.3
	1.8	9	6.0	2.6	5.8	3.5	2.7	1.4	2.2	1.5
	1.9	20	6.0	2.9	6.0	3.0	3.5	1.2	2.5	1.5
	1.9a	4	7.0	2.0	8.0	0.0	3.5	0.6	2.8	1.0
	1.9b	12	6.7	2.0	7.3	1.6	3.7	0.7	2.7	1.4
	9.1	1	8.0		8.0		3.0		4.0	
	9.3	7	2.9	3.2	4.6	4.3	2.1	2.0	2.0	1.9
	9.3a	4	5.0	3.5	7.0	2.0	3.3	1.0	2.0	1.6
	9.3b	11	4.4	3.4	5.1	3.6	2.5	1.9	2.1	1.7
	9.3c	1	8.0		8.0		4.0		4.0	
	9.4	13	4.3	3.4	4.9	3.7	2.2	1.9	2.3	2.0
	9.5	5	7.6	0.9	8.0	0.0	4.0	0.0	3.2	1.1
	9.6	13	5.5	3.2	5.8	3.1	3.3	1.5	3.1	1.4
	9.6a	2	4.0	5.7	4.0	5.7	2.0	2.8	2.0	2.8
	9.6b	1	0.0		0.0		0.0		0.0	
	9.6c	3	4.7	2.3	6.7	2.3	4.0	0.0	3.3	0.6
	9.7	7	4.0	2.8	6.9	3.0	3.4	1.5	3.0	1.4

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
042	2.1	1	8.0		8.0		4.0		2.0	
	2.1a	26	4.8	2.8	6.2	2.3	3.5	1.1	2.8	1.3
	2.1b	37	5.2	3.3	5.7	3.3	2.8	1.7	2.2	1.6
	2.2	6	6.7	3.3	6.7	3.3	3.3	1.6	2.7	1.5
	3.1	0								
	3.2	0								
	3.3	22	4.0	3.7	3.6	3.7	2.2	1.9	2.0	1.8
	3.4	8	6.8	2.8	6.5	3.0	3.0	1.9	2.3	1.5
043	2.1	1	8.0		4.0		0.0		0.0	
	2.1a	1	0.0		0.0		0.0		0.0	
	2.1b	13	5.7	3.4	5.2	3.4	2.8	1.7	2.3	1.5
	2.2	1	4.0		8.0		3.0		1.0	
	3.1	4	6.5	1.0	6.0	2.3	3.3	1.0	2.0	1.6
	3.2	7	3.4	3.8	4.0	4.0	2.1	2.0	0.3	0.8
	3.3	6	2.3	3.7	2.0	3.3	0.5	1.2	0.0	0.0
	3.4	13	5.8	3.0	5.2	3.4	3.2	1.5	1.5	1.8

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
071	1.1	30	6.7	2.3	6.5	2.7	3.5	1.2	2.6	1.4
	1.4	2	5.0	4.2	6.0	2.8	4.0	0.0	3.5	0.7
	1.4a	8	2.3	3.3	2.5	3.7	1.0	1.9	0.6	1.4
	1.4b	1	8.0		8.0		4.0		2.0	
	1.6	9	5.8	3.5	5.8	3.5	3.0	1.7	2.9	1.7
	1.6a	3	2.7	4.6	2.7	4.6	1.3	2.3	0.7	1.2
	1.6b	0								
	1.7	8	6.0	3.7	6.0	3.7	2.8	1.8	1.8	1.7
	1.8	9	6.9	2.7	6.7	2.8	3.3	1.4	3.2	1.3
	1.9	44	6.1	2.8	5.5	2.9	3.1	1.6	2.2	1.6
	1.9a	0								
	1.9b	7	6.9	3.0	6.9	3.0	3.4	1.5	2.1	1.7
	1.9c	11	6.0	3.2	5.8	3.3	3.3	1.6	3.0	1.5
	1.9d	1	6.0		8.0		4.0		4.0	
	9.1	3	8.0	0.0	8.0	0.0	3.0	0.0	2.7	2.3
	9.2	0								
	9.3	4	4.5	3.0	8.0	0.0	3.0	1.4	2.8	1.9
	9.3a	10	5.8	2.7	5.2	3.8	3.2	1.3	2.1	1.5
	9.3b	4	5.0	2.6	7.0	2.0	4.0	0.0	1.3	1.5
	9.3c	1	8.0		8.0		3.0		2.0	
	9.4	12	6.2	3.0	5.7	3.2	2.8	1.4	2.2	1.3
	9.5	11	5.5	3.4	6.2	3.3	2.9	1.9	2.6	1.7
	9.6	8	6.3	2.3	6.5	2.1	2.9	1.8	2.1	1.8
	9.6a	1	4.0		8.0		3.0		1.0	
	9.6b	0								
	9.6c	2	8.0	0.0	8.0	0.0	3.5	0.7	4.0	0.0
	9.6d	1	4.0		4.0		4.0		4.0	
	9.7	1	8.0		8.0		4.0		4.0	
	9.7a	2	6.0	2.8	4.0	5.7	4.0	0.0	3.5	0.7
	9.7b	0								
	9.8	2	1.0	1.4	2.0	2.8	2.0	2.8	2.0	2.8
	9.8a	0								
	9.8b	0								

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
072	4.1	20	4.7	3.5	5.8	3.5	3.1	1.6	2.3	1.8
	4.2	10	3.4	3.4	4.8	4.1	2.0	1.9	1.8	1.8
	4.2a	7	3.4	3.8	4.0	4.0	1.7	2.1	1.7	2.1
	4.2b	0								
	5.1	3	2.0	2.0	5.3	4.6	2.0	2.0	0.7	0.6
	5.1a	0								
	5.1b	0								
	5.1c	1	0.0		0.0		0.0		0.0	
	5.2	4	6.0	2.8	8.0	0.0	4.0	0.0	4.0	0.0
	5.2a	16	5.4	3.4	5.8	3.6	3.1	1.6	2.1	1.6
	5.3	5	3.2	3.3	3.2	3.3	0.8	1.8	0.8	1.8
073	4.1	40	5.5	2.7	5.5	2.8	2.8	1.7	2.2	1.6
	4.2	13	6.5	3.0	4.9	3.3	3.4	1.5	2.7	1.8
	4.2a	14	6.9	2.3	6.0	3.0	3.4	1.2	2.8	1.4
	4.2b	0								
	5.1	40	6.6	2.6	6.5	3.0	3.3	1.3	2.6	1.5
	5.1a	6	5.0	3.9	5.3	4.1	2.7	2.1	2.0	1.7
	5.1b	2	7.0	1.4	6.0	2.8	4.0	0.0	3.0	1.4
	5.1c	4	5.0	3.8	4.0	3.3	2.8	1.9	2.5	1.9
	5.2	2	1.0	1.4	2.0	2.8	2.0	2.8	2.0	2.8
	5.2a	3	7.3	1.2	8.0	0.0	3.7	0.6	3.7	0.6
	5.3	1	0.0		0.0		0.0		0.0	

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
101	1.3d	12	3.8	3.6	4.0	3.8	2.2	1.9	1.4	1.6
	1.3e	7	5.4	2.2	5.1	2.0	2.9	1.3	1.9	1.3
	1.3h	5	6.0	3.5	4.8	3.3	2.2	2.0	2.0	1.9
	2.1	8	1.5	3.0	2.0	3.0	1.5	2.1	1.4	1.9
	2.3	0								
	2.5	1	8.0		8.0		4.0		3.0	
	2.5a	0								
	4.1	11	5.3	3.3	5.1	3.6	3.1	1.6	2.5	1.4
	4.2	2	4.0	5.7	4.0	5.7	2.0	2.8	2.0	2.8
	4.4	6	6.0	3.1	6.7	3.3	4.0	0.0	1.7	1.9
	6.12	11	0.7	2.4	1.5	3.2	0.6	1.4	0.5	1.0
	10.5	13	4.2	3.7	3.1	3.3	1.9	1.9	1.2	1.7
	12.1	7	8.0	0.0	6.9	2.0	3.9	0.4	3.4	1.0
	12.2	13	3.8	3.6	3.4	3.6	2.3	2.0	1.3	1.8
	12.3	4	2.0	4.0	2.0	4.0	0.5	1.0	0.5	1.0
	12.4	20	3.8	3.7	3.6	3.9	2.1	2.0	1.6	1.8
	12.5	10	3.8	3.5	4.0	3.8	1.6	2.1	1.3	1.8
	12.6	12	6.0	3.0	3.3	2.3	2.7	1.7	2.2	1.6
	13.2	0								
	13.3	1	8.0		8.0		4.0		2.0	
	14.1	0								
	15.2	0								
	15.3	0								
	15.4	10	4.4	3.9	4.0	3.8	2.4	2.1	2.2	1.9
	16.1	3	5.3	2.3	8.0	0.0	4.0	0.0	3.3	0.6
	17.3	3	8.0	0.0	6.7	2.3	4.0	0.0	4.0	0.0
	17.4	0								
	18.1	2	6.0	2.8	8.0	0.0	4.0	0.0	3.0	0.0
	19.2	0								
	19.3	0								
	19.4	0								
	19.5	0								

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
102	1.1	6	2.0	3.1	2.0	3.3	1.2	1.8	0.5	0.8
	1.1a	15	4.8	3.2	4.0	3.7	2.6	1.9	1.7	1.7
	1.1b	5	3.6	3.3	3.2	3.3	1.2	1.8	1.2	1.8
	1.1c	12	5.5	3.4	4.0	3.4	2.5	1.9	1.9	1.8
	1.1d	4	4.5	1.0	5.0	2.0	3.0	0.8	2.3	0.5
	1.1e	1	0.0		0.0		0.0		0.0	
	1.1f	1	8.0		4.0		4.0		4.0	
	1.1g	3	0.7	1.2	2.7	4.6	1.3	2.3	1.3	2.3
	1.1h	0								
	1.3	2	0.0	0.0	4.0	5.7	2.0	2.8	0.5	0.7
	1.3a	8	1.3	2.8	1.0	2.8	0.5	1.4	0.5	1.4
	1.3b	0								
	1.3c	0								
	1.3d	1	8.0		8.0		4.0		4.0	
	1.3f	0								
	1.3g	0								
	1.3h	0								
	1.3j	0								
103	2.1	11	4.5	2.7	4.0	3.1	3.2	1.6	2.7	1.6
	2.1a	5	1.6	2.6	2.4	3.6	0.8	1.8	0.4	0.9
	2.1b	14	5.4	3.0	5.1	3.3	2.3	1.9	2.2	1.9
	2.1d	2	2.0	2.8	2.0	2.8	4.0	0.0	2.0	0.0
	2.1e	9	4.9	3.9	4.9	3.9	2.2	2.1	2.0	1.9
	3.1	20	4.0	3.7	4.2	4.0	2.1	1.9	1.7	1.8
	3.1a	9	4.2	3.5	4.9	3.9	2.7	2.0	1.8	1.5
	3.1b	3	3.3	4.2	5.3	4.6	2.0	1.7	2.0	1.7
	3.1c	3	1.3	2.3	5.3	4.6	2.0	2.0	1.3	1.5
	3.1d	8	4.0	3.2	4.5	3.3	1.8	1.9	1.3	1.5
	3.1e	0								
	3.1f	5	6.0	2.4	6.4	2.2	4.0	0.0	2.2	0.8
	4.1	1	0.0		0.0		0.0		0.0	
	4.2	0								
	4.3	0								

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
104	1.1	15	2.9	3.2	3.7	3.8	2.2	1.9	1.1	1.7
	1.1	0								
	1.10a	2	4.0	5.7	2.0	2.8	2.0	2.8	0.5	0.7
	1.10b	0								
	1.2	10	3.2	2.9	4.4	3.5	2.7	1.9	1.6	1.3
	1.2a	5	3.2	4.4	3.2	4.4	1.2	1.8	1.0	1.7
	1.2b	3	4.7	4.2	4.0	4.0	2.7	2.3	0.3	0.6
	1.2c	9	2.4	3.1	1.3	2.8	1.0	1.7	0.1	0.3
	1.2d	0								
	1.3	14	4.4	3.6	4.6	3.8	2.4	1.9	1.7	1.5
	1.8	32	4.1	3.1	4.5	3.6	2.4	1.9	2.2	1.8
	2.1	12	6.2	2.0	7.0	1.8	3.5	1.2	3.3	1.2
	2.2	0								
	2.3	2	8.0	0.0	8.0	0.0	4.0	0.0	4.0	0.0
	2.3b	0								
	2.3c	1	0.0		0.0		0.0		0.0	
	2.3d	1	8.0		4.0		3.0		3.0	
	3.1	4	4.0	3.7	4.0	3.3	2.3	1.7	2.3	1.7
	3.2	16	3.9	3.6	3.3	3.3	2.1	1.9	1.4	1.5
	3.3	0								
	3.4	5	5.2	3.0	5.6	3.6	1.4	1.9	1.2	1.8
	3.4a	3	5.3	4.6	2.7	2.3	2.7	2.3	2.3	2.1
	3.4b	0								
	3.4c	0								
	3.5	7	3.7	3.4	5.1	3.8	2.9	2.0	2.7	1.9
	3.5a	0								
	3.5b	0								
	3.6	0								

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
105	4.1	10	7.0	2.5	7.2	2.5	2.8	1.4	3.2	1.2
	4.1a	8	4.8	4.0	4.5	3.3	2.6	1.8	2.0	1.7
	4.1b	3	4.0	2.0	6.7	2.3	2.7	2.3	2.7	2.3
	4.1c	0								
	4.1d	1	6.0		4.0		4.0		4.0	
	4.2	15	4.8	3.6	5.1	3.8	2.3	1.9	2.2	1.7
	4.3	14	5.3	3.3	4.0	3.1	2.8	1.8	2.2	1.6
	4.3a	8	4.8	3.2	5.0	3.5	2.5	2.1	2.0	1.8
	4.3b	0								
	4.4	1	6.0		4.0		2.0		1.0	
	4.5	0								
	5.1	5	5.2	3.3	5.6	3.6	3.2	1.8	2.8	1.6
	5.1a	0								
	5.1b	0								
	5.1c	0								
	5.2	1	8.0		8.0		4.0		3.0	
	5.2a	3	4.7	4.2	4.0	4.0	1.0	1.7	1.0	1.7
	5.2b	0								
	5.2c	0								
	5.3	1	0.0		0.0		0.0		0.0	
	5.3a	0								
	5.4	0								
	5.4a	0								
	5.5	0								
	5.6	0								
	6.1	3	6.7	1.2	6.7	2.3	2.7	2.3	2.7	2.3
	6.2	0								

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
106	7.1	7	3.7	3.7	3.4	3.6	2.1	2.0	2.0	2.0
	7.1a	11	2.2	3.2	2.5	3.7	1.4	1.9	0.6	1.1
	7.1b	0								
	7.1c	2	5.0	4.2	8.0	0.0	4.0	0.0	2.5	2.1
	7.2	17	5.8	3.5	5.4	3.7	3.1	1.7	2.1	1.7
	7.3	3	5.3	4.6	5.3	4.6	2.7	2.3	1.7	1.5
	7.3a	0								
	7.4	6	1.3	3.3	1.3	3.3	0.5	1.2	0.3	0.8
	7.4a	0								
	7.5	3	2.7	4.6	1.3	2.3	0.7	1.2	1.0	1.7
	7.5a	7	5.1	3.6	5.7	3.1	2.4	1.7	1.4	1.8
	7.6	0								
	7.6a	0								
	8.1	5	3.6	4.1	2.4	3.6	2.0	2.0	1.4	1.3
	8.2	1	8.0		8.0		4.0		4.0	
	8.2a	5	5.6	3.3	4.8	3.3	3.4	0.5	2.8	0.8
	8.3	2	8.0	0.0	8.0	0.0	4.0	0.0	2.0	2.8
	8.3a	0								
	8.4	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
107	1.1	23	5.0	2.9	4.5	3.5	2.3	1.8	1.9	1.8
	1.4	1	8.0		8.0		3.0		3.0	
	1.4b	0								
	1.4c	0								
	1.6	2	7.0	1.4	2.0	2.8	2.0	2.8	0.0	0.0
	1.6a	2	7.0	1.4	8.0	0.0	3.0	1.4	2.5	0.7
	1.6b	1	8.0		8.0		2.0		2.0	
	1.7	7	2.9	3.6	2.9	3.8	1.4	1.9	1.0	1.5
	1.8	2	7.0	1.4	8.0	0.0	3.5	0.7	3.5	0.7
	1.9	22	3.4	3.2	4.4	3.7	2.1	2.0	1.8	1.9
	1.9a	8	2.3	3.3	2.0	3.7	1.4	1.9	0.9	1.6
	1.9b	12	5.3	2.3	5.3	2.6	3.6	0.7	2.5	0.9
	1.9c	15	5.6	2.9	5.9	3.0	2.6	1.5	2.1	1.3
	1.9d	3	5.3	4.6	4.0	4.0	2.3	2.1	1.7	1.5
	9.3	11	4.5	2.8	6.5	3.2	2.9	1.6	2.1	1.6
	9.4	12	5.7	3.5	3.3	3.7	2.6	1.9	2.3	2.0
	9.5	6	5.0	3.5	6.7	3.3	3.2	1.6	2.8	1.5
	9.6	8	5.3	3.2	4.5	4.0	3.1	1.5	3.1	1.4
	9.6a	0								
	9.6b	0								
	9.6c	1	6.0		4.0		3.0		3.0	
	9.6d	0								
	9.7	5	5.2	3.9	8.0	0.0	3.4	1.3	3.8	0.4
	9.7a	1	0.0		0.0		0.0		0.0	
	9.7b	0								
	9.8	5	2.8	2.3	5.6	3.6	2.6	1.7	3.0	1.7
	9.8a	0								
	9.8b	0								
	9.8c	0								

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
108	6.2	10	4.6	3.1	4.4	3.5	3.2	1.7	2.1	1.4
	62a	5	0.0	0.0	0.0	0.0	0.8	1.8	0.0	0.0
	62b	2	4.0	5.7	4.0	5.7	2.0	2.8	1.0	1.4
	6.3	2	3.0	4.2	4.0	5.7	2.0	2.8	1.5	2.1
	63a	1	6.0		8.0		4.0		3.0	
	6.4	6	6.0	3.1	6.0	3.3	3.3	1.6	2.8	1.6
	64a	11	2.9	3.5	2.9	3.6	1.6	2.0	0.9	1.4
	64b	4	2.0	4.0	2.0	4.0	1.0	2.0	0.8	1.5
	64c	0								
	6.5	2	8.0	0.0	8.0	0.0	4.0	0.0	4.0	0.0
	7.1	18	4.3	3.2	4.9	3.5	2.7	1.9	1.4	1.6
	7.1a	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	7.1b	1	8.0		8.0		3.0		4.0	
	7.1c	4	3.0	3.8	4.0	4.6	2.0	2.3	1.8	2.1
	8.1	8	6.3	2.9	5.5	3.0	2.9	1.8	2.6	1.7
	8.1a	5	3.6	3.0	6.4	3.6	3.2	1.8	2.8	1.8
	8.1b	5	1.2	2.7	1.6	3.6	0.8	1.8	0.8	1.8
	8.1c	0								
	8.1d	7	2.6	2.8	2.9	3.8	1.7	2.1	1.1	1.6
	8.1e	0								
	8.2	6	6.3	3.2	4.7	3.0	2.8	1.6	2.0	1.4

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
109	6.2	4	7.0	1.2	7.0	2.0	2.5	1.7	2.5	1.7
	62a	1	0.0		0.0		0.0		0.0	
	62b	4	5.5	3.8	6.0	4.0	2.5	1.7	2.5	1.7
	6.3	7	4.6	4.3	4.0	4.0	2.1	2.0	1.7	1.7
	63a	0								
	6.4	0								
	64a	3	5.3	4.6	4.0	4.0	2.3	2.1	2.7	2.3
	64b	3	2.7	4.6	1.3	2.3	1.3	2.3	1.0	1.7
	64c	0								
	6.5	1	0.0		0.0		0.0		0.0	
	7.1	5	4.0	3.7	3.2	3.3	2.2	2.0	1.8	1.8
	7.1a	0								
	7.1b	0								
	7.1c	1	8.0		8.0		4.0		4.0	
	8.1	5	3.2	4.4	2.4	3.6	1.4	1.9	1.2	1.6
	8.1a	0								
	8.1b	0								
	8.1c	0								
	8.1d	0								
	8.1e	0								
	8.2	1	8.0		8.0		4.0		3.0	

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
351	1.1	19	3.8	3.6	4.4	4.0	2.3	2.0	1.2	1.6
	1.1a	17	4.8	3.5	4.9	3.6	2.1	1.9	0.7	1.2
	1.1b	10	4.4	3.9	4.4	3.5	2.7	1.9	0.6	0.8
	1.1c	5	5.2	3.3	5.6	3.6	3.2	1.8	0.6	0.5
	1.1d	16	6.1	2.7	7.0	2.3	3.8	1.0	2.9	1.2
	1.3	83	4.2	3.4	4.8	3.6	2.6	1.8	1.9	1.7
	1.3a	51	4.6	3.1	5.3	3.5	2.7	1.8	2.0	1.7
	1.3b	17	4.4	3.6	5.2	3.7	2.8	1.9	2.1	1.7
	1.3d	12	5.0	3.0	6.0	3.6	3.3	1.5	2.7	1.6
	1.3h	25	6.7	2.1	6.4	2.6	3.5	1.2	3.0	1.3
	2.1	29	4.6	3.5	5.2	3.7	2.6	1.8	2.2	1.8
	2.2	5	4.4	3.6	5.6	3.6	3.2	1.8	3.0	1.7
	2.5	1	8.0		4.0		4.0		3.0	
	2.5a	1	8.0		8.0		4.0		3.0	
	4.1	3	6.7	2.3	6.7	2.3	4.0	0.0	4.0	0.0
	6.12	23	4.7	2.7	6.6	2.6	3.0	1.5	2.3	1.6
	11.1	9	3.1	3.8	2.7	3.5	1.7	2.0	1.4	1.7
	11.2	11	4.4	3.1	4.7	3.5	2.6	1.7	2.4	1.6
	11.3	2	4.0	5.7	4.0	5.7	2.0	2.8	1.5	2.1
	11.4	4	1.5	3.0	1.0	2.0	0.0	0.0	0.0	0.0
	12.1	23	5.4	3.5	5.4	3.5	2.9	1.8	2.4	1.7
	12.2	51	3.7	3.6	3.8	3.7	2.1	2.0	1.7	1.8
	12.4	29	3.9	3.6	4.0	3.7	1.9	2.0	1.5	1.7
	12.5	53	3.2	3.6	3.3	3.7	1.8	2.0	1.6	1.9
	13.2	4	0.5	1.0	2.0	4.0	1.0	2.0	1.0	2.0
	13.3	16	2.6	2.2	4.5	3.5	2.3	1.9	2.3	1.9
	15.1	1	0.0		0.0		0.0		0.0	
	17.2	15	4.7	3.5	4.5	3.7	2.6	1.9	1.7	1.8

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
352	1.1	10	2.4	3.5	2.4	3.9	1.2	1.9	1.0	1.7
	1.1a	3	5.3	4.6	5.3	4.6	2.7	2.3	1.7	2.1
	1.1b	14	3.3	3.6	4.3	4.0	2.3	2.1	1.6	1.6
	1.1c	4	5.5	1.0	8.0	0.0	4.0	0.0	4.0	0.0
	1.1d	2	7.0	1.4	6.0	2.8	3.5	0.7	3.5	0.7
	1.2	3	5.3	4.6	5.3	4.6	2.3	2.1	2.0	2.0
	1.2a	1	0.0		0.0		0.0		0.0	
	1.2b	0								
	1.2c	0								
	1.3	4	5.5	3.8	6.0	4.0	2.5	1.9	2.0	1.6
	1.3a	1	4.0		4.0		4.0		2.0	
	1.3b	21	6.6	2.0	6.7	1.9	3.5	1.2	2.8	1.5
	1.3c	15	5.7	3.5	6.1	3.3	3.2	1.7	2.9	1.6
	1.3d	1	8.0		8.0		4.0		3.0	
	3.1	2	4.0	5.7	4.0	5.7	2.0	2.8	1.5	2.1
	3.1b	1	0.0		0.0		0.0		0.0	
	4.1	1	8.0		4.0		4.0		3.0	
	4.1a	0								
	4.1b	0								
	4.1c	0								
	4.2	0								
	4.2b	6	8.0	0.0	7.3	1.6	3.7	0.8	2.3	0.8
	4.2c	10	5.8	3.0	4.4	3.5	3.4	1.3	1.4	1.2
	4.2d	0								
	5.1	6	3.7	3.4	4.0	4.4	1.3	1.5	1.5	1.8
	5.1a	7	6.6	3.0	6.3	3.1	3.4	1.5	2.4	1.3
	5.1b	0								
	5.1c	0								
	6.1	0								
	61a	5	7.6	0.9	8.0	0.0	4.0	0.0	3.0	0.7
	61b	0								
	61c	11	5.3	3.6	5.5	3.7	2.7	1.8	1.5	1.3
	6.2	9	6.2	2.7	7.6	1.3	3.6	1.3	3.2	1.4
	6.3	0								
	63a	0								
	63b	0								
	7.1	3	1.3	2.3	2.7	4.6	1.3	2.3	1.3	2.3
	7.1a	1	8.0		8.0		4.0		4.0	
	7.1b	1	2.0		8.0		4.0		4.0	
	7.1c	0								
	7.1d	0								

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
	7.1e	0								
353	8.1	34	3.8	3.1	4.6	3.7	2.4	2.0	2.1	1.8
	8.1a	63	4.0	3.0	4.8	3.4	2.9	1.7	2.0	1.7
	8.1b	61	4.2	2.9	5.0	3.3	2.8	1.7	2.1	1.6
	8.1c	25	4.4	3.1	5.1	3.6	2.6	1.7	2.2	1.7
	8.1d	18	2.9	3.4	3.1	3.8	1.8	1.9	1.0	1.5
	8.1e	26	3.5	3.0	6.0	3.4	2.8	1.7	2.4	1.6
	8.1f	52	4.9	3.0	5.2	3.3	2.8	1.8	1.9	1.7
	8.1g	2	3.0	4.2	4.0	5.7	2.0	2.8	2.0	2.8
	8.2	22	2.4	2.8	2.7	3.6	1.9	2.0	1.5	1.8
	8.2a	8	4.8	3.7	6.0	3.7	3.0	1.9	1.5	1.3
	8.2b	7	5.1	3.0	7.4	1.5	3.4	0.8	2.0	1.4
	8.2c	33	3.6	3.4	4.4	3.7	2.4	2.0	2.2	1.9
	8.2d	4	5.5	3.8	6.0	4.0	3.0	2.0	2.5	1.9
354	1.1	29	6.0	2.7	6.1	3.0	3.2	1.5	1.9	1.7
	1.2	28	5.6	3.1	5.9	3.4	3.2	1.6	2.3	1.5
	1.2a	35	3.9	4.0	4.0	4.0	1.9	1.9	0.9	1.4
	1.2b	34	6.3	3.1	6.5	3.0	3.1	1.5	1.9	1.7
	1.2c	11	3.8	3.5	3.6	4.2	2.4	1.9	1.1	1.4
	1.3	22	4.9	3.3	5.1	3.3	2.8	1.8	2.0	1.4
	1.4	3	3.3	3.1	4.0	4.0	2.3	2.1	2.0	2.0
	1.5	39	3.4	3.7	3.9	3.9	2.0	2.0	1.7	1.8
	1.6	18	4.3	3.1	5.3	3.1	2.9	1.7	2.4	1.5
	1.7	31	3.4	3.2	4.4	3.6	2.5	1.9	2.1	1.8
	1.8	135	5.6	3.0	5.9	3.1	3.2	1.5	2.6	1.5
	1.9	9	4.0	3.6	3.6	3.7	2.6	1.9	2.4	1.9
	2.1	3	6.0	2.0	5.3	2.3	3.7	0.6	3.7	0.6
	2.2	14	4.6	3.4	6.0	3.4	2.5	1.7	2.3	1.7
	2.3	7	4.3	4.1	4.0	4.0	2.1	2.0	1.7	1.8
	2.3a	1	6.0		4.0		4.0		4.0	
	2.3b	6	3.0	3.5	3.3	3.9	2.0	2.2	1.2	1.3
	3.1	2	4.0	5.7	4.0	5.7	2.0	2.8	0.5	0.7
	3.2	10	5.8	2.6	6.8	2.7	3.3	1.3	2.9	1.4
	3.4	15	5.7	2.8	5.3	3.6	3.3	1.4	3.2	1.4
	3.4a	23	5.0	2.7	5.0	3.0	2.7	1.9	2.7	1.8
	3.4b	0								
	3.4c	0								
	3.5	54	4.9	3.2	5.5	3.4	2.8	1.8	2.3	1.7

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
355	7.1	3	5.3	1.2	5.3	2.3	4.0	0.0	2.7	0.6
	7.1a	5	6.0	3.5	6.4	3.6	3.2	1.8	2.8	1.8
	7.1b	2	7.0	1.4	4.0	5.7	3.5	0.7	3.5	0.7
	7.2	19	5.6	3.1	5.3	3.3	3.2	1.7	1.1	1.4
	7.3	10	3.0	2.9	2.8	2.7	1.9	2.0	1.8	1.9
	7.3a	2	8.0	0.0	6.0	2.8	4.0	0.0	3.0	1.4
	7.4	5	0.4	0.9	0.8	1.8	0.8	1.8	0.8	1.8
	7.5	30	6.2	2.9	6.3	2.9	3.2	1.5	1.6	1.5
	8.1	17	5.4	3.2	4.9	3.3	2.8	1.9	1.9	1.7
	8.2	1	8.0		8.0		4.0		3.0	
	8.2a	0								
	8.3	0								
	8.4	1	6.0		4.0		3.0		3.0	
	8.5	0								
356	4.1	81	5.7	3.1	5.9	3.3	3.0	1.6	2.5	1.6
	4.1a	58	6.7	2.4	6.8	2.5	3.6	1.1	2.6	1.5
	4.1b	11	6.2	2.6	6.2	2.8	3.2	1.3	2.0	1.5
	4.2	110	5.7	3.0	5.7	3.1	3.1	1.6	2.5	1.6
	4.3	65	5.3	3.5	4.9	3.6	2.5	1.9	2.0	1.7
	4.3a	52	6.3	3.1	6.5	3.0	3.2	1.5	2.4	1.6
	4.4	0								
	4.5	0								
	5.1	8	1.3	1.8	1.5	3.0	0.9	1.6	0.8	1.5
	5.1a	0								
	5.2	5	2.8	3.9	2.4	3.6	0.8	1.8	0.4	0.9
	5.3	8	3.8	4.1	4.0	4.3	2.0	2.1	1.8	1.9
	5.4	1	8.0		8.0		4.0		2.0	
	5.5	0								
	6.1	8	4.0	3.4	4.5	3.3	2.4	2.0	1.6	1.8

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
681	1.1	19	3.6	3.2	4.4	3.5	2.3	1.9	1.4	1.6
	1.1a	21	3.2	3.3	4.0	4.0	1.8	1.8	1.5	1.6
	1.1b	5	2.4	3.3	1.6	2.2	1.2	1.8	0.4	0.9
	1.1c	6	6.0	3.1	4.0	3.6	2.2	1.8	1.0	1.5
	1.1d	3	7.3	1.2	5.3	2.3	2.7	2.3	0.7	1.2
	1.3	117	4.6	3.2	5.5	3.4	2.7	1.7	2.1	1.6
	1.3a	48	3.8	3.4	4.0	3.5	2.0	1.9	1.3	1.5
	1.3b	23	4.4	3.3	4.5	3.5	2.3	1.9	1.9	1.7
	3.1	1	8.0		8.0		4.0		3.0	
	3.2	26	6.1	2.4	7.4	1.5	3.9	0.3	3.0	1.1
	3.3	28	3.9	3.4	4.6	3.7	2.3	1.9	1.8	1.7
	3.4	0								
	3.5	1	6.0		8.0		4.0		4.0	
	3.6	0								
	5.1	37	3.4	3.0	4.2	3.6	2.4	1.9	2.0	1.8
	5.2	4	3.5	4.1	3.0	3.8	2.0	2.3	1.0	1.2
	5.3	18	5.7	2.6	7.1	2.6	2.9	1.6	1.7	1.6
	5.4	0								
	5.5	0								
	5.8	4	4.0	4.6	3.0	3.8	2.0	2.3	2.0	2.3
	5.8a	7	6.9	2.3	7.4	1.5	4.0	0.0	2.1	1.1
	5.8b	2	6.0	0.0	4.0	0.0	2.0	2.8	1.0	1.4
	6.1	0								
	6.2	6	4.3	3.4	4.0	2.5	3.2	1.6	1.2	1.0
	6.3	2	3.0	4.2	4.0	5.7	2.0	2.8	2.0	2.8
	6.4	1	8.0		8.0		4.0		3.0	
	6.5	7	3.4	2.2	7.4	1.5	3.9	0.4	3.4	1.1
	6.6	0								
	6.7	3	8.0	0.0	8.0	0.0	3.7	0.6	2.0	1.0
	6.8	0								
	6.9	4	3.5	4.1	3.0	3.8	2.0	2.3	1.5	1.7
	7.1	5	4.4	4.1	4.8	4.4	2.4	2.2	2.2	2.0
	7.1a	6	4.7	3.7	6.7	3.3	3.3	1.6	2.8	1.6
	7.1b	1	0.0		0.0		0.0		0.0	
	7.2	2	4.0	5.7	2.0	2.8	2.0	2.8	2.0	2.8
	7.2a	0								
	7.2b	2	4.0	5.7	4.0	5.7	2.0	2.8	2.0	2.8
	7.2c	5	0.4	0.9	0.0	0.0	0.0	0.0	0.0	0.0
	7.2d	1	0.0		0.0		0.0		0.0	
	7.6	51	5.7	3.0	5.7	3.1	3.2	1.6	2.8	1.5
	8.1	0								

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
	12.4	69	3.3	3.1	4.5	3.7	2.3	1.9	2.1	1.8
	17.1	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	17.2	28	4.9	3.4	6.3	3.0	3.3	1.4	3.0	1.4
682	1.1	9	5.1	3.6	5.8	3.5	3.1	1.8	2.8	1.6
	1.1a	22	2.6	2.7	3.8	4.0	2.3	2.0	1.6	1.6
	2.1	9	1.1	1.1	3.1	3.3	1.6	1.5	1.3	1.3
	2.1a	9	2.4	2.4	4.9	3.3	2.6	1.9	2.4	1.9
	2.1b	8	4.3	4.1	5.0	4.1	2.4	2.0	2.0	1.8
	2.1c	11	3.5	3.0	5.8	3.7	2.7	1.8	2.5	1.8
	3.1	5	3.6	2.6	7.2	1.8	4.0	0.0	1.4	0.9
	3.1a	8	2.5	2.6	4.0	3.7	3.0	1.9	2.4	1.8
	3.1b	27	4.2	3.3	5.9	3.2	3.1	1.6	2.4	1.6
	3.2	16	3.8	2.7	6.0	2.9	3.4	1.4	2.6	1.8
	3.2a	34	3.9	2.7	5.9	3.0	3.4	1.4	2.7	1.4
	3.2b	2	5.0	4.2	6.0	2.8	4.0	0.0	2.5	2.1
	5.1	1	8.0		8.0		3.0		3.0	
	5.1a	0								
	5.1b	0								
	5.1c	8	5.0	3.4	5.5	3.7	2.4	2.0	2.0	1.7
	6.1	0								
	61a	1	0.0		0.0		0.0		0.0	
	61b	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	6.2	15	5.6	2.0	7.5	1.4	3.9	0.3	3.5	0.6
	62a	23	4.5	3.1	6.8	2.5	3.3	1.4	2.4	1.3
	62b	4	1.5	1.0	6.0	4.0	3.0	2.0	1.3	1.0
	62c	6	2.3	3.2	4.0	4.4	2.0	2.2	2.0	2.2
	62d	0								
	62e	0								

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
683	1.1	10	3.4	3.8	3.6	4.0	1.5	2.0	1.4	1.9
	1.1a	36	5.4	2.3	7.0	2.4	3.4	1.0	2.6	1.4
	1.1b	43	4.6	3.0	5.8	3.2	3.0	1.7	2.3	1.6
	2.1	28	4.4	3.5	4.6	3.6	2.1	1.9	1.5	1.6
	2.1a	31	5.1	2.9	5.4	3.0	3.1	1.6	3.0	1.6
	2.1b	27	3.1	2.9	3.6	3.0	2.5	2.0	2.4	1.9
	3.1	20	3.7	2.7	6.4	3.0	2.7	1.5	2.1	1.7
	3.1a	19	2.8	3.5	3.8	4.1	1.7	1.9	1.6	1.8
	3.1b	22	4.5	3.0	6.5	2.6	3.5	1.2	2.6	1.6
	3.2	16	7.5	0.9	7.8	1.0	3.9	0.3	3.5	0.7
	3.2a	40	5.0	2.6	7.4	1.7	3.5	1.0	2.4	1.4
	3.2b	4	0.5	1.0	1.0	2.0	1.0	2.0	0.0	0.0
	5.1	20	5.0	2.9	6.4	3.0	2.9	1.6	3.0	1.6
	5.1a	0								
	5.1b	0								
	5.1c	8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
684	1.1	57	5.4	2.8	6.1	3.0	3.1	1.5	2.1	1.6
	1.1	5	1.2	2.7	0.8	1.8	0.8	1.8	0.6	1.3
	1.10a	1	0.0		0.0		0.0		0.0	
	1.10b	0								
	1.2	29	5.4	3.2	5.0	3.1	2.8	1.8	1.9	1.6
	1.2a	13	6.6	2.2	5.8	3.5	3.3	1.5	2.2	1.4
	1.2b	32	4.8	3.3	5.0	3.5	2.8	1.7	1.8	1.6
	1.2c	14	4.9	3.0	5.7	3.4	3.0	1.7	2.3	1.5
	1.2d	13	4.0	3.2	5.2	3.4	2.2	1.9	2.0	1.7
	1.3	31	2.8	3.3	3.0	3.6	1.6	2.0	1.1	1.5
	1.8	160	5.9	2.8	6.2	2.9	3.2	1.4	2.6	1.5
	2.1	14	3.9	3.9	4.3	4.0	2.3	2.1	2.1	2.0
	2.2	9	4.9	3.8	5.8	3.5	3.1	1.8	2.9	1.7
	2.3	13	5.8	2.6	6.5	2.6	3.3	1.5	3.0	1.5
	2.3b	4	6.0	4.0	4.0	4.6	3.0	2.0	2.8	1.9
	2.3c	9	3.6	3.6	4.4	3.7	2.3	1.8	2.6	1.9
	2.3d	0								
	3.1	18	5.0	3.4	5.8	3.7	2.8	1.8	2.7	1.7
	3.2	40	6.2	2.4	6.4	2.7	3.4	1.4	2.8	1.4
	3.3	4	6.0	2.8	7.0	2.0	4.0	0.0	2.8	0.5
	3.4	13	5.7	2.8	6.2	2.6	3.3	1.5	2.5	1.7
	3.4a	27	4.9	3.1	5.9	3.2	3.0	1.7	2.3	1.5
	3.4b	0								
	3.4c	1	8.0		8.0		4.0		3.0	
	3.5	45	5.0	3.2	5.7	3.2	3.1	1.7	2.6	1.6

SPT	AAGSE	N	Connection to the Content Strand (scores range 0-8)		Student Progress (scores range 0-8)		Level of Accuracy (scores range 0-4)		Level of Independence (scores range 0-4)	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
	3.5a	1	2.0		8.0		4.0		4.0	
	3.6	0								
685	4.1	31	7.0	2.4	7.0	2.5	3.5	1.2	2.5	1.4
	4.1a	59	5.7	3.1	5.8	3.1	3.0	1.7	2.2	1.5
	4.1b	20	6.5	2.9	6.8	2.6	3.5	1.2	3.0	1.3
	4.1c	7	7.7	0.8	7.4	1.5	3.0	0.0	3.7	0.5
	4.1d	0								
	4.2	100	5.6	3.3	5.8	3.4	2.8	1.7	2.3	1.6
	4.3	67	5.4	3.4	5.3	3.4	2.8	1.8	2.1	1.6
	4.3a	44	5.5	3.2	5.8	3.2	2.8	1.7	2.3	1.5
	4.3b	0								
	4.4	8	5.3	3.0	4.5	3.3	2.3	1.9	2.4	2.0
	4.5	0								
	5.1	11	6.5	2.5	6.5	2.7	2.7	1.1	3.4	1.4
	5.1a	0								
	5.1b	0								
	5.3	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	5.3a	1	0.0		0.0		0.0		0.0	
	5.4	5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	5.4a	0								
	5.6	0								
	6.1	7	5.7	3.9	5.7	3.9	2.9	2.0	2.6	1.9
	6.2	0								
686	7.1	3	3.3	4.2	5.3	4.6	2.7	2.3	1.7	2.1
	7.1a	5	5.2	3.0	4.0	2.8	3.2	1.8	2.0	1.2
	7.1b	5	0.8	1.8	0.0	0.0	0.0	0.0	0.0	0.0
	7.2	48	5.4	2.6	5.4	2.8	3.2	1.5	2.1	1.7
	7.3	36	5.8	2.9	4.9	3.0	2.6	1.9	2.2	1.9
	7.3a	0								
	7.4	13	2.5	3.4	2.5	3.1	1.5	2.0	1.1	1.8
	7.5	13	3.8	3.3	4.6	3.2	2.6	1.9	2.2	1.6
	7.6	6	8.0	0.0	7.3	1.6	3.7	0.5	3.7	0.5
	8.1	41	4.3	3.2	4.9	3.4	2.6	1.8	1.7	1.6
	8.2	10	5.6	3.2	4.8	3.2	2.4	2.1	1.8	1.8
	8.2a	1	2.0		4.0		3.0		2.0	
	8.3	0								
	8.3a	2	4.0	5.7	4.0	5.7	2.0	2.8	2.0	2.8
	8.4	3	1.3	2.3	1.3	2.3	1.3	2.3	1.3	2.3
	8.5	0								