

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

January 9 – February 3, 2012, and March 12 – April 6, 2012.

State of Rhode Island

Grade: 02

	Ma	athemat	ics	Readii	ng				
Achievement Levels			State		Sta	ate			
			n %		n	%			
Proficient with Distinction			25 22		40	34			
Proficient			56 48		47	41			
Partially Proficient			26 22		27	23			
Substantially Below Proficient			9 8		2	2			

All Reported Students		State number		State number			
Students Reported Above		116		116			
Not Tested State Approved		0		0			
Not Tested, Other		0		0			

Mathematics

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

Substantially Below Proficient: Students performing at this level demonstrate

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

Reading

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

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



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

January 9 – February 3, 2012, and March 12 – April 6, 2012.

State of Rhode Island

Grade: 03

	Ma	themati	cs		R	Read	ing						
Achievement Levels			Sta	ate				Sta	ate				
			n	%				n	%				
Proficient with Distinction			53	50				53	50				
Proficient			36	34				36	34				
Partially Proficient			10	10				12	11				
Substantially Below Proficient			6	6				4	4				

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

Mathematics

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

Substantially Below Proficient: Students performing at this level demonstrate

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

Reading

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

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



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

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State of Rhode Island

Grade: 04

	Ma	athemat	ics		Reading			Writin	g		Scie	ence		
Achievement Levels			Sta	ate		Sta	ate		St	ate			Sta	ite
			n	%		n	%		n	%			n	%
Proficient with Distinction			60	49		64	53		53	44			56	46
Proficient			36	30		31	26		43	36			13	11
Partially Proficient			14	11		14	12		10	8		-	26	21
Substantially Below Proficient			12	10		12	10		15	12		Ž	26	21

All Reported Students	State number		State number		State number		State number
Students Reported Above	122		121		121		121
Not Tested State Approved	0		0		0		0
Not Tested, Other	1		2		2		2

Mathematics

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

Substantially Below Proficient: Students performing at this level demonstrate

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

Reading

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

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

Writing

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

Substantially Below Proficient: Students performing at this level demonstrate

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

Science

Proficient with Distinction: Students performing at this level demonstrate

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

Proficient: Students performing at this level demonstrate

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

Partially Proficient: Students performing at this level demonstrate

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

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



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

January 9 – February 3, 2012, and March 12 – April 6, 2012.

State of Rhode Island

Grade: 05

	Ma	athemati	ics		Reading	J						
Achievement Levels			Sta	ate		St	ate					
			n	%		n	%					
Proficient with Distinction			62	46		65	47					
Proficient			51	38		44	32					
Partially Proficient			14	10		20	15					
Substantially Below Proficient			9	7		8	6					

All Reported Students	State number		State number			
Students Reported Above	136		137			
Not Tested State Approved	0		0			
Not Tested, Other	1		0			

Mathematics

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

Substantially Below Proficient: Students performing at this level demonstrate

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

Reading

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

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



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

January 9 – February 3, 2012, and March 12 – April 6, 2012.

State of Rhode Island

Grade: 06

	M	athemat	ics		Reading					
Achievement Levels			Sta	ate		St	ate			
			n	%		n	%			
Proficient with Distinction			34	31		45	41			
Proficient			51	46		48	44			
Partially Proficient			18	16		12	11			
Substantially Below Proficient			7	6		5	5			

All Reported Students		State number		State number			
Students Reported Above		110		110			
Not Tested State Approved		0		0			
Not Tested, Other		0		0			

Mathematics

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

Substantially Below Proficient: Students performing at this level demonstrate

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

Reading

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

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



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

January 9 – February 3, 2012, and March 12 – April 6, 2012.

State of Rhode Island

Grade: 07

	Ma	athemat	ics		Reading			Writir	ıg			
Achievement Levels			Sta	ate		Sta	ate		St	ate		
			n	%		n	%		n	%		
Proficient with Distinction			37	40		50	54		42	45		
Proficient			37	40		24	26		34	37		
Partially Proficient			12	13		13	14		10	11		
Substantially Below Proficient			7	8		6	6		7	8		

All Reported Students	State number		State number		State number		
Students Reported Above	93		93		93		
Not Tested State Approved	0		0		0		
Not Tested, Other	1		1		1		

Mathematics

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

Substantially Below Proficient: Students performing at this level demonstrate

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

Reading

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

Substantially Below Proficient: Students performing at this level demonstrate

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

Writing

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

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



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

January 9 – February 3, 2012, and March 12 – April 6, 2012.

State of Rhode Island

Grade: 08

	Science										
Achievement Levels			Sta	ate							
			n	%							
Proficient with Distinction			58	49							
Proficient			17	14							
Partially Proficient			16	13							
Substantially Below Proficient			28	24							

All Reported Students	State number					
Students Reported Above	119					
Not Tested State Approved	0					
Not Tested, Other	0					

Science

Proficient with Distinction: Students performing at this level demonstrate

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

Proficient: Students performing at this level demonstrate

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

Partially Proficient: Students performing at this level demonstrate

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

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



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

January 9 – February 3, 2012, and March 12 – April 6, 2012.

State of Rhode Island

Grade: 10

	Mathematics			Reading				Writing						
Achievement Levels				ate			State				State			
			n	%			n	%			n	%		
Proficient with Distinction			48	38			63	50			67	54		
Proficient			43	34			40	32			29	23		
Partially Proficient			27	21			13	10			18	14		
Substantially Below Proficient			8	6			10	8			11	9		

All Reported Students	State number		State number		State number		
Students Reported Above	126		126		125		
Not Tested State Approved	0		0		0		
Not Tested, Other	1		1		2		

Mathematics

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

Substantially Below Proficient: Students performing at this level demonstrate

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

Reading

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

Substantially Below Proficient: Students performing at this level demonstrate

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

Writing

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

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

Proficient: Students performing at this level submitted datafolios that demonstrate

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

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

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

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



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

January 9 – February 3, 2012, and March 12 – April 6, 2012.

State of Rhode Island

Grade: 11

	Science								
Achievement Levels			Sta	ate					
			n	%					
Proficient with Distinction			60	56					
Proficient			20	19					
Partially Proficient			16	15					
Substantially Below Proficient			12	11					

All Reported Students	State number					
Students Reported Above	108					
Not Tested State Approved	0					
Not Tested, Other	1					

Science

Proficient with Distinction: Students performing at this level demonstrate

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

Proficient: Students performing at this level demonstrate

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

Partially Proficient: Students performing at this level demonstrate

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

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