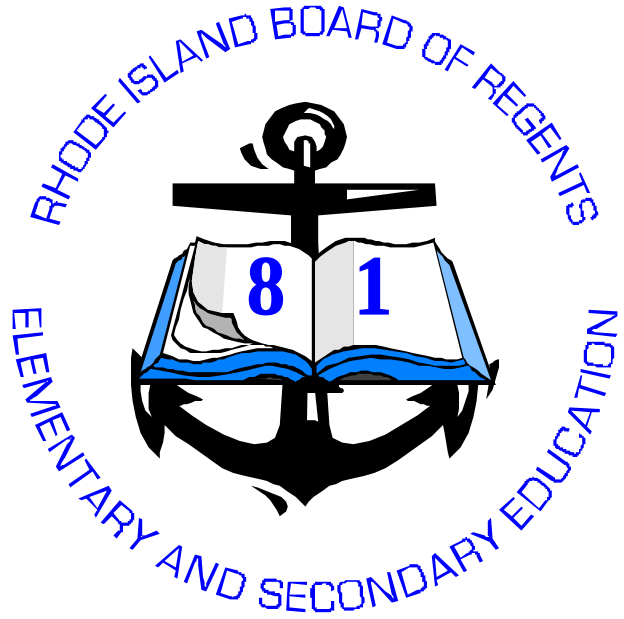

Rhode Island Alternate Assessment (RIAA)

Technical Report 2007-08

February 9, 2009

Measured Progress

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

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SECTION I: ASSESSMENT DEVELOPMENT

This section of the Rhode Island Alternate Assessment (RIAA) technical report outlines the purpose of this report, the purposes of the RIAA, as well as the stakeholder involvement and processes utilized in developing the science portion of the RIAA. It is through the comparison of the intent of the RIAA with the design and processes of the RIAA that the validity of the assessment can be evaluated. Significant additions to the technical report this year relate to the new science portion of the RIAA: Stakeholder involvement in the development of the science portion of the RIAA is reviewed. The alignment and expansion process of the Alternate Assessment Grade Span Expectations (AAGSEs) for science to the New England Common Assessment Program (NECAP) is described in detail. Finally, the science pilot process, employed to ensure further input by teachers prior to full implementation, is documented, from the initial blueprint and design, to teacher trainings and to changes made to the science RIAA assessment process and design based on teacher feedback. Changes to the overall RIAA assessment process and design that were completed in the 2007-08 school year are also described.

Chapter 1. PURPOSE AND OVERVIEW OF THE REPORT

The purpose of this report is to document the technical aspects of the Rhode Island Alternate Assessment (RIAA) Science Pilot in 2006-07[1] and the 2007- 08 full operational implementation of the RIAA in mathematics, reading, writing, and science. Information is provided on technical quality, specifically, on the processes used in development, administration, scoring, setting standards, and analyzing the results.

The purpose of documenting technical aspects of the RIAA is to contribute to the accumulation of validity evidence to support RIAA score interpretations. Since interpretations of test scores are evaluated for validity, not the test itself, the documentation here is meant to substantiate

[1] 36 students in grades 4 through 8 and 11 participated in the administration of the RIAA Science Pilot. In the 2007-08 operational assessment, 855 students were assessed across all content areas.

intended interpretations (AERA, 1999). Each report section 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 report further outlines plans of the Rhode Island Department of Education (RIDE) to investigate consequential aspects of the assessment system.

The RIAA assessments 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 mathematics, reading, writing, and science. The inferences intended from RIAA results are about student achievement on Rhode Island's content standards and AAGSEs for mathematics, reading, writing, and science. 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.

1.1 Organization of the Report

The organization of this report 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 Rhode Island Alternate assessment, including general design; test development; specific designs of the mathematics, reading, writing and science 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, and considers the validity of the assessment. References and appendices are included in this report as appropriate. All information provided in this report will be updated appropriately each subsequent year.

1.2 Purpose of the RIAA

The mission of the Rhode Island Department of Education (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, compete in academic and employment settings, and 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 mathematics, reading/language arts, and science, 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 of 2004 (IDEA), requires that students with disabilities be involved in the general education curriculum with

supplementary aides and supports when necessary. IDEA 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/Grade-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. This 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 Score Reports (parent/guardian copy and school copy, School, District, and State Summary Reports; and School Roster Reports. Interpretation guides for parents and teachers are sent to schools with the RIAA Student Score Reports. For the 2007-08 RIAA, all of these reports were posted online via a secure website September 30, 2008. 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 which are currently considered the best in special education.

1.3 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 (see Table 1-1). Because 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 2007-08 academic year 855 students, less than one percent of students assessed, participated in the RIAA.

1.4 Criteria for Participation in the Rhode Island Alternate Assessment System (RIAA)

Revised March 2008

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 even with accommodations, may not be the most appropriate means of assessment for a particular child, the team must discuss the participation criteria, listed below, for alternate assessment. Only those students who meet *all* the criteria and factors participate in RIAA. If the team cannot answer 'yes' to all the criteria and factors, they must determine what accommodations are necessary for the student to participate in the state assessment. The team may refer to the NECAP accommodations report (http://www.ride.ri.gov/assessment/NECAP.aspx.) for further information in this area. IEP teams must document assessment decisions on the IEP form. If a student is not participating in the state general assessment but in the alternate assessment, the reason(s) why must be stated on the student's IEP.

IEP teams should review decisions about students' participation in the state assessment system on a yearly basis. Student participation decisions must be made by September 15th of that school year. This assures that the student participates in the state assessment system and in the most meaningful and appropriate manner. Students who meet the participation criteria for alternate assessment are assessed in grades 2–8 and 10 in mathematics, reading and writing, and grade 11 in science. 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 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. The IEP team must inform parents of students who participate in the RIAA that their child's achievement will be measured based on alternate academic achievement standards. In addition the IEP team must inform parents of any implications, including any effects of State or local policies on the student's education resulting from taking an alternate assessment based on alternate achievement standards.

Table 1-1. 2007-08 RIAA: 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 1-2. 2007-08 RIAA: 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 2007-08 academic year were eligible based on thirteen disability categories. Three of the disability categories accounted for the primary disability of most eligible students: approximately 36.8% of students had an identification code for Mental Retardation, 27.7% of students for Autism, and 15.9% for Multiple Disabilities. The remainder of students were identified as eligible under the following disability categories: Other Health Impaired (6.9%), Specific Learning Disability (4.6%), Hearing Impairment (2%), Traumatic Brain Injury (1.8%),Speech and Language Impairment (1.9%), Emotional Disturbance (1.2%), Orthopedically Impaired (1.1%),

Visual Impairment including blindness (<1.0%), Developmentally Delayed (<1.0%), Deaf-Blind(<1.0%).

1.5 Overview of the RIAA Science Pilot

In February 2006, the Rhode Island Department of Elementary and Secondary Education (RIDE) began development of the science portion of the RIAA. This development began with the expansion of the Science Grade Span Expectations, a group of educators selecting AAGSEs for assessment and development of sample activities, and piloting of the science design.

1.5.1 The Addition of Science

Rhode Island began development of the science portion of the RIAA as a means to comply with Federal requirements that science assessments at the elementary, middle and high school levels be operational by 2007-08.

The RIAA consists of a performance-based academic assessment that promotes enhanced capacities and integrated life opportunities for students with significant disabilities. The evidence of student learning that is captured serves as the basic building block of the RIAA. For the RIAA, teachers assemble evaluative data and exemplars of actual student work in *datafolios*, evaluating the student's in terms of Accuracy, Independence, and Progress. The collected evidence provides documentation to ensure that there is a connection between the GLEs/GSEs and instruction through the AAGSE.

In the RIAA design for mathematics, reading, and writing, 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 by demonstrating the extent of student learning linked to these standards.

The RIAA captures student learning with respect to the GLEs/GSEs through the AAGSEs. The assessment has 4 dimensions:

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

Development of RIAA science required exploring the RIAA design utilized in mathematics, reading and writing for ways it could accommodate differences found in the area of science. Science includes an Inquiry Construct that addresses four major areas: observing and questioning, planning, and conducting and analyzing. It also includes three major content domains: Life Science, Earth and Space Science, and Physical Science. The science design needed to incorporate both the Inquiry Construct and the Content Domains in the evidence collected. The science design is described in section 2.2.1.

Chapter 2. RIAA SCIENCE ASSESSMENT DEVELOPMENT PROCESS

2.1 Alternate Assessment Grade Span Expectation (AAGSE) Expansion for Science

2.1.1 Process

The science portion of the 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 program manager, program assistant, and assistant director of special education from Measured Progress; the Sherlock Center staff members 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 science design process. The PLT utilized the information to make final decisions and move the process forward at each step along the way.

2.1.2 Stakeholder Involvement and Decision Making Process

An advisory committee representing the perspectives of parents, teachers, and administrators provided input during the development of the science assessment. In addition, teacher work groups were formed at several points in the development process. A science AAGSE work group, composed of general and special education teachers, was also created. These teachers reviewed the NECAP Grade Span Expectations (GSEs) and expanded the concepts and skills to AAGSEs, the bases of the skills evidenced by the RIAA. Another group of teachers worked to develop the Structured Performance Tasks (SPTs; described in section 2.2.2) and sample activities for the pilot assessment. A fourth group of special education teachers participated in pilot testing the science portion and provided valuable feedback about the test design. (Stakeholder lists can be found in Appendix A.)

2.1.3 Development of the Science AAGSEs

Rhode Island Alternate Asssessment Grade Span Expectations (AAGSEs) were developed for students with significant cognitive disabilities who, even with accommodations, are not appropriately assessed through NECAP. The Science AAGSEs were developed using Rhode Island's GSEs for science. Measured Progress curriculum and special education specialists developed a preliminary draft of the Science AAGSEs, which was brought to an educator committee 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 for all content areas may be found on the RIDE website at http:////www.ride.ri.gov/assessment/default.aspx. (Space limitations prohibit including them in this report.)

Table 2-1 outlines the terminology of the GSEs and the AAGSEs; in doing so, the relationship of the GSEs and AAGSEs is highlighted. It may be seen from the table that the AAGSEs are a direct expansion of the GSEs.

Table 2-1. 2007-08 RIAA: GSE and AAGSE Terminology with an Example from Science

Term/Description	Example
Content Domain	Earth and Space Science (ESS)
Statement of Enduring Knowledge	ESS1 – The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
Assessment Target Addresses the Enduring Knowledge and a specific Unifying Theme.	1. Students demonstrate an understanding of earth materials.
Alternate Assessment Grade Span Expectation (AAGSE) Skill or concept expanded from the typical GSE to an AAGSE.	ESS1.1 Describe soils using their physical properties. 1.1a Distinguish soil from other objects or materials. (e.g., grass, wood, leaves, paper, rubber, food, etc.)

2.1.4 RIAA Science AAGSE Development Process Overview

An overview of the AAGSE development process for the RIAA science follows below, 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. Though 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 private schools for students with disabilities.

At the first review meeting, members were given an overview of the assessment design 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 laying ground rules and understanding philosophy and participant roles.

The group was facilitated by the Measured Progress C&A staff member responsible for the initial strand expansion that committee members were to review. When examples were used as part of this discussion, they helped to clarify the concepts and allowed teachers to see the possibilities for their students within the concepts. Table 2-2 outlines the steps in the development process.

Table 2-2. AAGSE Development Process Overview

Development Step	Procedure of the Step
Measured Progress draft expansion. Part 1 was presented for review February 8 and 9, 2006. Part 2 was presented for review March 22 and 23, 2006. Part 3 was presented for review April 25 and 26, 2006.	Measured Progress curriculum and special education staff expanded the GSE document to create AAGSEs. Work group was convened over 3 sessions to review the AAGSE documents and make further recommendations.
AAGSEs drafts were finalized May 2006	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 2006	Using a format provided by RIDE, school districts provided feedback on the draft AAGSEs.
AAGSEs were finalized October 2006	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

2.1.5 State Level Science AAGSE Review

By November 2006, the RI Alternate Assessment Grade Span Expectations (AAGSEs) in Mathematics, Reading and Writing were presented to and accepted by the Rhode Island Board of Regents for Elementary and Secondary Education, after which the documents were distributed to each district and private schools for students with disabilities as well as posted on the RIDE website (www.ride.ri.gov/assessment/altassessment.aspx).

As a result of the Alignment Study in Mathematics, Reading, and Writing, RIDE developed a state plan to revise the AAGSEs to clarify content, equalize the grain size, and strengthen Depth of Knowledge levels where needed. (see State Response in Appendix B) Because the Mathematics AAGSEs needed the most revision, they were revised during the 2007 – 2008 academic year, distributed to schools for review and comment by their Grade Level/Span Expectation Teams. School and district comments were reviewed by the state, which made the final determinations for AAGSEs. The revised

AAGSEs were posted on the RIDE website for the beginning of the 2008 – 2009 academic year to be used in training materials.

As outlined in the State Response to the 2007 Alignment Study, Reading and Writing AAGSEs will be revised and sent to the field for comment during the 2008 – 2009 school year. Comments will be reviewed by the state and revised and posted to the field by September 2009.

As noted in Table 2-2, a similar process was followed for the development and review, and distribution of Rhode Island Alternate Assessment Grade Span Expectations in Science. Science AAGSEs that were developed, reviewed and revised in 2006 were the foundation for targeted AAGSEs that were piloted in the Spring of 2007 and assessed in the RIAA state assessment of 2007 – 2008.

In May and August 2008, RIDE sponsored an Alignment Study in Science, a study of the alignment between the NECAP Grade Span Expectations (New England Common Assessment Program Grade Level Expectations/NECAP GSEs) and RIAA Science Assessment. Specifically, the committees reviewed the alternate assessment extended content standards for science (Alternate Assessment Grade Span Expectations/AAGSEs), administration protocols, datafolios and student work samples at grades 4, 8, and 11.

The review committee made recommendations about the AAGSEs' clarity, grain size and academic rigor. Their recommendations were reviewed by the state, revisions were made to the Science AAGSEs in July 2008, and posted to the RIDE website. (See Section V. The Validity Evaluation for further details.)

2.2 The RIAA Science Pilot

2.2.1 Blueprint and Design of the Science Pilot Assessment

In August 2006, the PLT prepared a final design for the science RIAA. This design was based upon the structure of science that included the Inquiry Construct and three content domains. Discussions that led to the final design included the following considerations: Should all three content domains be tested at each of the assessment grade levels or should only one domain be tested in each grade level? How should the Inquiry Construct be incorporated into the collection of

evidence? Would the scoring dimensions for science differ from the dimensions used for the other content areas? The final design consisted of (a) two entries for science that required the collection of evidence in all three content domains (one content domain per collection period in any order), (b) the Inquiry Construct incorporated in one of the entries each collection period, and (c) only the entry that includes the Inquiry Construct is assessed for progress. The science pilot blueprint and design were presented to the Advisory Committee in November 2006.

Table 2-3. 2007-08 RIAA: Science Assessment Blueprint

Content Area	Title of Content Strand	Grade(s) Assessed
Science	Inquiry Construct Questioning and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) OR Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	4
	Inquiry Construct Planning and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) OR Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	8
	Inquiry Construct Analyzing and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) OR Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	11

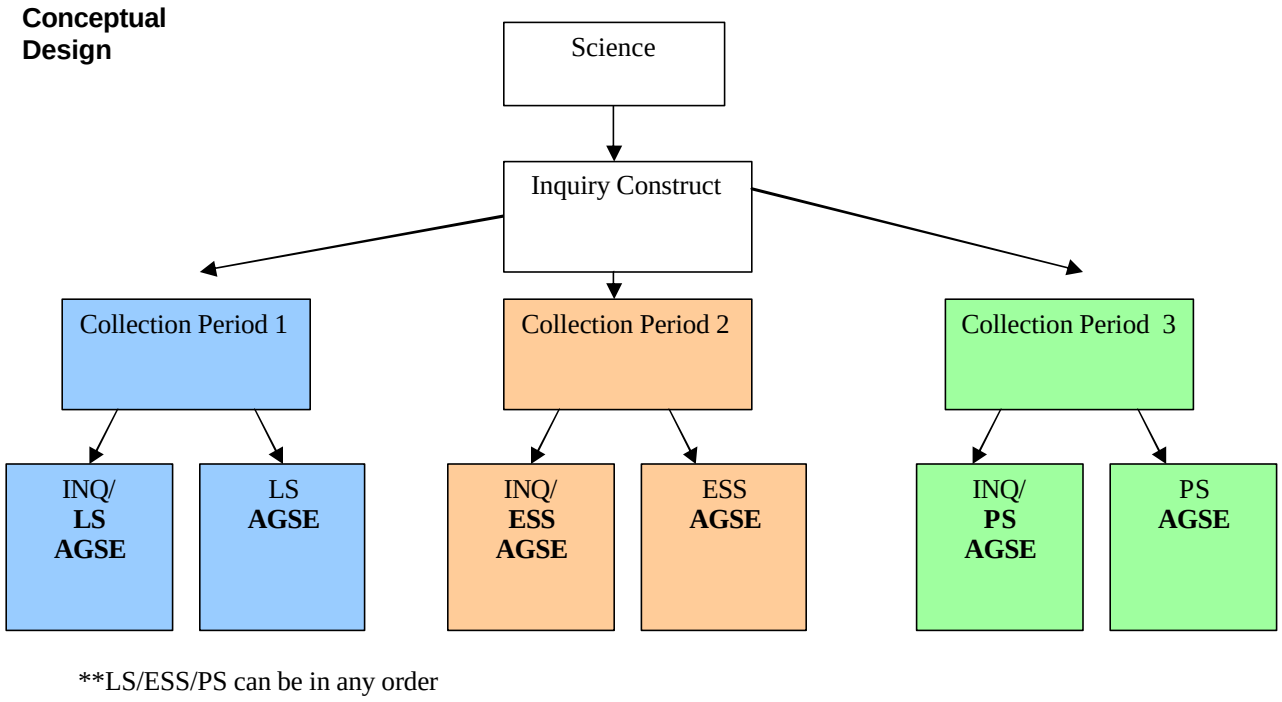

Figure 2-1. 2007-08 RIAA: Science Assessment Design

2.2.2 Structured Performance Tasks and AAGSE Lists

One component of the 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 PLT. 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 select appropriate AAGSEs for the science SPT/Inquiry Construct combinations and to develop sample activities, a group of educators, including both content and special educators, was convened for a one day workshop in January 2007 at Rhode Island College. The group was charged with selecting fifteen to twenty appropriate Science AAGSEs from the complete AAGSE

documents to be linked to each of the SPTs and Inquiry Constructs. Educators were also asked to develop sample standard-based science activities that could be used as a resource for teachers.

For purposes of piloting the RIAA science, teachers were assigned SPTs to insure that all combinations of SPT/Inquiry Constructs and AAGSE lists at each grade level were piloted. Though teachers were not given choice over SPT and Inquiry Construct combinations, they did select which AAGSEs to assess from the specific SPT/Inquiry Construct AAGSE list.

2.2.3 Bias and Sensitivity

Bias in tests refers to the presence of some characteristic of an assessment irrelevant to what is being measured 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 with gender, ethnicity, poverty, and disability lines.

A diverse representation of individuals participated on assessment development committees. The 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 science design.

The datafolio design of the RIAA does not include discrete items the way that general assessments typically do; therefore, the usual methods of examining individual items were not appropriate for examining bias and sensitivity. Ways to ensure fairness were discussed by committee members during development. For example, a range of targeted AAGSEs for each SPT/Inquiry Construct combination were selected from which teachers would choose to meet the needs of students at any skill level. Other ways of assuring RIAA fairness included using levels of assistance for completing tasks and defining instructional terms inclusively.

2.2.4 Science Pilot Training

The RIAA science pilot included a recruitment effort of up to 12 students per grade level. Teachers were assigned a domain and SPT/Inquiry Construct to pilot. They were asked to collect and document evidence for one collection period, from April 28 to May 18, 2007. This timeframe was chosen to occur after the overall RIAA was already submitted. Every teacher in the pilot was required to attend a one-day training session. The topics of the training are outlined in Table 2-4.

Table 2-4. 2007-08 RIAA: 2007Science Pilot Teacher Training Topics

Date	Topics
February 13, 2007	• Overview of the Pilot • Review of the foundations of science • Review of the science design • Report walk through • Discussion of science instruction • Review of science samples and documentation requirements

2.2.5 Science Pilot Administration

All RIAA science pilot teachers were provided a Rhode Island Alternate Assessment Pilot Manual and the training required to administer the pilot. Teachers were further supplied with all of the required forms, pre-organized in a folder for each student in the pilot.

The implementation window for the pilot was from April 28, 2007 to May 18, 2007. Teachers were provided information on how and when to return the science pilot to Measured Progress, and were further asked to complete a survey related to the pilot process and return it with their science pilots. (See survey responses in Appendix B.)

Table 2.5 indicates the number of teachers involved in the pilot and the number of datafolios submitted by grade level.

Table 2-5. 2007-08 RIAA: Counts of 2007 Science Pilot Participants

Pilot Participants	Number
Teachers	21
Grade 4 Students	10
Grade 8 Students	16
Grade 11 Students	9

2.2.6 Pilot Review

The science pilots were returned to Measured Progress in late May, logged, and sent to RIDE for their review. The science pilots were not scored due to the fact that only one collection period was submitted. The review of the submitted evidence was used to cull samples for the administration manual and for training.

2.3 RIAA Science Pilot Survey Results

Pilot teachers were asked to complete an extensive survey about the process they had been involved in. Questions ranged from the usefulness of the training and materials to the assessment design itself and how well teachers felt it worked for their students. Results indicated that teachers needed more instruction on the combination of the Inquiry Construct and the AAGSEs as well as more instruction on the science content itself. The pilot survey results are provided in Appendix B.

2.4 Revisions Based on the RIAA Science Pilot

Feedback from pilot teacher surveys was used to make changes to the assessment training and materials for the 2007-08 implementation year. Changes included developing a stand-alone session on the science portion alone for those teachers with students needing to be assessed in science, and providing more and varied examples of completed Data Summary Sheets, student work, evaluations of students, and applications of skills and their science- specific evidence. The ProFile software tool was updated to include the science forms.

SECTION II—TEST ADMINISTRATION

The test administration section of this report focuses on activities during the 2007-08 implementation year of the RIAA. The training and information provided to teachers for ensuring accuracy and consistency in the collection and evidencing of student work is described. Any changes to the documentation requirements and forms from the 2006-07 administration, as well as additions for science, are clarified in order to portray more fully the full details of the RIAA.

Chapter 3. RIAA ADMINISTRATOR TRAINING, 2007-08

Three separate training sessions for the 2007-08 RIAA were provided to teachers starting in September 2007. Session 1 included either a full-day training for teachers new to the RIAA or a half-day update for teachers already trained in the RIAA administration plus a half-day devoted specifically to the new RIAA Science. Session 2 was a second full day of training for teachers new to the RIAA. This second day for new RIAA teachers covered the following: A review of the RIAA Administration Manual; student instruction and how it relates to assessment; requirements of the datafolio evidence; activities to reinforce the requirements; a review of the ProFile software; and a review of the scoring dimensions and their application to collected evidence. Session 3 was offered in December 2007 and set up conference-style, where teachers could choose among topics to attend. Several of the offered topics were facilitated by Rhode Island lead teachers. Topics presented included understanding the AAGSEs and how they link to instruction, a teacher's in-depth review of science activities and evidence collection, and a brief introduction into the scoring of datafolios. Training to properly prepare teachers to administer the RIAA and collect student evidence is crucial to the validity of the datafolio.

Participants were provided with an administration report, training PowerPoints, student samples, and access to ProFile (by web download and an on-line web version). Indications from training session evaluation summaries (see Appendix B) were that teachers were very satisfied with

the sessions and especially liked the December conference-style 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 lead teacher to ask specific questions related to the students, evidence collected to date, or other issues they had encountered in putting together datafolios.

Table 3-1 displays the training and drop-in sessions, topics, and numbers of participants.

Table 3-1. 2007-08 RIAA: Teacher Trainings and Participation Counts

Dates	Topics	Total Number of Participants
Training Session 1 Week of September 17, 2007	Part 1 Orientation for New Teachers Update for Experienced Teachers Science Component	431
Training Session 2 September 25 , 2007	Part 2 Orientation for New Teachers	99
Drop-in Session 1 October 24 and 25, 2007	Teacher Specific Needs Addressed	50
Training Session 3 Week of December 5, 2007	Linking AAGSEs and Instruction Science Students with Severe and Profound Disabilities Scoring the Datafolios	303
Drop-in Session 2 January 30 and 31, 2008	Teacher Specific Needs Addressed	37
Drop-in Session 3 April 1 and 2, 2008	Teacher Specific Needs Addressed	28

3.1 Steps for RIAA Administration

A step-by-step guide was provided as part of the RIAA Administration Report to assist educators in assessing students using the RIAA. It presented the nine steps of pre-administration, administration, and post-administration activity necessary for collecting data and submitting evidence. The guide's steps are described fully in the *2005-2007 RIAA Technical Report*. The same nine steps were provided to teachers for the 2007-08 assessment year; any changes that were made in 2007-08 are outlined in the following sections.

3.1.1 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.

The eligibility criteria were updated in March 2008 for purposes of clarity. The updated criteria can be found in Section 1.4 of this technical report.

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

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

Science was added to the overall blueprint provided to teachers. SPTs were also updated to include the science SPT/Inquiry Construct combinations.

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 Strategies (ER) of Literary Text OR Early Reading Strategies (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 (LT) or Informational Text (IT)	4
	Narratives (N)	7
	Informational Writing (IW)	10
Science	Inquiry Construct Questioning and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) OR Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	4
	Inquiry Construct Planning and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) OR Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	8
	Inquiry Construct Analyzing and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) OR Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	11

Science Structured Performance Tasks/Inquiry Constructs by Grade

Grade(s)	Content	Content Strand	Structured Performance Tasks
4	Science*	OB/QU CO	**Inquiry Construct 04-4:** Make and describe observations in order to ask questions, and/or make predictions related to the science investigation. -OR- **Inquiry Construct 4-05:** Follow procedures, using equipment or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data.
8	Science*****	PL CO	**Inquiry Construct 08-1:** Identify information/ evidence that needs to be collected and/or tool to be used in order to answer a question and/or check a prediction. -OR- **Inquiry Construct 08-2:** Use data to summarize results.
11	Science*	CO AN	**Inquiry Construct 11-01:** Use accepted methods of organizing, representing and/or manipulating data. -OR- **Inquiry Construct 11-02:** Use evidence to support and/or justify interpretations and/or conclusions or explain how the evidence refutes the hypothesis.

*The Science Structured Performance Task is always:
"The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting, and analyzing".

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

The AAGSEs under each of the SPTs were updated based on changes due to the alignment study performed in 2006-07 and teacher input. The updated SPT/AASGSE lists are found in Appendix C.

3.1.2 Administration Activities

Administration activities are the focus of the RIAA Administration Report and the training provided to teachers. It is vital 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 so that fully scoreable datafolios are submitted. Proper fulfillment of all requirements and use of forms ensures that the submitted datafolios are valid and reliable reflections of the skills a student knows and is able to demonstrate. As mentioned above, 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 required documentation for the mathematics, reading, and writing components of the RIAA remained essentially the same as those described in the *2005-2007 RIAA Technical Report*. The changes that were made around the documentation included adding the science documentation forms (see Section 3.2.1 of this report).

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

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

The ProFile software tool used to assist in the collection and recording of student evidence was updated to include the new science forms. It was also now offered as a web-based program in addition to the previously offered downloadable version. A significant advantage of the web-based version of the tool was allowing teachers to access the program and information from any computer with internet access. It also permitted automatic updates to the program or forms if needed.

3.1.3 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 to share their documentation with other professionals as a way to check for accuracy and completeness of all requirements.

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

Step 9: Submit completed RIAA.

3.2 RIAA Components

3.2.1 Required Documentation

The RIAA requires that specific evidence be documented in compiling 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 197: 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.

New documentation requirements for 2007-08 included the new science forms and also the RIAA Photo Evidence Documentation form for all content areas. The photo form was added to assist teachers in providing all information required for photo evidence in student work products. The new forms follow.

Data Summary Sheet for Science
Inquiry Construct

Student: _____ **Grade**: _____

Science	**Structured Performance Task Description:** Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.				**Inquiry Construct Description:**							
	Domain: **AAGSE#____Description:**				**Domain:** **AAGSE#____Description:**				**Domain:** **AAGSE#____Description:**			
	Collection Period 1 **Oct. 9 – Nov. 16, 2007**				**Collection Period 2** **Jan. 14 – Feb. 8, 2008**				**Collection Period 3** **March 17 – April 11, 2008**			
Date												
Data Type												
Accuracy %												
Independence %												
Levels of Assistance				Average				Average				Average
_____ Prompt %												
_____ Prompt %												
_____ Prompt %												
Average % for Collection Period	Accuracy: Independence:				Accuracy: Independence:				Accuracy: Independence:			

Least to Most Assistance

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

Data Summary Sheet for Science
Knowledge Entry

Student: _____ **Grade**: _____

Science	**Structured Performance Task Description:** Student will demonstrate the Knowledge AGSE within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		
	Domain: **AAGSE # _____Description:**	**Domain:** **AAGSE # _____Description:**	**Domain:** **AAGSE # _____ Description:**
	Collection Period 1 **Oct. 9 – Nov. 16, 2007**	**Collection Period 2** **Jan. 14 – Feb. 8, 2008**	**Collection Period 3** **March 17 – April 11, 2008**
Date			
Data Type			
Accuracy %			
Independence %			
Average % for Collection Period	Accuracy:	Accuracy:	Accuracy:
	Independence:	Independence:	Independence:

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

Student Documentation Form for Science Inquiry Construct

☐ Check box if Student Product or Photograph is attached.

Student Name:	**Grade:**	**Date:**	**Data Collection Period: 1___ 2___ 3___**
Science Domain: LS ESS PS **Structured Performance Task:** Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning conducting and analyzing.		**Inquiry Construct Description:** **WITHIN 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 Inquiry Construct within the AAGSE and SPT:			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined.		**Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined.**	
Level of Accuracy_____%		**Level of Independence _____%**	

Teacher Initials _____

Student Documentation Form for Science Knowledge Entry

☐ Check box if Student Product or Photograph is attached.

Student Name:	**Grade:**	**Date:**	**Data Collection Period: 1___ 2___ 3___**
Science Domain: LS ESS PS **Structured Performance Task:** Student will demonstrate the AAGSE within a science investigation, which includes observing/questioning, planning conducting and analyzing.		**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 within the SPT:			
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 Initials _____

RIAA Photo Evidence Documentation

Place photograph here

Explain the student's participation in applying the AAGSE:

_____

_____

_____

_____

_____

Student Name: _____Date:_____

SPT # _____ AAGSE: _____

3.3 2007-08 RIAA Implementation Schedule

The schedule for the 2007-08 RIAA began with trainings starting in September 2007, continuing with three distinct collection periods that spanned the period October 2007 through April 2008, and culminating with the return of RIAA datafolios to Measured Progress by early May 2008. Table 3-2 outlines this timeline.

Table 3-2. 2007-08 RIAA: Timeline for RIAA Events

Date(s)	Event
September 17, 2007 Crowne Plaza at the Crossings	Introduction to RIAA #1 (full day session)
September 18, 2007 Crowne Plaza at the Crossings	Update #1 (morning session) Science (afternoon session)
September 19, 2007 Crowne Plaza at the Crossings	Update #1 (offered afternoon and evening)
September 20, 2007 Hampton Inn & Suites Providence Airport, Warwick	Update #1 (morning session) Science (afternoon session)
September 25, 2007 Sheraton Providence Airport Hotel, Warwick	Introduction to RIAA #2 (full day session)
Collection Period 1 October 9 – November 16, 2007	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.
October 24 & 25, 2007	Drop in Session #1 (3:00 p.m. – 6:00 p.m.)
December 5 & 6, 2007 Crowne Plaza at the Crossings	Update #2 (offered afternoon and evening)
Collection Period 2 January 14 – February 8, 2008	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.
January 30 & 31, 2008	Drop in Session #2 (3:00 p.m. – 6:00 p.m.)
Collection Period 3 March 17 – April 11, 2008	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 1 & 2, 2008	Drop-in Session #3 (3:00 pm – 6:00 pm)
May 8, 2007	UPS ship date of all Datafolios

3.4 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 students who would participate in the RIAA during one of two registration periods: November 2007 or January 2008. Registration triggered a binder being sent to the district for each registered student and an expectation that Measured Progress would receive an RIAA datafolio for that student in early May 2008. Table 3-3 indicates the number of completed RIAA datafolios, by grade level, received by Measured Progress for the 2007-08 school year.

Table 3-3. 2007-08 RIAA: RIAA Binders Received by Grade

Grade	Number Received
2	84
3	105
4	84
5	87
6	104
7	92
8	124
10	91
11	84
Total	855

SECTION III—DEVELOPMENT AND REPORTING OF SCORES

Section III of this report describes scoring information for the 2007-08 RIAA, including scorer qualifications, steps taken to train scorers, and quality control procedures related to validation scoring and inter-rater consistency monitoring. Also outlined is the standard setting process utilized to develop the final Achievement Level Descriptors and cutscores for science. Technical characteristics of the assessment are presented in terms of item statistics, reliability measures, and decision accuracy and consistency indices. Finally, report shells are provided to demonstrate that accurate and clear information is provided to the public.

Chapter 4. SCORING FOR THE 2007-08 RIAA

4.1 Sample Pulling

Prior to the start of scoring for the 2007-08 RIAA, members of the 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, representing a range of grades, contents, and SPTs. Entries were selected from the datafolios and reviewed to determine their usefulness for training and qualifying. Selected entries were scored by at least two PLT members. PLT members compared their scores and came to consensus on a final score and the rationale 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. A full datafolio including mathematics, reading, and writing was prepared for scoring training. Several science entries were also prepared for training purposes. Three sets of qualifiers consisting of two entries each were prepared for mathematics, reading, and writing combined, and three sets of qualifiers consisting of two entries each were prepared for science.

4.2 RIAA Scoring Rubric

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

4.2.1 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 with additional requirements for science in parentheses:

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

6 - The student work included for the AAGSE Entry provides evidence of the connection to the AAGSE (AAGSE/ Inquiry Construct) and application of the AAGSE in two

distinct standards-based activities connected to the SPT in two out of three collection periods.

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

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

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 Strand, 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.

4.2.2 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 –No progress was shown across collection periods or 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.

In science, student progress can only be assessed in the Inquiry Construct. It is not possible to assess student progress in the Knowledge Entry because different AAGSEs and science domains are assessed each collection period.

4.2.3 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.
- The student's Level of Accuracy will be determined from the 3rd collection period for mathematics, reading, writing and the Inquiry Construct Entry in science.
- The student's Level of Accuracy will be determined from the average of the 3 collection periods for Knowledge Entry in science.

4.2.4 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 for mathematics, reading, writing and the Inquiry Construct Entry in science.
- The student's Level of Independence will be determined from the average of the 3 collection periods for Knowledge Entry in science.

4.3 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 4-1 details observed scoring irregularities and the rules that were used to address them.

Table 4-1. 2007-08 RIAA: Scoring Rules for Handling Irregularities

Code #	Scoring Irregularity	Scoring Rule
None **MRW**	The 1st collection period is missing.	Progress can be shown between periods 2 & 3 but not between 1 & 2.
	The 2nd collection period is missing.	Flag Table Leader or Room Coordinator to review the entry.
21 **MRW Entry 1 Science**	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%.
31 **Entry 2 Science**	A single collection period is missing for Knowledge Entry.	The missing collection period will be averaged in as a 0% for Accuracy and Independence.
13 **MRWS**	A collection period does not have three data points.	The collection period is considered missing. See above for scoring rule.
17 **MRWS**	A submitted Student Documentation Form (SDF) for a collection period does not connect to the AAGSE.	
37 **Entry 1 Science**	A submitted Student Documentation Form (SDF) for a collection period does not connect to the Inquiry Construct.	
18 **MRWS**	A collection period does not include an SDF.	
22 **MRWS**	Two out of three of the collection periods are missing.	Unscoreable entry.
12 **MRWS**	No Data Summary Sheet (DSS) is included for the entry.	
10 **MRWS**	No dates given on DSS **AND** on SDFs.	
09 **MRWS**	No AAGSE identified or not from correct grade span SPT list.	
15 **MRWS**	No Student Work Product submitted for the entry.	
16 **MRWS**	Student Work Product does not meet criteria.	
03 **MRW**	SPT is from wrong grade span.	
33 **Entry 1 Science**	Inquiry Construct from wrong grade.	
23 **MRWS**	The same exact data is used for 2 different AAGSE entries.	Flag room coordinator to review the entry.
11 **MRWS**	Dates on the DSS **AND** SDFs are not within the collection periods or do not match.	Data from dates outside the collection periods or from dates that cannot be verified by TL will not be used in scoring. The collection period is considered missing. See above for scoring rule.
05 **MRW**	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 above for scoring rule. If the SPT/AAGSE for all 3 collection periods are different, entry is unscoreable.
35 **Science**	The Inquiry Construct is not consistent across the 3 collection periods.	If 2 of the 3 collection periods have the same Inquiry Construct, score them, and the other collection period is considered missing. See above for scoring rule. If the Inquiry Construct for all 3 collection periods is different, entry is unscoreable.

Code #	Scoring Irregularity	Scoring Rule
06 **MRW**	The same AAGSE is used more than once within a content area.	The first AAGSE will be scored and any subsequent use will result in an unscoreable entry.
36 **Science**	The same domain (LS, PS, ESS) is used more than once within an entry.	The first domain will be scored and any subsequent use will result in a missing collection period. See above for scoring rule.
07 **MRW**	The same SPT is repeated for both Strands in a content area.	The first Strand will be scored and the second strand will result in unscoreable entries.
08 **MRW**	Repeat of Content Strand.	Score the first Content Strand and the second Content Strand is unscoreable.
04 **MRW**	SPT is not consistent across the Content Strand.	Score the first entry and the second entry is unscoreable.
01 **MRWS**	Missing AAGSE entry.	Entry not submitted.
02 **MRWS**	Missing Content Strand.	
14 **MRWS**	Percentages are missing, miscalculated and/or cannot be verified.	Scorer recalculates percentages when possible. If percentages cannot be verified flag room coordinator to review the entry.
19 **MRWS**	The SDFs for an entry do not demonstrate the student's participation in a distinct instructional activity, **and/or** application of the identified AAGSE skill/ Inquiry Construct **and/or** SPT connection in at least 2 of the 3 collection periods.	
20 **MRWS**	The SDFs for an entry demonstrate distinct application of the AAGSE/Inquiry Construct and a clear connection to the SPT in at least 2 of the 3 collection periods.	

4.4 Scorers for RI

Scoring sessions for the 2007-08 RIAA were held July 14–25, 2008 at the Aldrich Mansion in Warwick, Rhode Island. The ten-day scoring sessions involved 52 scorers and 11 table leaders. All 855 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, many of whom had been involved in the development of at least one RIAA datafolio. Table leaders attended a one-day training on July 11, 2008. The training consisted of a review of the training for all scorers, a review of specific table leader responsibilities, and an opportunity to qualify. All table leaders were trained and required to qualify for the scoring of mathematics, reading, writing, and science. Qualification consisted of at least 80% consistency in scoring against pre-scored qualifiers. Each qualifier consisted of two entries. The qualification required passing a qualifier in mathematics, reading, and writing combined and a separate qualifier in science.

All scorers were trained in the scoring of mathematics, reading, and writing and were required to qualify. A smaller subset of scorers was further trained in scoring science and required to qualify. Participants are summarized in Table 4-2.

Table 4-2. 2007-08 RIAA: Scoring Session Participants

Role	Title/Position
Table Leader (11)	1 General Educator 1 Assessment Coordinator 9 Special Educators
Scorers (52)	11 GeneralEducators 33 Special Educators 1 Bilingual Teacher 1 Principal 1 Speech & Language Pathologist 1 Reading Specialist 3 Inclusion Teachers 1 Resource Teacher

4.5 Scoring Process

4.5.1 Description of Scoring Training and Qualifying

All scorers were trained for a minimum of a full day. Training consisted of reviewing the steps required in the scoring process, from checking the student name to transferring scores to the scannable form. A full mathematics, reading, and writing RIAA datafolio was used to illustrate the scoring process. The first sample entries 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. A small subset of scorers was given further training (one half-day) on scoring science entries. Only after this extensive training were scorers asked to qualify. There were three rounds of qualification open to each scorer. All 52 scorers and 11 table leaders qualified by the third qualifier.

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.

4.6 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 the grade. The grades in which science is assessed (4, 8 and 11) were separated and scored in a separate room by the smaller subset of scorers who had qualified to score science. The order that grade-levels were scored in the rooms was as follows:

- Scoring Order Mathematics, Reading, and Writing Room:
- Grade 6
- Grade 7
- Grades 10
- Grades 5
- Grade 3
- Grade 2

Scoring Order Science Room:

- Grade 8
- Grade 4
- Grade 11

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 B.

4.7 Security

Datafolios were delivered from the Measured Progress warehouse to the Aldrich Mansion (the scoring site) via a professional courier who regularly delivers for Measured Progress. Measured Progress personnel were on hand at the mansion 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 and were 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.

4.8 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 one was received.

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 PLT 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.

4.9 Scanning Integrity and Quality

Measured Progress uses NCS portable scanners for onsite scanning. NCS scanners are equipped with 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 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.

4.10 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 bar-coded 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.

4.11 Scorer Consistency

As previously stated, each datafolio is scored by at least two scorers, with each scorer scoring between approximately 90 and 150 datafolios during the 10-day scoring session.

Inter-rater consistency was calculated twice daily and provided in a daily Inter-rater Reliability Report (IRR). IRR is calculated again at the end of scoring for the entire session and provided in a cumulative report that is described in Chapter 6. Each report provides the following information:

- Exact (Agree/Disagree) rates
- Lists of scorers by ID
- Number of datafolios were scored by an individual scorer.
- Reliability rating, based on the number of agrees (all dimensions) divided by the number of scores (all dimensions).
- Average of all dimensions for all scorers combined (scores from each of the first two scorers are compared only to the scores from the third scorer).

4.12 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 D.

Chapter 5. STANDARD SETTING FOR RIAA SCIENCE

The Rhode Island Department of Education (RIDE) requested that Measured Progress proceed with a *Profile Method* standards setting on the 2007-08 science portion of the RIAA. 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. The Profile Method used for setting standards on the RIAA uses a lookup chart that crosses the sum of accuracy and independence on one dimension with progress on the other dimension. The cell where the sets of scores intersect falls into one of the four achievement levels: Substantially Below Proficient, Partially Proficient, Proficient or Proficient with Distinction. The model then factors connection into the achievement level assignment by checking the fidelity to the academic content of the evidence . The achievement level designation for any of the cusp cells (raw scores immediately above or below the cut) is lowered, remains the same, or increases depending on the connection score. Achievement level is lowered if there is evidence of tenuous connection to academic standards. Achievement level remains the same if there is solid connection to academic content, and achievement level is increased with evidence of very strong fidelity to academic content standards.

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 in such a way as to typify each achievement level. Two sessions were held in order to complete the standard setting in April 2008 and August 2008.

5.1 First Session

The first session of standard setting took place at the Sheraton Hotel in Warwick on April 22, 2008. Per recommendation by Measured Progress, RIDE convened three expert grade-panels [elementary (4), middle (8) and high school (11)] of 4–5 members, with members representing

different stakeholder groups. These expert panels were composed of the Alternate Assessment Advisory committee members who represented special educators, administrators, and personnel from the Individual Education Plan Network. General education content specialists were invited to supplement the panels. (Panel representation is summarized in Table 5-1; Appendix A contains a detailed list of panelist list and roles represented.)

Table 5-1. 2007-08 RIAA: First Session (April 2008) Standards-Validation Expert Panelists

Grade	Number of Panelists	Positions Represented
4	5	2 Special Ed. Teachers, 2 General Education Teachers, and 1 Administrator
8	5	2 Special Education Teachers, 2 General Education Teachers, and 1 Administrator
11	6	2 Special Education Teachers, 3 General Education Teachers, and 1 Administrator

Measured Progress prepared all materials required for the session and arranged for all logistics (meeting space, participant reimbursements, and 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 the science portion of the RIAA, an understanding of the purpose of setting achievement levels, and the procedures to be followed by the expert panel for this session of the standard setting process.

Panelists met in grade-level groups. They were presented with a chart that depicted, in columns, the numeric combinations that came from Progress scores, and in rows, the sums of Accuracy and Independence scores. Each chart cell contained a score derived from the sum of its column and row values. Panelists were asked to individually shade in the chart according to whether they felt the cell 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 were charged to come to consensus in their grade level groups on a final chart. The three grade level 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 to the expert panel recommended that they incorporate them into one chart per achievement level cut. RIDE accepted the recommendation from the panel. The discrepancies among the three charts are indicated as blank/white cells in the charts on the following pages—a second standard setting 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.

Dimension Chart: Substantially Below Proficient/Partially Proficient

Progress? / **Accuracy + Independence?**	**0**	**4**	**8**
0	0	4	8
1	1	5	9
2	2	6	10
3	3	7	11
4	4	8	12
5	5	9	13
6	6	10	14
7	7	11	15
8	8	12	16
9	9	13	17
10	10	14	18
11	11	15	19
12	12	16	20
13	13	17	21
14	14	18	22
15	15	19	23
16	16	20	24

Dimension Chart: Partially Proficient/Proficient

Progress? / Accuracy + Independence?	0	4	8
0	0	4	8
1	1	5	9
2	2	6	10
3	3	7	11
4	4	8	12
5	5	9	13
6	6	10	14
7	7	11	15
8	8	12	16
9	9	13	17
10	10	14	18
11	11	15	19
12	12	16	20
13	13	17	21
14	14	18	22
15	15	19	23
16	16	20	24

Dimension Chart: Proficient/Proficient with Distinction

Progress? / Accuracy + Independence?	0	4	8
0	0	4	8
1	1	5	9
2	2	6	10
3	3	7	11
4	4	8	12
5	5	9	13
6	6	10	14
7	7	11	15
8	8	12	16
9	9	13	17
10	10	14	18
11	11	15	19
12	12	16	20
13	13	17	21
14	14	18	22
15	15	19	23
16	16	20	24

5.2 Second Session

Per recommendations by Measured Progress, RIDE convened one new standard setting panel composed of members representing different stakeholder groups. RIDE recruited all panelists in cooperation with Measured Progress.

The panel was recommended to be made up of special education teachers experienced in working with students with significant disabilities, science content teachers (representative of a range of grade level experiences), school administrators, higher education personnel, parents of students with significant disabilities, and/or stakeholders from interest groups related to significant disabilities. The panel also reflected balance in terms of gender, race/ethnicity, and geographic location. A total of 11 panelists participated in the standard setting process. (Panel representation is summarized in Table 5-2; Appendix A contains a detailed list of panelist list and roles represented.)

Table 5-2. 2007-08 RIAA: Panelists in Second Session (August 2008) Standards Setting

Content Area	Number of Panelists	Roles Represented
Science	11	seven special educators and four content educators

Implementation of the standards setting 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 standard setting 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 one day at the Sheraton in Warwick, Rhode Island on August 19, 2008.Measured Progress arranged the standards setting meeting, including working with the facility that was able to meet the needs of the groups, 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" science achievement level descriptors that were utilized in the standard setting. Descriptors were written for each grade level.

Sets of student responses to be classified by the panelists were also prepared. Because standard setting 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 the panel. Datafolios were selected and prepared by Measured Progress staff so that the set was balanced among grade-levels 4, 8, and 11. The datafolios were placed into categories using the dimension charts shown in the previous section.

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

The standard setting began with an overall 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 standard setting 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 especially the 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 standard setting 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, the facilitator used a show of hands and recorded on chart paper how many panelists assigned each datafolio to the four achievement level categories. The facilitator 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 was 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). Table 5-3 shows the overlay of the Connection score and the possible impact it may have on the achievement level designation.

Table 5-3. 2007-08 RIAA: Connection Score Impact

	Level 1	Level 2	Level 3
Connection Score Range	0 - 3	4 - 13	14 – 16
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, indicating a tenuous connection to academic standards, and (2) upward for scores just below a given cut point but with a Level 3 (high) Connection score, indicating very strong fidelity to the academic standards. 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. Some of the panelists indicated that they were concerned with the use of the Connection score, while others indicated that they felt it held teachers accountable. panelists were concerned that the Connection score was not within the control of the child.

The final activity that the panelists participated in was to make recommendations for changes to the draft Achievement Level Descriptors. They were asked to suggest language that would be better understood by parents and teachers. There was only a small wording changes suggested by the panelists. The feedback from panelists was shared with RIDE personnel in order for them to finalize the 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 11 panelists, all 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?" 7

panelists responded “Definitely Yes,” 3 “Probably Yes,” and 1 “Unsure.” (See Appendix B for the full feedback results.)

Upon completion of the standard setting meeting, Measured Progress presented a report to RIDE that documented all aspects of the standard setting 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 accepted the recommendations of the panel and presented the cuts seen below in Table 5-4 to the State Board of Regents on October 1, 2008.

Table 5-4: Final Categorizations Approved for Reporting

Progress? / Accuracy + Independence?	0	4	8
0	SBP	SBP	SBP
1	SBP	SBP	PP
2	SBP	SBP	PP
3	SBP	PP	PP
4	SBP	PP	PP
5	SBP	PP	P
6	PP	PP	P
7	PP	PP	P
8	PP	PP	P
9	PP	P	P
10	PP	P	P
11	PP	P	P
12	PP	P	PWD
13	PP	P	PWD
14	PP	P	PWD
15	PP	PWD	PWD
16	PP	PWD	PWD

Cells in the table above with red-colored text represent the performance level classifications score combinations that could be impacted by connection scores, as outlined in Table 5-3. For example, a student with an accuracy + independence score of 9 and a progress score of 4 is assigned an achievement level of Proficient only if the student’s connection score is 4 or greater (i.e., Level 2 or 3), while a Level 1 connection score (3 or lower) moves the student *down* to the Partially Proficient achievement level. Conversely, an accuracy + independence score of 8 and progress score

of 4 moves a student *up* from Partially Proficient to Proficient if the student's connection score is 14 or greater (Level 3).

Chapter 6. TECHNICAL CHARACTERISTICS OF THE RIAA

6.1 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 reading, mathematics, and writing, three scores are generated for each AAGSE. 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.

In science, teachers are required to select one AAGSE from each of three science domains. The teacher then selects which construct will be used to evaluate the student's level of inquiry across the AAGSEs. In science, the frequency with which each inquiry construct is selected and the average inquiry construct scores are presented.

6.1.1 AAGSE Characteristics

Appendix F presents the number of students who were administered each AAGSE (or each Inquiry construct for science), 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 F shows that some AAGSEs were selected more frequently than others. A trend of selecting the first AAGSE in a numeric sequence, while apparent last year, was not as evident in 2007-08.

Appendix F 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 F is that the dimensions are scored according to different rubrics. Connection and Progress were scored on a scale that ranged from 0 to 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.

6.1.2 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 0.0 for constructed-response items) to 0.9. 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 Table 6-1.

Table 6-1. 2007-08 RIAA: Difficulty and Discrimination by Strand—Reading, Mathematics, and Writing

Grade Span	Content Area	Strand	Dimension	Difficulty	Discrimination
K–2	Mathematics	Numbers and Operations	Progress	0.58	0.42
			Accuracy	0.68	0.39
			Independence	0.39	0.64
		Geometry and Measurement	Progress	0.64	0.31
			Accuracy	0.73	0.36
			Independence	0.48	0.37
	Reading	Word Identification Skills/Vocabulary Strategies & Breadth of Vocabulary	Progress	0.70	0.43
			Accuracy	0.75	0.53
			Independence	0.60	0.44
		Early Reading Strategies	Progress	0.62	0.55
			Accuracy	0.70	0.54
			Independence	0.48	0.69
3–5	Mathematics	Numbers and Operations	Progress	0.69	0.41
			Accuracy	0.71	0.58
			Independence	0.54	0.52
		Geometry and Measurement	Progress	0.69	0.56
			Accuracy	0.76	0.55
			Independence	0.58	0.51
	Reading	Word Identification Skills/Vocabulary Strategies & Breadth of Vocabulary	Progress	0.66	0.57
			Accuracy	0.72	0.65
			Independence	0.56	0.6
		Initial Understanding Analyses and Interpretation of Text	Progress	0.70	0.66
			Accuracy	0.75	0.63
			Independence	0.56	0.54
4	Writing	Structures of Language and Writing Conventions	Progress	0.73	0.65
			Accuracy	0.79	0.63
			Independence	0.59	0.65
		Writing in Response to Literary and Informational Text	Progress	0.74	0.69
			Accuracy	0.83	0.54
			Independence	0.60	0.67
6–8	Mathematics	Numbers and Operations	Progress	0.58	0.53
			Accuracy	0.61	0.64
			Independence	0.45	0.67
		Data, Statistics and Probability	Progress	0.69	0.45
			Accuracy	0.75	0.53
			Independence	0.56	0.41
	Reading	Word Identification Skills/Vocabulary Strategies & Breadth of Vocabulary	Progress	0.69	0.53
			Accuracy	0.75	0.55
			Independence	0.59	0.51
		Initial Understanding Analyses and Interpretation of Text	Progress	0.76	0.47
			Accuracy	0.75	0.51
			Independence	0.58	0.42

(cont'd)

Grade Span	Content Area	Strand	Dimension	Difficulty	Discrimination
7	Writing	Structures of Language and Writing Conventions	Progress	0.64	0.43
			Accuracy	0.68	0.48
			Independence	0.56	0.49
		Narrative Writing: Creating a Story Line and Applying Narrative Strategies	Progress	0.68	0.51
			Accuracy	0.72	0.57
			Independence	0.56	0.58
10	Mathematics	Numbers and Operations	Progress	0.66	0.43
			Accuracy	0.70	0.49
			Independence	0.53	0.56
		Functions and Algebra	Progress	0.60	0.51
			Accuracy	0.69	0.54
			Independence	0.53	0.53
	Reading	Word Identification Skills/Vocabulary Strategies & Breadth of Vocabulary	Progress	0.66	0.66
			Accuracy	0.71	0.35
			Independence	0.53	0.62
		Initial Understanding Analyses and Interpretation of Text	Progress	0.65	0.49
			Accuracy	0.71	0.57
			Independence	0.54	0.54
	Writing	Structures of Language and Writing Conventions	Progress	0.65	0.58
			Accuracy	0.68	0.53
			Independence	0.54	0.52
		Informational Writing	Progress	0.65	0.31
			Accuracy	0.72	0.47
			Independence	0.54	0.65

The item difficulties ranged from 0.39 to 0.83, 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.

In science, each AAGSE (designed to measure one of three science domains) measures a single inquiry construct. The inquiry construct being measured is considered to be consistent across the science domains. As a result, scores reflecting the student's progress, accuracy, and

independence on the inquiry construct can be generated. In contrast, the knowledge measured by each AAGSE is considered specific to the science domain being targeted. Consequently, a student's knowledge in science is measured by pooling the student's individual AAGSE scores across domains. These pooled scores thus reflect each student's degree of accuracy and independence in science knowledge. Each knowledge and inquiry score can be considered similar to traditional test items. The difficulty and discriminations are outlined in Table 6-2.

Table 6-2. 2007-08 RIAA: Difficulty and Discrimination by Strand—Science

Grade		Dimension	Difficulty	Discrimination
4	Inquiry	Progress	0.71	0.26
		Accuracy	0.61	0.66
		Independence	0.96	0.15
	Knowledge	Accuracy	0.64	0.44
		Independence	0.83	-0.28
8	Inquiry	Progress	0.83	0.27
		Accuracy	0.63	0.38
		Independence	0.92	0.17
	Knowledge	Accuracy	0.70	-0.11
		Independence	0.86	-0.05
11	Inquiry	Progress	0.81	0.42
		Accuracy	0.67	0.36
		Independence	0.94	0.27
	Knowledge	Accuracy	0.65	0.32
		Independence	0.80	0.33

The item difficulties ranged from 0.61 to 0.96, indicating that the majority of measures fell within an acceptable range for the population of interest. For the most part, Independence items appeared easier than did Progress and Accuracy items. The item discriminations were quite low, suggesting a relatively weak relationship between the inquiry and knowledge constructs. For the most part, independence items appeared slightly less discriminating than did Progress and Accuracy items, particularly when measuring knowledge.

6.1.3 Within-Strand Consistency

One of the unique features of the RIAA is that in reading, mathematics and writing, 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 6-3 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 6-3. 2007-08 RIAA: Consistency Indices of AAGSE Scores Within SPTs by Dimension*

		Connection to the Content Strand				*Student Progress*				*Accuracy*				*Independence*			
		Kappa		% Agreement		Kappa		% Agreement		Kappa		% Agreement		Kappa		% Agreement	
SPT	*N*	Stat	SE	Exact	Adj.	Stat	SE	Exact	Adj.	Stat	SE	Exact	Adj.	Stat	SE	Exact	Adj.
02-1	21	0.44	0.17	0.76	0.19			0.67	0.33			0.86	0.10	0.32	0.12	0.43	0.38
02-2	27	0.19	0.13	0.44	0.26			0.52	0.48			0.74	0.19	0.28	0.12	0.44	0.26
02-3	10			0.50	0.20			0.80	0.20			1.00	0.00	0.23	0.12	0.80	0.10
02-4	34	0.14	0.17	0.71	0.21	0.04	0.16	0.59	0.41			0.68	0.24	0.25	0.11	0.50	0.26
02-5	5			0.60	0.00			0.40	0.60			0.80	0.20	0.44	0.32	0.60	0.00
02-6	21	0.64	0.32	0.95	0.05			0.76	0.19	-0.09	0.04	0.76	0.14	0.26	0.14	0.48	0.24
35-1	80	0.08	0.10	0.60	0.31	-0.11	0.08	0.69	0.31	0.17	0.09	0.79	0.15	0.37	0.07	0.55	0.30
35-2	46	0.46	0.09	0.65	0.20			0.65	0.30			0.89	0.02	0.41	0.09	0.61	0.26
35-3	61	0.20	0.08	0.51	0.23	0.34	0.14	0.77	0.20	0.60	0.13	0.89	0.07	0.29	0.08	0.49	0.31
35-4	103	0.27	0.09	0.70	0.22	0.39	0.10	0.78	0.22	0.41	0.12	0.85	0.13	0.42	0.07	0.60	0.29
35-5	23	0.22	0.17	0.65	0.22	0.14	0.20	0.74	0.26	0.35	0.29	0.87	0.13			0.39	0.52
35-6	88			0.88	0.10	0.39	0.11	0.78	0.19			0.89	0.06	0.55	0.07	0.69	0.19
04-1	37	0.52	0.11	0.70	0.22			0.81	0.16			0.78	0.16	0.30	0.11	0.51	0.35
04-2	27			0.81	0.19			0.81	0.19	0.65	0.32	0.96	0.04			0.44	0.22
04-3	9			0.78	0.00	-0.17	0.13	0.67	0.33			0.89	0.00			0.56	0.33
68-1	65	0.23	0.10	0.62	0.26	0.34	0.13	0.75	0.25	0.02	0.11	0.68	0.22	0.33	0.08	0.51	0.34
68-2	41	0.51	0.10	0.66	0.22	0.46	0.13	0.76	0.24	0.32	0.15	0.76	0.15	0.39	0.10	0.54	0.27
68-3	93	0.28	0.09	0.63	0.27	0.28	0.10	0.69	0.28	0.46	0.10	0.80	0.10	0.44	0.06	0.59	0.15
68-4	133	0.18	0.07	0.56	0.31	0.32	0.09	0.72	0.26			0.80	0.11	0.43	0.06	0.62	0.22
68-5	122			0.81	0.17	0.35	0.10	0.80	0.17			0.57	0.33	0.38	0.06	0.54	0.24
68-6	30			0.63	0.20			0.50	0.50	0.46	0.22	0.83	0.07	0.49	0.10	0.63	0.23
07-1	28	0.32	0.14	0.61	0.21			0.68	0.29			0.68	0.18			0.50	0.21
07-2	13			0.62	0.31			0.85	0.15	-0.13	0.06	0.69	0.15	0.22	0.14	0.46	0.23
07-3	20			0.70	0.30	0.25	0.23	0.65	0.35	0.42	0.23	0.80	0.10	0.42	0.14	0.55	0.25
10-1	28			0.64	0.21			0.71	0.21	0.35	0.16	0.75	0.21	0.38	0.13	0.57	0.29
10-2	13	0.29	0.21	0.62	0.23	0.52	0.21	0.77	0.23			0.85	0.08	0.13	0.18	0.38	0.23
10-3	15			0.40	0.47	0.19	0.18	0.60	0.33			0.67	0.20			0.40	0.33
10-4	30	0.26	0.12	0.50	0.33	0.45	0.17	0.77	0.23	0.12	0.18	0.67	0.23	0.45	0.12	0.60	0.13
10-5	24			0.88	0.08			0.71	0.29			0.79	0.13	0.48	0.14	0.63	0.21
10-6	13			0.54	0.23	0.40	0.24	0.69	0.31			0.69	0.15	0.27	0.17	0.46	0.23
10-7	29	0.13	0.12	0.52	0.31			0.79	0.17	0.40	0.16	0.79	0.17	0.27	0.13	0.48	0.41
10-8	20			0.45	0.40			0.75	0.25			0.80	0.15	0.26	0.17	0.45	0.40
10-9	8	0.74	0.24	0.75	0.13	0.00	0.31	0.50	0.50			1.00	0.00	0.32	0.19	0.50	0.38

*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.

Although multiple AAGSEs are used in estimating science scores, each AAGSE corresponds to a different science domain. In science, the AAGSE-level scores are not expected to be consistent across science domains, because each domain is considered unique, so the above indices could not be calculated.

6.1.4 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 6-4.

Table 6-4. 2007-08 RIAA: Correlation of Dimensions by Content Area

Content Area	Grade Span/Grade	Progress and Accuracy	Progress and Independence	Accuracy and Independence
Mathematics	K–2	0.83	0.71	0.64
	3–5	0.89	0.74	0.76
	6–8	0.88	0.75	0.78
	10	0.87	0.85	0.84
Reading	K–2	0.85	0.76	0.68
	3–5	0.88	0.76	0.76
	6–8	0.87	0.72	0.76
	10	0.78	0.75	0.77
Science	4	0.37	0.56	0.55
	8	0.71	0.39	0.66
	11	0.75	0.56	0.72
Writing	4	0.83	0.79	0.74
	7	0.84	0.80	0.85
	10	0.83	0.80	0.81

The correlations between Progress and Accuracy ranged from 0.37 to 0.89, between Progress and Independence from 0.39 to 0.85, and between Accuracy and Independence from 0.55 to 0.85. With the exception of grade 4 science, 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.

6.2 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 in reading, mathematics, and writing. Each of the six scores was calculated by summing the two AAGSE scores corresponding to the dimension and task of interest. In science, each student had five item scores: three inquiry scores (Progress, Accuracy, and Independence) and

two knowledge scores (Accuracy and Independence). When the 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 due to Cronbach (1951), alpha (a), 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 6-5 presents alpha for each content area and grade.

Table 6-5. 2007-08 RIAA: Cronbach's Reliability Coefficients by Grade and Subject Area

Subject	Grade Span/Grade	Reliability (a)
Mathematics	K-2	0.74
	3-5	0.74
	6-8	0.78
	10	0.74
Reading	K-2	0.78
	3-5	0.82
	6-8	0.73
	10	0.71
Writing	4	0.83
	7	0.75
	10	0.73
Science	4	0.57
	8	0.53
	11	0.63

Alpha ranged from 0.53 to 0.83. 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. The values calculated for science were consistently lower than those calculated for reading, mathematics, and writing. These lower

coefficients may be an artifact of the coefficients being based on fewer items (five instead of six) or they may indicate that science knowledge and science inquiry reflect different constructs. 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.

6.2.1 Achievement Level Classification

For the RIAA, 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.

Table 6-6. 2007-08 RIAA: 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 6-7. 2007-08 RIAA: 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 6-8. 2007-08 RIAA: 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

Table 6-9. 2007-08 RIAA: Achievement Level Contingency Table—Science

Progress? Accuracy + Independence?	0	4	8
0	1	1	1
1	1	1	2
2	1	1	2
3	1	2	2
4	1	2	2
5	1	2	3
6	2	2	3
7	2	2	3
8	2	2	3
9	2	3	3
10	2	3	3
11	2	3	3
12	2	3	4
13	2	3	4
14	2	3	4
15	2	4	4
16	2	4	4

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

6.2.2 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. Table 6-10 presents the final total score-to-achievement level conversion table.

Table 6-10. 2007-08 RIAA: Achievement Level Score Ranges

Achievement Level	Total Raw Score Range			
	Mathematics	Reading	Science	Writing
Substantially Below Proficient	0-25	0-25	0-6	0-25
Partially Proficient	26-39	26-39	7-12	26-39
Proficient	40-54	40-54	13-18	40-53
Proficient with Distinction	55-64	55-64	19-24	54-64

6.2.2.1 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 2007-08 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.

6.2.2.2 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 6-11. These numbers should be interpreted with caution as they are based on very small sample sizes. A blank cell indicates no students were classified in that category.

Table 6-11. 2007-08 RIAA: Classification Indices within Achievement Levels by Grade and Content

Content Area	Grade	Achievement Level	Accuracy	Consistency	Kappa
Mathematics	2	Overall	0.6241	0.5303	0.3395
		Substantially Below Proficient	0.7221	0.6577	
		Partially Proficient	0.5433	0.4682	
		Proficient	0.5941	0.4822	
		Proficient with Distinction	0.8206	0.4657	
	3–5	Overall	0.5929	0.5036	0.3377
		Substantially Below Proficient	0.6274	0.5700	
		Partially Proficient	0.4689	0.3840	
		Proficient	0.5035	0.4024	
		Proficient with Distinction	0.8376	0.6645	
	6–8	Overall	0.6288	0.5399	0.3716
		Substantially Below Proficient	0.7501	0.6891	
		Partially Proficient	0.5131	0.4320	
		Proficient	0.5766	0.4831	
		Proficient with Distinction	0.8401	0.5540	
	10	Overall	0.8060	0.7352	0.4880
		Substantially Below Proficient	0.8192	0.7966	
		Partially Proficient	0.7862	0.6781	
		Proficient	0.7407	0.3681	
		Proficient with Distinction	0.7780	0.0615	

(cont'd)

Content Area	Grade	Achievement Level	Accuracy	Consistency	Kappa
Reading	2	Overall	0.6296	0.5421	0.3837
		Substantially Below Proficient	0.7350	0.6617	
		Partially Proficient	0.5225	0.4399	
		Proficient	0.5744	0.4917	
		Proficient with Distinction	0.8583	0.6193	
	3–5	Overall	0.6426	0.5694	0.4243
		Substantially Below Proficient	0.7630	0.7169	
		Partially Proficient	0.4720	0.3907	
		Proficient	0.5091	0.4307	
		Proficient with Distinction	0.8791	0.6915	
	6–8	Overall	0.5771	0.5003	0.3264
		Substantially Below Proficient	0.6816	0.609	
		Partially Proficient	0.4509	0.3654	
		Proficient	0.4783	0.4085	
		Proficient with Distinction	0.7957	0.6164	
	10	Overall	0.8183	0.7572	0.3932
		Substantially Below Proficient	0.8659	0.8695	
		Partially Proficient	0.5872	0.4436	
		Proficient	0.7028	0.3736	
		Proficient with Distinction	0.7855	0.1177	

(cont'd)

Content Area	Grade	Achievement Level	Accuracy	Consistency	Kappa
Writing	4	Overall	0.6667	0.6029	0.4391
		Substantially Below Proficient	0.7216	0.6517	
		Partially Proficient	0.4802	0.3975	
		Proficient	0.4763	0.4029	
		Proficient with Distinction	0.9066	0.7823	
	7	Overall	0.5971	0.5202	0.3599
		Substantially Below Proficient	0.7069	0.6380	
		Partially Proficient	0.4831	0.4095	
		Proficient	0.4851	0.4116	
		Proficient with Distinction	0.8595	0.6391	
	10	Overall	0.9108	0.8461	0.6999
		Substantially Below Proficient	0.9433	0.8667	
		Partially Proficient	0.8895	0.8650	
		Proficient	NaN	0.0418	
		Proficient with Distinction	NaN	0.0000	

(cont'd)

Content Area	Grade	Achievement Level	Accuracy	Consistency	Kappa
Science	4	Overall	0.5225	0.4756	0.2150
		Substantially Below Proficient	NaN	0.2108	
		Partially Proficient	0.4701	0.3934	
		Proficient	0.3132	0.2816	
		Proficient with Distinction	0.7337	0.6602	
	8	Overall	0.4126	0.3810	0.1505
		Substantially Below Proficient	0.4203	0.2609	
		Partially Proficient	0.3893	0.3624	
		Proficient	0.3590	0.3395	
		Proficient with Distinction	0.8320	0.4972	
	11	Overall	0.5164	0.4874	0.2867
		Substantially Below Proficient	0.5317	0.4304	
		Partially Proficient	0.3770	0.3413	
		Proficient	0.3360	0.3069	
		Proficient with Distinction	0.8975	0.6962	

6.2.2.3 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. Table 6-12 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 6-12. 2007-08 RIAA: Classification Indices at Achievement Level Cutpoints by Grade and Content

Content Area	Grade	Achievement Level Cutpoint	Accuracy	False Positive	False Negative	Consistency
Mathematics	2	Substantially Below Proficient/Partially Proficient	0.8412	0.0941	0.0647	0.7882
		Partially Proficient/ Proficient	0.8379	0.1213	0.0407	0.7847
		Proficient/Proficient with Distinction	0.9327	0.0621	0.0052	0.9084
	3–5	Substantially Below Proficient/Partially Proficient	0.8241	0.1273	0.0486	0.7738
		Partially Proficient/ Proficient	0.8661	0.0984	0.0355	0.8170
		Proficient/Proficient with Distinction	0.8760	0.0971	0.0270	0.8415
	6–8	Substantially Below Proficient/Partially Proficient	0.8615	0.0808	0.0577	0.8133
		Partially Proficient/ Proficient	0.8442	0.1110	0.0448	0.7925
		Proficient/Proficient with Distinction	0.9087	0.0809	0.0103	0.8795
	10	Substantially Below Proficient/Partially Proficient	0.8313	0.1110	0.0577	0.7719
		Partially Proficient/ Proficient	0.9749	0.0229	0.0022	0.9627
		Proficient/Proficient with Distinction	0.9998	0.0002	0.0000	0.9997
Reading	2	Substantially Below Proficient/Partially Proficient	0.8812	0.0669	0.0520	0.8393
		Partially Proficient/ Proficient	0.8475	0.1047	0.0478	0.7970
		Proficient/Proficient with Distinction	0.8889	0.0957	0.0154	0.8560
	3–5	Substantially Below Proficient/Partially Proficient	0.8826	0.0723	0.0452	0.8427
		Partially Proficient/ Proficient	0.8671	0.0936	0.0393	0.8244
		Proficient/Proficient with Distinction	0.8731	0.1056	0.0213	0.8394
	6–8	Substantially Below Proficient/Partially Proficient	0.8849	0.0711	0.044	0.8465
		Partially Proficient/ Proficient	0.8514	0.1004	0.0482	0.8028
		Proficient/Proficient with Distinction	0.8148	0.1467	0.0385	0.7723
	10	Substantially Below Proficient/Partially Proficient	0.8565	0.1104	0.0331	0.8054
		Partially Proficient/ Proficient	0.9586	0.0377	0.0037	0.9400
		Proficient/Proficient with Distinction	0.9985	0.0015	0.0000	0.9974

(cont'd)

Content Area	Grade	Achievement Level Cutpoint	Accuracy	False Positive	False Negative	Consistency
Writing	4	Substantially Below Proficient/Partially Proficient	0.9149	0.0495	0.0356	0.8858
		Partially Proficient/Proficient	0.8805	0.0802	0.0393	0.8426
		Proficient/Proficient with Distinction	0.8537	0.1146	0.0317	0.8162
	7	Substantially Below Proficient/Partially Proficient	0.8724	0.0756	0.0520	0.8303
		Partially Proficient/Proficient	0.8408	0.1136	0.0456	0.7922
		Proficient/Proficient with Distinction	0.8598	0.1195	0.0208	0.8220
	10	Substantially Below Proficient/Partially Proficient	0.9346	0.0225	0.0429	0.8889
		Partially Proficient/Proficient	0.9762	0.0238	0.0000	0.9544
		Proficient/Proficient with Distinction	1.0000	0.0000	0.0000	1.0000
Science	4	Substantially Below Proficient/Partially Proficient	0.9300	0.0000	0.0700	0.8895
		Partially Proficient/Proficient	0.8414	0.1070	0.0516	0.7786
		Proficient/Proficient with Distinction	0.7095	0.1902	0.1002	0.6830
	8	Substantially Below Proficient/Partially Proficient	0.8596	0.0582	0.0822	0.8161
		Partially Proficient/Proficient	0.7080	0.2226	0.0693	0.6565
		Proficient/Proficient with Distinction	0.7633	0.2248	0.0119	0.7146
	11	Substantially Below Proficient/Partially Proficient	0.8572	0.0881	0.0547	0.8238
		Partially Proficient/Proficient	0.8001	0.1496	0.0503	0.7547
		Proficient/Proficient with Distinction	0.7916	0.1843	0.0241	0.7600

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.

6.2.3 Achievement Level Adjustment

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 for reading, writing and mathematics, the student was moved up a level. A student who fell just above a cut and had a Connection score less than 6 for reading, writing and mathematics was moved down a level. If a student who fell just below a cut had a Connection score greater than 13 for science, the student was moved up a level. A student who fell just above a cut and had a Connection score less than 4 for science was moved down a level.

Table 6-13 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 6-13. 2007-08 RIAA: 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	16	0	0	0	0.0
		Partially Proficient	30	1	3	0	0.0
		Proficient	19	2	11	0	0.0
		Proficient with Distinction	3	0	0	0	0.0
	Reading	Substantially Below Proficient	13	0	0	0	0.0
		Partially Proficient	20	1	5	0	0.0
		Proficient	21	0	0	0	0.0
		Proficient with Distinction	9	0	0	0	0.0
3–5	Mathematics	Substantially Below Proficient	49	0	0	0	0.0
		Partially Proficient	57	0	0	1	1.8
		Proficient	59	1	2	0	0.0
		Proficient with Distinction	33	0	0	0	0.0
	Reading	Substantially Below Proficient	64	0	0	0	0.0
		Partially Proficient	48	1	2	0	0.0
		Proficient	61	2	3	0	0.0
		Proficient with Distinction	45	0	0	0	0.0
4	Science	Substantially Below Proficient	3	0	0	0	0.0
		Partially Proficient	16	3	19	4	25.0
		Proficient	8	2	25	0	0.0
		Proficient with Distinction	16	0	0	0	0.0
	Writing	Substantially Below Proficient	8	0	0	0	0.0
		Partially Proficient	13	1	8	1	7.7
		Proficient	19	0	0	0	0.0
		Proficient with Distinction	15	0	0	0	0.0
6-8	Mathematics	Substantially Below Proficient	56	0	0	0	0.0
		Partially Proficient	77	0	0	2	2.6
		Proficient	67	4	6	0	0.0
		Proficient with Distinction	21	0	0	0	0.0
	Reading	Substantially Below Proficient	41	0	0	0	0.0
		Partially Proficient	67	3	5	0	0.0
		Proficient	82	4	5	0	0.0
		Proficient with Distinction	47	0	0	0	0.0
7	Writing	Substantially Below Proficient	13	0	0	0	0.0
		Partially Proficient	17	1	6	0	0.0
		Proficient	22	2	9	0	0.0
		Proficient with Distinction	9	0	0	0	0.0

(cont'd)

Grade Span	Content Area	Achievement Level	Number of Students Initially in Level	Moved Up		Moved Down	
				N	%	N	%
8	Science	Substantially Below Proficient	7	0	0	0	0.0
		Partially Proficient	33	2	6	2	6.1
		Proficient	10	2	20	0	0.0
		Proficient with Distinction	11	0	0	0	0.0
10	Mathematics	Substantially Below Proficient	17	0	0	0	0.0
		Partially Proficient	20	0	0	0	0.0
		Proficient	19	1	5	0	0.0
		Proficient with Distinction	7	0	0	0	0.0
	Reading	Substantially Below Proficient	16	0	0	0	0.0
		Partially Proficient	14	0	0	0	0.0
		Proficient	27	2	7	0	0.0
		Proficient with Distinction	6	0	0	0	0.0
	Writing	Substantially Below Proficient	14	0	0	0	0.0
		Partially Proficient	20	0	0	0	0.0
		Proficient	21	0	0	0	0.0
		Proficient with Distinction	9	0	0	0	0.0
11	Science	Substantially Below Proficient	11	0	0	0	0.0
		Partially Proficient	15	1	7	1	6.7
		Proficient	12	2	17	1	8.3
		Proficient with Distinction	15	0	0	0	0.0

Overall, 38 students moved up while only 12 moved down a level. Of the students that moved up, the majority of them moved from Proficient to Proficient with Distinction. This would indicate that the evidence submitted for the students showed a very strong connection to academic standards, and therefore strong fidelity to content. Of the students that moved down, the majority of them moved from Partially Proficient to Substantially Below Proficient. This move would indicate that the evidence submitted for the students showed a tenuous connection to academic standards. The trend that would be most favorable would be to for the number of downward moves to decrease and the number of upward moves to increase each year.

6.2.4 Inter-rater Consistency

Each AAGSE was scored by two independent raters and, as such, inter-rater consistency could be calculated. Table 6-14 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.

Table 6-14. 2007-08 RIAA: Inter-Rater Consistency Results by SPT*

		Connection to the Content Strand				*Student Progress*				*Accuracy*				*Independence*			
		Kappa		% Agreement		Kappa		% Agreement		Kappa		% Agreement		Kappa		% Agreement	
SPT	*N*	Stat	SE	Exact	Adj.	Stat	SE	Exact	Adj.	Stat	SE	Exact	Adj.	Stat	SE	Exact	Adj.
02-1	67	0.38	0.11	0.61	0.13	0.44	0.11	0.63	0.22	0.53	0.17	0.76	0.01	0.80	0.06	0.72	0.01
02-2	79	0.06	0.08	0.30	0.19	0.41	0.11	0.57	0.22	0.69	0.10	0.71	0.01	0.73	0.07	0.63	0.03
02-3	24	0.26	0.17	0.50	0.21	0.69	0.20	0.79	0.08	1.00	0.00	0.88	0.00			0.79	0.00
02-4	90	0.20	0.10	0.54	0.20			0.71	0.13			0.80	0.02	0.86	0.05	0.78	0.03
02-5	16			0.31	0.19			0.56	0.19			0.69	0.00	0.79	0.14	0.63	0.06
02-6	64	0.45	0.16	0.72	0.08	0.54	0.11	0.64	0.17			0.81	0.02	0.86	0.06	0.75	0.05
04-1	91	0.32	0.09	0.46	0.18	0.54	0.12	0.63	0.08	0.71	0.12	0.70	0.00	0.80	0.06	0.65	0.02
04-2	63	0.31	0.19	0.70	0.06	0.49	0.11	0.63	0.17			0.79	0.00	0.78	0.07	0.70	0.02
04-3	21			0.43	0.19	0.36	0.25	0.62	0.19	0.88	0.11	0.76	0.00	0.77	0.12	0.67	0.00
07-1	84	0.22	0.09	0.40	0.21			0.62	0.14	0.96	0.04	0.76	0.01	0.70	0.07	0.62	0.06
07-2	38	0.19	0.11	0.42	0.16			0.58	0.13	0.90	0.09	0.71	0.03	0.78	0.11	0.63	0.08
07-3	47			0.64	0.13			0.60	0.21	0.92	0.08	0.79	0.00	0.85	0.07	0.72	0.04
10-1	81	0.37	0.10	0.51	0.17	0.70	0.10	0.67	0.07	0.88	0.07	0.73	0.01	0.78	0.06	0.64	0.04
10-2	43	0.39	0.12	0.49	0.26	0.32	0.14	0.49	0.26	0.72	0.14	0.72	0.00	0.84	0.07	0.70	0.05
10-3	37	0.08	0.10	0.38	0.19	0.52	0.14	0.59	0.14	0.83	0.09	0.70	0.03	0.85	0.08	0.70	0.00
10-4	82	0.22	0.09	0.46	0.16	0.49	0.13	0.63	0.10			0.72	0.02	0.93	0.04	0.72	0.01
10-5	64			0.69	0.13	0.51	0.12	0.67	0.16			0.81	0.02	0.70	0.07	0.69	0.05
10-6	32	0.33	0.12	0.56	0.28	0.48	0.17	0.69	0.22			0.81	0.03	0.76	0.09	0.75	0.00
10-7	89	0.24	0.10	0.54	0.18	0.65	0.11	0.74	0.08	0.87	0.06	0.80	0.00	0.90	0.04	0.79	0.04
10-8	56	0.35	0.11	0.50	0.20	0.34	0.16	0.59	0.21	0.80	0.09	0.73	0.00	0.87	0.06	0.73	0.02
10-9	21			0.57	0.14			0.62	0.24	1.00	0.00	0.86	0.00	0.85	0.10	0.76	0.05
35-1	237	0.26	0.07	0.52	0.19	0.35	0.09	0.63	0.14	0.77	0.07	0.73	0.01	0.85	0.03	0.69	0.03
35-2	119	0.30	0.07	0.50	0.22	0.55	0.09	0.71	0.13			0.81	0.01	0.86	0.04	0.79	0.03
35-3	162			0.43	0.19	0.46	0.08	0.67	0.15	0.87	0.06	0.80	0.01	0.89	0.03	0.77	0.01
35-4	285	0.20	0.06	0.52	0.20	0.49	0.06	0.65	0.13	0.83	0.05	0.76	0.01	0.81	0.03	0.70	0.04
35-5	61	0.20	0.10	0.59	0.21	0.38	0.12	0.67	0.23	0.93	0.07	0.89	0.00	0.80	0.07	0.77	0.07
35-6	233	0.37	0.09	0.75	0.11	0.59	0.07	0.76	0.12			0.84	0.00	0.76	0.04	0.74	0.05
68-1	235	0.25	0.06	0.52	0.16	0.43	0.07	0.61	0.15	0.81	0.06	0.73	0.01	0.85	0.03	0.69	0.04
68-2	109	0.42	0.07	0.46	0.12	0.51	0.10	0.61	0.16			0.72	0.02	0.84	0.05	0.67	0.06
68-3	220			0.47	0.20	0.46	0.07	0.64	0.19	0.80	0.05	0.77	0.01	0.78	0.04	0.70	0.04
68-4	341			0.52	0.17	0.51	0.06	0.66	0.15	0.80	0.05	0.77	0.01	0.82	0.03	0.72	0.04
68-5	285	0.38	0.07	0.68	0.15	0.58	0.07	0.74	0.10	0.81	0.04	0.78	0.03	0.84	0.03	0.76	0.03
68-6	72	0.13	0.13	0.53	0.18	0.58	0.12	0.64	0.14	0.74	0.18	0.75	0.01	0.89	0.05	0.72	0.03
Sci-04	73	0.27	0.09	0.37	0.16	0.02	0.17	0.68	0.08			0.58	0.10	0.69	0.08	0.53	0.12
Sci-08	83	0.23	0.08	0.43	0.23			0.87	0.08	0.69	0.09	0.71	0.08	0.80	0.06	0.71	0.07
Sci-11	78	0.36	0.10	0.33	0.19	0.27	0.22	0.76	0.05			0.58	0.04	0.85	0.06	0.55	0.06

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

Chapter 7. REPORTING RIAA 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 District and School Summary Reports;
- Web-based District and School Roster Reports; and
- Web-based State Reports.

Reports were shipped to districts on September 30, 2008, along with the student datafolios. A copy of each report shell is included in Appendix D.

In addition to the score reports, parents and teachers were provided with a copy of the *2008 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 *2008 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.

7.1 2007-08 RIAA Decision Rules

Decision rules were formulated in the summer of 2008 by RIDE and Measured Progress to detail rules for analysis and reporting of the 2007-08 administration of the RIAA. The reporting decision rules can be found in Appendix E.

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.

Chapter 8. THE VALIDITY EVALUATION

This section presents the findings from analyses that examined the relationship between NECAP and the AAGSEs in mathematics, reading, and writing. 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 report.

8.1 Alignment Study

In May and August of 2008, the Rhode Island Department of Education sponsored a two-part study to review the degree of alignment between the RI grade-level content standards in science (Grade Span Expectations/GSEs) and the RI Alternate Assessment (RIAA) taken by students with significant cognitive disabilities. Specifically, alternate assessment extended content standards for science (Alternate Assessment Grade Span Expectations/AAGSEs), administration protocols, and a small number of available datafolios and student work samples at grades 4, 8, and 11 were reviewed and analyzed.

The alignment study was designed by the National Center for the Improvement of Educational Assessment (Center for Assessment), following the same protocols used for the 2007 RIAA alignment study for the reading, writing, and mathematics assessments.(A full copy of the alignment study can be found at: www.ride.ri.gov/assessment/Altassessment.aspx) Alignment criteria were based on 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. A committee of Rhode Island educators representing both general education and special education conducted the alignment study. General education experts reviewed the degree of alignment between the content and intended depth of knowledge of the science grade-span content standards/GSEs and the required AAGSEs used to guide structured assessment tasks in the RIAA for science. Special education experts analyzed the administration protocols, the content of the RIAA (meaning the science content and instructional tasks that comprise the alternate assessment), and student work samples at all three grade levels. Surveys and analyses related to accessibility, accommodations, scoring protocols, differentiated expectations across the grade levels, and alternate assessment achievement standards were also completed as part of this alignment study.

The RI Alternate Assessment alignment study was designed to answer these questions:

1. Is the content of the RIAA academic; and does it include the major strands of content areas as reflected in RI grade-level standards assessed by the New England Common Assessment Program/NECAP science test?
2. Is the content of the RIAA referenced to the student's assigned grade level (based on chronological age)?
3. Does the focus of achievement maintain fidelity with the content (content centrality) of the original grade level expectations and when possible, the specified performance (performance centrality)?
4. Given that the breadth and range of science 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?
5. Is there some differentiation in science content of the RIAA across grades?
6. Is the expected achievement for the students to show learning of grade-referenced academic content?
7. Are there potential barriers to demonstrating what students know and can do in the RIAA?

8.1.1 Conclusions of the Study

Many lessons learned from the RIAA mathematics, writing, and reading alignment study (2007) have been applied to the development of the science assessment, making it a strong component of the RIAA system. A limited number of student datafolios were available for review during phase 2 of the study. From that small sample, approximately 95 pieces of student work from the 2007-2008 school year were reviewed in addition to document and content reviews, revealing an emerging picture of what implementation of the RIAA for Science actually looks like across teachers, schools, and grade levels.

The RIDE development process, intent, and test blueprint are strongly reflected in the overall format of the content targeted for assessment at each grade level. The major strengths identified in the RIAA for Science are summarized below.

8.1.2 Overall Strengths of the RIAA for Science

There is compelling evidence to support the conclusion that the RIAA for science is <u>not</u> promoting a "one size fits all ages" assessment system.

- The development process and format used to create the extended science standards/science AAGSEs has resulted in the overall system being organized by grade span and content strands that are consistent with NECAP content and content strands.
- The approach of organizing content of AAGSEs with multiple parts of differing complexity demands allows for students functioning at a variety of levels to access learning that is referenced to their grade level.
- There is a high degree of emphasis on assessing academic content in science at all grade levels in the RIAA. This would indicate that teachers are predominantly selecting academic content for assessment tasks, using their knowledge of student strengths and needs to develop a targeted skill for the student to focus on in each strand.
- Overall, the RIAA science assessment shows strong evidence of categorical concurrence alignment with the NECAP content strands that are emphasized for assessment. All four NECAP science strands are assessed with the RIAA at each grade level. The decision to assess 2 of the 4 NECAP Inquiry areas at each grade is appropriate given this population and the time needed to learn the science concepts and skills. The underlying rationale that supports the existing balance of content strands assessed in the science RIAA is reflected in both test blueprints.
- Flexibility is built into the Structured Performance Tasks to meet the individual needs of students and provide for a variety of possible response modes.

8.1.3 Strengths of the Extended Standards: AAGSEs and Required Content for Structured Performance Tasks

The state is to be commended for already addressing many of the content discrepancies identified in the Science AAGSEs during phase I of the alignment study. During the months of June through August 2008, content revisions were made to AAGSEs that were identified as (a) unclear, (b) of too small grain size, or (c) inaccurately stated in terms of science content. These revisions included some rewording of the Foundational Skills included for Structured Performance Tasks. All of the content revisions made to AAGSEs (as of August 2008) were again reviewed by Center for Assessment staff to ensure that RI content reviewer concerns had been addressed. Additionally:

- Content centrality between grade-level standards and science AAGSEs was found to be high at all three grade levels (85% - 96%).

- More AAGSE content was rated as a "far" academic content link (lower grade span) than a "near" academic content grade-level link.
- Performance centrality data show that AAGSEs and SPTs provide some opportunities, mostly at grade 11, for assessing higher DOK levels (e.g., DOK 3, complex thinking) and are not only focused on simple recall or the lowest levels of cognitive demand (DOK 1).
- There is strong evidence to show that required content for SPTs is differentiated across grade levels 4, 8, and 11 for science.

8.1.4 Strengths of RIAA scoring protocols and Alternate Assessment Achievement Level Standards for having the potential to make high inferences about student learning

- Inclusion of *separate* measures for scoring accuracy and independence, so that each may be considered when making inferences about progress and learning.
- Depending on how assessment tasks are designed by teachers, they *have the potential* for demonstrating generalization across people, settings, or concepts when/if contexts are varied for each of the data collections. (It is unclear, at this time, if generalization of learning is actually occurring.)
- Multiple data collections provide a baseline against which progress can be measured.

8.1.5 Strengths of RIAA Administration Guidelines

- There is a high degree of flexibility in designing assessment tasks to meet the individual needs of students with significant cognitive disabilities. Reviewers agreed that the design of the RIAA allows for flexibility in accommodations and modifications so that students can demonstrate what they have learned through a variety of response modes.
- Data collection protocols and forms for the RIAA are clear and detailed and require documentation of both accuracy and level of independence in order to have meaningful interpretations about student learning and growth.
- Administration guidelines also include a variety of instructional supports and examples to guide teachers' understanding.

8.1.6 Areas of Recommendation for the RIAA for Science

All recommendations in this section of the report are intended to strengthen Rhode Island's already solid alternate assessment system. Comments from reviewers and in-depth analyses have been synthesized and are used here to provide guidance to RIDE staff for future planning and ways to improve the RIAA.

8.1.6.1 Review and Revise Some Content Assessed (AAGSEs and SPTs)

While much of the academic content review findings have already been addressed by the state, one content issue remains. Consider eliminating (from SPTs) or revising the AAGSEs at grade spans 5-8 and 9-12 that were identified as "too watered down" from grade-level content, if they are currently included in SPTs at those grade levels. They may be appropriate for instruction, but do not link to grade-level content.

8.1.6.2 Revisit or Provide a Rationale for Alternate Assessment Achievement Level Standards

There is a mix of program quality descriptors and student learning descriptors included in the September 2008 draft Alternate Assessment Achievement Standards. Performance descriptors should provide guidance to educators and parents as to how to make inferences about what students are actually learning in science.

The state should explore ways to strengthen the draft Science Alternate Achievement Level Standards to better reflect inferences made about what students know and can do at each performance level. Do the descriptors differentiate science content or complexity across grades? Is there a way to eliminate program quality indicators by better describing typical science learning activities associated with each performance level? The state should present a strong case for including program descriptors as a means for making inferences about what students know and can do if the decision is made not to revise or eliminate them. Many states include separate program rubrics as a means to provide feedback to schools and teachers, but data are not used to make proficiency decisions.

8.1.6.3 Update Administration Guidelines

While there are many opportunities for teachers to select new content for instruction and assessment at each grade level assessed, it is unclear whether the *RIAA Administration Manual* specifies to teachers that assessing the same content in successive grades (4, 8, and 11) is not

appropriate, even if the same AAGSEs are included in the SPT description for each content strand. This guidance should be clearly stated for teachers to ensure that "use of extended standards for access with students with significant cognitive disabilities *do not lead to achievement of the same academic skills year after year"* (NAAC). The alternative to this recommendation is to ensure that no AAGSEs are targeted in SPTs for more than one grade level.

8.1.6.4 Continued Professional Development and Instructional Support (not required by NCLB)

There is a clear need for continued professional development to help special education teachers develop a deeper understanding of science content. Continue to include models and develop materials that make strong links between AAGSEs and expectations for science learning. In addition to offering professional development opportunities that all teachers may not be accessing at the present time, develop and post exemplary models and tools – such as in an alternate assessment resource guide – that expands what's currently available in the *RIAA Administration Manual*. Many states, such as Georgia, and organizations like NAAC and ILSSA have already created many excellent and useful resources for teachers. A staring point may be to provide annotated information with links to the existing alternate assessment resources.

- The use of appropriate tools during science investigations appeared to be minimal, especially in student work samples. Both the *RIAA Administration Manual* and professional development could include more emphasis on use of age-appropriate tools at each grade span.
- Because of generally weak science content knowledge on the part of teachers, it appears that they may struggle with making meaningful grade-referenced links to science content of the student's grade level. One instructional model worth exploring in professional development settings is the "4-Step Process" for designing instructional activities and assessment (a model developed at the University of Kentucky by ILSSA). Teacher training events could be used to develop exemplars to share with other RI educators.

- The datafolio review identified some exemplars of teacher-designed science SPTs. The state should continue to identify and use teacher-developed models with student work in professional development settings (e.g., age-appropriate contexts, generalization of skills in different contexts) and for illustrating meaningful interpretations of student growth.
- Use on-going informal monitoring activities and review of student work samples (e.g., during scoring and standard setting) to identify exemplars of teacher-designed SPT tasks for use in professional development settings.

8.2 Revisiting the Validity Evaluation Questions

Each of the sections in this report contributes important information to an argument for the validity of RIAA score interpretations 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. Review processes for determining content appropriateness; 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 report, and a software tool for the collection of student evidence. This section (Section V, The Validity Evaluation) summarized the science alignment study undertaken by RIDE in order to validate independently the alignment of the science AAGSEs to the NECAP GSEs.

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 report supports inferences of student achievement on the content represented in the NECAP GLEs/GSEs for reading, writing, mathematics and science 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 report is presented.

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APPENDICES

APPENDIX A—STAKEHOLDER LISTS

2006-07 Advisory

Last Name	First Name	Organization	Position
Ahern	Denise	RI Spec Ed Advisory	Asst Director, Special Education
Antosh	Tony	Sherlock Ctr @ Rhode Island College	Director
Boucher	Carmen	RI Parent Information Ntwk	Parent Liaison
Caetano	Tony	Tavares Educational Center/RIAPSES	Director Special Ed
Corbridge	Cynthia	RIDE	Assessment Coordinator
Dell	Sue	Sherlock Center Rhode Island College	Training Specialist
Durand	Cheryl	Chariho High School	Special Educator - HS
Fiorio	Denise	Northern RI Collaborative	Program Coordinator
Frechette	Jessica	Woonsocket High School	Special Educator
Grattan	Amy	Sherlock Center Rhode Island College	Training Specialist
Grew	Kenneth	Superintendent's Association	Superintendent Representative
Grossie	Barrie	RITAP	IEP Network Representative
Haidemenos	John	Potter Burns Elementary	School Principal
Izard	Susan	Measured Progress	Asst Director, Special Education
Lemme	Michelle	Orchard Farms Elem	Special Educator - Elem
Lynch	Phyllis	RIDE	Office of Special Populations
Masterson	Laurie	Knotty Oak Middle School	Special Ed Teacher
Nardelli	Stephen	RI League of Charter Schools	Executive Director
Poland	Sarah	Autism Support Network	Special Ed Teacher
Rebello	Karen	Orlo Avenue School	Classroom Teacher
Santa	Rachel	S Kingstown Schools	Asst Director, Special Education
Snider	Mary Ann	RIDE	Director of Assessment

Last Name	First Name	Organization	Position
Swanson	Kenneth	RIDE	Director, Office of Special Populations
Twombly	Jane	Measured Progress	Program Assistant
Valois	Lori	Groden Center	Education Consultant
Wilcox	Walter	Measured Progress	Program Manager
Zimmerman	Lila	Sargent Rehab Center	Special Educator

2007-08 Advisory

Last Name	First Name	Organization	Position
Ahern	Denise	RI Spec Ed Advisory	Asst Director, Special Education
Antosh	Tony	Sherlock Ctr @ RIC	Director
Boucher	Carmen	RI Parent Information Ntwk	Parent Liaison
Caetano	Tony	Tavares Educational Center/RIAPSES	Director Special Education
Corbridge	Cynthia	RIDE	Assessment Coordinator
Dell	Sue	Sherlock Center RIC	Training Specialist
Durand	Cheryl	Chariho High School	Special Educator - HS
Fiorio	Denise	Northern RI Collaborative	Program Coordinator
Frechette	Jessica	Woonsocket High School	Special Educator
Grattan	Amy	Sherlock Center Rhode Island College	Training Specialist
Grew	Kenneth	Superintendent's Association	Superintendent Representative
Grossie	Barrie	RITAP	IEP Network Representative
Haidemenos	John	Potter Burns Elementary	School Principal
Izard	Susan	Measured Progress	Asst Director, Special Education
Lemme	Michelle	Orchard Farms Elem	Special Educator - Elem
Lynch	Phyllis	RIDE	Office of Special Populations
Masterson	Laurie	Knotty Oak Middle School	Special Ed Teacher
Nardelli	Stephen	RI League of Charter Schools	Executive Director
Ahern	Denise	RI Spec Ed Advisory	Asst Director, Special Education
Antosh	Tony	Sherlock Ctr @ RIC	Director
Boucher	Carmen	RI Parent Information Ntwk	Parent Liaison
Caetano	Tony	Tavares Educational Center/RIAPSES	Dir Special Ed

Last Name	First Name	Organization	Position
Corbridge	Cynthia	RIDE	Assessment Coordinator
Dell	Sue	Sherlock Center Rhode Island College	Training Specialist
Durand	Cheryl	Chariho High School	Special Educator - HS
Frechette	Jessica	Woonsocket High School	Special Educator
Grattan	Amy	Sherlock Center Rhode Island College	Training Specialist
Grew	Kenneth	Superintendent's Association	Superintendent Representative
Grossi	Barrie	RITAP - IEP Network	IEP Network Representative
Haidemenos	John	Jacqueline M. Walsh School	Principal
Houle	Sharon	Measured Progress	Program Manager
Izard	Susan	Measured Progress	Asst Director, SpEd
Lemme	Michelle	Orchard Farms Elem	Special Educator - Elem
Lynch	Phyllis	RIDE	Office of Special Populations
Masterson	Laurie	Knotty Oak Middle School	Special Ed Teacher
Palazini	Angela	Western Hills Middle School	Special Educator - MS
Poland	Sarah	Autism Support Network	Special Ed Teacher
Rebello	Karen	Orlo Avenue School	Classroom Teacher
Santa	Rachel	S Kingstown Schools	Asst Director, Special Education
Snider	Mary Ann	RIDE	Director of Assessment
Swanson	Kenneth	RIDE	Director, Office of Special Populations
Twombly	Jane	Measured Progress	Program Assistant
Valois	Lori	Groden Center	Education Consultant
Zimmerman	Lila	Sargent Rehab Center	Special Educator

Science AAGSE Work Group

Grade Level	Last Name	First Name	Position	District	School
EL	Brown	Eileen	Special Educator	Outplacement	Cornerstone
	Corbridge	Cynthia	Assessment Specialist	Assessment & Accountability	RIDE
	Dell	Sue	Professor	Sherlock Ctr	RIC
	DeToro	Pat	Special Education Specialist	n/a	Measured Progress
HS	DiModica	Kathleen	Science Dept. Chair	Cumberland	Cumberland HS
MS/HS	Doblmeier	Joyce	Science/Math Teacher	State Operated	RI School for the Deaf
EL	Gillooly	Cynthia	Special Educator	Woonsocket	Globe Park Elementary
EL	Grattan	Amy	Master Teacher, Special Ed	Sherlock Ctr	RIDE
EL	Hien	Patti	Special Educator	Lincoln	Lincoln Central
	Izard	Susan	Asst. Director, Special Ed	n/a	Measured Progress
	Jzyk	Linda	Science & Tech Specialist	RIDE	RIDE
	Louden	Cyndi	Science Specialist	n/a	Measured Progress
MS	Maguire-Burns	Amy	Science/ELA Teacher	Middletown	Gaudet MS
HS	Maroni	Peter	Special Educator	N Kingstown	N Kingstown HS
HS	McLaren	Peter	Science & Tech Specialist	RIDE	RIDE
MS	Racine	Stephanie	ESL Science	Central Falls	Calcutt MS
MS	Rakovic	Patricia	Speech/Language	E Greenwich	Eldredge/Cole
MS	Saccoccio	Anna	Science Teacher	Providence	Nathaneal Green MS
EL	Tardio	Susan	Classroom Teacher	Cranston	Woodridge
	Twombly	Jane	Special Ed. Program Asst.	n/a	Measured Progress
HS	Vierra	Marybeth	Special Educator	Newport	Rogers HS
HS	Withrow	Kerri	Dept. Chair/Biology Teacher	Central Falls	Central Falls HS

SPT Development Group

Last Name	First Name	Position	Grade Level	District	School
Bromage	Jen	Special Educator	EL	Scituate	Clayville Elementary
Brown	Eileen	Special Educator	EL	Outplacement	Cornerstone
Buck	Linda	Program Manager	n/a	Measured Progress	
Corbridge	Cynthia	Assessment Specialist	n/a	Assessment & Accountability	RIDE
Dell	Sue	Professor	HS	Sherlock Ctr	RIC
Doblmeier	Joyce	Science/Math Teacher	MS/HS	State Operated	RI School for the Deaf
Gillooly	Cynthia	Special Educator	EL	Woonsocket	Globe Park Elementary
Godfrin	Erin	Special Educator	HS	Tiverton	Tiverton High
Grattan	Amy	Master Teacher, Special Ed	EL	Sherlock Ctr	RIDE
Grew	Ken	superintendent's association representative	HS	superintendent's association	
Hendrix	Shirley	Science Content Specialist	HS	RIDE	RIDE
Hien	Patti	Special Educator	EL	Lincoln	Lincoln Central
Izard	Susan	Asst. Director, Special Ed	n/a	Measured Progress	Measured Progress
Lemme	Michelle	Special Educator	EL	Cranston	Orchard Farms
Palazini	Angela	Special Educator	MS	Cranston	Western Hills MS
Palazzo	Richard	Special Educator	HS	Outplacement	The Groden Center
Saccoccia	Susan	Science Teacher	MS	Knotty Oak Middle School	Coventry
Saran	Reiha	Science Teacher	MS	Knotty Oak Middle School	Coventry
Simas	Alicia	Science Teacher	MS	Knotty Oak Middle School	Coventry
Twombly	Jane	Special Ed. Program Asst.	n/a	Measured Progress	Measured Progress
Zimmerman	Lila	Special Educator	EL	Outplacement	Sargent Rehab. Center

Pilot Teachers

Last Name	First Name	School Name	District
Bromage	Jennifer	Clayville Elementary	Scituate
Cessana	Barbara	RI School for the Deaf	State
DeGaetano	Christina M.C.	Winman Jr. High	Warwick
Doblmeier	Joyce	RI School for the Deaf	State
Durand	Cheryl	Chariho High	Chariho
Emmett	Merylene	Woonsocket HS	Woonsocket
Fortin	Paula	Davisville Elementary	N Kingstown
Frechette	Jessica	Woonsocket HS	Woonsocket
Gillooly	Cynthia	Oakland Beach	Warwick
Godfrin	Erin	Tiverton High	Tiverton
Kenner	Maureen	Vartan Gregorian	Providence
Kirch	Tiffany	Knotty Oak School	Coventry
Lemme	Michelle	Orchard Farms	Cranston
Masterson	Laurie	Knotty Oak School	Coventry
Meriano	Susan	Exeter-W Greenwich JHS	Exeter-West Greenwich
Montiero	Tennille	Woonsocket HS	Woonsocket
Palazini	Angela	Western Hills MS	Cranston
Panzarella	Karen	E Providence HS	E Providence
Tavares	Michelle	Tavares Pediatric Ctr	Outplacement
Wheeler	Sarah	RI School for the Deaf	State
Zimmerman	Lila	Sargent Rehab Center	Outplacement

SS Expert Panel Apr 22

Group	Last	First	Role	District
--	Houle	Sharon	Facilitator	Measured Progress
--	Izard	Susan	Facilitator	Measured Progress
--	Corbridge	Cynthia		RIDE
--	Lynch	Phyllis		RIDE
--	Twombly	Jane		Measured Progress
EL	Caetano	Tony	Administrator/Special Educator	Outplacement
EL	Bailey	Jayne	General Educator	Blackrock Elementary
EL	Gaumond	Donna	General Educator	Exeter-West Greenwich
EL	Lemme	Michelle	Special Educator	Cranston
EL	Zimmerman	Lila	Special Educator	Outplacement
HS	Grew	Kenneth	Administrator	Superintendents' Association
HS	Busse	Patricia	Science Teacher	Tiverton
HS	Kirch	Christine	Science Teacher	West Warwick
HS	McGunagle	Doulas	Science Teacher	Cranston
HS	Brown	Eileen	Special Educator	Outplacement
HS	Durand	Cheryl	Special Educator	Chariho
MS	Valois	Lori	Administrator/Special Educator	Outplacement
MS	Kimball	Christine	Science Teacher	Cranston
MS	Racine	Stephanie	Science Teacher	Central Falls
MS	Masterson	Laurie	Special Educator	Coventry
MS	Palazini	Angela	Special Educator	Cranston

Panelists August SS

Group	Last	First	Role	Organization	District
EL	Bailey	Jayne	Content	Blackrock Elem	Coventry
EL	Brown	Eileen	Special Educator	Cornerstone	Outplacement
EL	Jansen	Laurie	Special Educator	Norwood	Warwick
EL	Celio	Ron	Content	Cornell Young	Providence
HS	Busse	Patricia	Content	Tiverton HS	Tiverton
HS	Vocke	April	Special Educator	Providence Schools	Providence
HS	White	Dale	Special Educator	Coventry High	Coventry
MS	Cusumano	Margaret	Content	Orchard Farms	Cranston
MS	Palazzo	Richard	Special Educator	The Groden Ctr	Outplacement
MS	Meriano	Susan	Special Educator	Exeter-West Greenwich Jr HS	Exeter West Greenwich
MS	Tavares	Michelle	Special Educator	consultant	independent

APPENDIX B—SURVEY RESULTS

Evaluation Comments
Intro to RIAA #1
September 17, 2007

Comments:

- I'm overwhelmed but feel I can get started.
- Very informative – lots of info.
- Would love to have an agenda next time
- Sound – thanks for correcting
- Overview might be better if presented first – flip AM and PM
- Somewhat random and out of sequence
- Would have preferred to have an agenda with times and schedule
- Scavenger hunt was not useful – spend more time on planning worksheet
- Information is overwhelming
- Info was clearly presented
- There was a lot to assimilate – the question and answer time was helpful
- Print on ppt was hard to read with blue/green background – print size was too small
- As a first year teacher I am grateful to have this training!
- Group activities helpful to assist with learning concepts
- Having teachers do "scavenger hunt" at the beginning of training #2 as a "review" instead of to start out – that was overwhelming.
- Real life examples would have been helpful. Maybe each table could work on an example student.
- Information given at a fast pace where at times it was hard to look and follow along – and it seemed like you thought we had the background and knew the terms.
- I came into this with no experienced with RIAA – I feel better, but still very overwhelmed.
- Start earlier
- Handout very difficult to read
- Some presenters spoke too fast to understand what was being said
- Part 1 of today was quite confusing – if we did the 2nd half of the day first I think we would have been less confused
- A lot of info in 1 day
- Planning worksheet should have been first
- Page numbers in the binder should correlate with the ppt presentation – ppt handout print was too small.
- Thank you for your timely presentation.
- Sometimes confusing and unclear.
- This process makes a tough job even more difficult!
- Should bring actual binders so we can see someone who has completed the process.
- Working on the planning worksheet was most helpful to me
- Order of the presentation should be changed – the part Phyllis did should go first.
- Too many people to be an effective workshop. Technical difficulties with microphone gave me a headache. Binder did not seem to be in good order – a lot of skipping around; no examples of completed work.
- The manual was great – the ppt handout was ridiculously small.

Questions I still have are:

- What if you choose an AAGSE and your student can't achieve it?
- Criteria to be documented to prove that student qualifies
- Further definition/examples of criteria "impact cognitive function"
- Will know more after reading binder
- Eligibility
- Eligibility – still unclear on "a disability that significantly impacts cognitive function and adaptive behavior" - how is that measured?
- Understanding the difference between data point and Student Documentation Form
- Activities that are distinct and different
- I am feeling overwhelmed and am unsure of what questions I should have
- What about the students that the team can't decide on?
- Many…
- I still need help with application and acquisition
- How do you accomplish this when you have multiple learners with little or no retention abilities
- Too many to list!
- Why do special educators get paid the same as regular educators when our paperwork load is much greater? (ex. Their state assessments are only 4 hours long)
- How does this fit into IEP goals?
- How many AAGSEs?

Next session I would like more information on:

- Maybe develop a hypothetical AA together during session
- Might be nice to have a bank of activities/descriptions
- Electronic portfolios
- Ways to best organize all the data prior to inputting the info online
- Web based documentation
- Criteria for acceptable student work
- How to incorporate AA into or with IEP goals
- Qualification examples
- More samples of assessments that meet/did not meet criteria
- Show me a completed AA test!
- Acceptable student work samples
- Still unsure about collection percentages and level of assistance percentages
- Its helpful to see AA's that were not done well and ones that were done well
- How to use the student's IEP and develop curriculum to address needs and write AAGEs
- Ideas for SPTs and choosing AAGSEs
- Real life examples
- What a completed datafolio look like?
- Practical application
- Recording and sending data
- 4th grade science
- More paper samples to look at
- What materials to present to IEP team to help in the decision at meeting requirement for eligibility – especially when you know student best!
- Choosing appropriate AAGSEs
- Just go through on how to get started with this right away! Go with big stuff first, then get into the bits and pieces.

- Data collection
- Activity planning
- Filling out forms
- How to find out how to get more time as special educators to find the time to DO the AA (especially on 4+ students)
- How to set this up
- Exactly what you are planning to present

Rhode Island Alternate Assessment

September 20, 2007

Science Training Evaluation

1. What do you think about the following aspects of today's training? 58 Respondents

Aspects of Training:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A
The information was presented clearly.	6	43	5	1	3
My questions were answered.	5	45	1	1	6
The schedule of the day was comfortable.	10	33	6	2	7

2. Based on what you learned in today's training, please rate the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A
I know the requirements for the Science RIAA.	5	41	4	3	5
I understand the conceptual design of the Science assessment.	7	39	5	1	6
I can explain the four components of a scientific investigation (Inquiry).	12	38	2	0	6
I know how to assess Inquiry Skills.	5	34	9	0	10
I know how to select AAGSEs for Inquiry and for Knowledge entries.	7	43	1	0	7

I know how to collect and report data that supports the chosen AAGSEs.	6	38	6	0	8
I know how the requirements for an acceptable student work product, including photographs.	13	37	2	2	4
I know where to find additional RIAA resource materials.	16	37	2	2	1

Comments:

- **Schedule was extremely rushed.**
- **I feel we would need more time to practice and reinforce new skills learned today.**
- **I think a full day would have been better.**
- **Sampler would have been hey!! Need more info to meet the very low cognitive students.**
- **Need samples**
- **The amount of info presented in a short time period was overwhelming. The session should take one student through the process from A-Z and should include specific modeling of each step. As I looked around the room many others appeared frustrated and "turned out" I do realize there's a lot to get across. I have a science degree and did 10 years of research. The presentation of the processes has still scrambled. Samples would have been most helpful.**

3. Questions that I still have are:

- **More time to review problems after Nov. (period #1)**
- **Send us a finished product for each subject area with grading codes.**
- **Difference between what goes into the inquiry construct form and what goes into knowledge form.**
- **Could we have a hard copy of a complete test of all the tested areas.**
- **More examples of science assessment please,**
- **Once I get started and after I meet with the regular ed teacher I might.**
- **Science is much more complicated than the other subjects. Should have been a longer training.**
- **Very confused**
- **The information was all clearly explained. I still have concerns about certain students whose main needs are toileting, decreasing aggression etc. and don't have the ability to take part in investigations. It would be helpful to be provided with ideas for those students as well when asked. I was given great ideas, but no ones that would be appropriate for this population.**
- **Can we see an 11th grade sample???**
- **What is the documentation necessary to determine if a student should be alternately assessed? My weakness is data collection tools. I need help matching an AGSE to a tool. Are there any tips? Any tips for organization with this?**

4. In December I would like more information on:

- **Sample science lessons.**
- **Science with severe/prof. population samples**
- **A sample of science student documentation form completely filled in.**
- **Some "good ideas" for science.**
- **A full sample!**

- **A hard copy of a finished product for all areas to look at /review with questions.**
- **Connecting AAGSE's to inquiry and knowledge – more examples please.**
- **Examples – gearing session about its students that are med/fragile/severe/profound.**
- **Give "lots" of examples for low levels/please also explain how we can use same lessons for both knowledge and inquiry.**
- **Review of AGES**
- **Examples of good science activities and implantations/evaluation for students who cannot who cannot process language or understand picture.**
- **View samples and have opportunity for feedback.**
- **It would be helpful if you could take a student through the whole process and show us how to document it.**
- **My students are so low cognitively that most of this process will be HOH and 100%. They don't have the thought process to do these activities.**
- **Why aren't the science teachers doing this with the students?**
- **Examples bring some.**
- **Training for new teachers earlier in the year. Too close to data collection period. I**
- **Need a visual.**
- **Kids with very low significant needs…ideas to help with these students in science.**
- **Examples of completed assessment (I will look on computer)**
- **Documentations student samples please.**
- **Ideas for organization for multiple grades and AGSE's for Alternate Assessment.**
- **I don't get to go to the IEP in 2nd grade and then they come to me in 3rd with no documentation/criteria to determine how it was analyzed.**

Rhode Island Alternate Assessment

Week of September 18, 2007

Science Training Evaluation - Sept. 20 – 55 Respondents

1. What do you think about the following aspects of today's training?

Aspects of Training:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A
The information was presented clearly.	**10**	**35**	**8**	**1**	**1**
My questions were answered.	**16**	**30**	**4**	**0**	**5**
The schedule of the day was comfortable.	**12**	**35**	**7**	**1**	**0**

2. Based on what you learned in today's training, please rate the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A
I know the requirements for the Science RIAA.	**7**	**40**	**7**	**1**	**0**
I understand the conceptual design of the Science assessment.	**8**	**40**	**5**	**1**	**1**
I can explain the four components of a scientific investigation (Inquiry).	**7**	**34**	**9**	**0**	**5**

I know how to assess Inquiry Skills.	**6**	**34**	**11**	**1**	**3**
I know how to select AAGSEs for Inquiry and for Knowledge entries.	**9**	**36**	**8**	**0**	**2**
I know how to collect and report data that supports the chosen AAGSEs.	**8**	**34**	**9**	**0**	**4**
I know how the requirements for an acceptable student work product, including photographs.	**9**	**35**	**4**	**0**	**5**
I know where to find additional RIAA resource materials.	**14**	**40**	**0**	**0**	**1**

Comments:

- **While I found the pace comfortable I think it was quick for new people.**
- **Very Confused!!!**
- **Information was helpful. I like that there is less to do, not as many AAGSES**
- **Next time a pilot is conducted; can the teachers that piloted group together in June or Sept. prior to first training?**
- **Thank you for your patience!**
- **I would choose to do the sessions on different days ~ lots of new info on science – afternoon was hard.**
- **More profession development**
- **We don't get examples of standard based activities for science.**
- **This is a very confusing part of an already difficult assessment. I can only hope it starts to make sense as we do the science. More examples of science assessments that are good.**
- **This should be more simplified and structured more like the language Arts and Math components.**
- **I need processing time and a visual example.**
- **This was a well done workshop but it's still overwhelming to do 4th graders.**
- **Science – very confusing. Why does 4th have so many components?**
- **Difficult to read power point handouts and in some cases, power point screen.**
- **Someone might want to consider administering the science assessment at grades other than 4 and 10. I'm sure it's not such an overload in general ed. because kids fill in bubbles and have minimal writing. For those of us who have to complete AA in grades 4 and 10, we already have an incredible amount of work to do without the science piece. Now with the science we are assessing a student in 4 areas. Multiply that by the number of students in your class who qualify for AA (because it's always more than one) and the work load becomes unreasonable and unmanageable. The other option is to pare the whole process down so that it equates to the amount of work and time required of general ed. students. My hunch though is nothing will be changed because the people who are making the decision about AA and assessment in general have no idea what real life is in the classrooms in which we teach.**
- **Good presentation**
- **It is still impossible for me to understand what sense it makes to put our most severe cases (and their teachers) through this process.**
- **For schools that do kits, it difficult to fit in during collection periods.**
- **Science training need tot be all day.**
- **This should have been in the morning since it is so new to most of us.**
- **I need more professional training in science assessment.**

3. Questions that I still have are:

- **Why is it that we can match a puppy to a dog to match offspring with parent (LS1.3.2a), but we can't read Barney with our students? Although puppy to do g is where my students "age" is at it isn't grade appropriate to me according to GSE's – believe me I've looked! Why does science contradict reading? Next time, science should be in the AM when we are FRESH and awake because it is NEW!!!**
- **All so much to switch over from the reg./math and reading**
- **We should have taken 1 student and worked through the data points.**
- **Need more PD on this.**
- **I will need a science drop in**
- **It would be helpful to see an entire entry for each grade range – EL/MS/HS**
- **Still confused on what to do in science**
- **Coming up with "experiments" that's modified and meaningful for my students. How can my students abilities be used.**
- **I would like to have more guidance planning lessons for collecting data.**
- **Why doesn't Grade 8 life science have any AAGSE's about the human body? That a grade 8 curriculum topic! We don't do plants and animals.**
- **Would like to see more good examples of what is expected. Examples of good datafolio entries. Not only for science, but math and reading as well. It would be easier for some people to understand if we could see models. Thank you for emailing "Harold" we need it!**

4. In December I would like more information on:

- **More conference time to work: improve my portfolio**
- **Science RIAA**
- **Science**
- **SEE ACTUAL PORTFOLIOS from pilot (GOOD ONES) We are visual people or (at least I am) EXAMPLES, (real ones) are better to understand. When experiments have actually been completed and recorded for RIAA…we can actually "see" it or "get" it. Please try to have an entire entry for each person to go through-perhaps one in each of the 3 domains (ESS, PS, LS).**
- **Science professional development**
- **Science assessment**
- **All activities**
- **Science, more professional development**
- **Science**
- **Science and professional development.**
- **Looking at the entire science portfolio**
- **Full day on science!**
- **More examples of investigation lesson plans.**
- **Science inquiry**
- **More professional development opportunities on science.**
- **More, more examples of experiments for low functioning children.**
- **Science –additional professional development**
- **Is there any possibility of showing a short video on techniques.**

- **Time management**
- **Please email us high school examples for science.**
- **More professional development on science.**
- **Making sure I am describing overall SPT**
- **Describing the students application of the inquiry construct**
- **Completed science piece with student work**
- **More examples of science lessons connected with planning or conducting.**
- **Practical examples, sample task analyses.**

Rhode Island Alternate Assessment

September 19, 2007 12 noon session

Update Training Evaluation

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1. What do you think about the following aspects of today's training? 23 respondents

Aspects of Training:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A
The information was presented clearly.	**11**	**12**	**0**	**0**	**0**
My questions were answered.	**11**	**10**	**0**	**0**	**2**
The schedule of the day was comfortable.	**11**	**12**	**0**	**0**	**0**

2. Based on what you learned in today's training, please rate the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A
I know this year's changes to the RIAA.	**9**	**14**	**0**	**0**	**0**
I understand the RIAA requirements.	**8**	**13**	**0**	**0**	**2**
I can describe activities that connect to the SPT.	**6**	**15**	**0**	**0**	**2**
I can match student activities/performance to the selected AAGSEs.	**5**	**18**	**0**	**0**	**0**
I know how to demonstrate standards-based instruction for AAGSEs.	**8**	**13**	**0**	**0**	**0**

I know the criteria for acceptable student work products, including photographs.	**10**	**13**	**0**	**0**	**0**
I know how to collect and report data that supports the chosen AAGSEs.	**8**	**15**	**0**	**0**	**0**
I know where to find additional RIAA resource materials.	**10**	**13**	**0**	**0**	**0**

Comments:

- Great presenters – clear, concise and enthusiastic.
- Super resources
- Much more clear due to prior experiences/AA sessions – yesterday's Science is still a bit of a jumble
- Please have Science training next year for teachers who did not need it this year

3. Questions that I still have are:

- Have not thought of them yet – I will I am sure…I am "digesting"
- None at the moment – but I will drop by for extra sessions
- The comment code descriptions were very helpful. I did realize that one of my AAGSEs will be thrown out which I do understand why – it was my mistake. However, I did go to two of the sessions with that specifically asked! What help is the session if people do not help you catch these things? Are they going to be a waste of time this year? How discouraging.
- Data collection to use daily in my classroom

4. In December I would like more information on:

- I would like to see more student work that involves students with more skills that are at the high end of the 1%.
- Portfolio examples specifically
- Brainstorming ideas together in small groups
- More activity examples that help connect AAGSE with SPT – maybe per grade level

Rhode Island Alternate Assessment (RIAA), Science Pilot
Teacher Survey

The Rhode Island Department of Education, Measured Progress, and the Sherlock Center wish to thank you for your participation in the RIAA Science Pilot and for taking the time to complete the following survey. This survey is instrumental for teacher input and feedback regarding the RIAA Science Pilot. Information gathered through this survey will be helpful in determining any changes that may be necessary before full implementation of this process in the 2007-2008 school year.

If you have any questions regarding this survey, please contact Susan Izard at Measured Progress either through email (sizard@measuredprogress.org) or by phone (1-800-431-8901).

PART 1 Background Information

1. How many years have you taught students with significant cognitive disabilities? 14 of 15 responded

   1-5 4 6-10 4 11-15 3 16-20 3 21+

2. How many years of experience do you have with the RIAA? 14 of 15 responded

   1 3 2 3 2 4 2 5+ 7

3. Where do you currently teach? 15 of 15 responded

   Public School 14 Private School 1 Other _____

4. What is the grade level(s) of the student(s) to whom you administered the RIAA Science Pilot? 16 responses (1 did student in 8&11)

   Elementary (4) 5 Intermediate (8) 5 High School (11) 6

5. In what kind of community do you teach? 15 of 15 responded

   Rural 3 Urban 5 Suburban 7

6. How many students completed the RIAA Science Pilot? 15 of 15 responded

   1 4 2 11

7. Approximately how much time outside of your school day did you use assembling the RIAA Science Pilot? 14 of 15 responded

   0-5 hours 4 6-10 hours 3 11-15 hours 2 16-20 hours 4 More than 20 hours 1

PART 2 Pilot Information (Rate each of the following statements. In the comment section provided after each statement please give specific feedback.)

TRAINING

1. The training prepared me for completing the RIAA Science Pilot.
15 of 15 responded

Strongly Disagree	Disagree	Agree	Strongly Agree
1	**2**	**3 11**	**4 4**

What worked?
-The presenter went through the binder and requirements page by page.
-Clearly explained what needs to be done.
-Sharing ideas about how each inquiry construct could be assessed.
-The small group of sessions and being able to be with other teachers @ same grade level.
-The manual and overview.
-I felt at training I knew what I was doing but when I sat to collect data, I got lost.
-Loved the examples.
-The training would have been helpful if it hadn't been so far away from when the science pilot began.
-Examples were helpful.
-The examples were somewhat helpful, however more examples for students w/ deaf-blindness and multiple disabilities would have been helpful.
-Sitting with peers and thinking of lessons.
-The presentations were clear. The planning time at the end of the session was very helpful.
-Having time to begin planning. Working w/ the materials.

What did not work?
- It was a long day !
-Repeating only caused confusion.
-Not enough time writing up a good SPT embedded in the classroom and application of AGSE.
-Still a bit confused as to why knowledge is different from targeted AGGES but still the same-Why not put all on one form ?
-Too much time between training + actual assessment.
-I would have loved more flexibility with both the topic and time frame. As a part of inclusion class science kits are already assigned. I do not have to choice as to topic or which months they will happen.
-There was too much of a gap between the training and when the pilot began.
-Having the pilot training so early. I really had to go back and review to try and remember the procedure.

What would you change?
-Stop repeating – come to people after the presentation to help them understand if confused.
-More time to do the above.
-All on one form like reading and math. Align for consistency.
-Less time between training + doing. More training on how to differentiate date between inquiry + knowledge.
-Next year I would like the ability to choose the topic to go along with the fourth science kits as well as the flexibility to decide on the three data periods to take data.
-Hold the training right before the pilot.
-Too long of a time lapse between training and implementing. Drop in sessions would have been helpful.

2. The training materials were useful once I began work on the RIAA Science Pilot. 15 of 15 responded

Strongly Disagree	Disagree	Agree	Strongly Agree
1	**2**	**3 11**	**4 4**

What worked?
-The binder and "practice" sheets.
-Same forms as used in training.
-They gave the "Big Picture" of Science Alternate Assessment.
-Samples were useful – need more, like one from each domain + each grade level.
-The manual and the examples in the book. Having time to work with others and think of ideas.
-Samples
-The packet to refer back to was helpful I emailed ideas to people who were available. I loved the sheets all ready to go.
-Seeing the samples really helped.
-The binder was very helpful, especially the examples that were given.
-Examples were helpful.
-Somewhat agree, more specifics pertaining to inquiry vs knowledge for each grade level would have been helpful.
-It was nice to have a thin binder with precise information.
-Good samples on the manual.

What did not work?
-More examples
-Not having a second follow up training – much needed ! Maybe even have mandatory deadlines – so everyone has to bring binders completed after 1st data+2nd or 3rd. Spread them out through the year.*
-I found it difficult to do w/ a visually impaired student on the section I had.
-There were not any examples given for inquiry.+

What would you change?
-Can't think of any.
-Add more examples of good SPT embedded in the classroom and application of AGSE.
-Not sure – the materials were helpful.
-Again… more examples I can never have enough ;).
-Include examples of inquiry+
-More examples of inquiry vs knowledge and examples of more than conduct in the inquiry position.
-Drop in session to review materials (too long of a "gap" between training & implementation of pilot).

3. The manual was helpful to me as I assembled the RIAA Science Pilot. 14 of 15 responded

Strongly Disagree	Disagree	Agree	Strongly Agree
1	**2 1**	**3 7**	**4 6**

What worked?
-Same forms.
-Everything was organized in a way to find the information.
-*As I stated #2(all same)
-Very helpful.
-Step by step directions.
-What to include, examples, checklists.
-+See #2
-Easy to follow and good reference.
-Manual was nicely organized and easy to follow.
-Good samples on the manual.
-The samples were very useful.

What did not work?
-Can't think of any.
-Not enough examples.
-*See #2
-+see #2
-I referred very little to the manual but looked at the power point handouts.

What would you change?
-More examples (same comment as before.)
-*See #2
-+ see #2.
-No matter what you change, most teachers don't look at the manual.

4. The sample entries provided in Appendix B were helpful. 14 of 15 responded

Strongly Disagree	Disagree	Agree	Strongly Agree
1	**2**	**3** 7	**4** 7

What worked?
-Yes !!
-*same as #2
-The sample entries were the most helpful part of the manual.
-Very helpful.
-Having a guide.
-I refered to all.
-It really helps to see a good example.
-The samples of knowledge were very helpful.
-Examples helped me to understand the write-up.
-Understood the write up and somewhat found the examples to be helpful.
-hey were good to have.
-The information on the planning worksheet.
-The different grade levels helped.

What did not work? -Need more ! -same as #2 -Didn't need all the grade 8 & 11. -There were not samples of inquiry included in Appendix B. -The connection of the AGSE should/could have been more descriptive.
What would you change? -Need more at each grade level ! -*same as #2 -Using real samples of work. -Maybe just grade 4 since I don't need the other grades (include more on gr 4 – different ideas for all topics/procedures etc. -I would include samples of inquiry.

5. Questions I had were clearly answered. 11 of 15 responded	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	**2**	**3 8**	**4 3**

What worked?
-The people @ the training were able to answer my questions clearly.
-Manual was clear and organized.
-Yes – having individual time to ask questions did clarify things during trainings.
-Good ! The full day training was helpful and I appreciate the email support/ availability too !
-The training, the manual,& examples of student work.
-Knowing that it was a pilot and that it would be okay to mess up now.

What did not work?
-N/A.
-The training was too far away from when the pilot began.
-Having the training so early. When I went to actually do the work I had questions. I used colleagues to help answer my questions.

What would you change?
-N/A.
-Another session to solidify info + validate knowledge.
-Since it will be part of the Alt Assess next year I will be able to have questions answered at the mini sessions.
-Hold the training right before the pilot begins.

ASSESSMENT DESIGN

6. The Alternate Performance Indicators were easy to understand. 15 of 15 responded w 1 response 2/3.	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	**2 1.5**	**3 11.5**	**4 2**

What worked?
-I'm not sure what that (with arrow pointing to API above) is ?
-Yes, they were understandable.
-Some are easier to assess than others.
-It was all okay.
-I thought it was very easy to understand.
-AGSE's were good but limited.

What did not work?
-They are vague.
-Nothing.

What would you change?
-I would like to choose what I am doing vs being assigned.
-Nothing.
-Add more sections of AGSE's.

7. I was able to pair the Inquiry Construct and Knowledge AGSEs in ways that made sense. 12 of 15 responded

Strongly Disagree	Disagree	Agree	Strongly Agree
1	**2 2**	**3 8**	**4 2**

What worked?
- Examples of other work helped me fill in these.
-Pairing the knowledge with Inquiry was not a problem but ….(arrow directed to comment beginning with "Assessing" below)
I-'m still a bit confused as to why they connect or why there are 2. But that being said, I did my best +I think it worked out !
-Everything.
-Science projects were fun but the child needed a lot of help.

What did not work?
- N/A
-Assessing the 2 (knowledge and inquiry) separately was difficult. It really (stopped mid sentence).
-ot sure how to do – I was not clear + had troubles pairing this.
-It did seem like it could be a stretch with certain topics.
-Nothing
-It is difficult to teach a child with a severe disability how to conduct an investigation.

What would you change?
-N/A.
-More training or discussion on how to separate out both tasks so one is not influencing the other during evaluation.
-Again – more training – small group !!!
-Be very specific in what the inquiry construct – SPT's mean For example Make ? describe observation in order to…
-Did I need to prove that we did observations first even though the goal was to ask questions or make

predictions ? That part was not clear.
-Nothing
-It was challenging to come up with three activities that met both Inquiry Construct and Knowledge AGSE.

8. The amount of information required as evidence of student performance for one collection period was manageable. 14 of 15 responded

Strongly Disagree	Disagree	Agree	Strongly Agree
1	**2 3**	**3 8**	**4 3**

What worked?
-Yes it was If the task was well thought out in advance including how you would collect the evidence and type of evidence needed.
-ok
-It wasn't too bad.
-Implementing hands-on lessons that could hit upon multiple AGSE's in the area assessed.
-It worked for the pilot. I think it would be difficult to do multiple students and multiple lessons.

What did not work?
-Not enough time. It interrupts my teaching plans.
-Seemed like I was being redundant – can't we just do 1 AGSE per period + have 1 data sheet ?
-Too much prep for 1 AGSE.

What would you change?
-Extend the deadline.
-More thought during training about the topic of evidence – "how" and :type."
-We need the computer program up and running in the fall for science !
-Hard to show the knowledge for the prediction/questions. I am not sure I got it correct with what I used as evidence.

9. I was able to develop science activities that made sense for both the Inquiry Construct and the Knowledge AGSEs. 14 of 15 responded

Strongly Disagree	Disagree	Agree	Strongly Agree
1	**2 1**	**3 11**	**4 2**

What worked?
-Examples from other work that was given.
-I am an experienced science teacher.
-I think so – I have always completed science - exp. + activities in my class so that wasn't difficult – it was putting it all into words in the datafolio that was hard.

-As much as I understand I need to do this – having a visually impaired child tell the difference between rock, soil, air + water was a challenge and to what ends ? -I hope. -It was challenging. I really had to use my resources here at school. Not everyone is as lucky though.
What did not work? -N/A -It I were not trained in science, then maybe it would have been harder. -Again, over the span of next year I could see having difficulty participating in the inclusion classroom if I am confined to dates and topics. For example; the fourth grade does not start science until late Nov/early Dec. If the first data period is before that, my students will miss out on performing the science with his class.
What would you change? -N/A -How special ed teachers meet with science teachers. -Amount of paperwork. -I think with more experience the activities will come more natural, as the reading , math and writing have. -Allow flexibility in the three data periods. -Need more training in science.

10. The RIAA Science Pilot provided an accurate assessment of the student's abilities and/or performance. 13 of 15 responded

Strongly Disagree	Disagree	Agree	Strongly Agree
1 1	**2 2**	**3 8**	**4 2**

What worked?

-It was able to show students progress.

-It assesses small goals to give an accurate picture of student's performance related to knowledge and inquiry.

-Yes + No. Yes b/c I know that they did awesome, but if I didn't say or write / describe it accurately in folio he will not get a good score. Still puts a lot of weight in teacher organization, etc.

-Hopefully I put it together ok. The prediction / questions was hard to do.

-I can "train" a student to follow a task analysis.

-Opportunity to practice.

-Great AGSE's + Inquiry constructs.

What did not work?

- I do not feel the student got much out of it – some fun but no functional or lasting information.

-My student needs many repetitions and repeated trials to complete (accurately with independence) tasks. We didn't see that in one data period but that will be better next year.

-Nothing.

-They had to be led through too many steps. It is more teacher developed (question, materials, etc.) than student developed. It will be very difficult for the more severe students to understand + complete.

-I'm not sure a science assessment measures a student's abilities.

What would you change?

-Nothing

-Having to do each science area in one year.

11. Additional Comments

- I personally found this to be quite a challenge w/ the student I have. I do think with more practice it will get easier but I really bombed on this !

What worked? 7

- Listening to ideas/experiences of other teachers who teach similar students at the training.
- Work sessions with peers.
- It was like the other assessment (the forms) so that helped.
- Using one AGSE was great ! It made it easier to assess.
- Using 1 AGSE was manageable.
- The manual was easy to read & follow. The use of one AGSE was good, should be like this for all assessments.
- Only having to do one area and one data collection period.

What did not work? 6

-Teachers of grade 4 will go crazy with reading, writing, math,and science, and grade 8 will have reading, math, and science. It is a lot of time spent in and out of school workday.
-Most of this is on my part – I found it challenging to complete this task. Part of it is workingw/ visually impairments. I found it difficult to come up wi/ tactile symbols for water + air while not changing what I was assessing.
-I still feel like I'm repeating myself in several sections – I'm unsure how to fix this.
-Time between training and implementing the pilot.
-The amount of time between the training & implementation of the pilot was too far apart.
-Trying to find activities for the more severe student to be able to contribute to. Seems to be too much adult assistance.

What would you change? 9

-It seemed like I was writing the same sentences over and over. Either I wrote them wrong or they are supposed to be redundant which seemed like a waste of time.
-Because the kits (that the 4th grade uses) comes out in different rotations there needs to be flexibility in when we assess each domain.
-Me – I'd go back to assessing my kids on things like vocational, mobility, recreation/leisure/community + functional daily living skills – not science – which is what the state looks for in regards to adult transition. But that's not what you mean. -Sorry.
-Is there any way to put both inquiry/knowledge on 1 form ?
-More examples (esp. for other areas in inquiry) and more selections of AGSE's.
-Training & implementation should be closer in time. *Just felt it began immediately after the full yr. data collection, not enough time to "regroup" and get organized.
-I think this will be a lot of work in one data collection period especially when you add in ELA and Math. Think about staggering data collection periods. Maybe one for ELA + Math and then another time frame for Science. It May make things more manageable.
-I did the pilot with a child whose receptive language, although very low, was functional for our activities. The children with severe autism had a very difficult time understanding the purpose of the lessons.

What supports should RIDE provide to assist with Science ? 7

-If people are not familiar with RIAA from reading, math and writing, then a 2 day workshop would be better. The second day would be focused on writing a good SPT embedded in classroom, application of

AGSE, and determining accuracy.
-More training !
-More training in the science AGSE. Brainstorming with your level was very helpful.
-Please continue drop in sessions – I found I was really lost on this how to word it. Share activities, ideas.
-I love having feedback to find out if I am leading my student in the right direction. Hopefully the mini sessions can cover that. I also like having multiple examples especially for those students w/ more significant disabilities.
-Ideas on how to show – Inquiry piece.
-More training in the area of science. Very hard to plan for when you are not used to the terminology.

RHODE ISLAND ALTERNATE ASSESSMENT

WEEK OF DECEMBER 5, 2007 TRAINING EVALUATION SUMMARY

What do you think about the following aspects of today's training?

Scoring workshop: 86 respondents

Aspects of Training:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A	No response
The information was presented clearly.	**55**	**26**	**2**	**1**	**1**	**1**
My questions were answered.	**57**	**23**	**1**	**0**	**2**	**3**
The schedule of the day was comfortable.	**45**	**38**	**1**	**0**	**0**	**2**
I came away with knowledge that I can apply to the RIAA.	**47**	**36**	**1**	**0**	**1**	**1**

Science workshop: 70 respondents

Aspects of Training:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A	No response
The information was presented clearly.	**54**	**14**	**0**	**0**	**1**	**1**
My questions were answered.	**60**	**9**	**0**	**0**	**1**	**0**
The schedule of the day was comfortable.	**48**	**20**	**1**	**0**	**0**	**2**
I came away with knowledge that I can apply to the RIAA.	**59**	**8**	**0**	**0**	**2**	**1**

AAGSE workshop: 71 respondents

Aspects of Training*:*	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A	No response
The information was presented clearly.	**51**	**15**	**0**	**0**	**3**	**2**
My questions were answered.	**53**	**15**	**0**	**0**	**2**	**0**
The schedule of the day was comfortable.	**50**	**16**	**1**	**0**	**1**	**4**
I came away with knowledge that I can apply to the RIAA.	**61**	**9**	**0**	**0**	**1**	**0**

Severe & profound workshop: 47 respondents

Aspects of Training*:*	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A	No response
The information was presented clearly.	**25**	**20**	**0**	**0**	**0**	**2**
My questions were answered.	**40**	**5**	**0**	**0**	**2**	**0**
The schedule of the day was comfortable.	**41**	**4**	**0**	**0**	**0**	**2**
I came away with knowledge that I can apply to the RIAA.	**40**	**4**	**0**	**0**	**2**	**1**

Rhode Island Alternate Assessment
Rubric review Expert Panel Discussion – SCIENCE
April 22, 2008
SESSION EVALUATION – TALLY

Please provide feedback using a 1 – 4 scale: **(16 RESPONDENTS)**

1. Was the presentation clear?

1	2	3	4	?
Not clear	Somewhat clear	Clear	Very clear	Unsure/Not Applicable
0	1	3	12	0

2. Did the process work?

1	2	3	4	?
Did not work	Somewhat worked	Worked	Worked well	Unsure/Not Applicable
0	0	5	11	0

3. How confident do you feel about the grade level chart?

1	2	3	4	?
Not confident	Somewhat confident	Confident	Very confident	Unsure/Not Applicable
0	0	11	5	0

4. How confident do you feel about the group level chart?

1	2	3	4	?
Not confident	Somewhat confident	Confident	Very confident	Unsure/Not Applicable
0	1	7	8	0

5. Recommendations on how to use connection screen?

- Have different standard settings for elementary, middle school and high school students to reflect the ability of the student to acquire information, apply the information and progress ro their achievement level.
- I need to see actual work.
- Change elem. low prof.
- Good tie-in to better evaluate both the proficiency and the scoring.
- Sounds fine
- Connections make sense – use to help scores.

6. Additional comments:

- Loved it all
- Very interesting and informative workshop!
- This has been a learning experience from a general ed. science teacher's point of view.
- Enjoyable experience.
- Have been understanding (sic) of scoring of AA and the components
- Excellent organization of material and presentation.
- Thank you for the opportunity.

RHODE ISLAND ALTERNATE ASSESSMENT
SUMMER SCORING 2008

EVALUATION OF SCORING PROCESS - SUMMARY
59 RESPONDENTS

	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I have a positive feeling about the datafolio scoring process in which I have participated.	22	37	0	0	0
The scoring training I received was effective.	28	28	3	0	0
The management of the datafolio scoring process was effective.	39	19	1	0	0
The team approach for conducting the scoring process should be continued.	50	9	0	0	0
Participating in the scoring process will help me with my student's assessment. (Leave blank if not an RIAA teacher.)	32	3	0	0	24
Participating in the scoring process will help me with standards-based instruction.	38	14	2	1	4

Evaluation Tally/Summary

11 Respondents

Evaluation of the Science Standard Setting Procedures for the RIAA

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

A.	Very Good	7
B.	Good	4
C.	Neutral	0
D.	Poor	0
E.	Very Poor	0

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

A.	Very Clear	5
B.	Clear	6
C.	Somewhat Clear	0
D.	Not Clear	0

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

A. About right 11
B. Too little time 0
C. Too much time 0

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)

A. The Achievement Level Descriptors

Not at all Influential		Moderately Influential		Very Influential
1 (0)	2 (1)	3 (1)	4 (2)	5 (7)

B. The student datafolios

Not at all Influential		Moderately Influential		Very Influential
1 (0)	2 (1)	3 (1)	4 (4)	5 (5)

C. Other panelists

Not at all Influential		Moderately Influential		Very Influential
1 (0)	2 (3)	3 (4)	4 (4)	5 (0)

D. My experience in the field

Not at all Influential		Moderately Influential		Very Influential
1 (0)	2 (0)	3 (3)	4 (5)	5 (3)

E. Other (*please specify*_____)
1 respondent cited validity of experiments and ranked it 4
1 respondent cited past experience as a scorer/table leader and ranked it 5
1 respondent cited understanding of variety of skill levels of students and ranked it 4

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

A. Definitely Yes (7)
B. Probably Yes (3)
C. Unsure (1)
D. Probably No (0)
E. Definitely No (0)

Please explain your answer:

- The variety of people involved brings different levels of expertise and experience to the table. While there are differences, there is a general & fair consensus of what the standards should be.
- Using the ALDs and student work samples, I believe the consensus scores are accurate.
- I feel there was enough diversity in the group discussion to justify each cut.
- Fair value was given a lot of thought; variety of perspectives was accepted.
- There was very good discussion about each rating.
- Due to the process of independently scoring each datafolio the group discussion strongly influenced the correct placement of each datafolio. The varied knowledge base was exceptionally helpful.
- Once discussions took place consensus was easy to reach. I do not feel anyone was pressured into decisions – usually after discussion there was more clarity.
- I tried to concentrate on the task at hand – most cut scores seemed fine.

- Worked individually and gave justifications for choices prior to group consensus.

6. How could the standard setting process have been improved?
   - It seems about right.
   - I am not sure you need to do much more. A panel of this size is very workable. Too m any or too few would cause further discrepancies that would not be efficient.
   - More work samples (at least 2) at each data point.
   - Nothing comes to mind.
   - It was fine the way it was presented.
   - I feel the process was good; good discussions took place & good balance between special educators and content specific people.
   - I feel there needs to be a nation-wide movement to restructure AA so that the main issue is student progress not teacher ability. Other than that I think RI does a great job with what we've been given.
   - Require attendance at some point in time for all districts.

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

7. The opening session was:

Not at all Useful				Very Useful
1 (1)	2 (0)	3 (2)	4 (3)	5 (5)

8. Providing additional details to the Achievement Level Descriptors was:

Not at all Useful				Very Useful
1 (0)	2 (1)	3 (1)	4 (4)	5 (5)

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

Strongly Disagree				Strongly Agree
1 (0)	2 (1)	3 (5)	4 (3)	5 (2)

10. 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 (3)	4 (4)	5 (2)

11. 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)	2 (2)	3 (3)	4 (2)	5 (2)

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

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

13. The datafolio classification task was:

Not at all Clear				Very Clear
1 (0)	2 (0)	3 (2)	4 (3)	5 (6)

14. The discussion with other panelists was:

Not at all Useful				Very Useful
1 (0)	2 (0)	3 (1)	4 (3)	5 (7)

15. The impact data provided was:

Not at all Useful				Very Useful

1 (0)	2 (0)	3 (1)	4 (7)	5 (3)

16. I was confident in classifying the student datafolios:

Strongly Disagree				Strongly Agree
1 (0)	2 (0)	3 (1)	4 (5)	5 (5)

Additional Comments

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

- The process becomes more valid the more you work with it. Being part of this panel allows me to educate my science teachers and administrators when the scores are released. Personally, I feel more confident and will be a better teacher because I understand the process. Even though some of the pieces may be 'flawed' it creates a baseline and starts to establish accountability.
- Thanks for having me!
- The process seemed very fair.
- RIAA Science Standard Setting Part 2 was presented in a super arrangement. It was very informative. The presenters were very prepared and delivered their sections in a clear manner. Great idea of having a mixed group of professionals to discuss their opinions. Thank you.
- It helps to have general education teachers present because they provide a different perspective; however, it would be helpful if they have some understanding of AA or the skills the students who take it possess.
- I believe that this process is a valid way to determine cut scores. Although it is by no means perfect, I feel it to be a fair and just approach to accomplish the goal.
- Is this the same level of activity applied to the general ed. population? I am thinking of the inclusion students in particular. They do not have the option of this alternate assessment and their ability to achieve the standard may not ever be reached given the format of the NECAP test.

APPENDIX C—2007-08 SPT/AAGSE LISTS

Structured Performance Tasks

2007-2008 Academic Year

Content: Mathematics

Task: 02-1 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 AAGSEs:
NO 1. Whole numbers: Develop an understanding of cardinal number (how many and counting.

NO 1.1 Represent and number small collections (1 to 4 items).

NO 1.1a. Recognize or label a small collection of up to "four" items with a number symbol/word (e.g., point to a collection of up to 4 items).

NO 1.1b 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 demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., keep track of counted and uncounted objects so that each object is tagged only once and label picture of 2 objects with number two or symbol (2) underneath picture).

NO 3. Positive Fractional Numbers: Use fractional numbers to represent a part to whole relationship with area and discrete (set) models.

NO 3.1 Demonstrate an understanding of the difference between a whole unit and parts of a whole (e.g., show how parts of a brownie can make 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. Use cardinal numbers to compare quantities by developing and understanding the position and magnitude of whole numbers (up to 199) and the connection between ordinal and cardinal numbers.

NO 5.1 Recognize how to make more and less of a quantity (e.g., add objects to make more).

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 7. Demonstrates a conceptual understanding of addition and subtraction of whole numbers by solving problems.

NO 7.1 Show that addition means combining items and subtracting means taking away items.

Sample Standards-Based Activities:
- Prepare treats for class or parent gatherings (e.g., cutting treats into equal parts).
- Plant a classroom garden.
- Plan a class party.
- Organize a class trip in the community.
- Participate in a school cultural night.

Content: Mathematics

Task: 02-2 Grade: 2

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:
The student will use a schedule and/or map to participate in a variety of school activities.

Targeted AAGSEs:
GM 8. Determines elapsed and accrued time.

GM 8.1 Develop concept of time, using calendars, clocks, and schedules.

GM 8.1a Describe passage of time using terms such as: "day," "night"; "morning," afternoon," "night"; "today," "yesterday," "tomorrow."

GM 8.1b Use observations (e.g., use of timer, passing of day) and/or words such as "beginning" and "end" to show understanding of the duration of a time period (e.g., day), an event, or activity (e.g., snack time).

GM 8.2 Develop ways to measure time.

GM 8.2a Use calendars to figure out/count passage of time (e.g., How many more days until…?, What day is tomorrow?)

GM 9. Demonstrate understanding of spatial relationship using location and position.

GM 9.1 Recognize or demonstrate relative positions in space.

G.M. 9.1a Follow positional descriptions such as over, under, near, far, between, left right, above, below, on, beside, next to, to locate relative positions of objects in space.

GM 9.2 Use and create simple maps.

GM9.2a Accurately move along a path that replicates a route (e.g., move from his/her desk to the teacher's desk).

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.
- Make and use a daily schedule.
- Develop or follow a map to participate in activities in different parts of the school.
- Using the book, *Flat Stanley*, map the places that Stanley visited.

Content: Mathematics

Task: 02-3 Grade: 2

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:
The student will participate in and/or complete an activity within a larger curriculum unit.*

Targeted AAGSEs:
GM 1. Use properties or attributes (angles and sides) of polygons to name, sort, classify and describe polygons.

GM 1.1 Identify, name, classify, and sort 2-D shapes.

GM 1.1a Name figures by their shapes (e.g., rectangle, square, triangle).

GM 1.1b Match polygons with another of the same size and shape (e.g., match two triangles of the same size and shape.

GM 1.1c Sort polygons by their attributes (e.g. all triangles of different sizes and angles have 3 sides and 3 corners so are grouped together)

GM 1.2 Describe, draw, and represent 2-D shapes.

GM 1.2a Describe attributes of a 2-D shape (e.g., sides and corners).

GM 1.2b Represent 2-D shapes (e.g., use a stamp of a shape to represent shape, draw shape).

GM 1.3 Use shapes to compose (put together) 2-D shapes to make a new shape, duplicate a pattern, make a picture, or make a specific polygon (e.g., use two trapezoids to make a hexagon or use two squares to make a rectangle).

GM 3. Identify, compare, or describe 3-D shapes.

GM 3.1 Name, describe, compare, and sort 3-D concrete objects.

GM 3.1a Sort 3-D concrete objects (e.g., putting different types of balls into the same group)

GM 4. Use symmetry and transformations.

GM 4.1 Identify or create shapes that have line symmetry.

GM 4.1a Identify lines of symmetry in a shape (e.g., folding in half, using a mirror, etc.)

GM 4.1b Create 2-D shapes that have line symmetry (e.g., put two of same shape next to each other to show line symmetry).

GM 6. Demonstrate conceptual understanding of perimeter and area.

GM 6.1 Demonstrate conceptual understanding of perimeter of a two-dimensional object.

GM 6.1a Compare lengths of sides (length, height) of a figure using language (such as "bigger," "smaller," "longer," "shorter," "taller", same etc.)

GM 7. Demonstrate conceptual understanding of measurable attributes.

GM 7.1 Describe and compare attributes of objects.

GM 7.1a Compare and communicate length, height and weight of objects using language such as "longer/shorter", "taller/shorter" heavier/lighter."

GM 7.1b Compare and communicate temperature using language such as "warmer/cooler/same."

Sample Standards-Based Activities:
- Create or duplicate 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.

- Participate in class science activities (e.g., keeping a daily weather chart, comparing physical characteristics of objects – weights, shapes, etc.)

**Curriculum Unit (sometimes called Units of Study): opportunities for developing and understanding concepts and context through multiple connected lessons.*

Content: Reading

Task: 02-4 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 AAGSEs:
WID 1. Student applies word identification and decoding strategies by

WID 1.1 Identifying pictures, symbols, objects, actions, and words that represent:
- **WID 1.1a** self and others
- **WID 1.1b** actions and objects

WID 1.2 Generalizing use of pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments).
WID 1.3 Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds.
WID 1.4 Recognizing some letters in text and in the environment.
WID 1.5 Identifying the primary sounds represented by some letters (sound-symbol correspondence).
WID 1.6 Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., decodable) one- or two-syllable words.
WID 1.7 Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal and classroom experiences.

V 2. Student identifies the meaning of unfamiliar vocabulary by

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words) to predict meaning
V 2.2 Using context clues in text (words and illustrations) to predict words or meanings.

V 3. Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by

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.

Content: Reading

Task: 02-5 Grade: 2

CONTENT STRAND:
Early Reading Strategies of Informational Text

Structured Performance:
The student will recognize, utilize and/or read environmental print* in informational text.

Targeted AAGSEs:
ER 9. Demonstrates phonemic awareness and applies phonological knowledge and skills by

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.Demonstrates awareness of concepts of print during shared and individual reading by

ER 10.1 Distinguishing between letters and words, pictures symbols (e.g. Mayer-Johnson, punctuation marks) and objects.
ER 10.2 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 10.4 Identifying key parts of a book.
ER 10.4a Identifying a book's front and back, print, and illustrations.
ER 10.5 Recognizing basic punctuation marks and their usage.
ER 10.5a identifying periods and question marks in texts.
ER 10.6 Demonstrating a one-to-one matching of spoken words to words in print.

IT 7. Student demonstrates initial understanding of informational texts (expository and practical texts by

IT 7.3 Using explicitly stated information to answer literal questions.

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.

Content: Reading

Task: 02-6 Grade: 2

CONTENT STRAND:
Early Reading Strategies of Literary Text

Structured Performance:
The student will listen to and/or read literary texts.

Targeted AAGSEs:
ER 9. Demonstrates phonemic awareness and applies phonological knowledge and skills by

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. Demonstrates awareness of concepts of print during shared and individual reading by

ER 10.1 Distinguishing between letters and words, pictures, symbols (e.g., Mayer-Johnson, punctuation marks) and objects.

ER 10.2 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 10.3 Identifying parts of a word. (e.g., "Point to the beginning of the word., "Point to the end of the word".)

ER 10.4 Identifying key parts of a book.

ER 10.4a Identifying a book's front and back, print, and illustrations.

ER 10.5 Recognizing basic punctuation marks and their usage.

ER 10.5a identifying periods and question marks in texts.

ER 10.6 Demonstrating a one-to-one matching of spoken words to words in print.

LT 4. Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by

LT. 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).

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.

Content: Mathematics

Task: 35-1 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 AAGSEs:
NO 1. Whole numbers: Develop an understanding of cardinal number (how many and counting.

NO 1.1 Represent and number small collections (1 to 4 items).

NO 1.1a. Recognize or label a small collection of up to "four" items with a number symbol/word (e.g., point to a collection of up to 4 items).

NO 1.1b 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 demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., keep track of counted and uncounted objects so that each object is tagged only once and label picture of 2 objects with number two or symbol (2) underneath picture).

NO 1.3b Count by ones forward from a number other than one (e.g., 7.8…).

NO 1.3e Skip count by 2s, 5s, and 10s (may use a 100s chart).

NO 2. Whole numbers: Use place value by applying the concepts of equivalency in composing and decomposing numbers.

NO 2.1 Demonstrate an understanding that "10" is a special unit within the base-ten system (Unitizing- ten represents one unit) (e.g., bundle of 10 and 7 singles is the same as 10+7 or 17).

NO 2.4 Represent numbers in an expanded form

NO 2.4a 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. Positive Fractional Numbers: Use decimals and percents to represent a part to whole relationship.

NO 4.1 Identify decimals as a money notation (e.g., $0.70).

NO 5. Use cardinal numbers to compare quantities by developing and understanding the position and magnitude of whole numbers (up to 199) and the connection between ordinal and cardinal numbers.

NO 5.1 Recognize how to make more and less of a quantity (e.g., add objects to make more).

NO 6. Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.

NO 6.6 Identify the larger of two written numbers.

NO 11. Identify coin and/or bill value.

NO 11.1 Identify the value of coins: penny as 1¢, nickel as 5 pennies or 5¢, dime as 10 pennies or 10¢, a quarter as 25 pennies or 25¢.

NO 12. Counting and adding a collection of coins and/or bills.

NO 12.1 Demonstrate counting like coins (e.g., count pennies by ones, count nickels by fives, count dimes by 10s, count quarters 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 Add like coins together to match coin combinations to cents and dollar notation.

NO 13. Demonstrate fluency with basic addition and subtraction combinations (up to 10) regardless of strategy used.

NO 13.2 Use semi-concrete materials (hundreds' chart, number line) to show more or less than the original number.

NO 13.3 Knows number combinations (1-10) for addition and subtraction.

NO 15. Fluently adds and subtracts two digit multiples of ten.

NO 15.1 Use concrete materials to show addition or subtraction with two digit multiples of ten.

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.

Content: Mathematics

Task: 35-2 Grades: 3-5

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:
The student will participate in and/or complete an activity within a larger academic curriculum unit*.

Targeted AAGSEs:

GM 1. Use properties or attributes (angles and sides) of polygons to name, sort, classify and describe polygons.

GM 1.1 Identify, name, classify, and sort 2-D shapes.

GM 1.1a Name figures by their shapes (e.g., rectangle, square, triangle).

GM 1.1b Match polygons with another of the same size and shape (e.g., match two triangles of the same size and shape.

GM 1.2 Describe, draw, and represent 2-D shapes.

GM 1.2a Describe attributes of a 2-D shape (e.g., sides and corners).

GM 1.2b Represent 2-D shapes (e.g., use a stamp of a shape to represent shape, draw shape).

GM 1.3 Use shapes to compose (put together) 2-D shapes to make a new shape, duplicate a pattern, make a picture, or make a specific polygon (e.g., use two trapezoids to make a hexagon or use two squares to make a rectangle).

GM 3. Identify, compare, or describe 3-D shapes.

GM 3.1 Name, describe, compare, and sort 3-D concrete objects.

GM 3.1a Sort 3-D concrete objects (e.g., putting different types of balls into the same group)

GM 4. Use symmetry and transformations.

GM 4.1 Identify or create shapes that have line symmetry.

GM 4.1a Identify lines of symmetry in a shape (e.g., folding in half, using a mirror, etc.)

GM 4.1b Create 2-D shapes that have line symmetry (e.g., put two of same shape next to each other to show line symmetry).

GM 4.2 Use spatial planning (foresight) to compose and decompose shapes using line symmetry to demonstrate congruent parts within a shape (e.g., use two congruent trapezoids to make a hexagon).

GM 5. Demonstrate conceptual understanding of similarity.

GM 5.1 Identify and compare similar shapes.

GM 5.1a Match shape with another same size shape and orientation (e.g., match two same size and shape rectangles).

GM 5.1b Match two same shapes of different sizes (e.g., match two different size triangles with same angles/shape and same orientation).

GM 6. Demonstrate conceptual understanding of perimeter and area.

GM 6.1 Demonstrate conceptual understanding of perimeter of a two-dimensional object.

GM 6.1a Compare lengths of sides (length, height) of a figure using language (such as “bigger,” “smaller,” “longer,” “shorter,” “taller”, same etc.)

GM 6.1b Show understanding of unit iteration (placing units/objects end to end in some manner with no gaps) for length measurement.

GM 6.1c Use conventional rulers and manipulative units that are standard units (such as centimeter cubes) to measure perimeter of 2-D figures.

GM 6.2 Demonstrate conceptual understanding of area of a two-dimensional object.

GM 6.2a Compare area by placing one object on top of another to determine which has more space.

GM 6.2b Cover area with units (tiles) and count individual squares.

GM 7. Demonstrate conceptual understanding of measurable attributes.

GM 7.1 Describe and compare attributes of objects.

GM 7.1a Compare and communicate length, height and weight of objects using language such as "longer/shorter", "taller/shorter" heavier/lighter."

GM 7.1b Compare and communicate temperature using language such as "warmer/cooler/same."

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 or designs.
- Measure objects in the classroom to make a graph.
- Participate in science lessons that measure and compare physical attributes of objects.

**Curriculum Unit (sometimes called Units of Study):* opportunities for developing and understanding concepts and context through multiple connected lessons.

Content: Mathematics

Task: 35-3 Grades: 3-5

CONTENT STRAND:
Geometry and Measurement

Structured Performance Task:
The student will use a schedule and/or map to participate in a variety of school activities.

Targeted AAGSEs:
GM 8. Determines elapsed and accrued time.

GM 8.1 Develop concept of time, using calendars, clocks, and schedules.

GM 8.1a Describe passage of time using terms such as: "day," "night"; "morning," afternoon," "night"; "today," "yesterday," "tomorrow."

GM 8.1b Use observations (e.g., use of timer, passing of day) and/or words such as "beginning" and "end" to show understanding of the duration of a time period (e.g., day), an event, or activity (e.g., snack time).

GM 8.2 Develop ways to measure time.

GM 8.2a Use calendars to figure out/count passage of time (e.g., How many more days until…?,What day is tomorrow?)

GM8.2b Use timers and clocks to measure and communicate time or the duration of time (e.g., actual time to the hour, duration of seconds, minutes, hours)

GM 8.2c Time familiar events in one's life with a timer (e.g., brushing teeth, eating lunch)

GM 9. Demonstrate understanding of spatial relationship using location and position.

GM 9.1 Recognize or demonstrate relative positions in space.

GM 9.1a Follow positional descriptions such as over, under, near, far, between, left right, above, below, on, beside, next to, to locate relative positions of objects in space.

GM 9.1b Use positional descriptions to identify location of objects in space.

GM 9.2 Use and create simple maps.

GM 9.2a Accurately move along a path that replicates a route (e.g., move from his/her desk to the teacher's desk).

GM 9.2b Use navigation concepts, such as left, right, forward, backward, tactile, localizing and tracking to move along a path.

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.
- Identify key components on a community or state map.
- Communicate directions with a map.
- Draw a map for a treasure hunt.
- Be a tour guide for new students to the school.

Content: Reading

Task: 35-4 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 AAGSEs:
WID 1. Student applies word identification and decoding strategies by

WID 1.1 Identifying pictures, symbols, objects, actions, and words that represent:
- **WID 1.1a** self and others
- **WID 1.1b** actions and objects.
- **WID 1.1c** some abstract meanings.

WID 1.2 Generalizing use of pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments and the community).
WID 1.3 Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds.
WID 1.4 Recognizing most letters in text and in the environment.
WID 1.5 Identifying the primary sounds represented by most letters (sound-symbol correspondence).
WID 1.6 Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., decodable) one- or two-syllable words.
WID 1.7 Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom and community experiences.
WID 1.8 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.
WID 1.9 Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words, (e.g., student matches words to other words with similar sounds by answering questions such as "Which word rhymes with the underlined word?" or "Which word has the same vowel sound as the word in the box?").

V 2. Student identifies the meaning of unfamiliar vocabulary by

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words) to predict meanings..
V 2.2 Using context clues in text (words and illustrations) to predict words or meanings.
V 2.3 Using other resources to connect unknown words to known words
- **V 2.3a** Using prior knowledge and personal word banks.
- **V 2.3b** Using text features (e.g., illustrations, diagrams, charts).

V 3. Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by

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, actions, and events, (e.g. student applies his/her vocabulary in school environments and in the community).
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 or word banks 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.

Content: Reading

Task: 35-5 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 AAGSEs:
IT 7. Student demonstrates initial understanding of informational texts (expository and practical texts) by

IT 7.1 Identifying the features of informational texts.
- **IT 7.1a** Identifying the title, illustrations, photograph, captions.
- **IT 7.1b** Headings, charts, maps, diagrams).

IT 7.2 Obtaining information from the features of informational texts (e.g., student chooses menus from cookbooks).

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 purpose and/or characteristics of a variety of types of informational material.

IT 7.5 Locating and/or recording information to show understanding, when given an organizational format.

IT 8. Student analyzes and interprets informational text, citing evidence as appropriate by

IT 8.1 Identifying the general topic of a text.
- **IT 8.1a** Identifying main/central idea or locating supporting details.

IT 8.2 Drawing basic inferences and/or conclusions.

IT 8.3 Recognizing simple causes and effects within the text.

IT 8.4 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.

Content: Reading

Task: 35-6 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 AAGSEs:
LT 4. Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by

LT 4.1 Identifying and/or describing literary elements in a story.
- **LT 4.1a** Identifying the main character(s) and setting.
- **LT 4.1b** Identifying 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 key events in a story (e.g., the beginning, middle, and/or end of a story).
LT 4.4 Summarizing or ordering the major events of a story.
LT 4.5 Distinguishing between literary and informational text.
LT 4.6 Distinguishing among a variety of types of literary text, such as poetry, plays, or fairy tales.

LT 5. Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by

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 boy run away?").
LT 5.4 Making basic inferences about text.
LT 5.5 Identifying who is telling the story.

LT 6. Student generates a personal response to what is read aloud or what is read independently through a variety of means by

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.

Content: Writing

Task: 04-1 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 AAGSEs:
SL 1. Student demonstrates command of the structures of sentences, paragraphs, and text by

SL 1.1 Creating pictures, symbols, objects, and/or words/oral language to communicate meaning.

SL 1.2 Demonstrating understanding that text (pictures, symbols, objects, and words) are written and read left to right, top to bottom, and front to back

SL 1.3 Recognizing and distinguishing between letters and between letters and other written symbols.

SL1.3a upper and lower case letters

SL1.3b letters and numbers

SL 1.4 Expressing an idea with written language (symbols, letters, words, sentences).

SL 1.4a Writing letters (upper and/or lower case) or parts of words (e.g., first letter of word) to communicate an idea.

SL 1.4b Writing words, phrases, and simple sentences (subject and predicate) to communicate an idea.

SL 1.5 Recognizing and using organizational structures within texts

SL 1.5a applying appropriate spacing when writing words and sentences

WC 9. In independent writing, student demonstrates command of appropriate English conventions by

WC 9.1 Recognizing and spelling his/her own name correctly

WC 9.1a Recognizing and reproducing his/her own first and last name.

WC 9.1b Spelling his/her own first and last name, using correct capitalization.

WC 9.2 Spelling common/high frequency words correctly

WC 9.2a Recognizing and reproducing common/high frequency words.

WC 9.2b Spelling common/high frequency words correctly.

WC 9.3 Use capitalization correctly

WC 9.3a Capitalizing names and the beginnings of sentences.

WC 9.4 Using punctuation correctly

WC 9.4a Using periods and question marks 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.

Content: Writing

Task: 04-2 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 AAGSEs:
LT 2. In response to literary or informational text, student shows understanding of plots, ideas, and concepts by

- **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).
  - **LT 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. In response to literary or informational text, student makes and supports analytical judgments about text by

- **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, using transitions (words, phrases) appropriately

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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.

Content: Writing

Task: 04-3 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 AAGSEs:
LT 2. In response to literary or informational text, student shows understanding of plots, ideas, and concepts by

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).

LT 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. In response to literary or informational text, student makes and supports analytical judgments about text by

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, using transitions (words, phrases) appropriately

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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.

Content: Science

TASK: 04-4 Grade: 4

INQUIRY CONSTRUCT: Observing/Questioning
Make and describe observations in order to ask questions, and/or make predictions related to the science investigation
WITHIN
LIFE SCIENCE

Structured Performance Task:

Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

LS1.1.1 Distinguish between living and non-living things.

LS1.1.1b Recognize at least one characteristic of living things. (Living things need food and water.)

LS1.1.2 Match organisms with similar features.

LS1.2.1a Recognize one or more conditions a plant needs in order to grow and survive (e.g., light, soil, water, and/or air).

LS1.2.2 Recognize that plants need certain things in order to grow and survive.

LS1.2.2a Recognize one or more conditions an animal needs in order to grow and survive, e.g., food, water, shelter and/or air.

LS1.3.1 Recognize the life stages of common organisms.

LS2.1.1. Recognize sources of energy for survival of organisms.

LS2.1.1a Recognize that sunlight is the source of energy for plants.
LS2.1.1b Recognize that some animals get their energy (food) by eating plants.

LS2.1.2 Recognize the relationships between organisms in a food web.

LS2.1.2d Recognize that the relationships between plants and animals can be represented by simple food webs.

LS3.1.1 Recognize the responses of plants and animals to changes in their environment.

LS3.1.1a Recognize the responses of plants and animals to a change in their food supply.
LS3.1.1c Recognize the responses of plants and animals to seasonal and weather-related changes.

LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.

LS3.1.2a Match animals to their environment (camel in desert, polar bear in arctic).

LS4.1.1 Identify the senses.

LS4.1.1b Match the external body part with the senses known (e.g., ear: hearing, finger: feeling).

Content: Science

Task: 04-5 Grade: 4

INQUIRY CONSTRUCT: Observing/Questioning
Make and describe observations in order to ask questions, and/or make predictions related to the science investigation
WITHIN
EARTH AND SPACE SCIENCE

Structured Performance Task:

Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

ESS1.1.1 Describe soils using their physical properties.

ESS1.1.1b Describe soil using one physical property, e.g., color, size, shape, texture, smell, weight. (Suggestions: Feel soil; select soil when given soil and grass etc.)

ESS1.1.2 Describe rocks and minerals using their physical properties

ESS1.1.2b Describe rocks and minerals using one physical property (color, size, shape, texture, smell, weight) (Suggestions: Examine minerals and rocks with various properties; compare properties of different minerals or rocks; select the rock or mineral when given one along with one other object.)

ESS1.1.3 Compare different soils to each other.

ESS1.1.4 Compare different rocks and minerals to each other.

ESS1.1.5 Compare rocks and minerals to soils.

ESS1.1.5b Compare soils to rocks and minerals using one physical property, e.g., color, size, shape, texture, smell, weight. (Suggestion: Examine a rock or mineral and soil and describe the differences.)

ESS1.2.1 Identify the forms of water in the water cycle.

ESS1.2.4 Recognize that some changes happen faster than others.

ESS1.2.5 Identify air and water of different temperatures.

ESS1.2.13 Recognize weather and seasonal changes throughout the year.

ESS1.2.13a Describe daily weather, e.g., clouds, hot, cold, wet, dry.
ESS1.2.13b Identify each season.
ESS1.2.13c Describe each season.

ESS2.1.1 Identify the major effects the sun has on the earth.

ESS2.1.1d **Identify the sun's position as it changes throughout the day,(e.g., sunrise, noon, sunset.**

ESS2.1.2 Identify the moon.

ESS2.1.2b Identify changes in the moon's appearance.

Content: Science

Task: 04-6 Grade: 4

INQUIRY CONSTRUCT: Observing/Questioning
Make and describe observations in order to ask questions, and/or make predictions related to the science investigation
WITHIN
PHYSICAL SCIENCE

Structured Performance Task:

Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1a Indicate which object in a group has a specific physical property, e.g., size, shape, color, texture, smell, weight.

PS1.1.1d Compare objects using one physical property, e.g., size, shape, color, texture, smell, weight, mass.

PS1.1.1e Sort objects into two groups using one physical property, e.g., size, shape, color, texture, smell, weight.

PS1.3.1 Demonstrate an understanding of mass.

PS1.3.1c Measure the masses of a whole object and parts of that whole object.

PS2.1.1 Recognize forms of energy.

PS2.1.1d Recognize electrical energy. (Recognize that hair stands on end when rubbed with a balloon because of electrical energy - static electricity. Recognize a static electricity shock from a carpet as electrical energy.)

PS2.1.1e Recognize mechanical energy. (Recognize mechanical energy in the movements of a wheel chair or hand mixer.)

PS3.1.1 Recognize the relationship between force and motion.

PS3.2.1 Recognize magnetic forces.

Content: Science

Task: 04-7 Grade: 4

INQUIRY CONSTRUCT: Conducting
Follow procedures, using equipment or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data
WITHIN
LIFE SCIENCE

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

LS1.1.1 Distinguish between living and non-living things.
LS1.1.1c Discriminate between a living thing and a non-living thing.

LS1.1.2 Match organisms with similar features.
LS1.1.2a Given an external feature of an organism, match organisms with the same feature (e.g., head, legs, fur, wings, tail).

LS1.1.3 Distinguish plants from animals.
LS1.1.3 Distinguish plants from animals.

LS1.1.4 Recognize external features common to familiar animals (including self).

LS1.1.5 Recognize external features common to familiar plants.

LS1.2.1 Recognize that plants need certain things in order to grow and survive.
LS1.2.1a Recognize one or more conditions a plant needs in order to grow and survive (e.g., light, soil, water, and/or air).

LS1.2.2 Recognize that animals need certain things in order to grow and survive.
LS1.2.2a Recognize one or more conditions an animal needs in order to grow and survive (e.g., food, water, shelter and/or air).

LS1.3.2 Recognize similarities between parents and offspring.
LS1.3.2a Match offspring with parent (e.g., calf to a cow, chick to a hen, lamb to a sheep, puppy to a dog)

LS2.1.1. Recognize sources of energy for survival of organisms.
LS2.1.1c Recognize that some animals get their energy (food) by eating other animals.
LS2.1.1d Care for plants and/or animals by identifying and providing for their needs.

Content: Science

Task: 04-8 Grade: 4

INQUIRY CONSTRUCT: Conducting:
Follow procedures, using equipment or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data
WITHIN
EARTH AND SPACE SCIENCE

Structured Performance Task:

Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

ESS1.1.1 Describe soils using their physical properties.

ESS1.1.1a Distinguish soil from other objects or materials, e.g., grass, wood, leaves, paper, rubber, food, etc.

ESS1.1.2 Describe rocks and minerals using their physical properties.

ESS1.1.2a Distinguish rocks and minerals from other objects or materials, e.g., grass, wood, leaves, paper, rubber, food, etc.

ESS1.1.3 Compare different soils to each other.

ESS1.1.3a Match soils using one physical property.
ESS1.1.3b Sort soils using one physical property.
ESS1.1.3c Compare soils using one physical property.

ESS1.1.4 Compare different rocks and minerals to each other.

ESS1.1.4a Match rocks and minerals using one physical property.

ESS1.1.5 Compare rocks and minerals to soils.

ESS1.1.5a Sort and separate soils from rocks and minerals.

ESS1.2.1 Identify the forms of water in the water cycle.

ESS1.2.1a Identify water in the liquid form.
ESS1.2.1b Identify water in the solid form.
ESS1.2.1c Identify water in the gas form.

ESS1.2.4 Recognize that some changes happen faster than others.

ESS1.2.4a Identify relatively slow changes, e.g., feel an object slowly warm up in the sun.
ESS1.2.4b Identify relatively fast changes, e.g., feel water from a faucet speeding up as the handle is turned.

ESS1.2.5 Identify air and water of different temperatures.

ESS1.2.5a Identify that air can have different temperatures.
ESS1.2.5b Identify that water can have different temperatures.

ESS1.2.13 Recognize weather and seasonal changes throughout the year.

ESS1.2.13a Describe daily weather, e.g., clouds, hot, cold, wet, dry.
ESS1.2.13b Identify each season.
ESS1.2.13c Describe each season.

ESS2.1.1 Identify the major effects the sun has on the earth.
ESS2.1.1.a Collect data to show that the sun warms the earth during daytime.
ESS2.1.1b Collect data to show the difference in temperature between shady spot and a sunny spot.
ESS2.1.1c Describe the differences between night and day.

Content: Science

Task: 04-9 Grade: 4

INQUIRY CONSTRUCT: Conducting
Follow procedures, using equipment or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data
WITHIN
PHYSICAL SCIENCE

Structured Performance Task:

Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1b Identify common objects using one or more physical properties.
PS1.1.1c Match objects using one physical property, e.g., size, shape, color, texture, smell, weight.

PS1.2.1 Recognize states of matter.

PS1.3.1 Demonstrate an understanding of mass.
PS1.3.1a Measure the masses of objects using balances or see-saws.
PS1.3.1b Recognize that some objects are more massive than others.
PS1.3.1e Compare the masses of objects measured.

PS2.1.1 Recognize forms of energy
PS2.1.1a Recognize light energy, e.g., recognize shadows as places where light energy is blocked, make shadows with flashlights.
PS2.1.1b Recognize sound energy, e.g., recognize sound vibrations as sound energy by plucking guitar strings, feeling drums vibrate, feeling cell phones vibrate, seeing salt vibrate on a drum.
PS2.1.1c Recognize heat energy, e.g., recognize the sun's feeling of warmth as heat energy. Take the students outside on a sunny day and use a solar cooker to cook hot dogs.

PS3.1.1 Recognize the relationship between force and motion.
PS3.1.1a Recognize something as moving or not moving.
PS3.1.1b Identify something as moving or not moving.
PS3.1.1c Make something move pushing or pulling (applying force).

PS3.2.1 Recognize magnetic forces.
PS3.2.1a Recognize that some objects may or may not be attracted to magnets.

Content: Mathematics

Task: 68-1 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 AAGSEs:
NO 1. Whole numbers: Develop an understanding of cardinal number (how many and counting.

NO 1.1 Represent and number small collections (1 to 4 items).

NO 1.1a. Recognize or label a small collection of up to "four" items with a number symbol/word (e.g., point to a collection of up to 4 items).

NO 1.1b 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 demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., keep track of counted and uncounted objects so that each object is tagged only once and label picture of 2 objects with number two or symbol (2) underneath picture).

NO3. Positive Fractional Numbers: Use fractional numbers to represent a part to whole relationship with area and discrete (set) models.

NO 3.1 Demonstrate an understanding of the difference between a whole unit and parts of a whole (e.g., Show how parts of a brownie can make 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 and discrete (set) models (e.g., shows a fair share of a pizza; folds a piece of paper into two halves; identifies two out of four people 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. Use cardinal numbers to compare quantities by developing and understanding the position and magnitude of whole numbers (up to 199) and the connection between ordinal and cardinal numbers.

NO 5.1 Recognize how to make more and less of a quantity (e.g., add objects to make more).

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 5.4 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 5.5 Recognize equivalent collections of four or more items despite appearances (number conservation) (e.g., use different age appropriate items for comparison of quantity).

NO 5.6 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 6. Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.

NO 6.1 Appropriately label the quantity of an empty set (e.g., "0", "none", "nothing").
NO 6.2 Identify or show 2-digit and 3-digit numbers (e.g., write, use number cards, communication board).
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 Show 1-9 numerals (e.g., write, use number cards, communication board).
NO 6.5 Use numbers (1-199), or words, or models to represent the cardinal value (how many) of a collection.

NO 7. Demonstrates a conceptual understanding of addition and subtraction of whole numbers by solving problems.

NO 7.1 Show that addition means combining items and subtracting means and taking away 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 12. Counting and adding a collection of coins and/or bills.

NO 12.4 Add like or unlike coins together to match coin combinations to cents and dollar notation.

NO 17. Make estimates of the number of objects in a set up to 20.

NO 17.1 Use comparisons to estimate size of a collection without counting (e.g., are there enough chairs for 5 students?)
NO 17.2 Determine which given number is closer to the mount in a given set of 5, 10, or 20 (e.g., "Is this number closer to 10 or 20?")

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.
- Count and record data for a science investigation.
- Create a game based on fractions (e.g., gathering enough pieces to make the whole).

Content: Mathematics

Task: 68-2 Grades: 6-8

CONTENT STRAND:
Data, Statistics and Probability

Structured Performance Task:
The student will create a hypothesis and test that hypothesis by collecting and presenting data.

Targeted AAGSEs:
DSP 1. Interprets a given representation to answer questions related to the data.

DSP 1.1 Interpret data.

DSP 1.1a Answer questions about parts of the data and/or the set of data as a whole (e.g., identifying how many in one category or what the data set represents.)

DSP 2. Analyzes patterns, trends, or distributions in data.

DSP 2.1 Describe and analyze data.

DSP 2.1a Using comparison words (fewer, more, less, equal) make observational statements about all or parts of the data (e.g., comparing the number of boys and girls in the class.

DSP 3. Identify or describe representations that best display a given set of data and organize and display data.

DSP 3.1 Make decisions on how to classify data.

DSP 3.1a Sort by attributes of objects (e.g., sorting by color, size, pattern).

DSP 3.2 Represent data.

DSP 3.2a Represent a small data set with physical objects (e.g., simulate a bar graph with cubes).

DSP 5. For a probability event in which the sample space may or may not contain equally likely outcomes, determine the likelihood of the occurrence of an event.

DSP 5.1 Uses simple randomizing devices (e.g., spinners, number cubes) to identify ideas related to probability: what's certain, impossible, and equally likely.

DSP 5.3 Justify a conclusion based on data (e.g., show how you got 6 possible combinations).

DSP 6. In response to a teacher or student generated question or hypothesis group collect data to answer the question.

DSP 6.1 Formulate questions that can be addressed with data collection. (e.g., How many pets do you have?")

DSP 6.2 Collect and record data.

DSP 6.2a Using survey data

DSP 6.2b Using observational data

DSP 6.3 When given a problem or situation, determine the data that must be collected, where and how to collect the data (e.g., ask classmates; use counts and tallies) and how much data to collect (e.g., sample size).

Sample Standards-Based Activities:
- Participate in science investigations.
- Conduct class/school surveys.
- Set up voting experiences, such as class elections.
- Use data charts to make decisions.
- Maintain a progress chart.

Content: Mathematics

Task: 68-3 Grades: 6-8

CONTENT STRAND:
Data, Statistics and Probability

Structured Performance Task:
The student will interpret given data to make decisions or draw conclusions.

Targeted AAGSEs:
DSP 1. Interprets a given representation to answer questions related to the data.

DSP 1.1 Interpret data.

DSP 1.1a Answer questions about parts of the data and/or the set of data as a whole (e.g., identifying how many in one category or what the data set represents.)

DSP 2. Analyzes patterns, trends, or distributions in data.

DSP 2.1 Describe and analyze data.

DSP 2.1a Using comparison words (fewer, more, less, equal) make observational statements about all or parts of the data (e.g., comparing the number of boys and girls in the class.

DSP 3. Identify or describe representations that best display a given set of data and organize and display data.

DSP 3.1 Make decisions on how to classify data.

DSP 3.2 Represent data.

DSP 3.2a Represent a small data set with physical objects (e.g., simulate a bar graph with cubes).

DSP 5. For a probability event in which the sample space may or may not contain equally likely outcomes, determine the likelihood of the occurrence of an event.

DSP 5.1 Uses simple randomizing devices (e.g., spinners, number cubes) to identify ideas related to probability: what's certain, impossible, and equally likely.

DSP 5.2 Make predictions about the probability of an event occurring (e.g., use a tree diagram to show all possible combinations of hats and scarves you can wear)

Sample Standards-Based Activities:
- Make predictions about an event occurring, given specific conditions (e.g., flipping a coin, selecting combinations of items).
- Read nutritional information on food boxes to make healthy choices or compare foods.
- Inventory items at the school store.
- Compare and analyze patterns in data collected (e.g., height charts for the year, growth of different plants).
- Analyze climate patterns.

Content: Reading

Task: 68-4 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 AAGSEs:

WID 1. Student applies word identification and decoding strategies by

WID 1.1 Identifying pictures, symbols, objects, actions, and words that represent:

WID 1.1a. self and others

WID 1.1b actions and objects.

WID 1.1c some abstract meanings.

WID 1.2 Generalizing use of 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 1.3 Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds.

WID 1.7 Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom, community, and vocational experiences.

WID 1.9 Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words,

WID 1.9a Identifying word families.

WID 1.9b Identifying prefixes and suffixes.

WID 1.9c Recognizing variant spellings for consonants and vowels, e.g., bought).

V 2. Student identifies the meaning of unfamiliar vocabulary by

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words) to predict meanings..

V 2.2 Using context clues in text (words and illustrations) to predict words or meanings.

V 2.3 Using other resources to connect unknown words to known words:

V 2.3a Using prior knowledge and personal word banks.

V 2.3b Using text features (e.g., illustrations, diagrams, charts).

V 2.3c Using glossaries, dictionaries, or thesauruses).

V 3. Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by

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, actions, 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 or explaining the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).
V 3.6 Explaining that words may have multiple meanings (e.g., fall is a time of year and to fall is to trip).
V 3.7 Identifying homonyms and homophones.

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.

Content: Reading

Task: 68-5 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 AAGSEs:
LT 4. Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by

LT 4.1 Identifying literary and/or describing elements in a story.
- **LT 4.1a** Identifying the characters and setting
- **LT 4.1b** Major events, Problem,/solution, or plot
- **LT 4.1c** Identifying or describing 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 key events in a story (e.g., the beginning, middle, and/or end of a story).

LT 4.4 Summarizing or ordering the major events, as appropriate to text (e.g., poem, story, play).

LT 4.5 Distinguishing between literary and informational text.

LT 4.6 Distinguishing among a variety of types of literary text, such as poetry, plays, fantasies, realistic fiction, or mysteries.

LT 5. Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by

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 5.4b** Making basic inferences about author's message or purpose

LT 5.6 Identifying literary devices as appropriate to genre such as, rhyme, repeated language, dialogue, description.

LT 6. Student generates a personal response to what is read aloud or what is read independently through a variety of means by

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.

Content: Reading

Task: 68-6 Grades: 6-8

CONTENT STRAND:
Initial Understanding, Analysis and Interpretation of Informational Text

Structured Performance Task:
The student will use informational text to gather and interpret information to gain knowledge and expand knowledge on a specific topic.

Targeted AAGSEs:
IT 7. Student demonstrates initial understanding of informational texts (expository and practical texts) by

IT 7.1 Identifying the features of informational texts.
- **IT 7.1a** Identifying the, text, and illustrations, photographs, captions.
- **IT 7.1b** Headings. subheadings, 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 7.4a** Identifying the purpose 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 7.6 Charting, mapping, paraphrasing and/or summarizing the main/central idea or purpose of an informational text to show understanding.

IT 8. Student analyzes and interprets informational text, citing evidence as appropriate by

IT 8.1 Identifying the general topic of a text.
- **IT 8.1a** Identifying main/central idea and locating supporting details.

IT 8.2 Drawing basic inferences and/or conclusions.
- **IT 8.2a** Identifying the purpose of text.

IT 8.3 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 8.4 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.

Content: Writing

Task: 07-1 Grade: 7

REQUIRED CONTENT STRAND:
Structures of Language and Writing Conventions

Required Structured Performance Task:
The student will write in response to activities within their community.

Targeted AAGSEs:
SL1. Student demonstrates command of the structures of sentences, paragraphs, and text by

SL 1.1 Creating pictures, symbols, objects, and/or words/oral language to communicate meaning.
SL 1.2 Demonstrating understanding that text (pictures, symbols, objects, and words) are written and read left to right, top to bottom, and front to back
SL 1.3 Recognizing and distinguishing between letters and between letters and other written symbols.
SL1.3a upper and lower case letters
SL1.3b letters and numbers
SL1.3c letters and punctuation marks
SL 1.4 Expressing an idea with written language (symbols, letters, words, sentences).
SL 1.4a Writing letters (upper and/or lower case) or parts of words (e.g., first letter of word) to communicate an idea.
SL 14b Writing words, phrases, and simple sentences (subject and predicate) to communicate an idea.
SL 1.4c Using a variety sentence structures, such as, declarative, interrogative, simple, complex
SL 1.5 Recognizing and using organizational structures within texts
SL1.5a Applying appropriate spacing when writing words and sentences
SL1.5b Distinguishing between sentences and paragraphs (e.g., indenting paragraphs or block format for paragraphs)
SL 1.6 Expressing ideas about a topic (sentences, paragraphs, texts).
SL 1.6a Establishing a central idea with some supporting details
SL 1.6b Creating several simple related and ordered sentences (paragraph) to develop an idea/topic with some supporting details.

WC 9. In independent writing, student demonstrates command of appropriate English conventions by

WC 9.1 Recognizing and spelling his/her own name correctly
WC 9.1a Recognizing and reproducing his/her own first and last name.
WC 9.1b Spelling his/her own first and last name, using correct capitalization.
WC 9.2 Spelling common/high frequency words correctly
WC 9.2b Spelling common/high frequency words correctly.
WC 9.3 Use capitalization correctly
WC 9.3a Capitalizing names and the beginnings of sentences.
WC 9.3b Capitalizing proper nouns and titles of books.
WC 9.4 Using punctuation correctly
WC 9.4a Using periods, question marks, and exclamation points correctly.

WC 9.5 Using parts of speech correctly.
WC 9.5a Using singular and plural forms of nouns.
WC 9.5b Using simple verb tenses and subject-verb agreement.

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.

Content: Writing

Task: 07-2 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 AAGSEs:

N 4. In written narratives, students organizes and relates a story line, plot, and/or series of events by

N 4.1 Creating an understandable story line (e.g., using pictures, symbols, objects, and/or words/sentences).

N 4.1a Establishes a problem and solution

N 4.2 Demonstrating an understanding of sequence of events, using transitions (words, phrases) appropriately

N 4.2a Creating a story line with a beginning, middle, and end

N 4.2b Using dialogue or actions to advance plot or story line (e.g., what would this character say/do?).

N 5. Students demonstrate use of narrative strategies by…

N 5.1 Describing a familiar object, person, or event/experience, using sensory and/or descriptive language

N 5.2 Identifying or creating character(s), using sensory and/or descriptive language (e.g., student draws a picture when given a description, student draws and labels character details).

N 5.3 Describing a setting (e.g., student selects or draws a picture that shows where the story takes place, student selects from word bank to write description).

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.

Content: Writing

Task: 07-3 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 <u>real-life experiences</u>.

Targeted AAGSEs:

N 4. In written narratives, students organizes and relates a story line, plot, and/or series of events by

N 4.1 Creating an understandable story line (e.g., using pictures, symbols, objects, and/or words/sentences).
N4.1a Establishes a problem and solution

N 4.2 Demonstrating an understanding of sequence of events, using transitions (words, phrases) appropriately
N 4.2a Creating a story line with a beginning, middle, and end
N 4.2b <u>Using dialogue or actions to advance plot or story line (e.g., what would this character say/do?).</u>

N 5. Students demonstrate use of narrative strategies by…

N 5.1 Describing a familiar object, person, or event/experience, using sensory and/or descriptive language
N 5.2 Identifying or creating character(s), using sensory and/or descriptive language (e.g., student draws a picture when given a description, student draws and labels character details).
N 5.3 Describing a setting (e.g., student selects or draws a picture that shows where the story takes place, student selects from word bank to write description).

Sample Standards-Based 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).

Content: Science

Task: 08-1 Grade: 8

INQUIRY CONSTRUCT: Planning
Identify information/evidence that needs to be collected and/or tool to be used in order to answer the question and/or check a prediction
WITHIN
LIFE SCIENCE

Structured Performance Task:

Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

LS1.1.1 Distinguish between living and non-living things.

LS1.1.1b Identify at least two characteristics of living things, e.g., living things need food, water and air.

LS1.1.3 Distinguish plants from animals.

LS1.1.4 Identify external features common to familiar animals (including self).

LS1.1.4 Identify external features common to familiar animals (including self).

LS1.1.5 Identify external features common to familiar plants.

LS1.2.1 Indicate that plants need certain things in order to grow and survive.

LS1.2.1a Recognize one or more conditions a plant need in order to grow and survive, e.g., light, soil, water, space, and/or air.

LS1.2.1b Indicate one or more conditions a plant needs in order to grow and survive, e.g., light, soil, water, space, and/or air.

LS1.2.2 Indicate that animals need certain things in order to grow and survive.

LS 1.2.2a Recognize one or more conditions an animal needs in order to grow and survive, e.g., food, water, shelter, space, and/or air.

LS1.2.2b Indicate one or more conditions an animal needs in order to grow and survive, e.g., food, water, shelter, space, and/or air.

LS1.2.4 Identify the characteristics of living things.

LS1.2.4b Identify at least five of the ten characteristics of living things.

LS1.2.5 Recognize that organisms are made of cells.

LS2.1.1 Identify sources of energy for survival of organisms.

LS2.1.1b Identify that some animals get their energy (food) by eating plants.

LS2.1.1c Identify that some animals get their energy (food) by eating other animals.

LS2.1.2 Describe the relationships between plants and animals that depend on each other for food.

LS2.1.2d Identify the relationships between plants and animals that are represented by simple food webs.

LS2.1.3 Discuss living and non-living factors in an ecosystem.

LS2.1.3a Identify one or more living factor(s) that affect organisms in an ecosystem, (e.g., introduction of coyote to a forest, effects of a hurricane on an ecosystem, effect of pollution on an ecosystem).

Content: Science

Task: 08-2 Grade: 8

INQUIRY CONSTRUCT: Planning
Identify information/evidence that needs to be collected and/or tool to be used in order to answer the question and/or check a prediction
WITHIN
EARTH AND SPACE SCIENCE

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

ESS1.1.2 Describe rocks and minerals using their physical properties.

ESS1.1.2a Distinguish rocks and minerals from other objects or materials, e.g., grass, wood, leaves, paper, rubber, food, etc.

ESS1.1.3 Compare different soils to each other.

ESS1.1.7 Identify the uses of the four basic earth materials (water, soil, rocks and air).

ESS 1.7d Identify one or more uses of air.

ESS1.2.1 Identify the components and changes represented by the water cycle.

ESS1.2.1f Identify the changes between the parts of the water cycle (with arrows). (Suggestion: Heat water on a hot plate to produce steam, then place a cold surface above the hot plate so the steam will condense into liquid water again; measure evaporation from a glass of water left on a windowsill or table; read or watch age appropriate materials; work with ice in a glass of water; make a diagram showing the relationships between ice, liquid water, and steam.)

ESS1.2.4 Recognize that some changes happen faster than others.

ESS1.2.5 Identify how air and water of different temperatures.

ESS1.2.5a Identify the cause of changes in air temperatures. (Suggestions: Feel that the air above an ice cube is cooler than the air above a warm object.)
ESS1.2.5b Identify the cause of changes in water temperatures. (Suggestion: Relate warm temperatures to sun, ice cube in water.)

ESS1.2.6 Describe how wind and water change Earth.

ESS1.2.6a Describe how erosion by wind, water (including floods), and glaciers change the earth.

ESS1.2.10 Investigate volcanoes, faults and earthquakes and how they are related.

ESS1.2.10a Identify physical properties of volcanoes.

ESS1.2.10b Identify physical properties of faults.

ESS1.2.11 Identify geologic processes of fossil formation.

ESS1.2.11a Identify how fossils form.

ESS1.2.13 Recognize weather and seasonal changes throughout the year.

ESS1.2.13b Identify each season.

ESS1.2.13d Identify weather data collection tools, e.g., thermometer, weather/wind vane, rain gauge, wind sock, barometer.

ESS1.2.14 Associate air pressure with the weight of air on the earth.

ESS1.2.14a Identify that the weight of air varies on different parts of the earth's surface.
(Suggestion: Pictures of pilots wearing air masks to illustrate air pressure; Mt. Everest climbers; empty container with another container that fits snugly inside – feel the pressure; measure the circumference of a balloon, then place the balloon in hot water then measure the circumference, then place the balloon in ice water and measure the circumference, then compare the sizes.)

ESS2.1.1 Identify the major effects the sun has on the earth.

ESS2.1.1c Relate the night/day differences in temperature to the sun's position in the sky.

ESS2.1.1d Identify the sun's position as it changes throughout the day, e.g., sunrise, noon, sunset, dawn, dusk.
(Suggestion: Record temperature every hour in their weather station; record where the sun is in the sky at different times during the day; compare the temperature when the sun is behind clouds to the temperature when the sun is shining.)

ESS2.1.2 Identify the moon.

ESS2.1.2b Identify and record changes in the moon's appearance.
(Suggestion: Create an accurate picture of the moon & other nighttime objects in the sky; draw phases of the moon; chart on a class calendar the upcoming phases of the moon; chart on individual calendar the daily/nightly appearances of the moon; draw or cut phases of the moon from a newspaper.)

ESS2.1.3 Recognize that earth is a planet.

ESS2.1.3a Identify that the surface we live on is the surface of the planet earth.

Content: Science

Task: 08-3 Grade: 8

INQUIRY CONSTRUCT: Planning
Identify information/evidence that needs to be collected and/or tool to be used in order to answer the question and/or check a prediction
WITHIN
PHYSICAL SCIENCE

Structured Performance Task:

Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1a Identify which object in a group has a specific physical property, e.g., size, shape, color, texture, smell, weight, etc.
PS1.1.1b Identify common objects using one or more physical properties.
PS1.1.1d Compare objects using one or more physical properties, e.g., size, shape, color, texture, smell, weight, mass, temperature.

PS1.3.1 Demonstrate an understanding of mass.

PS1.3.1a Measure the masses of objects using balances or see-saws.
PS1.3.1c Measure the masses of a whole object and parts of that whole object.

PS1.4.1 Recognize categories of matter.

PS1.4.1d Recognize one or more physical changes, e.g., tearing paper, breaking a pencil, food color in water, evaporation, condensation, freezing or melting.

PS2.1.1 Identify forms of energy.

PS2.1.1b Identify sound energy, e.g., recognize sound vibrations as sound energy by plucking guitar strings, feeling drums vibrate, feeling cell phones vibrate, seeing salt vibrate on a drum.)
PS2.1.1d Identify electrical energy, e.g., recognize that hair stands on end when rubbed with a balloon because of electrical energy - static electricity. Recognize a static electricity shock from a carpet as electrical energy.

PS3.1.1 Recognize the relationship between force and motion.

PS3.1.1d Identify the initial and final positions of an object that moves.

PS3.2.1 Identify characteristics of magnetic forces.

PS3.2.1c Sort objects into those that are attracted to magnets and those that are not attracted to magnets.

Content: Science

Task: 08-4 Grade: 8

INQUIRY CONSTRUCT: Conducting
Use data to summarize results
WITHIN
LIFE SCIENCE

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:
LS1.1.1 Distinguish between living and non-living things.

LS1.1.1b Identify at least two characteristics of living things, e.g., Living things need food, water and air.

LS1.1.1d Sort living things from a group of living and non-living things. (Suggestion: Select a living thing from a group of non-living things.)

LS1.1.2 Compare similarities and differences between organisms.

LS1.1.2a Match similar organisms based on one or two external features, e.g., match two similar animals such as fish to fish and bird to bird. (NOTE: classification, sort and compare depend on the selection of the organisms for degree of difficulty.)

LS1.1.2b Sort organisms based on one or two similar or different external features. (Suggestion: Use a graphic organizer to show the common features of the organisms, such as fur, two legs.)

LS1.1.2c Compare one or more external features of a group of organisms. (Suggestions: Use a graphic organizer to show the common features of the organisms, such as fur, two legs. Use a Venn diagram to compare features of a group of organisms.)

LS1.1.3 Distinguish plants from animals.

LS1.1.3c Distinguish a plant within a group of organisms.

LS1.1.3d Distinguish an animal within a group of organisms.

LS1.1.3e Compare two or more plants to each other.

LS1.1.3f Compare two or more animals to each other. (Suggestion: Use a Venn diagram or other graphic organizer.)

LS1.1.4 Identify external features common to familiar animals (including self).

LS1.1.5 Identify external features common to familiar plants.

LS1.1.6 Associate the external features of animals with their functions.

LS1.1.7 Classify organisms.

LS1.1.7a Recognize one or more major group organisms from a selection of different organisms. (Groups should include: mammals, fish, and reptiles.) (Suggestion: Ask the student to identify fish when given several different organisms.)

LS1.2.1 Indicate that plants need certain things in order to grow and survive.

LS1.2.1a Recognize one or more conditions a plant need in order to grow and survive, e.g., light, soil, water, space, and/or air.

LS1.2.1b Indicate one or more conditions a plant needs in order to grow and survive, e.g., light, soil, water, space, and/or air.

LS1.2.2 Indicate that animals need certain things in order to grow and survive.

LS 1.2.2a Recognize one or more conditions an animal needs in order to grow and survive, e.g., food, water, shelter, space, and/or air.

LS1.2.2b Indicate one or more conditions an animal needs in order to grow and survive, e.g., food, water, shelter, space, and/or air.

LS1.2.4 Identify the characteristics of living things.

LS1.2.4a Recognize at least five of the ten characteristics of living things, e.g., need source of energy, need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death.

LS1.2.5 Recognize that organisms are made of cells.

LS1.3.2 Identify similarities between parents and offspring.

LS1.3.2a Match offspring with parent, e.g., calf to a cow, chick to a hen, lamb to a sheep, puppy to a dog, acorn to oak tree, pinecone to pine trees.

LS1.3.3 Recognize the life cycle of a familiar plant or animal.

LS1.3.3a Recognize a life cycle for an organism that does not undergo metamorphosis, e.g., bear, rabbit.

LS1.3.3b Recognize a life cycle for an organism that undergoes metamorphosis, e.g., butterfly.

LS2.1.1 Identify sources of energy for survival of organisms.

LS2.1.1a Identify that sunlight is the source of energy for plants.

LS2.1.1d Care for plants and/or animals by identifying and providing for their needs.

LS3.1.1 Recognize the responses of plants and animals to changes in their environment.

LS3.1.1a Recognize the responses of plants and animals to a change in their food supply.

LS3.1.1c Recognize the responses of plants and animals to seasonal and weather-related changes. (Suggestion: move a plant to a container and provide for its needs, and observe how the habitat change affects the plant)

LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.

LS3.1.2a Match animals to their environment, e.g., camel in desert, polar bear in arctic.

(Suggestion: Select a white rabbit over a brown or black rabbit as better adapted to a snowy, winter environment.)

LS4.1.2 Identify patterns of human health and disease.

LS4.1.2a Recognize feelings of being sick.

Content: Science

Task: 08-5 Grade: 8

INQUIRY CONSTRUCT: Conducting
Use data to summarize results
WITHIN
EARTH AND SPACE SCIENCE

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:
ESS1.1.1 Describe soils using their physical properties.

ESS1.1.1a Distinguish soil from other objects or materials, e.g., grass, wood, leaves, paper, rubber, etc.
ESS1.1.1b Describe soil using one or more physical properties, e.g., color, size, shape, texture, smell, weight.

ESS1.1.2 Describe rocks and minerals using their physical properties.
ESS1.1.2b Describe rocks and minerals using one or more physical properties, e.g., color, size, shape, texture, smell, weight. (Suggestions: Feel rocks and minerals; weigh rocks and minerals; compare rocks and minerals and (gems) in jewelry; do a hardness test; scratch for color; hammer on rocks and minerals to determine hardness.)

ESS1.1.3 Compare different soils to each other.

ESS1.1.3a Match soils using one or more physical properties.
ESS1.1.3b Sort soils using one or more physical properties.
ESS1.1.3c Compare soils using one or more physical properties.

ESS1.1.4 Compare different rocks and minerals to each other.
ESS1.1.4a Match rocks and minerals using one or more physical properties.
ESS1.1.4b Sort rocks and minerals using one or more physical properties.

ESS1.1.5 Compare rocks and minerals to soils.
ESS1.1.5b Compare soils to rocks and minerals using one or more physical properties, (e.g., color, size, shape, texture, smell, weight).
ESS1.1.5d Collect data about the properties of soils, rocks and minerals.
(Suggestion: Visit quarry/landscape store; gather soil from various areas around the school; using various soils plant seeds; create a mosaic/step stones; gather rocks in the area; use a rock tumbler; compare how much water a particular soil will hold (predict); estimate how many rocks will fill a particular container; create a chart that reflects the class's collected rocks.)

ESS1.1.6 Identify the four basic materials of the earth (water, soil, rocks and air.)

ESS1.1.7 Identify the uses of the four basic earth materials (water, soil, rocks and air).

ESS1.1.7a Identify one or more uses of water.
ESS1.1.7b Identify one or more uses of soil.
ESS1.1.7c Identify one or more uses of rocks.

ESS1.2.1 Identify the components and changes represented by the water cycle.
ESS1.2.1e Identify the water cycle and its parts, including evaporation, precipitation, run-off, condensation, groundwater, and transpiration.

ESS1.2.3 Identify the earth's surface and that it changes with time.
ESS1.2.3c Recognize that the earth's surface changes with time.
(Suggestions: Keep an ant farm in the classroom to show visually what happens at the surface and underground, news photos/satellite pictures of areas before and after major storms.)

ESS1.2.4 **Recognize that some changes happen faster than others.**

ESS1.2.4d Identify the difference between fast and slow changes.
(Suggestions: Put a stalk of celery in colored water and observe the celery changing color; personal timeline, watch food color diffuse in water; ripping paper; light a match, feel two different objects, one dark in color and one light in color, as they warm up in the sun.)

ESS1.2.7 Identify that rocks change into other rocks.
ESS1.2.7a Match rocks by type (igneous, sedimentary, and metamorphic).
ESS1.2.7b Sort rocks into groups by type.

ESS1.2.7c Compare igneous, sedimentary and metamorphic rocks.
(Suggestion: Match temperatures to different environments using pictures, match relative temperatures by observing clothing of people in different pictures; use 3 stream tables and set up ahead of time, w/sand and small rocks. While students are gone, move rock & sand w/wind (blow-dryer), glacier (ice) & water have students figure out what caused what caused the changes; have students create containers w/sand pebbles, water, silt soil & shale to watch the layering – similar to sand art; break a rock into smaller pieces using a hammer; create a sand stone.)

ESS1.2.11 Identify geologic processes of fossil formation.
ESS1.2.11b Distinguish between fossils and other objects.
(Suggestion: Make a fossil with plaster and/or crayon rubbing.)

ESS1.2.13 Recognize weather and seasonal changes throughout the year.

ESS1.2.13a Describe daily weather, e.g., clouds, cloud types, hot, cold, wet, dry, humidity, precipitation.
ESS1.2.13c Describe each season.
ESS1.2.13e Collect data using one or more weather data collecting tools.
(Suggestions: Keep a daily record of air temperature, cloud observations, and precipitation, relative humidity by using a weather station; check the weather report in the newspaper each day; create weather instruments.)

ESS2.1.1 Identify the major effects the sun has on the earth.

ESS2.1.1a Collect data to show that the sun warms the earth during daytime.
ESS2.1.1b Collect data to show the difference in temperature between a shady spot and a sunny spot.

ESS2.1.2 Identify the moon.

ESS2.1.2a Distinguish the moon from other objects in the sky. Suggestion: This can be done through tactile models.

ESS2.1.3 Recognize that earth is a planet.

ESS2.1.3b Recognize that there are other planets in the solar system.
(Suggestion: work with globes, and models of the planets in the solar system, research the planets.

ESS3.1.1 Identify stars.

ESS3.1.1a Distinguish stars from other objects in the sky, e.g., moon, planets.
ESS3.1.1b Recognize one or more constellations.
(Suggestions: Create tin can or construction paper constellations; expose students to various cultural stories/legends that explain where the constellations came from; create a night-time sky model that includes stars.)

Content: Science

Task: 08-6 Grade: 8

INQUIRY CONSTRUCT: Conducting
Use data to summarize results
WITHIN
PHYSICAL SCIENCE

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:
PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1e Sort objects into groups using one or more physical properties, e.g., size, shape, color, texture, smell, weight, temperature.

PS1.1.2 Identify changes in the physical properties of matter.

PS1.1.2a Identify physical changes, e.g., freezing, melting, boiling, tearing paper.

PS1.2.1 Compare states of matter.

PS1.2.1d Compare the states of matter, e.g., solids have a definite shape and definite volume, liquids have a definite volume but take the shape of their container, gases have no definite volume or shape.

PS1.2.2 Recognize that states of matter can change

PS1.2.2a Recognize that states of matter can change, e.g., solid to liquid - melting, liquid to gas - vaporization, gas to liquid -condensation, liquid to solid - freezing etc.

PS1.3.1 Demonstrate an understanding of mass.

PS1.3.1b Identify that some objects are more massive than others.
PS1.3.1d Identify that the mass of a whole object is greater than the mass of each part of that whole object.
PS1.3.1e Compare the masses of objects measured.

PS1.4.1 Recognize categories of matter.

PS1.4.1b Recognize a mixture, e.g., peas and carrots, rocks and leaves, trail mix.
PS1.4.1c Recognize solutions, e.g., koolade, lemonade, hot chocolate.

PS2.1.1 Identify forms of energy.

PS2.1.1a Identify light energy, e.g., recognize shadows as places where light energy is blocked, make shadows with flashlights.
PS2.1.1c Identify heat energy, e.g., recognize the sun's feeling of warmth as heat energy. Take the students outside on a sunny day and use a solar cooker to cook hot dogs.
PS2.1.1e Identify mechanical energy, e.g., Recognize mechanical energy in the movements of a wheel chair or hand mixer.

PS3.1.1 Recognize the relationship between force and motion.

PS3.1.1c Make something move by pushing or pulling (applying force).
PS3.1.1e Recognize that objects can move in different directions, e.g., horizontally, vertically, forward, backward)

PS3.1.1f Recognize an object changing direction.
PS3.1.1g Recognize one object moving faster/slower (speed) than another object.

PS3.1.1 Recognize the relationship between force and motion.
PS3.2.1b Identify objects that are and are not attracted to magnets.

Content: Mathematics

Task: 10-1 Grade: 10

REQUIRED CONTENT STRAND:
Numbers and Operations

Structured Performance Task:
The student will participate in school, community and/or vocational monetary activities.

Targeted AAGSEs:

NO 1. Whole numbers: Develop an understanding of cardinal number (how many and counting.

NO 1.3 Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., keep track of counted and uncounted objects so that each object is tagged only once and label picture of 2 objects with number two or symbol (2) underneath picture).

NO 1.3b Count by ones forward from a number other than one (e.g, 7.8…).

NO 1.3c 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 1.3f Skip count by 2s, 5s, and 10s, 25s and 50s.

NO 2. Whole numbers: Use place value by applying the concepts of equivalency in composing and decomposing numbers.

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 2.4 Represent numbers in an expanded form (e.g., bundle of 10 and 7 singles; or 10 + 7; or 143= 100+40+3).

NO 4. Positive Fractional Numbers: Use decimals and percents to represent a part to whole relationship.

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. Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.

NO 6.6 Identify the larger of two written numbers.

NO 10. Identify coins and/or bills.

NO 10.2 Identify bills: $1.00, $5.00, $10.00, and $20.00 bills.

NO 12. Counting and adding a collection of coins and/or bills.

NO 12.1 Demonstrate counting like coins (e.g., count pennies by ones, count nickels by fives, count dimes by 10s, count quarters 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 Add unlike coins together to match coin combinations to cents and dollar notation.

NO 13. Demonstrate fluency with basic addition and subtraction combinations (up to 10) regardless of strategy used.

NO 13.2 Use semi-concrete materials (hundreds' chart, number line) to show more or less than the original number.

NO 13.3 Fluently knows number combinations (1-10) for addition and subtraction.

NO 14. Fluently knows number combinations (1-20) 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. Fluently adds and subtracts two digit multiples of ten.

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 16. Adds and subtracts two digit numbers.

NO 16.1 Add and subtract two digit numbers with student identified strategy.

NO 17. Make estimates of the number of objects in a set up to 20.

NO 17.2 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 18. Make estimates of the number of objects in a set up to 100.

NO 18.1 Determine which given number is closer to the amount in a given set of 30, 50 or 100 (e.g., "Is this number of objects closer to 50 or 100?")

NO 19. Apply appropriate properties of a number.

NO 19.2 Use composition and decomposition of numbers to identify number families (e.g., 2+3 = 5, 3+2 = 5, 5-3 = 2, and 5-2 = 3).
NO 19.3 Recognize or provide examples of the commutative property of addition (e.g., 3+5 is the same as 5+3).
NO 19.4 Recognize or show that adding zero to any number gives that number (additive identity).
NO 19.5 Recognize or show that when adding 3 or more numbers, the order in which you combine them, does not matter. (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.

Content: Mathematics

Task: 10-2 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 AAGSEs:
FA 1. Identifies and extends to specific cases for a variety of patterns.

FA 1.1 Identify a variety of patterns.

FA 1.1a Recognize the pattern of a pattern-related activity (e.g., block schedules, boy-girl pattern, stand-sit pattern, calendar patterns) or patterns in the environment (e.g., clothing).

FA 1.1b 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 1.3 Extend a variety of patterns.

FA 1.3a Reproduce and describe a simple repeating (A, B) pattern with concrete materials

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 and describe 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 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:

- Identify and follow patterns in music class.
- Follow patterns in collating school materials.
- Use a pattern-related activity to assemble simple objects (e.g., creating table decorations, assembling displays)
- Identify patterns in a work schedule.
- Use a pattern set to complete a vocational job.
- Locate patterns in the environment (e.g., a store using building or room numbers, pricing or inventory codes, textiles).

Content: Mathematics

Task: 10-3 Grade: 10

CONTENT STRAND:
Functions and Algebra

Structured Performance Task:
The student will use mathematical concepts to solve everyday problems.

Targeted AAGSEs:
FA 2. Demonstrates conceptual understanding of linear relationships as a constant rate of change.

FA 2.1 Identify and/or describe change in a variety of situations.

FA 2.1a Recognize change of things in the environment that can be measured (e.g., taller, colder, darker, or heavier etc.).

FA 2.1b Measure and record changes over time (e.g., keep track of outside temperature, growth of plants).

FA 2.1c Describe change using quantitative terms (e.g., identifying something as taller, colder, darker or heavier with general observation).

FA 3.Demonstrates conceptual understanding of algebraic expressions.

FA 3.1 Represent mathematical situations.

FA 3.1a Use pictures, numbers, symbols 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 +□= 7).

FA 4. Demonstrates conceptual understanding of equality.

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 and find the value that will make an open sentence true (e.g. 2 +□= 7).

Sample Standards-Based Activities:
- Complete a project involving observations about change (e.g., using a daily science log).
- Create a real-world problem and solve it (e.g., determine how many more of an item are needed to complete a project).
- Keep an inventory for a storeroom.
- Determine how to double or triple a recipe for a class party.
- Determine how much more money needs to be saved in order to make a purchase.

Content: Reading

Task: 10-4 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 AAGSEs:

WID 1. Student applies word identification and decoding strategies by

WID 1.1 Identifying pictures, symbols, objects, actions, and words that represent:

WID 1.1a self and others

WID 1.1b actions and objects.

WID 1.1c some abstract meanings.

WID 1.2 Generalizing use of 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 1.7 Reading high frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom, community, and vocational experiences.

WID 1.9 Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words.

WID 1.9a Identifying word families.

WID 1.9b Identifying prefixes and suffixes

V 2. Student identifies the meaning of unfamiliar vocabulary by

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words) to predict meanings.

V 2.2 Using context clues in text (words and illustrations) to predict words or meanings.

V 2.3 Using other resources to connect unknown words to known words:

V 2.3a Using prior knowledge and personal word banks.

V 2.3b Using text features (e.g., illustrations, diagrams, charts).

V 2.3c Using glossaries, dictionaries, or thesauruses).

V 3. Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by

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 or explaining the appropriate word to use in context (e.g., student uses pictures to complete sentences or storyboards).

V 3.6 Explaining that words may have multiple meanings (e.g., fall is a time of year and to fall is to trip).

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.

Content: Reading

Task: 10-5 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 AAGSEs:
LT 4. Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by

- **LT 4.1** Identifying literary and/or describing elements in a story.
  - **LT 4.1a** Identifying the characters and setting.
  - **LT 4.1b** Major events, Problem/solution, or plot
  - **LT 4.1c** Identifying or describing 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 key events in a story (e.g., the beginning, middle, and/or end of a story).
- **LT 4.4** Summarizing or ordering the major events, as appropriate to text (e.g., poem, story, play).
- **LT 4.5** Distinguishing between literary and informational text.
- **LT 4.6** Distinguishing among a variety of types of literary text, such as poetry, plays, fantasies, realistic fiction, or mysteries.

LT 5. Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by

- **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. Student generates a personal response to what is read aloud or what is read independently through a variety of means by

- **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.

Content: Reading

Task: 10-6 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 AAGSEs:
IT 7. Student demonstrates initial understanding of informational texts (expository and practical texts) by

IT 7.1 Identifying the features of informational texts.
- **IT 7.1a** Identifying the title, illustrations, photographs, captions.
- **IT 7.1b** Headings/subheadings, 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 purpose 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 7.6 Charting, mapping, paraphrasing and/or summarizing the main/central idea and supporting details or purpose of an informational text to show understanding.

IT 8. Student analyzes and interprets informational text, citing evidence as appropriate by

IT 8.1 Identifying the general topic of a text.
- **IT 8.1a** Identifying main/central idea and locating supporting details..

IT 8.2 Drawing basic inferences and/or conclusions.
- **IT 8.2a** Identifying the purpose of text.

IT 8.3 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.

Content: Writing

Task: 10-7 Grade: 10

REQUIRED CONTENT STRAND:
Structures of Language and Writing Conventions

Structured Performance Task:
The student will write as part of transition to adult life.

Targeted AAGSEs:
SL1. Student demonstrates command of the structures of sentences, paragraphs, and text by

SL 1.1 Creating pictures, symbols, objects, and/or words/oral language to communicate meaning.

SL 1.2 Demonstrating understanding that text (pictures, symbols, objects, and words) are written and read left to right, top to bottom, and front to back

SL 1.3 Recognizing and distinguishing between letters and between letters and other written symbols.

SL 1.3a upper and lower case letters

SL 1.3b letters and numbers

SL 1.3c letters and punctuation marks

SL 1.4 Expressing an idea with written language (symbols, letters, words, sentences).

SL 1.4a Writing letters (upper and/or lower case) or parts of words (e.g., first letter of word) to communicate an idea.

SL 14b Writing words, phrases, and simple sentences (subject and predicate) to communicate an idea.

SL 1.4c Using a variety sentence structures, such as, declarative, interrogative, simple, complex

SL 1.5 Recognizing and using organizational structures within texts

SL 1.5a Applying appropriate spacing when writing words and sentences

SL 1.5b Distinguishing between sentences and paragraphs (e.g., indenting paragraphs or block format for paragraphs)

SL 1.6 Expressing ideas about a topic (sentences, paragraphs, texts).

SL 1.6a Establishing a central idea with some supporting details

SL 1.6b Creating several simple related and ordered sentences (paragraph) to develop an idea/topic with some supporting details.

WC 9. In independent writing, student demonstrates command of appropriate English conventions by

WC 9.1 Recognizing and spelling his/her own name correctly

WC 9.1b Spelling his/her own first and last name, using correct capitalization.

WC 9.2 Spelling common/high frequency words correctly

WC 9.2b Spelling common/high frequency words correctly.

WC 9.3 Use capitalization correctly

WC 9.3a Capitalizing names and the beginnings of sentences.

WC 9.3b Capitalizing proper nouns and titles of books.

WC 9.4 Using punctuation correctly

WC 9.4a Using periods, question marks, exclamation points and commas (e.g., series, dates) correctly.

WC 9.6 Using parts of speech correctly.

WC 9.6a Using singular and plural forms of nouns.

WC 9.6b Using simple verb tenses and subject-verb agreement.

WC 9.5c Using nouns and 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.

Content: Writing

Task: 10-8 Grade: 10

CONTENT STRAND:
Informational Writing

Structured Performance Task:

The student will write to demonstrate membership in his/her school and/or community.

Targeted AAGSEs:

IW 6. In informational writing, student organizes ideas and concepts by

IW 6.1 Independently listing or organizing steps of a procedure in a logical order.

IW 6.1a Correctly using basic transitions (e.g., "first,"" then,"" next, "and "finally").

IW 6.1b Correctly using numbering or lettering to identify steps in procedures.

IW 6.2 Using an appropriate organizational text structure to develop main/controlling idea (e.g., by description, sequence, chronology, and compare/contrast).

IW 6.2a Logically grouping ideas into predictable categories (e.g., what birds eat, where they live, etc.)

IW 6.2b Creating an introduction that sets the context

IW 6.2c Using transition words and phrases appropriate to text structure.

IW 6.2d Comparing/contrasting information

IW 6.3 Writing a conclusion.

IW 7. In informational writing, student effectively conveys purpose by

IW 7.1 Establishing a topic using pictures, symbols, objects, and/or words.

IW 7.1a Stating a topic and controlling idea about a topic (e.g., "Dogs" = topic; "Dogs make good pets" = controlling idea).

IW 7.1b Stating and maintaining a controlling idea about a topic.

IW 8. In informational writing, students demonstrates use of a range of elaboration strategies by

IW 8.1 Identifying relevant information and details related to the topic.

IW 8.1a Identifying and including facts and details relevant to the focus/controlling idea.

IW 8.1b Identifying extraneous material.

IW 8.1c 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 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.

Content: Writing

Task: 10-9 Grade: 10

CONTENT STRAND:
Informational Writing

Structured Performance:
The student will write an informational piece related to vocational experiences.

Targeted AAGSEs:
IW 6. In informational writing, student organizes ideas and concepts by

IW 6.1 Independently listing or organizing steps of a procedure in a logical order.

IW 6.1a Correctly using basic transitions (e.g., "first,"" then,"" next, "and "finally").

IW 6.1b Correctly using numbering or lettering to identify steps in procedures.

IW 6.2 Using an appropriate organizational text structure to develop main/controlling idea (e.g., by description, sequence, chronology, and compare/contrast).

IW 6.2a Logically grouping ideas into predictable categories (e.g., what birds eat, where they live, etc.)

IW 6.2b Creating an introduction that sets the context

IW 6.2c Using transition words and phrases appropriate to text structure.

IW 6.2d Comparing/contrasting information

IW 6.3 Writing a conclusion.

IW 7. In informational writing, student effectively conveys purpose by

IW 7.1 Establishing a topic using pictures, symbols, objects, and/or words.

IW 7.1a Stating a topic and controlling idea about a topic (e.g., "Dogs" = topic; "Dogs make good pets" = controlling idea).

IW 7.1b Stating and maintaining a controlling idea about a topic.

IW 8. In informational writing, students demonstrates use of a range of elaboration strategies by

IW 8.1 Identifying relevant information and details related to the topic.

IW 8.1a Identifying and including facts and details relevant to the focus/controlling idea.

IW 8.1b Identifying extraneous material.

IW 8.1c 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 résumé to apply 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.

Content: Science

Task: 11-1 Grade: 11

INQUIRY CONSTRUCT: Conducting
Use accepted methods for organizing, representing and/or manipulating data WITHIN LIFE SCIENCE

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:
LS1.1.1 Distinguish between living and non-living things.

LS1.1.1a Identify self as living, therefore needing food and water.
LS1.1.1c Discriminate between a living thing and non-living things.
LS1.1.1d Sort living things from a group of living and non-living things.
LS1.1.1e Classify living things and non-living things into two groups.
(Suggestion: Select a living thing from a group of non-living things.)

LS1.1.2 Compare similarities and differences between organisms.

LS1.1.2a Match similar organisms based on two or more external features (e.g., match two similar animals such as fish to fish and bird to bird).
(NOTE: classification, sort and compare - depends on the selection of the organisms for degree of difficulty.)
LS1.1.2b Sort organisms based on two or more similar or different external features.
LS1.1.2d Group organisms by two or more similarities.

LS1.1.3 Distinguish plants from animals.

LS1.1.3c Distinguish a plant within a group of organisms.
LS1.1.3d Distinguish an animal within a group of organisms.
LS1.1.3h Compare similarities and differences between a plant and an animal. (Suggestion: Use a Venn diagram or other graphic organizer.)

LS1.1.4 Identify external features common to animals (including self).

LS1.1.5 Identify external features common to familiar plants.

LS1.1.5g Compare the features of two different plants.

LS1.1.7 Classify organisms.

LS1.1.7a Identify one or more major group organism from a selection of different organisms.
(Groups should include: mammals, fish, amphibians, and reptiles.)

LS1.2.1 Describe that plants need certain things in order to grow, survive, and reproduce.

LS1.2.1a Recognize how plants need five conditions to grow, reproduce and survive: light, water, air, space and food.
LS1.2.1b Indicate one or more conditions a plant needs in order to grow, survive, and reproduce, e.g., light, soil, water, space, and/or air.

LS1.2.1e Investigate what happens to a plant under different conditions, e.g., blue light instead of white light.

LS1.2.2 Describe that animals need certain things in order to grow, survive, and reproduce.

LS 1.2.2a Recognize one or more conditions an animal needs in order to grow, survive, and reproduce, e.g., food, water, shelter, space, and/or air.
LS1.2.2b Indicate one or more conditions an animal needs in order to grow, survive, and reproduce, e.g., food, water, shelter, space, and/or air.
LS1.2.2d Describe one or more conditions an animal needs in order to grow, survive, and reproduce, e.g., food, water, shelter, space, and/or air.

LS1.2.3 Identify adaptations within organisms that help them survive in their environment.
LS1.2.3a Identify two or more adaptations needed for survival in common animals, (.g., adaptations such as claws, odor, teeth, tail, for defense, food/eating and maintaining body temperature.

LS1.2.4 Describe the ten characteristics of living things.
LS1.2.4c Describe five of the ten characteristics of living things.

LS1.2.5 Recognize that organisms are made of cells.
LS1.2.5c Recognize that some cells are specialized for certain functions.

LS1.3.2 Identify similarities between parents and offspring.

LS1.3.2b From up to 4 kinds of plants or animals, select the offspring that belongs with given adult.

LS1.3.3 Sequence the life cycle of a familiar plant or animal.

LS1.3.3c Sequence a life cycle for an organism with similar appearance at each stage, e.g., bear, rabbit.
LS1.3.3d Sequence a life cycle for an organism that undergoes metamorphosis, e.g., butterfly.

LS2.1.1 Describe the sources of energy for survival of organisms.
LS2.1.1a Describe that sunlight is the source of energy for plants.
LS2.1.1d Care for plants and/or animals by identifying and providing for their needs.

LS2.1.2 Describe the relationships between plants and animals that depend on each other for food.
LS2.1.2d Describe the relationships between plants and animals that are represented in simple food webs.

LS2.1.3 Discuss living and non-living factors in an ecosystem.
LS2.1.3a Identify two or more living factors that affect organisms in an ecosystem. e.g., introduction of coyote to a forest, effects of a hurricane on an ecosystem, effect of pollution on an ecosystem.
LS2.1.3b Identify two or more non-living factors that affect organisms.

LS3.1.1 Identify the responses of plants and animals to changes in their environment.
LS3.1.1a Identify the responses of plants and animals to a change in their food supply.
LS3.1.1b Identify the responses of plants and animals to habitat destruction or changes in habitat, e.g., flood, fire, housing developments.
LS3.1.1c Identify the responses of plants and animals to seasonal and weather-related changes.

LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.

LS3.1.2a Select the animal that can best live in a given environment when given a choice between two to four animals.

LS4.1.2 Identify patterns of human health and disease.

LS4.1.2a Recognize feelings of being sick.

Content: Science

Task: 11-2 Grade: 11

INQUIRY CONSTRUCT: Conducting
Use accepted methods for organizing, representing and/or manipulating data
WITHIN
EARTH AND SPACE SCIENCE

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:
ESS1.1.1 Identify soils using their physical properties.
ESS1.1.1c Identify soils with specified physical properties.

ESS1.1.2 Identify rocks and minerals using their physical properties.
ESS1.1.2 Identify rocks and minerals using their physical properties.

ESS1.1.3 Compare different soils to each other.
ESS1.1.3b Sort soils using two or more physical properties.
ESS1.1.3d Classify soils using two or more physical properties.

ESS1.1.4 Compare different rocks and minerals to each other.

ESS1.1.4b Sort rocks and minerals using two or more physical properties.
ESS1.1.4c Compare rocks and minerals using two or more physical properties.

ESS1.1.5 Compare rocks and minerals to soils.
ESS1.1.5g Complete charts showing hardness, color, streak, density, etc. of given rocks and minerals, create a Venn diagram to classify rocks, soils, and minerals according to their properties

ESS1.1.6 Identify the four basic materials of the earth (i.e., water, soil, rocks and air.)

ESS1.1.7 Identify the uses of the four basic earth materials (i.e., water, soil, rocks and air).

ESS1.2.1 Identify the components and changes represented by the water cycle.

ESS1.2.1d Identify the three forms of water in the water cycle.
ESS1.2.1e Identify the water cycle and its parts, including evaporation, precipitation, run-off, condensation, groundwater, and transpiration.
ESS1.2.1f Identify the changes between the parts of the water cycle (with arrows).

ESS1.2.3 Identify the earth's surface and that it changes with time.
ESS1.2.3a Recognize the positional relationship between the student, the student's actual surroundings and the earth's surface.

ESS1.2.4 Recognize that some changes happen faster than others.
ESS1.2.4d Identify the difference between fast and slow changes.

ESS1.2.7 Identify that rocks change into other rocks.

ESS1.2.7a Match rocks by type (igneous, sedimentary, and metamorphic).
ESS1.2.7d Identify rocks as igneous, sedimentary or metamorphic.

ESS1.2.8 Describe how rocks form.
ESS1.2.8a Describe one way that rocks form from other rocks through erosion and deposition.

ESS1.2.11 Identify geologic processes of fossil formation.
ESS1.2.11a Identify how fossils form.

ESS1.2.13 Recognize weather and seasonal changes throughout the year.
ESS1.2.13a Describe daily weather, e.g., clouds, cloud types, hot, cold, wet, dry, humidity, precipitation.

ESS1.2.15 Recognize that the atmosphere is made up of different layers.
ESS1.2.15a Identify layers of the atmosphere.

ESS2.1.1 Identify the major effects the sun has on the earth.
ESS2.1.1a Collect data to show that the sun warms the earth during daytime.
ESS2.1.1b Collect data to show the difference in temperature between a shady spot and a sunny spot.
ESS2.1.1d Identify the sun's position as it changes throughout the day, e.g., sunrise, noon, sunset, dawn, dusk.

ESS2.1.2 Identify the moon.
ESS2.1.2a Distinguish the moon from other objects in the sky.

ESS2.1.3 Recognize that earth is a planet.

ESS2.1.3b Identify at least one characteristic of two or more planets other than Earth, e.g., size, distance from sun, number of moons, color, presence of rings, relative temperature.

ESS2.1.4 Identify the parts of the earth-moon-sun system and how they move.
ESS2.1.4a Identify the parts of an earth-moon-sun model.

ESS2.1.5. Discuss stories about understandings of the solar system by different cultures and by scientists at different times in history.
(Suggestion: Read stories from many cultures about the solar system.)

ESS3.1.1 Identify stars.
ESS3.1.1a Distinguish starts from other objects in the sky, e.g., moon, planets.

Content: Science

Task: 11-3 Grade: 11

INQUIRY CONSTRUCT: Conducting
Use accepted methods for organizing, representing and/or manipulating data
WITHIN
PHYSICAL SCIENCE

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:
PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1a Identify which object in a group has a specific physical property, e.g., size, shape, color, texture, smell, weight, mass, etc.

PS1.1.1c Match objects using two or more physical properties, e.g., size, shape, color, texture, smell, weight, temperature, flexibility

PS1.1.1e Sort objects into groups using two or more physical properties, e.g., size, shape, color, texture, smell, weight, temperature, flexibility

PS1.1.2 Identify changes in the physical properties of matter.

PS1.1.2a Identify physical changes, e.g., freezing, melting, boiling, tearing paper

PS1.2.1 Classify states of matter.

PS1.3.1 Demonstrate an understanding of mass.

PS1.3.1a Measure the masses of objects using balances or see-saws.

PS1.3.1c Measure the masses of a whole object and parts of that whole object.

PS1.3.1e Compare the masses of objects measured.

PS1.3.2 Identify conservation of matter.

PS1.3.2c Show that the mass of an object is the same before and after a physical change.

PS1.4.1 Identify categories of matter.

PS1.4.1b Identify a mixture, e.g., peas and carrots, rocks and leaves, trail mix.

PS1.4.1c Identify solutions, e.g., koolade, lemonade, hot chocolate.

PS1.4.1d Recognize two or more physical changes, e.g., tearing paper, breaking a pencil, food color in water, evaporation, condensation, freezing or melting.

PS1.4.1e Sort substances into mixtures, solutions, and pure substances.

PS2.1.1 Describe forms of energy.

PS2.1.2 Identify different magnitudes of energy.

PS2.1.2a Identify differences in heat absorption. (Suggestion: Feel how a dark material becomes hotter than a light material when they are left in the sunlight for the same amount of time.)
PS2.1.2b Identify differences in sound energy, e.g., hitting a drum softly produces small vibrations, hitting a drum hard produces larger vibrations.
PS2.1.2c Identify differences in mechanical energy, e.g., toy car moving slowly versus a toy car moving quickly.

PS3.1.1 Identify the relationship between force and motion.
PS3.1.1a Recognize something as moving or not moving
PS3.1.1b Identify something as moving or not moving.
PS3.1.1c Make something move by pushing or pulling (applying force).
PS3.1.1d Identify the initial and final positions of an object that moves.

PS3.2.1 Identify characteristics of magnetic forces.
PS3.2.1b Identify objects that are and are not attracted to magnets.
PS3.2.1c Sort objects into those that are attracted to magnets and those that are not attracted to magnets.
PS3.2.1e Recognize that magnets have poles that repel and attract each other.
PS3.2.1f Recognize that magnets have different strengths. (Suggestion: Work with two magnets of different strengths and compare what they can pick up.)

PS3.3.1 Identify the effect of gravity on objects.
PS3.3.1a Recognize that objects fall to the earth unless something is holding them up.
PS3.3.1b Identify that objects fall because of the pull of the Earth's gravity.

Content: Science

Task: 11-4 Grade: 11

INQUIRY CONSTRUCT: Analyzing
Use evidence to support and/or justify interpretations and/or conclusions or explain how the evidence refutes the hypothesis
WITHIN
LIFE SCIENCE

Structured Performance Task:

Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

LS1.1.1 Distinguish between living and non-living things.

LS1.1.2 Compare similarities and differences between organisms.

LS1.1.3 Distinguish plants from animals.

LS1.1.4 Identify external features common to animals (including self).

LS1.1.5 Identify external features common to familiar plants.

LS1.1.6 Associate the external features of animals with their functions.

LS1.1.8 Associate the external features of plants with their functions.

LS1.2.1 Describe that plants need certain things in order to grow, survive, and reproduce.

LS1.2.2 Describe that animals need certain things in order to grow, survive, and reproduce.
LS1.2.2e Investigate what happens to an animal under different conditions, e.g., different temperatures,(e.g., blue light instead of white light).

LS1.2.3 Identify adaptations within organisms that help them survive in their environment.

LS1.2.5 Recognize that organisms are made of cells.

LS1.3.4 Compare life cycles of different organisms.

LS2.1.1 Describe the sources of energy for survival of organisms.
LS2.1.1b Describe that some animals get their energy (food) by eating plants.
LS2.1.1c Describe that some animals get their energy (food) by eating other animals.

LS2.1.2 Describe the relationships between plants and animals that depend on each other for food.
LS2.1.3 Discuss living and non-living factors in an ecosystem.

LS3.1.1 Identify the responses of plants and animals to changes in their environment.

LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.

LS3.1.2a Select the animal that can best live in a given environment when given a choice between two to four animals.

LS4.1.2 Identify patterns of human health and disease.

LS4.1.2b Identify the connection between hygiene and wellness.

LS4.1.3 Compare voluntary to involuntary body responses.

LS4.1.4 Compare instinctual to learned behaviors.

Content: Science

TASK: 11-5 Grade: 11

INQUIRY CONSTRUCT: Analyzing
Use evidence to support and/or justify interpretations and/or conclusions or explain how the evidence refutes the hypothesis
WITHIN
EARTH AND SPACE SCIENCE

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:
ESS1.1.3 Compare different soils to each other.

ESS1.1.5 Compare rocks and minerals to soils.
ESS1.1.5e Use data to accept or reject prediction/hypotheses about physical properties of soils, rocks and minerals.
ESS1.1.5f Indicate why some earth materials are classified together and some are not.

ESS1.1.7 Identify the uses of the four basic earth materials (water, soil, rocks and air).
ESS1.1.7e Determine the best earth materials for specific purposes.

ESS1.2.1 Identify the components and changes represented by the water cycle.
ESS1.2.1g Use arrows to show the relationship between the parts of the water cycle.

ESS1.2.2 Identify that water moves rocks and soils.
ESS1.2.2c Communicate an understanding of erosion.
(Suggestions: Use a stream table to do different investigations with rocks and soils and water intensities observe erosion in the schoolyard if possible, observe pictures of floods, tides etc., use an Environmental Control Unit (ECU) & a switch for different investigations; use water to make rocks move.)

ESS1.2.3 Identify the earth's surface and that it changes with time.
ESS1.2.3d Explore models of the earth showing the crust, mantle and core. (The idea that there are different layers in the earth is important, not the ability to identify the names of the layers.)

ESS1.2.4 Recognize that some changes happen faster than others.

ESS1.2.5 Identify how air and water can have different temperatures.
ESS1.2.5c Predict temperature in various environments.
ESS1.2.5d Compare air temperatures to water temperatures in the same environment.

ESS1.2.6 Describe how wind and water shape land.

ESS1.2.8 Describe how rocks form.

ESS1.2.8c Describe one way that rocks form from alteration by heat and pressure. (Suggestions: Observe rocks from volcanoes; smash concrete w/ hammer to demonstrate production of sediments; Elmer's glue & sand to show compactness of sandstone.)

ESS1.2.9 Represent processes of the rock cycle in words, models or diagrams.

ESS1.2.9a Identify the parts of the rock cycle.
ESS1.2.9b Identify the changes represented in the rock cycle.
ESS1.2.9c Create a representation of the rock cycle.
(Suggestions: Draw pictures of the rock cycle or label a diagram of the rock cycle.)

ESS1.2.10 Investigate volcanoes, faults and earthquakes and how they are related.

ESS1.2.10d Recognize the relationships between and among volcanoes, earthquakes and faults.
(Suggestions: Observe/feel/hear videos, pictures, models, simulate earth questions, model of a volcano; graham cracker & frosting activity to show faults & movement; create a 'town' between 2 desks & move desks to simulate earthquake; fossils – plaster of Paris; leaf press; on a map place pictures of volcanoes & earthquakes to find the connection; build a tower out of blocks & knocking it down to simulate the effects of an earthquake.)

ESS1.2.12 Identify the patterns of landforms and geologic processes.

ESS1.2.12a Identify fossil patterns, e.g., similar fossils from different parts of the world.
ESS1.2.12b Identify patterns of earthquake, fault, and volcano location, e.g., ring of fire, mid-Atlantic Ridge.
(Suggestions: Compare similar fossils that were found at different locations; plot volcano and earthquake locations on a map of the world.)
ESS1.2.13f Predict weather based on gathered data.

ESS1.2.15 Recognize that the atmosphere is made up of different layers.

ESS1.2.15b Describe the layers of the atmosphere.
(Suggestion: Make and label diagrams of the atmospheric layers.)

ESS2.1.1 Identify the major effects the sun has on the earth.

ESS2.1.1c Relate the night/day differences in temperature to the sun's position in the sky.

ESS2.1.2 Identify the moon.

ESS2.1.2c Compare the daily times the moon becomes visible throughout the year. (Suggestion: Keep a record of the appearance of the moon and other objects in the sky; draw phases of the moon; cut out pictures of the moon phases from newspapers.)

ESS2.1.6 Recognize the impact of gravity on objects in the solar system.

ESS3.1.1 Identify stars.

ESS3.1.1b Recognize two or more constellations.
(Suggestions: Create tin can or construction paper constellations; expose students to various cultural stories/legends that explain where the constellations came from; create a night-time sky that includes stars.)

Content: Science

Task: 11-6 Grade: 11

INQUIRY CONSTRUCT: Analyzing
Use evidence to support and/or justify interpretations and/or conclusions or explain how the evidence refutes the hypothesis
WITHIN
PHYSICAL SCIENCE

Structured Performance Task:

Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1b Identify common objects using two or more physical properties.
PS1.1.1d Compare objects using two or more physical properties, e.g., size, shape, color, texture, smell, weight, mass, temperature, flexibility.
PS1.1.1f Indicate which object from a group of two or three objects has the greater density. (As determined from 1.1.1g, density is mass/volume.)
PS1.1.1h Describe why objects are grouped together.

PS1.1.2 Identify changes in the physical properties of matter.

PS1.1.2b Describe physical changes.

PS1.2.2 Identify that states of matter can change

PS1.2.2a Identify that states of matter can change, e.g., solid to liquid - melting, liquid to gas - vaporization, gas to liquid -condensation, liquid to solid - freezing etc.
PS1.2.2b Identify that states of matter can change by adding or subtracting energy, e.g., heating and cooling.

PS1.3.1 Demonstrate an understanding of mass.

PS1.3.1b Describe that some objects are more massive than others.
PS1.3.1d Describe that the mass of a whole object is greater than the mass of each part of that whole object.
PS1.3.1f Compare the masses of objects of equal volume made of different substances.

PS1.3.2 Identify conservation of matter

PS1.3.2a Recognize that the mass of a whole object is always the same as the sum of the masses of its parts.
PS1.3.2b Identify that the mass of a whole object is always the same as the sum of the masses of its parts.

PS1.4.1 Identify categories of matter.

PS1.4.1f Recognize that when physical changes occur, the substance stays the same although the appearance might change.
PS1.4.1g Recognize compounds, e.g., sugar is a compound: heat it and it bums (chemical change) into a new substance (carbon, water vapor and carbon dioxide).

PS2.1.3 Recognize that energy can be transformed from one form to another.

PS2.1.3 Recognize that energy can be transformed from one form to another.

PS2.2.1 Recognize physical and chemical changes.

PS2.2.1c Recognize that in a physical change the substance stays the same although the appearance might change.

PS2.2.1d Recognize that when chemical changes occur the substance changes into something different (a new substance with new and different characteristics).

PS3.1.1 Identify the relationship between force and motion.

PS3.1.1h Recognize that a different amount of force on the same object causes different amounts or speeds of movement, e.g., a harder push or pull.

PS3.2.1 Identify characteristics of magnetic forces.

PS3.2.1c Sort objects into those that are attracted to magnets and those that are not attracted to magnets.

PS3.2.1d Predict whether an object will be attracted to a magnet.

APPENDIX D—REPORT SHELLS

Rhode Island Alternate Assessment Student Score Report 2007-2008

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. Students in grades 4, 8, and 11 were assessed in Science. Evidence of student work was collected in 3 distinct data collection periods: October 9 - November 16, 2007, January 14 - February 8, 2008, and March 17 - April 11, 2008.

Student: XX
Grade: XX
School: XX
District: XX

School Copy

Mathematics

	Dimensions				Comment Codes
	Connection to the Content Strand	Student Progress	Level of Accuracy	Level of Independence	
XX					
XX					
XX XX	XX	XX	XX	XX	XX
XX XX	XX	XX	XX	XX	XX
XX					
XX					
XX XX	XX	XX	XX	XX	XX
XX XX	XX	XX	XX	XX	XX
Total Mathematics Dimension Scores	**XX**	**XX**	**XX**	**XX**	
Achievement Level	**XX**				

Reading

XX					
XX					
XX XX	XX	XX	XX	XX	XX
XX XX	XX	XX	XX	XX	XX
X					
XX					
XX XX	XX	XX	XX	XX	XX
XX XX	XX	XX	XX	XX	XX
Total Reading Dimension Scores	**XX**	**XX**	**XX**	**XX**	
Achievement Level	**XX**				

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 2007-2008

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. Students in grades 4, 8, and 11 were assessed in Science. Evidence of student work was collected in 3 distinct data collection periods: October 9 - November 16, 2007, January 14 - February 8, 2008, and March 17 - April 11, 2008.

Student: XX
Grade: XX
School: XX
District: XX

School Copy

Writing

	Dimensions				Comment Codes
	Connection to the Content Strand	Student Progress	Level of Accuracy	Level of Independence	
XX					
XX					
XX XX	XX	XX	XXX	XX	XX
XX XX	XX	XX	XX	XX	XX
XX					
XX					
XX XX	XX	XX	XX	XX	XX
XX XX	XX	XX	XX	XX	XX
Total Writing Dimension Scores	**XX**	**XX**	**XX**	**XX**	
Achievement Level	**XX**				

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

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Student: XX
Grade: XX
School: XX
District: XX

School Copy

Science

	Dimensions				
	Connection to the Content Strand	Student Progress	Level of Accuracy	Level of Independence	Comment Codes
Inquiry Construct					
[grouping]	XX	XX	XX	XX	XX
Knowledge Construct					
SPT					
description of AAGSE #1 description of AAGSE #1	XX		XX	XX	XX
description of AAGSE #2 description of AAGSE #2					
description of AAGSE #3 description of AAGSE #3					
Total Science Dimension Scores	XX	XX	XX	XX	
Achievement Level	**XX**				

AAGSE = Alternate Assessment Grade Span Expectation S = State approved special consideration No Score = Datafolio was submitted but every entry was unscorable
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Student: XX
Grade: XX
School: XXX
District: XX

Mathematics

	Dimensions			
	Connection to the Content Strand	Student Progress	Level of Accuracy	Level of Independence
XX				
XX				
XX XX	XX	XX	XXX	XX
XX XX	XX	XX	XX	XX
XX				
XX				
XX XX	XX	XX	XX	XX
XX XX	XX	XX	XX	XX
Total Mathematics Dimension Scores	**XX**	**XX**	**XX**	**XX**
Achievement Level	**XX**			

Reading

XX				
XX				
XX XX	XX	XX	XX	XX
XX XX	XX	XX	XX	XX
XX				
XX				
XX XX	XX	XX	XX	XX
XX XX	XX	XX	XX	XX
Total Reading Dimension Scores	**XX**	**XX**	**XX**	**XX**
Achievement Level	**XX**			

AAGSE = Alternate Assessment Grade Span Expectation S = State approved special consideration No Score = Datafolio was submitted but every entry was unscorable
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Student: XX
Grade: XX
School: XX
District: XX

Writing

	Dimensions			
	Connection to the Content Strand	Student Progress	Level of Accuracy	Level of Independence
XX				
XX				
XX XX	XX	XX	XXX	XX
XX XX	XX	XX	XX	XX
XX				
XX				
XX XX	XX	XX	XX	XX
XX XX	XX	XX	XX	XX
Total Writing Dimension Scores	**XX**	**XX**	**XX**	**XX**
Achievement Level	**XX**			

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

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Student: XX
Grade: XX
School: XX
District: XX

Science

	Dimensions			
	Connection to the Content Strand	Student Progress	Level of Accuracy	Level of Independence
Inquiry Construct				
[grouping]	XX	XX	XX	XX
Knowledge Construct				
SPT				
description of AAGSE #1 description of AAGSE #1	XX		XX	XX
description of AAGSE #2 description of AAGSE #2				
description of AAGSE #3 description of AAGSE #3				
Total Science Dimension Scores	XX	XX	XX	XX
Achievement Level	**XX**			

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

District: XX
Grade: XX

Not Tested State Approved
- L = student is first year LEP in Reading and Writing
- W = student withdrew from school after Jan. 14, 2008
- E = student enrolled in school after Jan. 14, 2008
- 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 2007-2008

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
XX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
DISTRICT TOTALS	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STATE TOTALS	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Writing is assessed at grades 4, 7, and 10.

Rhode Island Alternate Assessment

District: XX
Grade: XX

Not Tested State Approved
- **L = student is first year LEP in Reading and Writing**
- **W = student withdrew from school after Jan. 14, 2008**
- **E = student enrolled in school after Jan. 14, 2008**
- **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 2007-2008

School Name	Writing							Science						
	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
XX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
DISTRICT TOTALS	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
STATE TOTALS	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**

Writing is assessed at grades 4, 7, and 10.

Rhode Island Alternate Assessment

District: XX

School: XX

Not Tested State Approved
- **L = student is first year LEP in Reading and Writing**
- **W = student withdrew from school after Jan. 14, 2008**
- **E = student enrolled in school after Jan. 14, 2008**
- **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 2007-2008

Student Name	SASID	Grade	Mathematics	Reading	Writing	Science
XX	XX	XX	XX XX	XX	XX	XX

Writing is assessed at grades 4, 7, and 10.

Rhode Island Alternate Assessment
District Summary Report 2007-2008

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. Students in grades 4, 8, and 11 were assessed in Science. Evidence of student work was collected in 3 distinct data collection periods: October 9 - November 16, 2007, January 14 - February 8, 2008, and March 17 - April 11, 2008.

District: XX

Grade: XX

Number of Students Enrolled: **XX**

Achievement Levels	Mathematics						Reading						Writing						Science					
			District		State				District		State				District		State				District		State	
			n	%	n	%			n	%	n	%			n	%	n	%			n	%	n	%
Proficient with Distinction			XX	XX	XX	XX			XX	XX	XX	XX			XX	XX	XX	XX			XX	XX	XX	XX
Proficient			XX	XX	XX	XX			XX	XX	XX	XX			XX	XX	XX	XX			XX	XX	XX	XX
Partially Proficient			XX	XX	XX	XX			XX	XX	XX	XX			XX	XX	XX	XX			XX	XX	XX	XX
Substantially Below Proficient			XX	XX	XX	XX			XX	XX	XX	XX			XX	XX	XX	XX			XX	XX	XX	XX
No Score			XX	XX	XX	XX			XX	XX	XX	XX			XX	XX	XX	XX			XX	XX	XX	XX

All Reported Students		District number	State number		District number	State number		District number	State number		District number	State number
Students Reported Above		XXXX	XXXX		XXXX	XXXX		XXXX	XXXX		XXXX	XXXX
Not Tested State Approved		XXXX	XXXX		XXXX	XXXX		XXXX	XXXX		XXXX	XXXX
Not Tested, Other		XXXX	XXXX		XXXX	XXXX		XXXX	XXXX		XXXX	XXXX

Alternate Assessment Achievement Level Descriptions For Grade 2

Mathematics

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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Reading

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 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 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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Alternate Assessment Achievement Level Descriptions For Grade 3

Mathematics

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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Reading

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 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 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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Alternate Assessment Achievement Level Descriptions For Grade 4

Mathematics

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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Reading

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 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 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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Alternate Assessment Achievement Level Descriptions For Grade 4

Writing

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 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 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 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 Response to Literary 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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional activities and connections that may or may not be consistently aligned 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.

Science

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

- strong connections to the Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are consistently aligned with the Science Inquiry Constructs of Observing/Questioning an Experiment or Conducting an Experiment that follows procedures, uses equipment or measurement devices accurately to collect or record data.
- participation in distinct standards based instructional activities that demonstrates consistent application of the Science AAGSEs across all collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- a high level of accuracy on skills within instructional activities and
- a high level of independence demonstrating skills within instructional activities.

Proficient: Students performing at this level submitted datafolios that demonstrate

- consistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are regularly aligned with the Science Inquiry Constructs of Observing/Questioning an Experiment or Conducting an Experiment that follows procedures, uses equipment or measurement devices accurately to collect or record data.
- participation in distinct standards based instructional activities that demonstrates consistent application of the Science AAGSEs across most collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- adequate level of accuracy on skills within instructional activities and/or
- adequate level of independence demonstrating skills within instructional activities.

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

- inconsistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that may or may not be aligned with the Science Inquiry Constructs of Observing/Questioning an Experiment or Conducting an Experiment that follows procedures, uses equipment or measurement devices accurately to collect or record data.
- participation in standards based instructional activities that demonstrates consistent application of the Science AAGSEs across few collection periods within the context of the Structured Performance Tasks.
- inconsistent progress in the Inquiry Construct during the year.
- minimal level of accuracy on skills within instructional activities and/or
- minimal level of independence demonstrating skills within instructional activities.

Substantially Below Proficient: Students performing at this level submitted datafolios that demonstrate

- little or no connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instruction activities and connections may or may not be consistently aligned with the Science Inquiry Constructs of Observing/Questioning an Experiment or Conducting an Experiment that follows procedures, uses equipment or measurement devices accurately to collect or record data.
- participation in standards based instructional activities that demonstrates consistent application of the Science AAGSEs across little or no collection periods within the context of the Structured Performance Tasks.
- little or no progress in the Inquiry Construct during the year.
- low level of accuracy on skills within instructional activities and
- low level of independence demonstrating skills within instructional activities.

Alternate Assessment Achievement Level Descriptions For Grade 5

Mathematics

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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Reading

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 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 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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Alternate Assessment Achievement Level Descriptions For Grade 6

Mathematics

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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Reading

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 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 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text.
- 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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Alternate Assessment Achievement Level Descriptions For Grade 7

Mathematics

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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Reading

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 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 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text.
- 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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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

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 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 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 may or may not be consistently 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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional activities and connections that may or may not be consistently 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 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.

Alternate Assessment Achievement Level Descriptions For Grade 8

Mathematics

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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Reading

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 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 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Text.
- 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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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.

Science

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

- strong connections to the Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are consistently aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in distinct standards based instructional activities that demonstrate consistent application of the Science AAGSEs across all collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- a high level of accuracy on skills within instructional activities and
- a high level of independence in demonstrating skills within instructional activities.

Proficient: Students performing at this level submitted datafolios that demonstrate

- consistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are regularly aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in distinct standards based instructional activities that demonstrate consistent application of the Science AAGSEs across most collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- adequate level of accuracy on skills within instructional activities and/or
- adequate level of independence demonstrating skills within instructional activities.

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

- inconsistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are consistently aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in standards based instructional activities that demonstrate consistent application of the Science AAGSEs across few collection periods within the context of the Structured Performance Tasks.
- inconsistent progress in the Inquiry Construct during the year.
- minimal level of accuracy on skills within instructional activities and/or
- minimal level of independence demonstrating skills within instructional activities.

Substantially Below Proficient: Students performing at this level submitted datafolios that demonstrate

- little or no connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instruction activities and connections may or may not be consistently aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in standards based instructional activities that demonstrate consistent application of the Science AAGSEs across little or no collection periods within the context of the Structured Performance Tasks.
- little or no progress during the year.
- low level of accuracy on skills within instructional activities and
- low level of independence demonstrating skills within instructional activities.

Alternate Assessment Achievement Level Descriptions For Grade 10

Mathematics

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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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

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 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 Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Informational Texts 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 Texts 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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional 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 Texts 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

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 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 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 may or may not be consistently 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 submitted datafolios that demonstrate

- little or no connections to the grade level content strands through participation in instructional activities and connections that may or may not be consistently 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 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.

Alternate Assessment Achievement Level Descriptions For Grade 11

Science

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

- strong connections to the Science Alternate Assessment Grade Span Expectations (AAGSEs) in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are consistently aligned with the Science Inquiry Constructs of Conducting an Experiment using accepted methods of organizing, representing and/or manipulating data or Analyzing the Evidence of an Experiment.
- participation in distinct standards based instructional activities that demonstrate consistent application of the Science AAGSEs across all collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- a high level of accuracy on skills within instructional activities and
- a high level of independence in demonstrating skills within instructional activities.

Proficient: Students performing at this level submitted datafolios that demonstrate

- consistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are regularly aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most collection periods within the context of the Structured Performance Tasks.
- consistent progress in the Inquiry Construct during the year.
- adequate level of accuracy on skills within instructional activities and/or
- adequate level of independence demonstrating skills within instructional activities.

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

- inconsistent connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instructional activities throughout the year that are consistently aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in standards based instructional activities that demonstrate consistent application of the AAGSEs across few collection periods within the context of the Structured Performance Tasks.
- inconsistent progress in the Inquiry Construct during the year.
- minimal level of accuracy on skills within instructional activities and/or
- minimal level of independence demonstrating skills within instructional activities.

Substantially Below Proficient: Students performing at this level submitted datafolios that demonstrate

- little or no connections to the Science AAGSEs in Earth Space Science, Life Science, and Physical Science through participation in instruction activities and connections may or may not be consistently aligned with the Science Inquiry Constructs of Planning an Experiment or Conducting an Experiment that uses data to summarize results.
- participation in standards based instructional activities that demonstrate consistent application of the Science AAGSEs across little or no collection periods within the context of the Structured Performance Tasks.
- little or no progress in the Inquiry Construct during the year.
- low level of accuracy on skills within instructional activities and
- low level of independence demonstrating skills within instructional activities.

Rhode Island Alternate Assessment

Report of Student Achievement by Demographic Characteristics

2007-08 Data

[content area]

School: XX
District: XX
Grade: XX

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)	XXX	XX	XXX	XX	XXX	XXX
Socio Economic Status (SES)			XXX			
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:	X
Report does not include the number of students Not Tested State Approved:	X
Report does not include the number of students Not Tested Other:	X
Total Enrollment:	X

APPENDIX E—DECISION RULES

Analysis and Reporting Decision Rules
Rhode Island Alternate Assessment
Spring 07- 08
(Datafolios submitted May 2008)

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
04	Science	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
08	Science	Datafolio
10	Reading	Datafolio
10	Math	Datafolio
10	Writing	Datafolio
11	Science	Datafolio

B. *Reports Produced*:

1. Student Score Report
   - Two versions: One with comment codes for teachers and one without comment codes for parents.
2. School Roster (Roster of Students in the School)

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3. District Roster (Roster of schools in the district, including outplacement school data based only on students sent from the district)
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 RIAIt0708ScoreofRecord. If a not

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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 RIAIt0708SScoreofRecord.pdf to calculate final entry scores.

B. *Scaling*

1. Achievement levels 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.

- Reading, Math, and Writing

I. Students who have Connection to Standard total score is less than or equal to 6 are in the Low connection to standard range.

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II. Students who have Connection to Standard total score is greater than or equal to 28 are in the High connection to standard score.

- Science
  I. Students who have Connection to Standard total score is less than or equal to 3 are in the Low connection to standard range.
  II. Students who have Connection to Standard total score is greater than or equal to 14 are in the High connection to standard score.
- 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.
- For science, if only Knowledge entry was submitted, then the total Student Progress score is 0.

IV. Report Specific Rules

A. Summary Report

1. A report is produced by grade 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.

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B. Student Achievement by Demographic Characteristics

1. A report is produced by grade 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.

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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 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 content strand header and description text (structured performance task (SPT)) 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 (A) then the headers will be "Strand not submitted". If a strand was not scoreable (B) then the headers will be "Strand not scorable".

2. 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 (A) then the text will be "AAGSE not submitted". If an AAGSE was not scoreable (B) then the text will be "AAGSE not scorable".

3. The science inquiry groupings and description text lookup table will be provided by program management. The file will contain the inquiry grouping codes and corresponding text that should print. If an inquiry grouping was not submitted (C) then the text will be "Inquiry Not Submitted". If an inquiry grouping was unscorable (D) then the text will be "Inquiry Not Scorable".

4. Reading, Math and Writing

- 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. Science

- If all three Knowledge AAGSEs were not submitted or scorable, then leave "Connection to the Content Strand",'Level of Accuracy", and "Level of Independence" blank.

- If inquiry grouping was not submitted or scorable, then leave "Connection to the Content Strand","Student Progress",'Level of Accuracy", and "Level of Independence" blank.

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6. For students identified as content area "Tested- No Score" print "No Score" for the achievement level. Leave total content area dimension scores blank.
7. For students identified as "Not Tested" print not tested reason for achievement level. Leave total content area dimension scores blank.
8. 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 students in the data provided by data processing.
2. File will be in csv format and follow the layout RIAlt0708SStudentDataLayout.xls.

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APPENDIX F—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	3	6	2	5.3	2.3	2.7	2.3	1.3	1.2
	1.1a	9	6.9	2	5.3	2	3.8	0.7	2.7	1.2
	1.1b	11	7.3	1.3	6.9	1.9	3.9	0.3	2.8	1.5
	1.3	26	6.6	1.9	6.5	2.5	3.7	0.8	1.9	1.6
	3.1	2	5	1.4	8	0	4	0	0	0
	3.2	0								
	5.1	5	7.6	0.9	6.4	2.2	4	0	2	1.9
	5.2	8	7.8	0.7	7.5	1.4	4	0	2.5	1.5
	7.1	3	5.3	3.1	4	4	2.7	2.3	1.3	2.3
022	8.1	15	6.3	1.7	6.1	2.1	3.4	1.4	1.8	1.7
	8.1a	10	5.4	2.7	6	2.8	3.9	0.3	2.5	1.6
	8.1b	15	6	2	6.1	2.6	3.5	1.1	2.7	1.6
	8.2	7	6	2.6	6.3	2.1	3.3	1.5	2.3	1.9
	8.2a	16	6.4	2.1	6.5	2	3.8	0.4	2.1	1.4
	9.1	1	2		8		4		3	
	9.1a	9	4.4	3	7.1	1.8	3.8	0.4	1.7	1.7
	9.2	2	7	1.4	8	0	4	0	3	1.4
	9.2a	4	7	2	5	2	4	0	2.3	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
023	1.1	1	6		8		3		3	
	1.1a	6	4.7	2.7	6.7	2.1	4	0	3.2	1.6
	1.1b	7	7.4	1	8	0	4	0	3.3	1
	1.1c	0								
	1.2	0								
	1.2a	0								
	1.2b	0								
	1.3	5	8	0	7.2	1.8	4	0	3.8	0.4
	3.1	0								
	3.1a	1	4		8		4		4	
	4.1	0								
	4.1a	0								
	4.1b	0								
	6.1	0								
	6.1a	1	8		8		4		4	
	7.1	0								
	7.1a	3	8	0	8	0	4	0	2.7	1.2
	7.1b	0								
024	1.1a	19	7.1	1.5	7.2	1.7	3.7	0.5	2.8	1.3
	1.1b	12	7.3	1	6.3	2.1	3	1.5	2.3	1.8
	1.2	4	7.5	1	6	2.3	4	0	1.8	1.5
	1.3	0								
	1.4	11	7.6	0.8	7.6	1.2	3.8	0.6	3.2	1.3
	1.5	7	6.6	2.5	6.9	2	3.7	0.5	3.3	1
	1.6	1	8		8		3		4	
	1.7	20	7.5	0.9	6.8	2.3	4	0.2	3.4	1.1
	2.1	0								
	2.2	1	8		8		4		4	
	3.1	0								
	3.2	6	7.3	1.6	6.7	2.1	4	0	2.8	1.8
	3.4a	9	7.6	0.9	7.1	1.8	3.8	0.7	3.1	1.3
	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	10.1	2	6.0	2.8	8.0	0.0	3.5	0.7	0.0	0.0
	10.2	5	5.6	2.6	6.4	2.2	3.8	0.4	2.6	1.7
	10.4	2	7.0	1.4	2.0	2.8	4.0	0.0	0.5	0.7
	10.4a	1	8.0		4.0		4.0		1.0	
	10.5	0								
	10.5a	0								
	10.6	4	7.5	1.0	7.0	2.0	4.0	0.0	2.5	1.9
	7.3	2	5.0	4.2	6.0	2.8	4.0	0.0	2.0	2.8
	9.1	0								
	9.2	0								
	9.5	0								
	10.1	1	8.0		4.0		4.0		2.0	
026	10.2	8	7.8	0.7	7.0	1.9	3.9	0.4	2.3	1.5
	10.3	2	8.0	0.0	8.0	0.0	4.0	0.0	4.0	0.0
	10.4	3	8.0	0.0	6.7	2.3	3.3	1.2	2.3	1.5
	10.4a	4	7.0	2.0	7.0	2.0	3.8	0.5	3.3	0.5
	10.5	0								
	10.5a	1	8.0		8.0		4.0		4.0	
	10.6	11	7.8	0.6	6.5	2.7	3.7	0.5	3.2	1.3
	4.2	28	7.8	0.6	6.9	2.1	3.7	1.0	2.6	1.7
	9.1	0								
	9.2	3	6.7	2.3	8.0	0.0	3.7	0.6	3.3	0.6
	9.5	3	5.3	3.1	5.3	2.3	4.0	0.0	2.3	2.1

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	8	5.8	2.3	7.0	1.9	3.8	0.5	2.4	1.4
	1.2	3	6.0	3.5	8.0	0.0	3.3	1.2	1.7	2.1
	1.3	0								
	1.3a	0								
	1.3b	1	2.0		0.0		4.0		4.0	
	1.4	14	6.6	2.0	6.9	1.9	3.6	1.1	1.7	1.4
	1.4a	0								
	1.4b	18	6.4	2.2	7.6	1.3	4.0	0.0	3.2	1.1
	1.5	0								
	1.5a	6	6.3	1.5	7.3	1.6	3.8	0.4	2.8	1.2
	9.1	9	6.4	1.9	4.9	3.3	3.1	1.8	2.3	1.8
	9.1a	7	6.6	2.5	8.0	0.0	4.0	0.0	3.4	1.1
	9.1b	2	7.0	1.4	8.0	0.0	4.0	0.0	4.0	0.0
	9.2	7	4.6	2.8	6.3	2.1	4.0	0.0	2.4	1.7
	9.2a	1	6.0		8.0		4.0		4.0	
	9.2b	3	5.3	3.1	6.7	2.3	3.7	0.6	3.7	0.6
	9.3	4	6.5	1.9	7.0	2.0	3.8	0.5	3.5	0.6
	9.3a	3	6.0	0.0	8.0	0.0	4.0	0.0	3.7	0.6
	9.4	4	8.0	0.0	7.0	2.0	3.8	0.5	3.3	1.0
	9.4a	1	6.0		8.0		4.0		4.0	

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
042	2.1	0								
	2.1a	11	6.7	2.1	6.2	2.1	4.0	0.0	2.8	1.7
	2.1b	22	7.7	0.9	7.5	1.9	3.9	0.4	3.2	1.3
	2.2	5	7.2	1.8	6.4	2.2	3.8	0.4	3.4	0.9
	3.1	4	8.0	0.0	6.0	4.0	4.0	0.0	2.8	1.9
	3.2	0								
	3.3	19	7.8	0.6	6.5	2.0	4.0	0.0	2.2	1.7
	3.4	2	7.0	1.4	6.0	2.8	4.0	0.0	3.5	0.7
043	2.1	1	6.0		8.0		4.0		2.0	
	2.1a	4	4.5	3.0	6.0	2.3	3.0	2.0	1.3	1.9
	2.1b	8	6.5	2.8	8.0	0.0	3.3	1.4	3.0	1.2
	2.2	1	8.0		4.0		2.0		2.0	
	3.1	3	6.7	2.3	6.7	2.3	3.7	0.6	3.3	0.6
	3.2	0								
	3.3	2	1.0	1.4	8.0	0.0	3.0	1.4	2.5	0.7
	3.4	2	7.0	1.4	6.0	2.8	4.0	0.0	2.5	0.7

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
071	1.1	13	7.4	1.0	6.2	2.1	4.0	0.0	3.4	0.9
	1.2	6	6.0	2.2	6.7	2.1	2.5	1.4	1.5	1.4
	1.3	1	8.0		8.0		3.0		4.0	
	1.3a	0								
	1.3b	1	8.0		8.0		4.0		3.0	
	1.3c	0								
	1.4	20	6.1	2.3	6.4	2.4	3.2	1.4	2.6	1.4
	1.4a	3	8.0	0.0	8.0	0.0	3.7	0.6	3.7	0.6
	1.4b	4	6.5	1.9	6.0	2.3	4.0	0.0	2.8	1.0
	1.4c	0								
	1.5	3	4.0	0.0	8.0	0.0	4.0	0.0	3.7	0.6
	1.5a	0								
	1.5b	0								
	1.6	6	7.3	1.6	6.7	2.1	3.8	0.4	3.3	0.5
	1.6a	0								
	1.6b	1	8.0		8.0		4.0		3.0	
	9.1	3	6.0	2.0	6.7	2.3	4.0	0.0	3.0	1.0
	9.1a	3	6.7	2.3	6.7	2.3	3.7	0.6	3.0	0.0
	9.1b	1	8.0		8.0		4.0		4.0	
	9.2	8	6.3	2.3	8.0	0.0	3.9	0.4	3.5	1.1
	9.2b	2	5.0	1.4	6.0	2.8	4.0	0.0	3.0	0.0
	9.3	2	3.0	1.4	8.0	0.0	3.5	0.7	4.0	0.0
	9.3a	3	8.0	0.0	8.0	0.0	4.0	0.0	1.3	2.3
	9.3b	0								
	9.4	2	7.0	1.4	8.0	0.0	3.0	0.0	3.5	0.7
	9.4a	2	2.0	0.0	4.0	5.7	4.0	0.0	4.0	0.0
	9.5	0								
	9.5a	0								
	9.5b	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	13	6.8	1.9	6.8	2.5	3.5	0.7	2.9	1.2
	4.1a	0								
	4.2	10	6.8	1.9	6.8	1.9	3.8	0.4	2.7	1.2
	4.2a	0								
	4.2b	0								
	5.1	8	4.5	2.8	5.5	3.0	3.8	0.7	3.0	1.5
	5.2	2	8.0	0.0	8.0	0.0	4.0	0.0	2.0	2.8
	5.3	5	7.2	1.1	7.2	1.8	4.0	0.0	3.8	0.4
	4.1	17	7.4	0.9	6.4	2.5	3.4	1.3	2.6	1.4
	4.1a	1	8.0		8.0		4.0		4.0	
	4.2	1	8.0		8.0		4.0		3.0	
073	4.2a	6	7.0	1.1	6.7	3.3	3.8	0.4	3.2	0.8
	4.2b	0								
	5.1	19	7.6	0.8	6.9	1.8	3.1	1.6	2.4	1.6
	5.2	1	4.0		4.0		4.0		2.0	
	5.3	2	7.0	1.4	6.0	2.8	4.0	0.0	2.5	0.7

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
101	1.3	13	6.5	2.2	6.2	2.1	3.3	0.9	2.0	1.5
	1.3b	1	4.0		4.0		3.0		3.0	
	1.3c	0								
	1.3f	0								
	10.2	14	7.6	1.2	6.0	3.0	4.0	0.0	2.8	1.4
	12.1	20	6.5	1.9	7.0	2.2	3.7	0.7	2.8	1.3
	12.2	11	7.5	1.3	8.0	0.0	3.9	0.3	3.5	0.7
	12.3	0								
	12.4	9	7.1	1.5	7.6	1.3	3.3	0.9	3.3	0.7
	13.2	1	8.0		4.0		4.0		1.0	
	13.3	0								
	14.1	0								
	15.2	0								
	15.3	0								
	16.1	0								
	17.2	0								
	18.1	0								
	19.2	0								
	19.3	0								
	19.4	0								
	19.5	0								
	2.3	0								
	2.4	0								
	4.1	3	8.0	0.0	8.0	0.0	3.7	0.6	3.0	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
	4.2	0								
	4.4	3	8.0	0.0	6.7	2.3	2.7	2.3	2.0	1.7
	6.6	6	5.0	1.1	7.3	1.6	3.8	0.4	3.2	0.4

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
102	1.1	3	8.0	0.0	8.0	0.0	4.0	0.0	3.3	0.6
	1.1a	16	6.1	1.7	5.5	2.9	3.3	1.4	2.7	1.4
	1.1b	9	4.7	2.0	5.8	2.1	4.0	0.0	2.7	1.6
	1.3	1	8.0		8.0		4.0		4.0	
	1.3a	6	8.0	0.0	7.3	1.6	4.0	0.0	2.7	1.8
	1.3b	1	8.0		4.0		4.0		4.0	
	1.3c	5	6.4	2.2	7.2	1.8	3.8	0.4	2.2	1.6
	1.3d	2	8.0	0.0	6.0	2.8	4.0	0.0	3.5	0.7
	1.3f	0								
	2.1	4	7.5	1.0	5.0	2.0	3.5	0.6	3.0	0.0
	2.1a	2	4.0	0.0	6.0	2.8	2.5	0.7	0.5	0.7
	2.1b	9	5.6	3.0	6.7	2.8	3.6	0.5	3.2	0.4
	2.1c	4	3.5	3.0	4.0	3.3	2.0	2.3	2.0	2.3
	3.1	1	6.0		4.0		2.0		2.0	
	3.1a	8	7.5	0.9	6.5	3.0	3.9	0.4	3.1	0.8
	3.1b	0								
	3.1c	0								
	3.1d	5	5.6	2.2	7.2	1.8	3.8	0.4	2.6	0.9
103	3.1e	0								
	3.1f	2	7.0	1.4	6.0	2.8	4.0	0.0	2.0	2.8
	4.1	0								
	4.2	2	8.0	0.0	8.0	0.0	3.0	0.0	3.0	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
104	1.1a	7	6.3	1.4	4.0	3.3	3.6	0.5	1.6	1.5
	1.1b	14	6.1	2.1	6.6	2.5	2.9	1.6	2.4	1.7
	1.1c	1	6.0		8.0		4.0		3.0	
	1.2	5	7.6	0.9	7.2	1.8	3.6	0.9	2.8	0.4
	1.7	29	6.3	1.9	7.6	1.6	3.7	0.5	2.9	1.2
	1.9	1	8.0		8.0		4.0		4.0	
	1.9a	0								
	1.9b	0								
	2.1	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
	2.2	0								
	2.3	3	7.3	1.2	6.7	2.3	2.7	2.3	2.7	2.3
	2.3a	0								
	2.3b	0								
	2.3c	3	8.0	0.0	6.7	2.3	4.0	0.0	1.3	1.5
	3.1	0								
	3.2	7	6.6	1.5	8.0	0.0	4.0	0.0	3.6	0.8
	3.3	0								
	3.4a	7	6.0	2.3	6.3	3.1	4.0	0.0	3.3	0.8
	3.4b	0								
	3.4c	0								
	3.5	5	6.0	1.4	4.0	4.0	3.6	0.5	1.8	1.8
	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	4	7.0	1.2	7.0	2.0	3.3	0.5	3.3	0.5
	4.1a	21	7.5	1.1	5.7	3.2	3.6	0.9	2.0	1.7
	4.1b	2	8.0	0.0	8.0	0.0	3.5	0.7	3.0	0.0
	4.1c	0								
	4.2	16	7.8	0.7	6.8	2.4	3.6	0.8	2.9	1.3
	4.3	7	6.9	1.6	6.3	2.1	2.9	1.7	2.3	1.5
	4.4	7	8.0	0.0	7.4	1.5	3.6	0.5	3.4	0.5
	4.5	0								
	4.6	0								
	5.1	1	6.0		8.0		4.0		4.0	
	5.1a	0								
	5.1b	1	8.0		8.0		4.0		4.0	
	5.1c	0								
	5.2	5	8.0	0.0	7.2	1.8	3.4	0.5	3.4	0.5
	5.2a	0								
	5.2b	0								
	5.2c	0								
	5.3	0								
	5.3a	0								
	5.4	0								
	5.4a	0								
	5.5	0								
	5.6	0								
	6.1	0								
	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	0								
	7.1a	6	6.3	2.0	5.3	2.1	3.2	1.6	2.8	1.6
	7.1b	3	6.7	1.2	6.7	2.3	4.0	0.0	3.7	0.6
	7.1c	2	8.0	0.0	8.0	0.0	3.0	0.0	1.5	0.7
	7.2	7	7.4	1.0	6.9	2.0	3.7	0.5	2.6	1.4
	7.3	6	7.0	1.7	6.0	2.2	3.5	0.8	2.7	0.5
	7.3a	0								
	7.4	0								
	7.4a	1	6.0		4.0		4.0		0.0	
	7.5	6	6.0	2.5	5.3	3.3	3.5	0.8	3.0	0.6
	7.6	0								
	8.1	1	4.0		4.0		0.0		0.0	
	8.1a	0								
	8.2	0								
	8.2a	0								

			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)	
SPT	AAGSE	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD
	8.3	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
107	1.1	12	6.8	1.0	6.3	3.2	3.8	0.4	2.4	1.5
	1.2	6	7.7	0.8	7.3	1.6	3.8	0.4	2.5	1.0
	1.3	1	2.0		4.0		1.0		1.0	
	1.3a	1	8.0		8.0		4.0		0.0	
	1.3b	1	2.0		4.0		4.0		3.0	
	1.3c	1	4.0		0.0		4.0		4.0	
	1.4	16	7.3	2.0	7.3	1.6	3.6	1.1	2.8	1.5
	1.4a	0								
	1.4b	7	6.6	1.5	6.9	2.0	3.6	0.5	2.6	0.8
	1.4c	2	7.0	1.4	6.0	2.8	3.5	0.7	3.5	0.7
	1.5	1	4.0		8.0		3.0		2.0	
	1.5a	3	8.0	0.0	8.0	0.0	3.0	0.0	2.7	0.6
	1.5b	0								
	1.6	3	6.7	2.3	8.0	0.0	3.3	0.6	2.7	0.6
	1.6a	0								
	1.6b	1	6.0		8.0		4.0		3.0	
	9.1	17	6.1	1.8	7.1	1.7	3.9	0.3	3.4	1.0
	9.1b	3	7.3	1.2	8.0	0.0	4.0	0.0	3.3	1.2
	9.2	5	6.0	2.4	8.0	0.0	3.8	0.4	3.4	0.5
	9.2b	3	8.0	0.0	8.0	0.0	3.0	1.0	3.0	1.0
	9.3	1	8.0		8.0		4.0		4.0	
	9.3a	1	8.0		8.0		4.0		3.0	
	9.3b	0								
	9.4	3	8.0	0.0	6.7	2.3	4.0	0.0	3.7	0.6
	9.4a	1	4.0		0.0		4.0		4.0	
	9.6	0								
	9.6a	0								
	9.6b	0								
	9.6c	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	6.1	17	6.7	1.7	6.1	2.5	3.6	0.6	2.9	1.2
	6.1a	4	4.5	1.0	6.0	2.3	3.3	1.0	1.8	1.0
	6.1b	5	6.4	1.7	8.0	0.0	4.0	0.0	4.0	0.0
	6.2	2	7.0	1.4	8.0	0.0	2.0	2.8	2.0	2.8
	6.2a	6	5.0	2.1	5.3	3.3	3.0	1.5	2.3	1.9
	6.2b	2	7.0	1.4	8.0	0.0	3.5	0.7	3.0	0.0
	6.2c	0								
	6.2d	0								
	6.3	0								
	7.1	10	6.2	2.0	6.8	1.9	4.0	0.0	3.0	0.7
	7.1a	6	8.0	0.0	8.0	0.0	3.8	0.4	3.7	0.5
	7.1b	0								
	8.1	2	8.0	0.0	8.0	0.0	4.0	0.0	2.5	0.7
	8.1a	2	5.0	4.2	6.0	2.8	4.0	0.0	4.0	0.0
	8.1b	0								
	8.1c	0								
	8.2	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
109	6.1	8	8.0	0.0	7.5	1.4	3.9	0.4	2.1	1.2
	6.1a	3	4.7	3.1	6.7	2.3	4.0	0.0	2.3	1.2
	6.1b	2	3.0	1.4	4.0	0.0	3.5	0.7	2.0	1.4
	6.2	0								
	6.2a	1	6.0		4.0		4.0		2.0	
	6.2b	3	7.3	1.2	6.7	2.3	4.0	0.0	3.0	1.0
	6.2c	0								
	6.2d	1	6.0		4.0		4.0		1.0	
	6.3	0								
	7.1	0								
	7.1a	2	8.0	0.0	6.0	2.8	4.0	0.0	1.5	0.7
	7.1b	0								
	8.1	1	8.0		4.0		1.0		2.0	
	8.1a	0								
	8.1b	0								
	8.1c	0								
	8.2	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
351	1.1	12	6.8	1.6	6.7	2.0	3.8	0.4	1.6	1.4
	1.1a	24	5.8	2.6	7.3	1.9	3.6	0.9	2.4	1.3
	1.1b	19	6.9	1.7	7.4	1.5	3.7	0.6	2.6	1.1
	1.3	46	7.0	2.0	7.3	1.7	3.9	0.6	2.9	1.4
	1.3b	7	7.4	1.0	8.0	0.0	4.0	0.0	3.6	0.5
	1.3e	12	7.0	1.6	7.3	1.6	3.3	1.4	2.4	1.6
	11.1	24	6.8	1.6	7.0	1.8	3.8	0.5	3.1	1.2
	12.1	40	7.6	1.2	7.5	1.3	3.9	0.7	3.2	1.2
	12.2	15	7.7	0.7	6.7	2.5	4.0	0.0	3.4	1.1
	12.4	8	7.8	0.7	7.5	1.4	3.9	0.4	2.9	0.8
	13.2	2	4.0	2.8	8.0	0.0	4.0	0.0	4.0	0.0
	13.3	3	6.7	2.3	8.0	0.0	3.3	1.2	3.0	1.0
	15.1	2	7.0	1.4	6.0	2.8	3.5	0.7	3.0	1.4
	2.1	0								
	2.4	0								
	2.4a	0								
	4.1	7	6.9	2.3	7.4	1.5	3.6	0.8	3.3	0.8
	5.1	4	7.5	1.0	7.0	2.0	3.8	0.5	1.5	1.0
	6.6	12	6.0	2.3	7.7	1.2	3.5	1.2	3.1	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
352	1.1	6	6.7	2.4	7.3	1.6	3.8	0.4	3.0	1.7
	1.1a	16	5.8	2.7	6.3	2.9	3.9	0.5	3.6	1.0
	1.1b	14	5.0	2.4	5.1	2.4	3.7	1.1	2.8	1.3
	1.2	1	2.0		8.0		4.0		0.0	
	1.2a	3	6.7	2.3	5.3	2.3	4.0	0.0	4.0	0.0
	1.2b	0								
	1.3	24	5.5	2.7	6.8	2.2	3.9	0.6	2.7	1.3
	3.1	3	6.0	3.5	6.7	2.3	3.7	0.6	3.0	1.7
	3.1a	10	7.2	1.9	7.2	1.7	3.2	1.7	2.1	1.9
	4.1	4	8.0	0.0	8.0	0.0	4.0	0.0	2.5	1.7
	4.1a	3	5.3	2.3	8.0	0.0	4.0	0.0	3.7	0.6
	4.1b	0								
	4.2	0								
	5.1	0								
	5.1a	6	7.7	0.8	8.0	0.0	4.0	0.0	3.5	0.5
	5.1b	6	7.0	2.4	8.0	0.0	4.0	0.0	3.8	0.4
	6.1	1	8.0		8.0		4.0		4.0	
	6.1a	4	5.0	3.5	8.0	0.0	3.8	0.5	3.5	0.6
	6.1b	2	8.0	0.0	4.0	0.0	4.0	0.0	4.0	0.0
	6.1c	0								
	6.2	0								
	6.2a	0								
	6.2b	0								
	7.1	0								
	7.1a	13	6.6	1.5	6.8	2.5	4.0	0.0	2.7	1.4
	7.1b	3	5.3	2.3	8.0	0.0	3.7	0.6	2.7	2.3
353	8.1	25	6.6	2.0	7.0	1.7	3.6	1.1	2.6	1.6
	8.1a	19	6.2	1.8	6.1	2.8	3.6	1.0	2.9	1.4
	8.1b	22	7.3	1.3	8.0	0.0	3.7	0.6	2.9	1.4
	8.2	6	6.3	2.0	7.3	1.6	4.0	0.0	2.0	1.9
	8.2a	48	5.8	2.4	6.8	2.2	3.7	0.8	2.6	1.6
	8.2b	16	5.9	2.6	6.3	2.9	3.4	1.4	3.5	0.7
	8.2c	2	7.0	1.4	8.0	0.0	4.0	0.0	3.0	1.4
	9.1	0								
	9.1a	8	5.5	2.3	7.5	1.4	4.0	0.0	3.4	0.7
	9.1b	0								
	9.2	12	7.5	1.2	6.0	2.1	3.7	1.2	3.2	1.2
	9.2a	4	7.5	1.0	7.0	2.0	4.0	0.0	1.3	1.0
	9.2b	0								
354	1.1a	43	7.3	1.2	7.1	1.7	3.6	0.6	2.5	1.3
	1.1b	33	7.4	0.9	6.9	1.8	3.6	1.2	2.4	1.4
	1.1c	5	6.8	2.7	8.0	0.0	4.0	0.0	3.2	1.3
	1.2	5	6.8	1.8	5.6	2.2	4.0	0.0	2.8	1.1
	1.3	1	8.0		8.0		3.0		3.0	
	1.4	16	6.6	2.0	6.3	2.9	3.6	0.6	2.6	1.6
	1.5	8	4.8	3.0	6.5	2.1	3.9	0.4	3.6	0.5
	1.6	12	6.8	2.0	5.3	3.1	3.8	0.4	2.9	1.8
	1.7	79	7.1	1.6	6.9	2.0	3.7	1.0	3.0	1.3
	1.8	1	8.0		8.0		4.0		1.0	
	1.9	1	2.0		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
	2.1	0								
	2.2	4	8.0	0.0	8.0	0.0	4.0	0.0	4.0	0.0
	2.3	0								
	2.3a	2	7.0	1.4	6.0	2.8	4.0	0.0	4.0	0.0
	2.3b	0								
	3.1	2	5.0	1.4	6.0	2.8	3.5	0.7	0.5	0.7
	3.2	9	7.3	1.0	5.8	3.5	3.9	0.3	3.1	1.4
	3.3	2	7.0	1.4	6.0	2.8	4.0	0.0	4.0	0.0
	3.4a	7	7.1	1.1	7.4	1.5	4.0	0.0	3.3	1.3
	3.4b	1	8.0		8.0		3.0		3.0	
	3.4c	1	2.0		4.0		0.0		0.0	
	3.5	53	7.4	1.4	7.0	2.1	3.8	0.4	3.2	1.1

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	0								
	7.1a	1	6.0		8.0		4.0		4.0	
	7.1b	1	8.0		4.0		3.0		2.0	
	7.2	16	7.6	0.8	7.8	1.0	3.7	1.0	2.1	1.5
	7.3	14	6.6	2.0	6.3	2.6	3.3	1.4	1.9	1.6
	7.3a	4	7.5	1.0	8.0	0.0	4.0	0.0	4.0	0.0
	7.4	0								
	7.4a	0								
	7.5	20	7.1	1.5	7.2	1.6	4.0	0.2	2.5	1.6
	8.1	2	8.0	0.0	8.0	0.0	4.0	0.0	4.0	0.0
	8.1a	2	6.0	2.8	6.0	2.8	4.0	0.0	4.0	0.0
	8.2	1	6.0		8.0		4.0		4.0	
	8.3	0								
	8.4	0								
356	4.1	26	7.6	0.8	7.2	1.6	3.6	1.1	2.8	1.5
	4.1a	44	7.6	0.8	6.9	2.0	3.9	0.4	2.8	1.4
	4.1b	2	8.0	0.0	8.0	0.0	3.5	0.7	3.5	0.7
	4.2	73	7.8	0.9	6.9	2.1	3.8	0.7	2.9	1.3
	4.3	40	7.7	0.8	7.1	1.7	3.7	0.9	3.0	1.3
	4.4	27	7.7	0.9	6.8	2.2	3.8	0.8	2.8	1.3
	4.5	0								
	4.6	0								
	5.1	10	7.8	0.6	6.8	2.7	3.3	1.5	3.1	1.4
	5.1a	0								
	5.2	2	8.0	0.0	6.0	2.8	4.0	0.0	2.0	0.0
	5.3	3	8.0	0.0	8.0	0.0	4.0	0.0	2.0	2.0
	5.4	0								
	5.5	2	7.0	1.4	6.0	2.8	4.0	0.0	0.0	0.0
	6.1	4	6.0	1.6	4.0	3.3	2.0	2.3	2.0	2.3

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
681	1.1	9	5.8	2.1	6.2	2.1	3.4	1.3	2.0	1.7
	1.1a	21	6.8	1.7	6.9	1.9	3.1	1.6	1.8	1.6
	1.1b	5	7.6	0.9	7.2	1.8	3.8	0.4	3.6	0.9
	1.3	65	7.2	1.3	6.5	2.0	3.5	1.3	2.6	1.5
	12.4	31	6.3	2.1	6.5	2.0	3.7	0.8	2.6	1.2
	17.1	1	8.0		8.0		3.0		3.0	
	17.2	1	6.0		4.0		4.0		1.0	
	3.1	4	8.0	0.0	8.0	0.0	3.5	0.6	3.0	0.8
	3.2	4	6.5	3.0	7.0	2.0	4.0	0.0	2.8	0.5
	3.3	15	6.1	2.6	6.4	2.5	3.5	1.1	2.7	1.5
	3.4	2	8.0	0.0	8.0	0.0	4.0	0.0	4.0	0.0
	3.5	2	8.0	0.0	8.0	0.0	4.0	0.0	3.5	0.7
	3.6	1	8.0		8.0		4.0		4.0	
	5.1	12	6.8	2.3	6.3	2.1	2.9	1.4	1.8	1.7
	5.2	1	8.0		8.0		4.0		4.0	
	5.4	2	6.0	2.8	6.0	2.8	2.0	2.8	1.5	2.1
	5.5	4	6.5	3.0	6.0	2.3	3.0	2.0	2.8	1.9
	5.6	0								
	6.1	0								
	6.2	1	6.0		8.0		3.0		3.0	
	6.3	10	7.6	1.3	8.0	0.0	3.7	0.5	2.6	1.3
	6.4	0								
	6.5	23	7.0	1.6	7.1	1.7	3.9	0.3	2.9	1.4
	7.1	15	6.4	1.9	7.2	1.7	3.5	1.4	3.1	1.4
	7.2	2	6.0	0.0	6.0	2.8	4.0	0.0	4.0	0.0
	7.2a	0								
	7.2b	1	6.0		4.0		4.0		4.0	
	7.2c	2	7.0	1.4	8.0	0.0	4.0	0.0	3.0	0.0
	7.2d	1	8.0		8.0		4.0		4.0	
682	1.1	5	3.6	2.6	4.8	3.3	3.2	0.8	2.0	1.6
	1.1a	9	6.0	2.0	5.3	2.8	3.3	1.3	2.2	1.3
	2.1	2	6.0	0.0	2.0	2.8	2.0	2.8	1.5	2.1
	2.1a	22	3.4	2.2	6.0	2.4	3.6	0.5	2.8	1.2
	3.1	1	2.0		8.0		4.0		3.0	
	3.1a	26	3.4	2.3	6.9	1.8	3.8	0.5	2.3	1.6
	3.2	13	7.1	1.6	7.7	1.1	3.5	1.2	2.8	1.4
	3.2a	2	6.0	2.8	6.0	2.8	3.5	0.7	1.5	2.1
	5.1	0								
	5.3	0								
	6.1	4	6.5	3.0	7.0	2.0	3.0	2.0	2.5	1.7
	6.2	23	5.7	2.5	6.6	1.9	3.5	1.2	2.9	1.5
	6.2a	2	8.0	0.0	6.0	2.8	4.0	0.0	0.0	0.0
	6.2b	0								
	6.3	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
683	1.1	28	7.0	1.8	7.3	1.9	3.8	0.8	3.1	1.4
	1.1a	75	6.7	1.9	6.5	2.2	3.3	1.3	2.5	1.5
	2.1	16	6.8	1.8	6.0	2.1	3.3	1.3	2.6	1.3
	2.1a	49	6.9	2.1	6.9	1.8	3.5	0.9	2.8	1.5
	3.1	3	6.0	3.5	5.3	4.6	4.0	0.0	2.3	2.1
	3.2	47	6.8	2.1	6.6	2.1	3.9	0.3	2.9	1.3
	3.2a	1	6.0		4.0		4.0		0.0	
	5.1	0								
	5.2	1	8.0		8.0		4.0		2.0	
684	1.1a	27	6.7	2.0	7.1	2.0	3.3	1.5	2.1	1.7
	1.1b	54	7.3	1.5	6.9	2.0	3.8	0.6	2.6	1.4
	1.1c	1	6.0		4.0		0.0		0.0	
	1.2	22	7.4	1.0	6.5	2.3	3.7	0.9	3.0	1.2
	1.3	1	6.0		4.0		4.0		4.0	
	1.7	126	6.6	2.0	6.6	2.0	3.7	0.8	3.0	1.3
	1.9	2	7.0	1.4	4.0	0.0	2.0	2.8	1.5	2.1
	1.9a	3	2.0	0.0	6.7	2.3	3.3	1.2	3.0	1.0
	1.9b	4	2.0	0.0	6.0	2.3	3.0	2.0	1.5	1.7
	1.9c	0								
	2.1	5	6.0	1.4	5.6	2.2	3.2	1.8	3.2	1.8
	2.2	11	5.6	2.3	7.3	1.6	3.5	0.5	2.9	1.1
	2.3	4	8.0	0.0	8.0	0.0	4.0	0.0	4.0	0.0
	2.3a	0								
	2.3b	1	4.0		8.0		3.0		3.0	
	2.3c	1	8.0		8.0		4.0		4.0	
	3.1	6	7.0	1.1	6.0	2.2	3.7	0.5	2.2	1.5
	3.2	23	6.4	2.1	6.8	2.5	3.5	1.2	3.2	1.3
	3.3	3	6.0	3.5	8.0	0.0	4.0	0.0	4.0	0.0
	3.4a	17	7.1	2.0	6.8	1.9	4.0	0.0	2.9	1.6
	3.4b	0								
	3.4c	0								
	3.5	29	6.5	1.9	7.2	1.6	3.8	0.8	3.1	1.0
	3.6	1	8.0		8.0		4.0		4.0	
	3.7	0								
685	4.1	30	7.4	1.6	7.6	1.2	3.7	0.8	2.6	1.4
	4.1a	48	7.6	0.8	6.7	2.2	3.5	1.0	2.4	1.4
	4.1b	17	7.4	1.5	7.1	2.2	3.5	1.0	3.1	1.3
	4.1c	0								
	4.2	94	7.5	1.3	7.0	1.9	3.4	1.1	2.7	1.4
	4.3	59	7.5	1.1	7.2	1.8	3.4	1.1	2.4	1.3
	4.4	14	7.1	1.7	6.0	2.6	3.4	1.4	2.1	1.2
	4.5	0								
	4.6	0								
	5.1	15	7.6	0.8	7.7	1.0	2.7	1.2	3.6	1.1
	5.1a	0								
	5.1b	1	8.0		4.0		4.0		4.0	
	5.3	0								
	5.3a	0								
	5.4	0								
	5.4a	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
	5.4b	0								
	5.6	0								
	6.1	6	7.3	1.0	8.0	0.0	3.8	0.4	3.7	0.5
	6.2	1	8.0		8.0		4.0		0.0	
686	7.1	1	8.0		8.0		4.0		3.0	
	7.1a	3	7.3	1.2	8.0	0.0	4.0	0.0	3.0	0.0
	7.1b	0								
	7.2	20	6.4	2.1	6.4	2.0	3.7	1.0	3.4	1.1
	7.3	24	6.8	1.8	5.8	2.6	3.3	1.5	2.2	1.6
	7.3a	0								
	7.4	0								
	7.4a	3	6.7	2.3	6.7	2.3	4.0	0.0	3.0	0.0
	7.5	15	7.5	1.6	7.2	1.7	3.7	1.0	2.8	1.5
	7.6	0								
	8.1	4	8.0	0.0	8.0	0.0	3.8	0.5	2.8	1.9
	8.1a	2	5.0	4.2	6.0	2.8	2.0	2.8	1.0	1.4
	8.2	0								
	8.2a	0								
	8.3	0								
	8.4	0								