



Arkansas Comprehensive Testing, Assessment, and Accountability Program

**Arkansas Alternate Portfolio Assessment  
for  
Students with Disabilities  
Grade 10 Science**

**ADMINISTRATION MANUAL  
AND  
TEACHER HANDBOOK  
2012–2013**

---

The success of the Arkansas Alternate Portfolio Assessment depends upon you. The Arkansas Department of Education thanks you for your valuable assistance in implementing the Alternate Portfolio Assessment.

Arkansas Department of Education  
2012–2013



# TABLE OF CONTENTS

---

	PAGE
<b>GENERAL INFORMATION</b>	
Introduction .....	1
This Administration Manual and Teacher Handbook.....	2
Contact Information .....	2
Schedule of Events for the Arkansas Alternate Portfolio Assessment .....	2
Determining Grade Designation.....	3
Student Identification Numbers.....	3
<b>NEW FOR 2013</b>	
NEW—Scannable Affidavit .....	4
NEW—Return Verification Form.....	4
<b>DUTIES AND RESPONSIBILITIES OF DISTRICT AND SCHOOL PERSONNEL</b>	
General Duties and Responsibilities.....	5
Special Education Coordinators .....	5
District Test Coordinators.....	5
Inventory and Distribute Materials .....	6
Request Additional Materials.....	6
School Test Coordinators .....	6
School Principals.....	6
Teachers.....	7
Other School Personnel.....	7
<b>GUIDELINES FOR STUDENTS TO BE ASSESSED</b>	
Participation Guidelines for Students with Disabilities in Grade 10 Science Not Enrolled in Biology .....	8
Transfer Students.....	9
Transfers from Out-of-State .....	9
Transfers to Another District.....	9
Determination of Disability after the New School Year has Begun.....	9
Students with Disabilities AND with Limited English Proficiency .....	10
Private DDS-Licensed Day Service Center Students.....	10
Therapeutic Treatment Program Students .....	10
Homebound Students .....	10
<b>PORTFOLIO NOT SUBMITTED</b>	
Students with Disabilities Who Cannot Participate in the State Assessment.....	11
Student Portfolio NOT Submitted.....	11
<b>ARKANSAS CURRICULUM FRAMEWORKS</b>	
Accessing the Arkansas Curriculum Frameworks.....	12
Arkansas’ Content Standards.....	13
Student Learning Expectations for Students with Disabilities.....	13

# TABLE OF CONTENTS

---

## **STUDENT PORTFOLIOS**

Portfolio Forms.....	14
Portfolio Components.....	14
Appropriate Types of Entries.....	14
Types of Evidence .....	15
Work Sample or Permanent Product .....	15
A Series of Captioned Photographs.....	15
Digital Video and/or Audio Recording with Brief Script.....	15
Evidence Reminders for Grade 10 Science.....	17
Plan the Entry .....	18
Collect the Evidence.....	20
Complete the Forms Correctly .....	20
Submit the Forms .....	22
Organize the Portfolio for Students in Grade 10.....	22
Sample of Completed Entry Slip.....	24

## **SUBMITTING THE PORTFOLIOS**

Teacher Responsibilities.....	25
School Test Coordinator Responsibilities .....	25
District Test Coordinator Responsibilities.....	26
Checklist for Teachers, School Test Coordinators, and District Test Coordinators .....	27
District Test Coordinator Checklist for Returning Portfolios for Scoring .....	28

## **SCORING STUDENT PORTFOLIOS**

Scoring Procedures.....	29
Domain Definitions .....	30
Arkansas' Domain Scoring Rubric for Grade 10 Science for Students with Disabilities .....	31
Nonscoreable Entries.....	32
2012–2013 Scoring Distribution for Portfolios for Grade 10 Students with Disabilities .....	33

<b>SAMPLE ENTRIES</b> .....	35
-----------------------------	----

<b>APPENDIX A: FORMS FOR STUDENTS WITH DISABILITIES</b> .....	144
---	-----

<b>APPENDIX B: RETURN VERIFICATION ACCESS</b> .....	159
---	-----

<b>APPENDIX C: LEA NUMBER INFORMATION</b> .....	161
---	-----

## **APPENDIX D: RELATED LEGISLATION**

Assessment Provisions of the Individuals with Disabilities Education Act.....	163
NCLB.....	163
Section 504 of the Rehabilitation Act of 1973 .....	163
IASA .....	163
IDEA .....	163

<b>APPENDIX E: ALLOWABLE ACCOMMODATIONS FOR AUGMENTED BENCHMARK, END-OF-COURSE, AND GRADE 11 LITERACY EXAMINATIONS</b> .....	165
--	-----

<b>APPENDIX F: GLOSSARY</b> .....	169
-----------------------------------	-----

<b>APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK</b> .....	173
--	-----

# GENERAL INFORMATION

---

## INTRODUCTION

All students are expected to participate in state assessments. The Arkansas Alternate Portfolio Assessment is designed to evaluate the performance of students with disabilities for whom the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Augmented Benchmark Examinations, End-of-Course Examinations, and/or *Grade 11 Literacy Examination* are not appropriate.

The *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science* allows for a collection of student work as evidence of student performance on tasks aligned to the Arkansas Curriculum Framework for Biology (see Appendix G).

The Biology Framework is organized into the following four strands and nine content standards:

- Molecules and Cells
  - Role of Chemistry in Life Processes
  - Structure and Function of Cells
  - How Cells Obtain and Use Energy (Energetics)
- Heredity and Evolution
  - Heredity
  - Molecular Basis of Genetics
  - Theory of Biological Evolution
- Classification and the Diversity of Life
  - Organisms are Diverse
- Ecology and Behavioral Relationships
  - Ecological and Behavioral Relationships among Organisms
  - Ecological Impact of Global Issues

Students with significant disabilities who have traditionally been exempted from the statewide assessments and who are served in their school districts under the Individualized Education Program (IEP) as required by the Individuals with Disabilities Education Act Amendments of 2004 (IDEA) and No Child Left Behind (NCLB) 2001 shall participate in the ACTAAP Augmented Benchmark Examinations, End-of-Course Examinations, and/or *Grade 11 Literacy Examination*, with or without accommodations, **or** they shall participate in the Arkansas Alternate Portfolio Assessment if they meet the eligibility criteria. See pages 8–10 for participation guidelines.

The standards are the same for all students in Arkansas; the difference for students with significant disabilities is in the manner in which student learning expectations are accessed and in the way progress toward standards is measured. The portfolios of students with significant disabilities will show progress toward the Arkansas standards. Each portfolio should consist of one entry for each content standard in Biology.

## GENERAL INFORMATION

### THIS ADMINISTRATION MANUAL AND TEACHER HANDBOOK

This manual describes procedures to be followed for the implementation of the 2012–2013 Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science and is intended to be an information source for administrators, including special education teachers, School Test Coordinators, District Test Coordinators, and Special Education Coordinators.

This manual includes

- responsibilities for administration of the *Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science*;
- guidelines for selection of students;
- guidelines for collecting evidence of student performance and organizing student portfolios;
- instructions for submitting the portfolios (including a checklist);
- portfolio scoring information and student samples; and
- appendices that include forms to be included in the portfolios, information about Local Education Agency (LEA) numbers, related legislation, allowable accommodations, a glossary, and the Arkansas Curriculum Frameworks for Biology.

For the Alternate Portfolio Assessment, students with disabilities in grade 10 are being assessed in science only.

### CONTACT INFORMATION

For questions related to policy	The Office of Student Assessment, Arkansas Department of Education, 501-682-4558
For questions about materials or to order additional materials	Questar Assessment, Inc. Customer Service ARCustomerSupport@QuestarAI.com, 800-643-8547

### SCHEDULE OF EVENTS FOR THE ARKANSAS ALTERNATE PORTFOLIO ASSESSMENT

Samples of student work (entries) for the Alternate Portfolio Assessment must be collected starting in September 2012, and collection should continue into March 2013.

Event	Date
Districts receive binders, evidence materials, parent pamphlets, and manuals	August 2012
Collection of student work (entries)	September 2012–March 2013
Districts receive return instructions, return kits with shipping labels, student labels, Student Demographic Information Forms, Affidavits, etc.	February 2013
School Test Coordinators submit completed portfolios to District Test Coordinators	March 8, 2013
Final deadline to ship all portfolios and materials to Questar for scoring/reporting	March 15, 2013

## GENERAL INFORMATION

---

### DETERMINING GRADE DESIGNATION

Students enrolled in non-graded programs must be assessed according to a grade designation. To calculate the grade placement for such students, simply subtract the number 5 from the student's chronological age. For example, a student 9 years of age would be scaled into grade 4, which is associated with the Augmented Benchmark Examinations (with or without accommodations) or the Alternate Portfolio Assessment.

Please contact the Arkansas Department of Education (ADE) Office of Student Assessment for instructions if

- a student's grade designation changes between September and March while student work samples are being collected; and
- more than one portfolio is being submitted for a student, or a student is classified in more than one grade during the school year.

If the grade shown on the student label is incorrect, the student label **must not** be used. Destroy any incorrect student labels and complete the demographic information as appropriate for the student on the 2012–2013 Student Demographic Information Form. Do not return incorrect student labels to Questar. Make sure that incorrect student labels are properly destroyed or stored as they contain confidential student information.

### STUDENT IDENTIFICATION NUMBERS

A Social Security Number or a federally-assigned identification number and a 10-digit State Reporting Identification Number are required for the Arkansas Alternate Portfolio Assessment.

The ADE will provide districts with a range of identification numbers to use if parents object to providing their child's Social Security Number or if none is available. (See Director's Memo ACC-01-028, created September 25, 2000.) Please contact the ADE Office of Student Assessment at 501-682-4558 for additional information.

## NEW FOR 2013

---

### **NEW—SCANNABLE AFFIDAVIT**

The Arkansas Alternate Portfolio Assessment for Students with Disabilities Affidavit will now be a scannable document. This form will no longer be available on the ADE website and may no longer be copied for distribution. Affidavits will be provided in the return materials shipment scheduled to arrive in districts in February 2013. If additional forms are needed, follow the ordering instructions on page 6 of this manual.

The Affidavit is to be returned at the time the portfolio assessments are completed. Complete the Affidavit and place it directly behind the District and School Transmittal Forms in Box 1 of the return portfolio shipment.

### **NEW—RETURN VERIFICATION FORM**

In previous years, districts were required to complete the Return Verification Form (provided in the return materials shipment) and fax it to Questar at the end of the administration. This year, districts will have the additional option to electronically submit return verification information using the ServicePoint™ website. A Quick Reference Guide for using ServicePoint is provided in Appendix B of this manual.

# DUTIES AND RESPONSIBILITIES OF DISTRICT AND SCHOOL PERSONNEL

---

## GENERAL DUTIES AND RESPONSIBILITIES

Before implementing the *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science*, each administrator or coordinator should review this manual to become familiar with the responsibilities of all parties involved at the district and school levels. The following describes the responsibilities for the overall implementation of the Alternate Portfolio Assessment. Duties and responsibilities for submitting the portfolios for scoring in the spring are provided on pages 25–26 of this manual.

## SPECIAL EDUCATION COORDINATORS

Special Education Coordinators play a crucial role in implementing federal and state laws, regulations, and policies for conducting the alternate assessment. Special Education Coordinators should

- be familiar with IDEA requirements and communicate these requirements to school personnel including general and special educators;
- review the Arkansas Alternate Portfolio Assessment participation guidelines to make informed decisions as an IEP team member;
- identify professional development needs of special education teachers and provide and/or coordinate training; and
- ensure that the Alternate Portfolio Assessment is implemented according to established guidelines.

## DISTRICT TEST COORDINATORS

The District Test Coordinator is responsible for ensuring that all procedures required for the Arkansas Alternate Portfolio Assessment are implemented during submission of the portfolios and dissemination of reports. District Test Coordinators play a key role in assisting Special Education Coordinators in communicating information about the Arkansas Alternate Portfolio Assessment and should work closely with all parties to determine schedules for all aspects of the implementation. Additionally, the District Test Coordinator is responsible for

- inventorying all materials immediately upon receipt;
- distributing alternate assessment materials to schools;
- collecting all materials from School Test Coordinators for return;
- packaging the portfolios for return to Questar; and
- ordering additional materials if necessary.

**Note:** Unused binders **should not** be returned to Questar. Unused binders may be stored at the district and reused for a future administration. During spring enrollments, you may be asked to report the number of binders you will reuse for each binder color/type. All binders returned to Questar with student information will be scored.

# DUTIES AND RESPONSIBILITIES OF DISTRICT AND SCHOOL PERSONNEL

---

## **Inventory and Distribute Materials**

It is the District Test Coordinator's responsibility to inventory the materials shipped to the district immediately upon receipt of the shipment. **Be sure to save all of the boxes in which your materials were received to use to return portfolios to Questar; instruct School Test Coordinators to do the same.**

## **Request Additional Materials**

Inventory and distribute materials to all schools before requesting additional materials. After materials have been distributed and an inventory has been done with each School Test Coordinator, make one request for additional materials for the entire district, should this be necessary. To order additional materials, the District Test Coordinator should contact Questar's Arkansas Customer Service at 800-643-8547 or e-mail [ARCustomerSupport@QuestarAI.com](mailto:ARCustomerSupport@QuestarAI.com). Additional manuals are available from Questar or can be printed off the ADE website.

## **SCHOOL TEST COORDINATORS**

School Test Coordinators should serve as the liaison between the school staff and the District Test Coordinator and are responsible for

- reviewing the Arkansas Alternate Portfolio Assessment participation guidelines to make informed decisions as an IEP team member;
- distributing the binders with dividers, plastic pouches, and CDs (if applicable) to the teachers who will be involved with this assessment;
- reviewing student labels for accuracy and distributing labels and Student Demographic Information Forms to teachers;
- ensuring that teachers have submitted the student portfolios by the established submission date; and
- packing the school's portfolios and arranging for delivery to the District Test Coordinator.

## **SCHOOL PRINCIPALS**

School Principals are encouraged to become familiar with the purposes and procedures of the Alternate Portfolio Assessment found in this manual. School Principals should

- review the Arkansas Alternate Portfolio Assessment participation guidelines to make informed decisions as an IEP team member; and
- be familiar with effective instructional practices for students with significant disabilities.

# DUTIES AND RESPONSIBILITIES OF DISTRICT AND SCHOOL PERSONNEL

---

## TEACHERS

Teachers of students participating in the Alternate Portfolio Assessment play a critical role in implementing instructional programs for students with significant disabilities. Teachers are responsible for

- reviewing the Arkansas Alternate Portfolio Assessment participation guidelines to make informed decisions as an IEP team member;
- offering guidance to the IEP team regarding the student's current level of abilities, skills, and social integration (this information is valuable to the decision-making process for selecting the appropriate assessment for students);
- collecting samples of student performance throughout the school year;
- ensuring parental permission is obtained for the use of portfolio entries in training;
- organizing the student portfolios according to the format specified in this manual;
- reviewing student labels for accuracy before placement on Student Demographic Information Forms; and
- submitting the student portfolios to the School Test Coordinator by the established submission date.

## OTHER SCHOOL PERSONNEL

Related services personnel, general education teachers, and paraprofessionals are important in the total educational experience for students participating in the Alternate Portfolio Assessment. Other school personnel may

- contribute portfolio entries (although they may not see all students every day, it is appropriate to include these personnel in selecting pieces of evidence to include in the portfolios); and
- assist the teacher with instructional activities and data collection.

## GUIDELINES FOR STUDENTS TO BE ASSESSED

---

### PARTICIPATION GUIDELINES FOR STUDENTS WITH DISABILITIES IN GRADE 10 SCIENCE NOT ENROLLED IN BIOLOGY

The Individualized Education Program (IEP) team must determine if a student with disabilities receiving special education services will be enrolled in a Biology class or in a special education science class. If the student is enrolled in a Biology class, the student will be assessed with the statewide assessment for the End-of-Course Examination, with or without state **allowable** accommodations. If the student with disabilities in grade 10 is enrolled in a science course other than Biology, the student will participate in the Alternate Portfolio Assessment for Grade 10 Science. Decisions on how a student will participate must be made at the IEP meeting that precedes the next school year's administration of any statewide assessment.

The ADE has provided the following guidelines for local education agencies to use in determining students for whom the Alternate Portfolio Assessment for Grade 10 Science is appropriate.

- The grade 10 student should be a student with disabilities who has a current IEP.
  - The decision concerning a student's participation in statewide and district-wide assessments is an IEP team decision and not an administrative decision.
  - IEP team decisions concerning a student's participation in statewide or district-wide assessments must be based on both current and historical data.
  - Decisions regarding participation are made annually and are based on the student's curriculum.
  - Decisions must be made at the IEP meeting that precedes the next school year's administration of any statewide assessment.
- The student should not be enrolled in Biology.
- The student should be enrolled in a science course for students with disabilities.
- The student must meet state and federal guidelines for assessment.
- The student's inability to complete the standard academic curriculum at grade level is **not** primarily the result of
  - excessive or extended absences, poor attendance, or lack of instruction;
  - sensory (visual or auditory) or physical disabilities;
  - emotional-behavioral disabilities;
  - a specific learning disability;
  - social, cultural, linguistic, or economic differences;
  - below average reading level;
  - low achievement in general;
  - expectations of poor performance;
  - disruptive behavior;
  - the student's IQ;
  - the anticipated impact of the student's performance on the school/district performance scores; and
  - the student's disability category, educational placement, type of instruction, and/or amount of time receiving special services.

# GUIDELINES FOR STUDENTS TO BE ASSESSED

---

## TRANSFER STUDENTS

Students participating in the Alternate Portfolio Assessment who have transferred in from out-of-state or who transfer to another district should be handled as follows:

### Transfers from Out-of-State

Students who move into the state from outside of Arkansas who qualify for the Alternate Portfolio Assessment must be assessed unless the student enrolls **after** January 15, 2013. Documentation of the assessment evaluation must be kept on file by the District and/or School Test Coordinator.

### Transfers to Another District

Students who qualify for the Arkansas Alternate Portfolio Assessment and who transfer to a different school district within the state of Arkansas during the school year must have their portfolio assessment documents, records, and materials transferred to the new district in order for the alternate assessment to be completed by the deadline. Failure to transfer these materials can result in the investigation of the district for violation of state laws for assessment. An Alternate Portfolio Assessment Transfer Form is provided in Appendix A of this manual and on the ADE website.

Alternate Portfolio Assessment Transfer Forms must be completed and signed by both the sending **and** receiving district before they are faxed to the ADE and Questar. Each district shall retain a copy of the signed form. **All transfer forms must be completed and faxed at least two weeks prior to the final shipping date for completed portfolios.** Contact the ADE for specific transfer instructions for any student transferring after March 4, 2013. All transfers must be completed prior to shipping materials to Questar for scoring. You may submit materials for your district **only**.

## DETERMINATION OF DISABILITY AFTER THE NEW SCHOOL YEAR HAS BEGUN

Students who have been determined to have a disability and are in need of special education after a new school year has begun will be included in the statewide assessment program. These may be students who were not previously identified as having a disability; therefore, they did not have an IEP at the beginning of the school year but have been referred for special education, or they may be transfer students whose IEPs were not available.

For such a student, the IEP team must address the student's inclusion in the current year's assessment as part of the development of the student's IEP. The student must participate, with or without accommodations, in the criterion-referenced tests (Augmented Benchmark for grades 3–8; End-of-Course Algebra I, Geometry, and Biology, if taking these courses; Grade 11 Literacy), or the Alternate Portfolio Assessment for those students determined to have a significant cognitive disability (grades 3–8 and 11 portfolio; grade 9 mathematics portfolio; grade 10 science portfolio). The student will be expected to participate in the statewide assessment that year regardless of when he/she was identified, so long as it is prior to the scheduled assessment.

# GUIDELINES FOR STUDENTS TO BE ASSESSED

---

## **STUDENTS WITH DISABILITIES AND WITH LIMITED ENGLISH PROFICIENCY**

For students with disabilities who are taking science and not Biology and who are also Limited English Proficient, a portfolio for Students with Disabilities in Grade 10 Science must be submitted.

## **PRIVATE DDS-LICENSED DAY SERVICE CENTER STUDENTS**

School-aged students enrolled in the local school district who receive their special education and related services under a contractual arrangement with a private DDS-licensed day service/developmental center(s) with ADE-approved special education services are to be included in statewide assessment programs. This includes norm-referenced tests for grades 1–2 and 9. Additionally, this includes the Augmented Benchmark Examinations (grades 3–8), the End-of-Course Examinations (Algebra I, Geometry, and Biology), and the *Grade 11 Literacy Examination* or the Alternate Portfolio Assessment (grades 3–11).

## **THERAPEUTIC TREATMENT PROGRAM STUDENTS**

A Local Education Agency (LEA) with a child or children in a therapeutic day treatment program must arrange for the student(s) to participate in the statewide student assessment program within the school district on the day(s) of testing. For students identified under IDEA as special education students, each student's IEP team must have determined and recorded on the student's IEP for the 2012–2013 school year the manner in which the student will be assessed. It must not be assumed that students with disabilities will be assessed using only an alternate portfolio assessment. The manner in which a student with disabilities will be assessed must be determined individually using the decision-making process provided in the special education rules.

## **HOMEBOUND STUDENTS**

Currently, the ADE is not requiring students placed in a homebound setting, in accordance with their IEPs, to participate in the statewide assessment program. However, the responsible district/school-level test coordinator must ensure that homebound students are listed on the Exceptional Students Alternate Assessment Roster provided in Appendix A of this manual. This is the same form required for students with disabilities who cannot participate in the state assessment. Students who cannot participate and homebound students may be listed on a single form.

## PORTFOLIO NOT SUBMITTED

---

### STUDENTS WITH DISABILITIES WHO CANNOT PARTICIPATE IN THE STATE ASSESSMENT

Documentation as to why a student with disabilities cannot participate in the state assessment, with or without accommodations, or in the Alternate Portfolio Assessment must be provided to the ADE Office of Student Assessment. Federal guidelines require an accurate record of the status of student participation in the statewide assessment program.

Students who could not participate in a state assessment must be listed on the Exceptional Students Alternate Assessment Roster. This form, provided in Appendix A of this manual, must be completed and sent to the address provided at the top of the form. Do **not** send this form to Questar. Up to ten (10) students in each district may be accounted for on this form and copies may be made as necessary. This form must be signed by the Superintendent and appropriate Test Coordinator.

For students who were originally scheduled by an IEP team to participate in the Alternate Portfolio Assessment but do not, Student Demographic Information Forms must still be completed and submitted.

### STUDENT PORTFOLIO NOT SUBMITTED

A Student Demographic Information Form must be completed for **all** students who received a student label and/or were scheduled by an IEP team to participate in the Alternate Portfolio Assessment but did not. A **“Student Portfolio NOT Submitted” reason code must be filled in on page 2 of the Student Demographic Information Form** by the Test Administrator and verified by the District Test Coordinator. All other information requested on the form must be completed, as appropriate, for the student according to the instructions provided with the form and in this manual (student labels may be used if correct). If additional Student Demographic Information Forms are needed after the February 2013 shipment arrives, the District Test Coordinator must obtain them from Questar. Do **not** make copies.

**Note:** You must use the 2012–2013 Student Demographic Information Form for Students with Disabilities.

If the reason a student portfolio was not submitted is not listed on page 2 of the Student Demographic Information Form, the District Test Coordinator must contact the ADE Office of Student Assessment. Testing procedures for the district must include the manner in which the District Test Coordinator will be notified.

Test Administrators must deliver Student Demographic Information Forms for “Portfolio NOT Submitted” students to the School Test Coordinator in an envelope **separately** from the completed portfolios.

**Important: All Student Demographic Information Forms must be either associated with a completed portfolio OR have a “Portfolio NOT Submitted” reason code filled in on page 2.**

# ARKANSAS CURRICULUM FRAMEWORKS

---

## ACCESSING THE ARKANSAS CURRICULUM FRAMEWORKS

Arkansas created a special task force to identify student learning expectations that could measure the abilities of students with significant disabilities (alternate assessment participants) using Arkansas' standards for high school science. A resource guide for students with disabilities was developed to assist Arkansas educators in understanding how to use the Arkansas framework documents for Science to select age-appropriate student learning expectations and tasks for assessing this population of students. This guide is located on the ADE website for assessment.

The general education performance standard descriptors are advanced, proficient, basic, and below basic; the corresponding performance standard descriptors for alternate assessment participants are independent, functional independence, supported independence, emergent, and not evident. Students who achieve the independent and functional independence levels are considered proficient for NCLB. These levels are defined in the glossary in Appendix F of this manual.

A student's current IEP goals should guide an IEP team's selection of the student learning expectations used to assess progress toward Biology standards. It is important to align a student's IEP goals and objectives with the standards. Decisions about student learning expectations can then be based on that student's individual goals and needs, and used both for student planning and system accountability through the Arkansas Alternate Portfolio Assessment.

See Appendix G for the *Arkansas Biology Science Curriculum Framework*.

# ARKANSAS CURRICULUM FRAMEWORKS

---

## ARKANSAS' CONTENT STANDARDS

Content standards specify what students must master. They are not instructional curricula or technical documents used by teachers to guide day-to-day instruction. Teachers ensure that students achieve standards by using a range of instructional strategies that they select based on their students' needs. Arkansas' standards represent extensive planning, discussion, and interaction with hundreds of administrators, teachers, and school partners, as well as members of the State Board of Education, Governor's Office, and Legislature. In reviewing and refining the resulting standards, several national and state standards documents were referenced to establish that the rigor of Arkansas' standards is consistent with these documents.

There are four overarching processes that should inform instruction around the academic content standards and student learning expectations in the Arkansas Curriculum Frameworks. These are

- reasoning/problem solving;
- communicating;
- connecting; and
- internalizing.

Unless these processes drive classroom instruction and assessment in each content area, students will find it difficult to demonstrate the expected content standards.

## STUDENT LEARNING EXPECTATIONS FOR STUDENTS WITH DISABILITIES

In selecting student learning expectations for the portfolio assessment, consider the following criteria\*:

Is the student learning expectation

- aligned with an appropriate standard for the strand?
- stated as it appears in the frameworks?
- observable and measurable for the student?
- applicable across different instructional contexts and settings?
- applicable to a variety of student activities and tasks?
- appropriate for the student based on his or her present level of educational performance?
- at the student's grade level?
- related to the student's educational program?

*\*Adapted from Wisconsin's Alternate Assessment System.*

# STUDENT PORTFOLIOS

## PORTFOLIO FORMS

Portfolio forms will not be provided in the binders that your district receives. There are three ways to obtain and complete appropriate portfolio forms. You may choose the option you prefer.

- Copy the electronic forms to your desktop, complete, and print; the electronic forms can be found on the ADE website.
  - Instructions for using electronic forms are provided on the website.
- Print the electronic forms from the ADE website and complete them by hand.
- Copy the forms from the manual and complete them by hand.
  - Portfolio forms can be found in Appendix A.

Make sure that all forms you use are for the 2012–2013 grade 10 science administration.

## PORTFOLIO COMPONENTS

The Arkansas Alternate Portfolio Assessment has been designed to be flexible and to meet the needs of a diverse group of students. The following chart provides an overview of the required entries for the assessment.

Content Standards	Grade 10
Role of Chemistry in Life Processes	1 entry
Structure and Function of Cells	1 entry
How Cells Obtain and Use Energy (Energetics)	1 entry
Heredity	1 entry
Molecular Basis of Genetics	1 entry
Theory of Biological Evolution	1 entry
Organisms are Diverse	1 entry
Ecological and Behavioral Relationships among Organisms	1 entry
Ecological Impact of Global Issues	1 entry
<b>Total Number of Entries</b>	<b>9 Entries</b>

## APPROPRIATE TYPES OF ENTRIES

Each entry should be a reflection of the student’s work performance on tasks related to the selected student learning expectation. Each type of data collected is considered a “type of evidence.”

The best entries will include multiple types of evidence of the student’s performance on specific tasks that show access to, and progress in, the general curriculum based on the Arkansas Curriculum Frameworks for Biology. **Each entry should consist of three (3) pieces of evidence that demonstrate skills related to those described in the student learning expectation.**

# STUDENT PORTFOLIOS

---

## TYPES OF EVIDENCE

It is important to think of the student first when deciding what tasks are appropriate for that student's ability level and the best way for the student to show performance of those tasks. The following are different types of evidence you may wish to include in the portfolio.

### Work Sample or Permanent Product

A work sample or permanent product can be a worksheet the student completes or something the student creates (a collage, card, etc.). A written description and a single photograph of the product may be substituted if it is impractical to include the work product. For example, the student may be asked to create a model of the solar system. A picture of the model is acceptable as long as the photo is clear enough for the student's work to be visible. Label it as "permanent product." Student work done on the computer must be clearly evident and scored. Include a printed copy of the student work, not a data form with the student's score.

Date each work sample. You may either score the student's work or provide a key by which the evidence can be scored. Provide any additional information that is needed (reading passage, questions and answers, etc.) to verify the correctness of the student's work. Accelerated Reader Sheets or other data forms are not acceptable without student work.

### A Series of Captioned Photographs

A series of captioned photographs means **at least two** photographs that clearly document the student performing the task. The photographs must be large enough so that the student's performance is visible. **One photograph will not be enough to score the task, and it will not be considered as evidence.**

Captions that clearly describe the activities in which the student is engaged, the location of the activities, and an evaluation of student performance must accompany the photos. The captions should also include information regarding the materials used, the date, and the support, if any, that was provided to the student. The captions must also include a good description of how the task matches the student learning expectation. Mount, print, or copy photographs onto 8½" x 11" sheets of paper.

The series of photographs must include the completion of the activity. For example, if the student is to read and follow directions to navigate the hallways to a destination, show the student reaching the final destination. If the student is to divide a candy bar into equal parts for the class snack, show the final product—that each student received an equal section of the candy bar. Show the student's performance rather than just report about it.

### Digital Video and/or Audio Recording with Brief Script

A digital video and/or audio recording of student performance provides objective, clear, and accurate documentation of a student's ability to perform tasks. Digital video and/or audio recordings submitted as evidence for the Alternate Portfolio Assessment must adhere to the following guidelines.

Submit the following types of media\*:

- CD
- DVD
- USB flash drive

**\*MEDIA WILL NOT BE RETURNED TO SCHOOLS/DISTRICTS.**

## STUDENT PORTFOLIOS

---

When submitting CDs or DVDs, the recorded session **must** be closed (or finalized) so that the disk can be read in a standard DVD drive. You may use any device to create an audio or video recording as long as the recording is transferred to and submitted for scoring on a CD, DVD, or USB flash drive in the recommended format.

Prepare media with one of the following applications:

- Windows Media Player
- QuickTime
- RealPlayer

In order for the evidence to be scored, please use one of the following file formats:

- AVI–Audio Video Interleave
- AIFF, AIF, AIFC, CDDA–AIFF audio
- DV–Digital Video
- MOV–QuickTime format
- MP2, MP3, MP4, MPEG, 3GPP2, 3GPP–MPEG system, video and audio
- RM or RAM–RealTime format
- SWF–shockwave / flash
- WMA–Windows Media Audio file
- WAV–Windows Audio file
- WMV–Windows Media Video file

For all types of media:

- Use new media\*.
- Media must be dedicated to the performance of one student only.
- Media activities should not exceed 5 minutes per activity in length.
- Multiple entries for a student may be submitted on a single medium (e.g., two (2) entries on a single CD or DVD).
- Do **not** submit entries for more than one student on a single medium.
- Each piece of evidence **must also include a script**. If the media are damaged, the scripts can be used for evidence.
- Place a label on the media with the student’s identifying information (student name, district, school, teacher, date).
  - If there are students visible in addition to the student being assessed, identify the student being observed.
  - If the medium is being used for more than one entry, announce the entry verbally or by holding up a sign identifying the entry that is coming next (see below).

<p style="text-align: center;"><b>Entry for</b> <b>Structure and Function of</b> <b>Cells</b></p>
---

**Note: Standard and/or mini VHS tapes, audiocassettes, and floppy disks will not be accepted as evidence.**

**\*DO NOT SUBMIT STUDENT EVIDENCE ON PERSONAL OR PREVIOUSLY RECORDED MEDIA.**

# STUDENT PORTFOLIOS

## EVIDENCE REMINDERS FOR GRADE 10 SCIENCE

The following chart is designed to assist teachers as they prepare and compile evidence for inclusion in the portfolio. Its purpose is to help teachers ensure that all evidence is appropriate and has been clearly documented and that all necessary information has been included.

The types of evidence submitted should show what a student knows either by work produced by the student or by any means that show the student's engagement in tasks. Be certain that the task represented by the evidence presented is aligned to the content standard and student learning expectation.

Type of Evidence	Include with Evidence
<b>Work Sample/ Permanent Product</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be certain that the work is related to the student learning expectation.</li> <li><input type="checkbox"/> Ensure that the work sample clearly matches the task as described on the Entry Slip. Do not write a skill on the Entry Slip that is not shown in the work.</li> <li><input type="checkbox"/> If the permanent product (e.g., poster, model of the solar system) is too large or another reason prevents its submission, one photograph of the final product is fine. However, there must be evidence that the student created it.</li> <li><input type="checkbox"/> Grade the work/product or provide an answer key or any information that will allow the correctness of the student response to be verified.</li> </ul>
<b>Series of Captioned Photographs</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be certain that the task is related to the student learning expectation.</li> <li><input type="checkbox"/> Ensure that the pictures (<b>at least two</b>) clearly show the student participating and completing the task(s) as described on the Entry Slip.</li> <li><input type="checkbox"/> For each photograph, describe the step of the task in which the student participated.</li> <li><input type="checkbox"/> For the series of photos, describe               <ul style="list-style-type: none"> <li><input type="checkbox"/> the specifics of what is shown in the pictures; and</li> <li><input type="checkbox"/> the student's level of performance/accuracy on the task.</li> </ul> </li> <li><input type="checkbox"/> Sequence photographs in the correct order, ensuring that the photographs and captions are correctly matched and that the pictures show what is stated in the captions.</li> </ul>
<b>Digital Video</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that the digital video clearly shows the student participating in the task(s) (related to the student learning expectation) as described on the Entry Slip.</li> <li><input type="checkbox"/> Ensure that the media is of adequate length to show the student participating in various stages of the task (on average, no more than 5 minutes).</li> <li><input type="checkbox"/> Identify the entry (standard and SLE) before the activity is recorded (either verbally or with a written sign).</li> <li><input type="checkbox"/> Include a transcript of the information contained on the media, focusing on the dialogue between the teacher, student, and/or others involved in the task.</li> <li><input type="checkbox"/> Document important information (student name, district, school, teacher, date) on the media label.</li> <li><input type="checkbox"/> Place the media and script in the pouch provided.</li> <li><input type="checkbox"/> Before submitting the portfolio, ensure that the media can be played on equipment other than that on which it was created to check that it is not defective.</li> </ul>
<b>Digital Audio</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that the digital audio clearly demonstrates the student participating in the task(s) (related to the student learning expectation) as described on the Entry Slip.</li> <li><input type="checkbox"/> Ensure that the media is of adequate length to demonstrate the student participating in various stages of the task (on average, no more than 5 minutes).</li> <li><input type="checkbox"/> Identify the entry (standard and SLE) before the activity is recorded verbally.</li> <li><input type="checkbox"/> Include a transcript of the information contained on the media, focusing on the dialogue between the teacher, student, and/or others involved in the task.</li> <li><input type="checkbox"/> Document important information (student name, district, school, teacher, date) on the media label.</li> <li><input type="checkbox"/> Place the media and script in the pouch provided.</li> <li><input type="checkbox"/> Before submitting the portfolio, ensure that the media can be played on equipment other than that on which it was created to check that it is not defective.</li> </ul>

# STUDENT PORTFOLIOS

---

## PLAN THE ENTRY

Select the content standard and student learning expectation that is appropriate for your student. Use the *Resource Guide to the Arkansas Curriculum Framework for Students with Disabilities for Tenth Grade Science* for help in understanding the standards and for task suggestions. Consult with general education colleagues as they are great resources for materials you can adapt to fit the needs of your student.

Make sure the tasks you include are connected to the Student Learning Expectation (SLE) you have selected for instruction. Plan the task according to the part of the SLE that the student will access, making sure that it aligns to the SLE **and** the content standard. Use the examples below as a guide.

- MC.2.B.5 (Compare and contrast the structures of an animal cell to a plant cell): tasks must show the student comparing and contrasting both types of cells.
- If you choose activities from the Resource Guide, be sure to develop them with attention to alignment with the selected student learning expectation. For example, for MC.1.B.4—“Explain the role of energy in chemical reactions of living systems”—one activity described in the Resource Guide is to burn potato chips. After participating in the activity of burning potato chips the student should describe what is happening with the energy. In a similar manner, the student should do more than just put Amish Bread in the oven for MC.3.B.3. The student should participate in the activity and include a description of observations concerning the anaerobic respiration/fermentation occurring in the Amish Bread. For example, the student may record (if possible) how the bread started as dough and rose into baked bread; or the student could answer some simple aligned questions about the activity. This will show that the student recognizes the change that occurred due to fermentation.

After determining the appropriate task to show access to the SLE, decide the type of evidence that best displays the student’s performance of that task (e.g., work sample/permanent product, series of captioned photographs, digital video/audio with script).

Some tips for planning the entry:

- Include three (3) pieces of evidence for each entry that show the student performing tasks that support the SLE. The goal is to see that the student can generalize the skill on different occasions or when performing different tasks.
- Develop tasks that are appropriate and present a realistic challenge for the student at his/her ability level while remembering to use age-appropriate materials. Remember that materials are age-appropriate if a same-age peer without a disability would use the item/teaching material or something very similar.
- Tasks are authentic if someone without a disability would also have reason to perform those tasks. Young children identify colors in preschool through first or second grade. However, the rest of the population does not go around identifying colors just to name them. Pre-teens through adults look for a red sweater to go with a black skirt or use color as a visual reference (e.g., “I want Folger’s coffee in the red can, not Maxwell House coffee in the blue can”).

Teachers may want to use the Planning Sheet (available on the ADE website) as shown on the following page. It is structured to provide guidance in selecting the content standard and SLE for each entry and for planning the tasks and types of evidence. This is an optional form and should not be submitted with the portfolio.

# STUDENT PORTFOLIOS

**Planning Sheet for the Arkansas Alternate Portfolio Assessment  
(optional form for planning purposes)**

**Grade 10 Science**

Student Name _____	Grade _____		
Strand/Standard	SLE	Tasks (Three Tasks for Each Entry)	Types of Evidence
Molecules and Cells Content Standard 1			
Molecules and Cells Content Standard 2			
Molecules and Cells Content Standard 3			
Heredity and Evolution Content Standard 4			
Heredity and Evolution Content Standard 5			
Heredity and Evolution Content Standard 6			
Classification Content Standard 7			
Ecology Content Standard 8			
Ecology Content Standard 9			

# STUDENT PORTFOLIOS

---

## COLLECT THE EVIDENCE

Accessing the standards can and should be a natural part of daily or ongoing lessons. Therefore, tasks that fit and are relevant to the student's existing program of instruction should be utilized. It is suggested that you allow time to change the task if you find it is not appropriate for your student. Collect the evidence as you work with the student through the SLEs you have selected.

The final portfolio to be submitted must be organized in the three-ring binders that have been provided for collecting evidence of student performance. The three-ring binders provided for students with disabilities in grade 10 science are **BLUE**. Only documentation sheets and Entry Slips specific to this student population may be used in the **BLUE BINDERS**.

Be certain to obtain the correct binder and portfolio forms (see page 14 of this manual for details on how to obtain the correct portfolio forms). Do **not** use binders of any other color for students with disabilities in grade 10 science. When binders are returned for scoring, they are sorted at the scoring facility according to the color of the binder. Returning portfolios for students with disabilities in grade 10 science in a binder of any other color may cause a substantial delay in processing and scoring.

## COMPLETE THE FORMS CORRECTLY

**Student Demographic Information Form**—the Student Demographic Information Form and student label are designed to be machine-readable and, as such, must be handled carefully. Use forms for the 2012–2013 administration **only** (versions of the form from previous administrations cannot be processed and therefore **must not** be used). To ensure the forms and labels can be properly processed, they must not be folded, paper-clipped, stapled, or torn. When complete, place the Student Demographic Information Form in the clear, plastic overlay on the front of the student's binder. Do **not** 3-hole punch the form and do **not** place it inside the binder. This form may **not** be copied. If you need additional Student Demographic Information Forms, they **must** be obtained from Questar. Student labels and Student Demographic Information Forms will be provided to districts along with return materials in February 2013. Please read and follow the instructions carefully.

- **Student Labels**—demographic information on the student labels must be verified. **If any information on the student label is not correct, all demographic information must be coded and the student label cannot be used.**

**Student Profile for Students with Disabilities**—this form requests additional information about the student. Complete the form and place it behind divider one (Student Information).

- Completing the Profile Sheet provides information regarding the student's abilities, communication systems, and assistance regularly required in order to be successful.
- There is space at the bottom of the page to include details that are not covered in the upper portion.

**Portfolio Checklist**—this form requires the signature of an IEP team member and the student's parent or guardian. The completed form should be returned behind divider one (Student Information).

## STUDENT PORTFOLIOS

---

**Entry Slip**—this form must be completed correctly in order for an entry to be scored. An incomplete or incorrectly completed Entry Slip will result in the entry receiving a code of ES (See “Nonscoreable Entries” on page 32) instead of a score.

- Use only the 2012–2013 Entry Slip provided in this manual and on the ADE website for students with disabilities in grade 10 science. A sample of a completed Entry Slip can be found on page 24.
  - **Please note that the Entry Slip is no longer provided in the binders.** You must copy it from this manual (Appendix A) or download it from the ADE website. It is recommended that you download the electronic Entry Slip because the content standards and student learning expectations have been programmed into the form.
- Each entry must include only one Entry Slip. (If more than one is submitted per entry, the first one is used for scoring.)
- On each Entry Slip, be sure to include the **content standard number and description** from the state frameworks. Be sure to use the current Biology standards.
  - The content standard **must be** appropriate to the strand.
  - Complete the Entry Slip with the **correct number and description**.
- On each Entry Slip, be sure to include the **student learning expectation number and description** from the state frameworks.
  - The student learning expectation **must be** appropriate to the content standard.
  - Choose **one** student learning expectation per Entry Slip.
  - Do **not** use the same student learning expectation more than once.
- Include the descriptions of each of the three tasks for the entry. Do **not** state something in the tasks that will not be shown in the evidence.
- The Entry Slip is not the place to describe the student’s success. The evidence must clearly show how the student performed and must be noted accordingly.

**Affidavit**—this scannable form must be completed and signed by the Certified Test Administrator, School Test Coordinator, LEA Supervisor, District Test Coordinator, and Superintendent for each teacher submitting portfolios in the district. Affidavits will be provided in the return materials shipment scheduled to arrive in districts in February 2013. The Affidavit is to be returned at the time the portfolio assessments are completed. Place the completed forms directly behind the District and School Transmittal Forms in Box 1 of the return portfolio shipment.

**Note:** Affidavits may not be copied or stapled (except for district or school record keeping). If additional forms are required, contact Questar’s Arkansas Customer Service at [ARCustomerSupport@QuestarAI.com](mailto:ARCustomerSupport@QuestarAI.com) or by phone at 800-643-8547.

**Verification of Evidence in Portfolio**—this form is provided in Appendix A of this manual. This form is provided for teacher use only and is **not** to be included in the student’s portfolio. Make as many copies of this form as needed to complete one for each student being assessed.

# STUDENT PORTFOLIOS

---

## SUBMIT THE FORMS

- The forms **must** be organized in the order shown in the illustration on page 23. Returning portfolios that are out of order or contain work of another student may result in a lower score or a nonscoreable code.
- The Student Demographic Information Form (SDIF) must be completed and submitted according to instructions provided on the form and in this manual. Student labels and Student Demographic Information Forms will be sent to districts with return materials in February 2013.
  - Be certain that the grade on the SDIF and the grade on the student label match the grade on the Entry Slips.
  - Place forms and evidence in the **BLUE BINDER** behind the appropriate divider. Review the illustration in the manual on page 23 for assistance.
- Share the portfolio with a colleague to check for accurate forms and complete entries.

## ORGANIZE THE PORTFOLIO FOR STUDENTS IN GRADE 10

The portfolios for students with disabilities in grade 10 science must be organized in the following manner:

### Student Demographic Information Form

Insert the completed Student Demographic Information Form into the clear, plastic overlay at the front of the student's binder. Do **not** 3-hole punch the form and do **not** place it inside the binder. (Student Demographic Information Forms will be sent to districts in February 2013.)

### Divider One—Student Information

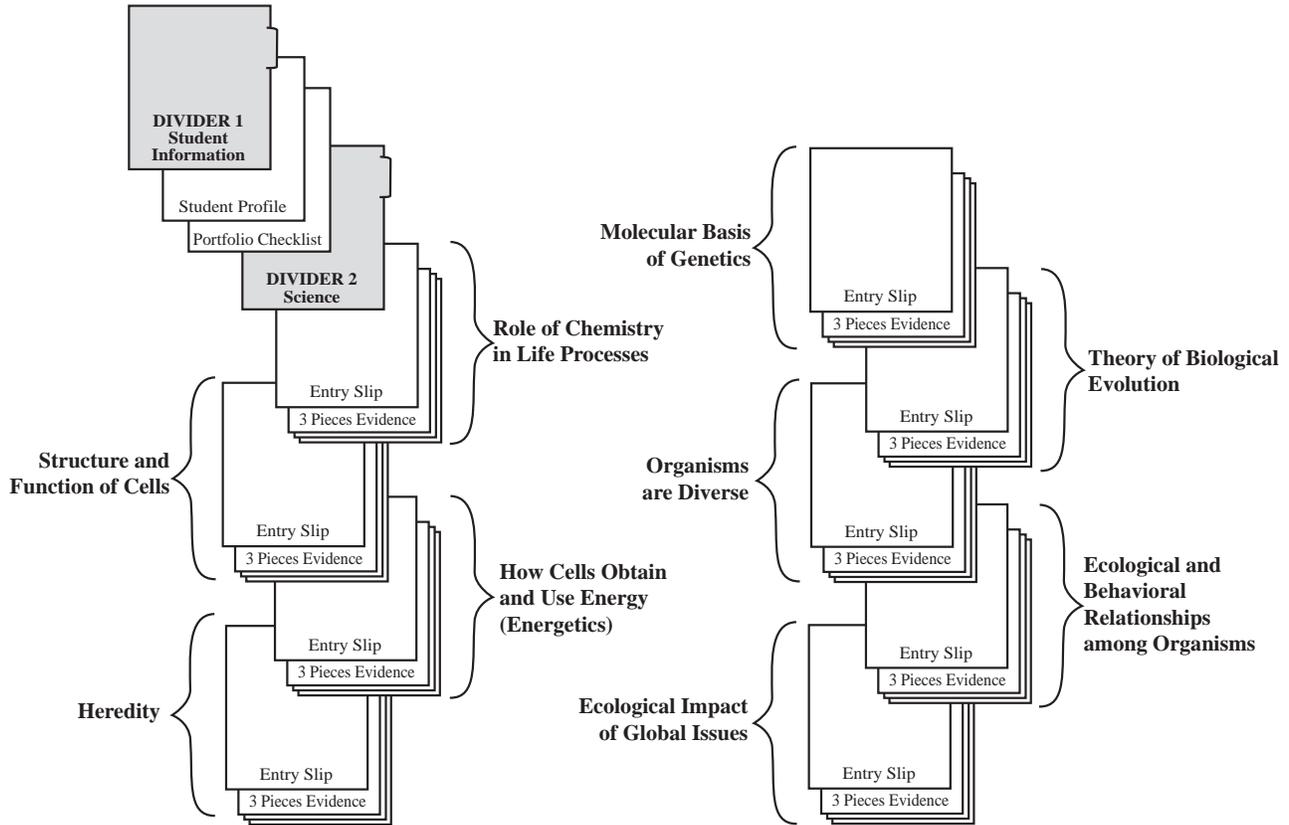
- Completed Student Profile
- Completed Portfolio Checklist

### Divider Two—Science

- Role of Chemistry in Life Processes—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Structure and Function of Cells—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- How Cells Obtain and Use Energy (Energetics)—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Heredity—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Molecular Basis of Genetics—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Theory of Biological Evolution—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Organisms are Diverse—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Ecological and Behavioral Relationships among Organisms—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Ecological Impact of Global Issues—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip

# STUDENT PORTFOLIOS

When returning portfolios for scoring, the materials **must** be organized in the order shown in the following illustration:



# STUDENT PORTFOLIOS

## SAMPLE OF COMPLETED ENTRY SLIP

**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Entry Slip (submit one with each entry)**  
**Students with Disabilities: Grade 10 Science**  
**Entry Slip MUST be completed correctly for the entry to be scoreable!**

**Student Name:** Sample Student

**Entry Slip Completed by:** Sample Teacher

**Biology Strands/Content Standards (check one)**

<b>Molecules and Cells</b> <input checked="" type="checkbox"/> Role of chemistry in life processes <input type="checkbox"/> Structure and function of cells <input type="checkbox"/> How cells obtain and use energy (energetics)	<b>Classification and the Diversity of Life</b> <input type="checkbox"/> Organisms are diverse
<b>Heredity and Evolution</b> <input type="checkbox"/> Heredity <input type="checkbox"/> Molecular basis of genetics <input type="checkbox"/> Theory of biological evolution	<b>Ecology and Behavioral Relationships</b> <input type="checkbox"/> Ecological and behavioral relationships among organisms <input type="checkbox"/> Ecological impact of global issues

**Identify the Content Standard and Student Learning Expectation addressed by this entry:**

Content Standard #: Standard 01  
Description: Students shall demonstrate an understanding of the role of chemistry in life processes.

Student Learning Expectation #: MC.1.B.3  
Description: Investigate the properties and importance of water and its significance for life.

**Brief description of three different tasks related to the SLE (you may use additional paper if needed):**

Task 1: The student will examine samples of water from different sources and complete a compare/contrast chart to decide which samples are safe to drink.  
Type of Evidence for Task 1: Series of Captioned Photographs & Work Sample/Permanent Product

Task 2: The student will plant two seeds and water only one. He will daily chart the results and explain his findings about the importance of water.  
Type of Evidence for Task 2: Series of Captioned Photographs & Work Sample/Permanent Product

Task 3: The student will read a passage about how water is important to human survival and answer questions following the passage.  
Type of Evidence for Task 3: Work Sample/Permanent Product

**Level of Assistance (check all that apply). What is the level of assistance required after the introduction of the lesson/activity is completed?**

	Continuous	Frequent	Occasional	Never	
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="button" value="Reset Form"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments (anything else that will help the scorer understand this entry):**  
In addition to captioned photographs, task 1 and 2 include a work sample explaining the student's research.

## SUBMITTING THE PORTFOLIOS

---

### TEACHER RESPONSIBILITIES

After teachers have collected and organized the portfolios according to the specifications in this manual, they should ensure that everything is labeled properly and placed in the **BLUE** binders to prevent the loss of pages and media. Use the checklist and illustration provided in this manual as guides for verifying that the contents of the **BLUE** binders are organized correctly.

Teachers are also responsible for completing the Student Demographic Information Forms, completing other required forms, and reviewing student labels for accuracy. Be certain that the grade on the Student Demographic Information Form and on the student label matches the grade on all other forms. Use the checklist provided on page 27 for verifying that forms are filled out completely and accurately, that information on the forms is legible, and that the contents of the **BLUE** binders are organized correctly. Student labels and Student Demographic Information Forms will be provided to districts in February 2013.

Student Demographic Information Forms for students who were scheduled to participate but did not should be turned in **separately**.

### SCHOOL TEST COORDINATOR RESPONSIBILITIES

The School Test Coordinator should collect the portfolios from all teachers in the school. Use the checklist provided on page 27 of this manual and the additional instructions provided to districts in February 2013 for verifying that forms are filled out completely and accurately, that information provided on the forms is legible, that student labels have been used correctly, and that the contents of the blue binders are organized correctly. Pack the binders in the shipping box(es). **Place all Student Demographic Information Forms for students who were scheduled to participate but did not in an envelope (provided by the school) on TOP of the contents in Box 1.**

Label the box(es) with the name of the school and identify the contents on the outside of the box. A School Transmittal Form must be completed and placed on top of the portfolios in Box 1. Boxes may be closed but sealed in such a manner that will allow the District Test Coordinator to open them upon receipt. Label the boxes with the number of the box and the total number of boxes (for example: *Box 1 of 3, Box 2 of 3, Box 3 of 3*). If you have only one box, write *Box 1 of 1*. The boxes should be sent to the District Test Coordinator by **March 8, 2013**.

## SUBMITTING THE PORTFOLIOS

---

### DISTRICT TEST COORDINATOR RESPONSIBILITIES

The District Test Coordinator should inventory the boxes received from the schools and complete the District Transmittal Form. Portfolios from multiple schools may be packed together in a box to avoid shipping one or two portfolios per box.

**Group all of the Student Demographic Information Forms for students who were scheduled to participate but did not, and place them in an envelope (provided by the district) directly under the District Transmittal Form. Labels for students who did not participate in the Alternate Portfolio Assessment, regardless of the reason, should be attached to Student Demographic Information Forms with an explanation coded for why a portfolio was not sent in for scoring. Place the District Transmittal Form and the envelope containing any demographic sheets for students who did not participate on top of the contents in Box 1 of the shipment.**

Use the checklists provided on the following pages of this manual as guides for preparing the materials for return.

Detailed return shipping instructions, Student Demographic Information Forms, Affidavits, student labels, and return kits including return labels will be sent to districts by Questar in **February 2013**.

**Please retain the boxes** in which the binders were shipped to your district in the fall for use in returning the portfolios in the spring for scoring.

## SUBMITTING THE PORTFOLIOS

---

### CHECKLIST FOR TEACHERS, SCHOOL TEST COORDINATORS, AND DISTRICT TEST COORDINATORS

Student Demographic Information Forms and student labels, along with detailed instructions for use, will arrive in the districts during the month of February 2013.

- \_\_\_\_\_ Make sure that the correct color binder was used for the student (**BLUE** for grade 10 students with disabilities).
- \_\_\_\_\_ Make sure the contents of the binder are organized correctly per the instructions on page 22 and the illustration on page 23 of this manual.
- \_\_\_\_\_ Verify that the Student Demographic Information Form for the student is filled out accurately and that the student label is used correctly according to the instructions on the form. Make sure that
  - the student label has been checked for accuracy (if any of the information on the label is incorrect, do **not** use the label; instead, **all** of the information requested on the demographic form must be entered and coded); and
  - the Student Demographic Information Form is placed in the plastic overlay on the front of the student binder. Do **not** 3-hole punch the form and do **not** place it inside the binder.
- \_\_\_\_\_ Verify that the Student Profile is filled out completely and accurately.
- \_\_\_\_\_ Verify that the Portfolio Checklist is filled out completely and that it contains the appropriate signatures.
- \_\_\_\_\_ Verify that Student Demographic Information Forms for students who were scheduled to participate but did not are submitted in an envelope (provided by the school or district) and **separate** from the binders.
- \_\_\_\_\_ Complete and sign the Affidavit according to the instructions on the form (Appendix A).
- \_\_\_\_\_ Complete the Exceptional Students Alternate Assessment Roster (Appendix A) by listing all students who are not participating in either the general assessment or the *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science* and mail to the address on the form.
- \_\_\_\_\_ Verify that no unused binders are included in the return shipment to Questar. Only completed portfolios should be returned for scoring.

**Note: Please reference Appendix C for LEA number information.**

## SUBMITTING THE PORTFOLIOS

---

### DISTRICT TEST COORDINATOR CHECKLIST FOR RETURNING PORTFOLIOS FOR SCORING

Detailed return instructions, student labels, Student Demographic Information Forms, and other return materials will be shipped closer to the date of submission and will arrive in the districts during the month of February 2013. In the event that any of the return procedures should change in the interim, the return shipping instructions supersede the instructions contained in this manual.

- \_\_\_\_\_ Complete the District Transmittal Form, providing all of the information requested. Note any changes in school names and/or LEA numbers. If any schools in the district participated in the Alternate Portfolio Assessment but are not listed on the District Transmittal Form, write in the school name and LEA number on a blank line.
- \_\_\_\_\_ Use the LEA numbers listed on the transmittal form to verify that all Student Demographic Information Forms without student labels have the school LEA number entered and coded correctly.
- \_\_\_\_\_ Verify that all materials list LEA numbers from your school(s) and district only.
- \_\_\_\_\_ Verify that all grade 10 portfolios are in **BLUE BINDERS** and that 2012–2013 Student Demographic Information Forms have been used.
- \_\_\_\_\_ Verify that no incorrect student labels have been used. Grades 3–9 labels cannot be used with a blue binder.
- \_\_\_\_\_ Group the Student Demographic Information Forms for students who were scheduled to participate but did not and place them in an envelope (provided by the district) directly under the District Transmittal Form and on top of the contents of Box 1 of the shipment.
- \_\_\_\_\_ Verify that no unused binders are included in the return shipment to Questar. Only completed portfolios should be returned for scoring.
- \_\_\_\_\_ On the day the portfolios are to be shipped, write in the total number of boxes being returned to Questar and the date that they are being shipped on the District Transmittal Form. Make a copy for your records. Place the original on top of the portfolios in Box 1 of the shipment.
- \_\_\_\_\_ Seal the boxes securely with tape.
- \_\_\_\_\_ Place one Questar Return Shipping Label for Alternate Portfolio Assessment Materials on each box. In the lower left corner of each label, write the number of the box and the total number of boxes you are shipping (for example: *Box 1 of 3*, *Box 2 of 3*, and *Box 3 of 3*). If you are shipping only one box, write *Box 1 of 1*.
- \_\_\_\_\_ Place the boxes in the appropriate location for pickup.
- \_\_\_\_\_ Follow all procedures in the return instructions that are provided with return materials.

# SCORING STUDENT PORTFOLIOS

---

## SCORING PROCEDURES

Readers are trained to score student portfolios in the same manner that readers are trained to score student responses in the regular assessments. In preparation for reader training, the Alternate Portfolio Assessment for Students with Disabilities Rangefinding Committee convenes to discuss and score sample entries from the current administration. These scored entries are used to compile the scoring guide and the training and qualifying sets necessary for reader training.

The first step in the training is the introduction to the scoring rubric. All of the specific requirements of the rubric are explained by the Scoring Director who has been specifically trained to lead the scoring group. Then the scoring guide, consisting of pre-scored entries that illustrate the score points of the rubric, is presented to the readers and discussed. The goal of this discussion is for the readers to understand why a particular entry receives a particular score. After discussing the rubric and the scoring guide, readers practice scoring entries that have been pre-scored by the Rangefinding Committee and selected for use as training entries. Detailed discussion of the training sets follows each set.

Readers must demonstrate accuracy in their scoring before they can begin assigning scores to “real” entries by “qualifying” (meeting an acceptable agreement rate with the “true” scores on at least one of the qualifying sets). Any reader who does not meet the qualifying standard will be dismissed. All readers understand this stipulation when they are hired.

Once scoring of the portfolios begins, readers are monitored to ensure that they are scoring according to the criteria. Any reader who does not maintain an acceptable level of agreement is dismissed from the project.

All portfolios are scored independently by two readers. The two reader scores for each entry are compared. Entries that receive scores that are non-adjacent (a “2” and a “4,” for example) are scored a third time by an expert reader for resolution.

The following pages contain the scoring rubric and sample entries from student portfolios. These entries have been selected to illustrate forms that are completed correctly, tasks that are clearly described, and evidence that shows student performance. Faces have been obscured and names have been removed to respect the privacy of students.

**Note: Sample entries contain student work from a previous school year; however, for the purposes of this manual, information was entered into the 2012–2013 forms.**

# SCORING STUDENT PORTFOLIOS

---

## DOMAIN DEFINITIONS

The portfolios are scored for each domain described below. The rubric appears on the following page.

**Performance** is the student's demonstration of skill while attempting a given task. Each portfolio entry is scored for Performance. When scoring Performance, these are the considerations:

- Are there three pieces of evidence?
- Are the tasks performed on multiple occasions or are they separate and distinct from one another?
- What is the level of student skill related to the student learning expectation?

**Context** is the degree to which the tasks

- Are age-appropriate and allow the student to use age-appropriate materials;
- Provide a realistic challenge for the student; and
- Reflect meaningful, real-world activities.

Each portfolio entry is scored for Context. When scoring Context, these are the considerations:

- Do all materials respect the chronological age of the student?
- Do the tasks provide a realistic challenge for the student, or are they too difficult or not challenging enough?
- Are the tasks presented in a way that is meaningful for the student?

**Level of Assistance** is the degree of independence demonstrated in the student's performance. The Level of Assistance is determined after the introduction of the lesson activity. Each portfolio entry is scored for Level of Assistance. When scoring Level of Assistance, these are the considerations:

- Is the Level of Assistance marked on the Entry Slip?
- Is there documentation on the Profile Sheet of the assistance the student needs on a daily basis to be successful?
- Is there an indication that the student requires more than what is needed on a daily basis on a particular task in the entry?

## SCORING STUDENT PORTFOLIOS

### ARKANSAS' DOMAIN SCORING RUBRIC FOR GRADE 10 SCIENCE FOR STUDENTS WITH DISABILITIES

DOMAIN	SCORE POINT 1	SCORE POINT 2	SCORE POINT 3	SCORE POINT 4
<b>Performance</b> (Scored for each portfolio entry.)	There is evidence that the student performs the task with no skill.	There is evidence that the student performs the task with minimal skill.	There is evidence that the student performs the task with reasonable skill.	There is evidence that the student performs the task with mastery as demonstrated on multiple occasions or on multiple tasks.
<b>Context</b> (Scored for each portfolio entry.)	Task does not meet any of these criteria: age-appropriate, challenging, or authentic.	Task meets only one of these criteria: age-appropriate, challenging, or authentic.	Task meets two of these criteria: age-appropriate, challenging, or authentic.	Task meets all three of these criteria: age-appropriate, challenging, and authentic.
<b>Level of Assistance</b> (Scored for each portfolio entry.)	When provided with appropriate adaptations/assistive technology, the student performs tasks with continuous prompting: verbal and/or physical.	When provided with appropriate adaptations/assistive technology, the student performs tasks with frequent prompting: verbal and/or physical.	When provided with appropriate adaptations/assistive technology, the student performs tasks with occasional prompting.	When provided with appropriate adaptations/assistive technology, the student performs tasks without the need for prompting beyond natural environmental or social cues.

Decisions made by the Alternate Portfolio Assessment for Students with Disabilities Ranges Finding Committee made up of special education educators are:

- At least **three (3) pieces of evidence** must be submitted for an entry to be eligible for a score of “4” in Performance. However, submitting three (3) pieces of evidence does not guarantee a “4” in this domain. The quality of the entry/student work determines the score.
- If an entry consists of **two (2) pieces of evidence**, the highest score possible is a “3” in Performance.
- If an entry consists of **one (1) piece of evidence**, the highest score possible is a “2” in Performance.

# SCORING STUDENT PORTFOLIOS

---

## **NONSCOREABLE ENTRIES**

Entries may be considered nonscoreable if the rules or guidelines in the Administration Manual and Teacher Handbook are not followed. Entries that are considered nonscoreable will be given one of the following codes:

### **ES (Entry Slip)**

- ES-A The content standard number and/or description are missing.
- ES-B The content standard number and description do not match.
- ES-C The student learning expectation number and/or description are missing.
- ES-D The student learning expectation number and description do not match, or incorrect information is substituted for the student learning expectation.
- ES-E There are multiple student learning expectations listed on the Entry Slip.
- ES-F The Entry Slip is missing or an invalid Entry Slip is used.
- ES-G There are no task descriptions included on the Entry Slip.

### **MP (Missing Piece)**

- MP-A The entry is missing.
- MP-B The Entry Slip is present, but the evidence is not included.
- MP-C The student learning expectation has been addressed in a previous entry.

### **NS (Not to Standard)**

- NS-A The content standard does not match the strand.
- NS-B The student learning expectation does not match the content standard.
- NS-C The task/evidence is not related to the student learning expectation.

### **LE (Lacks Evidence)**

- LE-A None of the evidence shows what the task indicates.
- LE-B Answer keys have not been provided, or the correctness of the student responses on all pieces of evidence cannot be verified.
- LE-C One picture is included as evidence rather than a series of captioned photographs.

**Nonscoreable entries will receive a score of ZERO.**

## SCORING STUDENT PORTFOLIOS

---

### 2012–2013 SCORING DISTRIBUTION FOR PORTFOLIOS FOR GRADE 10 STUDENTS WITH DISABILITIES

Below is a chart that details the total points that can be achieved for Grade 10 Science in 2012–2013.

#### SCIENCE—Nine (9) strands for Biology with one (1) entry for each

Domain	Scorers	No. of Entries	Domain Weight	Points Possible	Total Points
<b>Performance</b>	2	9	4	4	288 (57%)
<b>Context</b>	2	9	2	4	144 (29%)
<b>Level of Assistance</b>	2	9	1	4	72 (14%)
					<b>504 total points</b>



# **SAMPLE ENTRIES**

## SAMPLE ENTRY 1

---

### ANNOTATION

- Strand:** Molecules and Cells
- Standard 1:** Students shall demonstrate an understanding of the role of chemistry in life processes.
- MC.1.B.1:** Describe the structure and function of the major organic molecules found in living systems.

**Performance: 4**

The student completed three different tasks on three separate occasions (classifying foods based on their primary nutrient). The first piece of evidence shows the student grouping foods as starches, proteins, or fats by circling boardmaker symbols. The second piece of evidence shows the student categorizing pictures of food into the appropriate column header. Finally, the third piece of evidence is a series of captioned photographs capturing student work. The photographs show the beginning of the work, the student in the midst of the task, and a final picture showing completion of the task. There is evidence that the student performs the tasks with mastery.

**Context: 4**

The tasks and materials are age-appropriate and authentic (meaningful, functional, and related to the real world) and present an appropriate challenge for this student.

**Level of Assistance: 4**

The teacher indicates on the Entry Slip that the student does not require assistance beyond that which is stated in the Student Profile.

# SAMPLE ENTRY 1

## STUDENT PROFILE

### 2012–2013 Arkansas Alternate Portfolio Assessment Student Profile Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: <u>Sample Entry 1</u>
School: <u>Sample School</u> District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>8/19 - 3/18</u>
Age: <u>16</u>

**Please check ALL that apply.**

<b>Diagnosis (no abbreviations):</b> Mental Retardation		
<p style="text-align: center;"><b><u>Type of class</u></b></p> <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Cognitive Skills</u></b></p> <input checked="" type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input checked="" type="checkbox"/> Needs assistance to focus	<p style="text-align: center;"><b><u>Special Factors</u></b></p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input type="checkbox"/> Needs behavioral supports
<p style="text-align: center;"><b><u>Communication</u></b></p> <p><b>What is the student's means of communication?</b></p> <input checked="" type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input checked="" type="checkbox"/> Other: <u>switch button</u> <p><b>Low-tech Communication System</b></p> <input type="checkbox"/> Communication Cards (PECS) <input checked="" type="checkbox"/> Pictures, symbols, or manipulatives <p><b>Assistive Technology</b></p> <input type="checkbox"/> Electronic <input type="checkbox"/> Electronic high-tech <input type="checkbox"/> Low-tech <input type="checkbox"/> Physical <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Fine Motor Skills</u></b></p> <input checked="" type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p style="text-align: center;"><b><u>Mobility</u></b></p> <input checked="" type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<p><b><u>Supportive Services</u></b></p> <input type="checkbox"/> One-to-one aide <input type="checkbox"/> Vision support <input checked="" type="checkbox"/> Speech therapy <input type="checkbox"/> Physical therapy <input type="checkbox"/> Occupational therapy <input type="checkbox"/> ESL services <input type="checkbox"/> Sign language interpreter <input type="checkbox"/> Other: _____		
<p style="text-align: center;"><b><u>Type of Prompting</u></b></p> <input checked="" type="checkbox"/> Uses above systems to make choices <input checked="" type="checkbox"/> Needs verbal cues to make choices <input checked="" type="checkbox"/> Requires hand-over-hand assistance <input checked="" type="checkbox"/> Requires verbal prompting <input checked="" type="checkbox"/> Requires physical prompting	<p style="text-align: center;"><b><u>Strengths in Literacy</u></b></p> Reading grade level: <u>Pre K</u> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input type="checkbox"/> Recognizes basic picture symbols <input type="checkbox"/> Recognizes/identifies letters <input type="checkbox"/> Reads and comprehends basic words	<p style="text-align: center;"><b><u>Strengths in Math</u></b></p> Math grade level: <u>Pre K</u> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input type="checkbox"/> Computes addition/subtraction <input type="checkbox"/> with calculator <input type="checkbox"/> without calculator <input type="checkbox"/> Computes multiplication/division <input type="checkbox"/> with calculator <input type="checkbox"/> without calculator
Unique characteristics of student (not included in above choices) that would help to understand challenges: See attached		

# SAMPLE ENTRY 1

---

## STUDENT PROFILE

### Sample Entry 1 Student Profile

The student can attend to pictures while a book is read to her. She can sort and group objects with hand over hand assistance. The student can make marks on paper with hand over hand assistance. She can clap her hands while listening to music. She can spell her name using magnetic letters and a model with hand over hand assistance. The student can make choices between desirable and undesirable items and can track desirable items with her eyes. She can hold objects in her hands and can transfer from one hand to the other. The student requires hand over hand prompting and needs continuous verbal and physical support in all areas of functioning. She is able to make food choices by reaching for the desirable food. When she doesn't want the food, she will push it away with her hand or arm. A switch adapted mouse and an interactive board has been used in the room. She will attend to what is on the board if it is something musical. The Interactive Boardmaker program and the switch/button have been used to help her progress in the classroom. She will occasionally push the button to interact with the activity, but mostly all activities are completed with hand over hand assistance. The student has a medical diagnosis of Cri-du-Chat Syndrome. It is characterized by severe psychomotor and mental retardation. These factors adversely affect her ability to make progress in the general curriculum. She is not able to attend to commands, follow directions, or engage in appropriate interaction. She requires full physical and verbal prompting. She is able to recognize pictures of the things that she likes such as the food she likes to eat and the items in PE she likes to use such as a ball. Most of the time, the actual item is used for her to make a choice.

# SAMPLE ENTRY 1

## ENTRY SLIP

**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Entry Slip (submit one with each entry)**  
**Students with Disabilities: Grade 10 Science**  
**Entry Slip MUST be completed correctly for the entry to be scoreable!**

Student Name: Sample Entry 1

Entry Slip Completed by: Sample Teacher

**Biology Strands/Content Standards (check one)**

<b>Molecules and Cells</b> <input checked="" type="checkbox"/> Role of chemistry in life processes <input type="checkbox"/> Structure and function of cells <input type="checkbox"/> How cells obtain and use energy (energetics)	<b>Classification and the Diversity of Life</b> <input type="checkbox"/> Organisms are diverse
<b>Heredity and Evolution</b> <input type="checkbox"/> Heredity <input type="checkbox"/> Molecular basis of genetics <input type="checkbox"/> Theory of biological evolution	<b>Ecology and Behavioral Relationships</b> <input type="checkbox"/> Ecological and behavioral relationships among organisms <input type="checkbox"/> Ecological impact of global issues

**Identify the Content Standard and Student Learning Expectation addressed by this entry:**

Content Standard #: Standard 01

Description: students shall demonstrate an understanding of the role of chemistry in life processes.

Student Learning Expectation #: MC.1.B.1

Description: Describe the structure and function of the major organic molecules found in living systems.

**Brief description of three different tasks related to the SLE (you may use additional paper if needed):**

Task 1: The student completed a worksheet by circling the foods that are starches, fats, and proteins.

Type of Evidence for Task 1: Work Sample/Permanent Product

Task 2: The student was asked to group pictures of foods as starches, fats, and proteins.

Type of Evidence for Task 2: Work Sample/Permanent Product

Task 3: The student was asked to group the foods as starches, fats, and proteins.

Type of Evidence for Task 3: Series of Captioned Photographs

**Level of Assistance (check all that apply). What is the level of assistance required after the introduction of the lesson/activity is completed?**

	Continuous	Frequent	Occasional	Never	
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="button" value="Reset Form"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments (anything else that will help the scorer understand this entry):**

# SAMPLE ENTRY 1

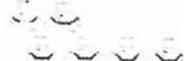
name \_\_\_\_\_

1002



Date: 1/3/

circle the foods that are starches



mashed potatoes



bread



meat / fish



circle the foods that are fats



milk



meat / fish



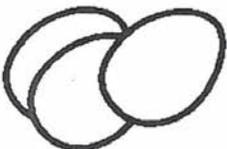
butter



circle the foods that are protein



eggs



meat / fish



cake



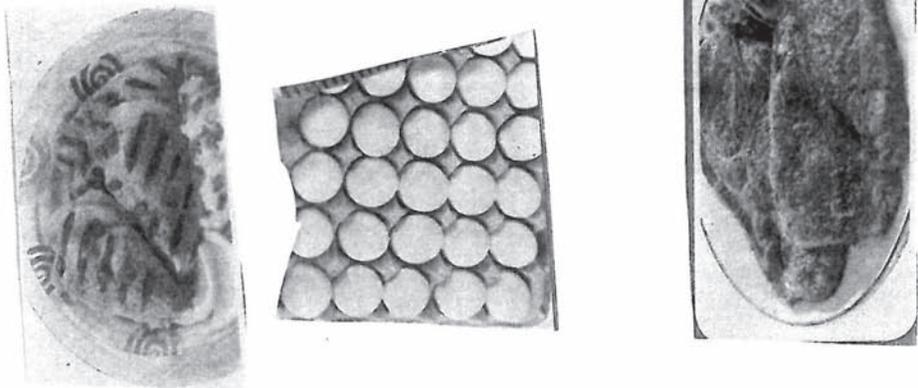
SAMPLE ENTRY 1

Group food as one of the following:

Date: 1/12

100%

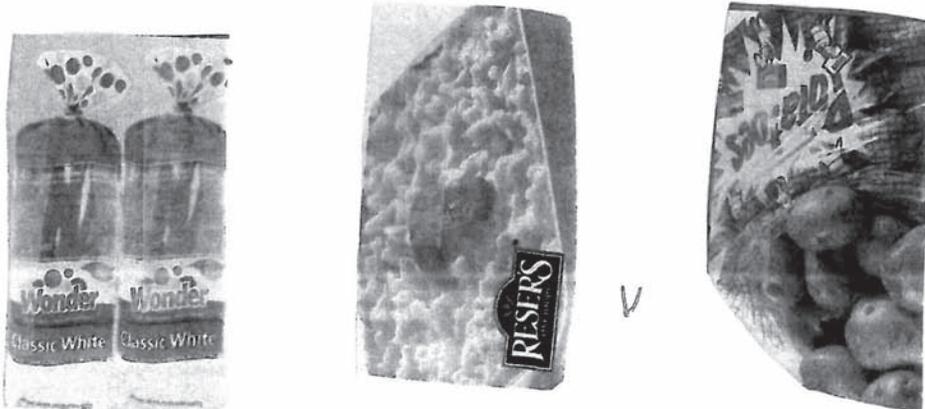
Proteins



Fats (lipids)

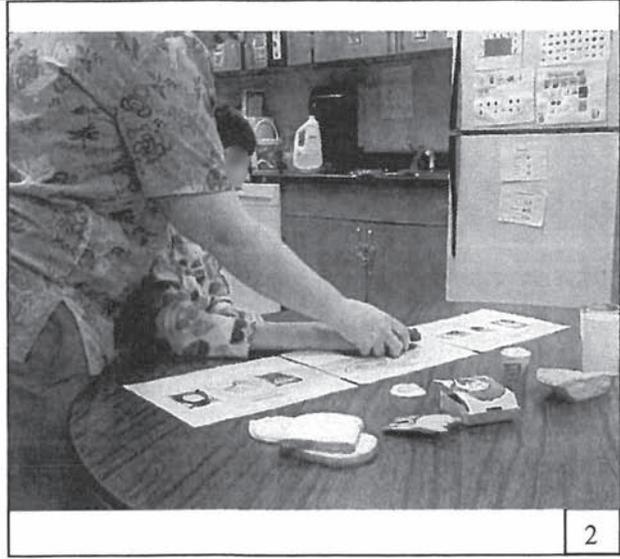
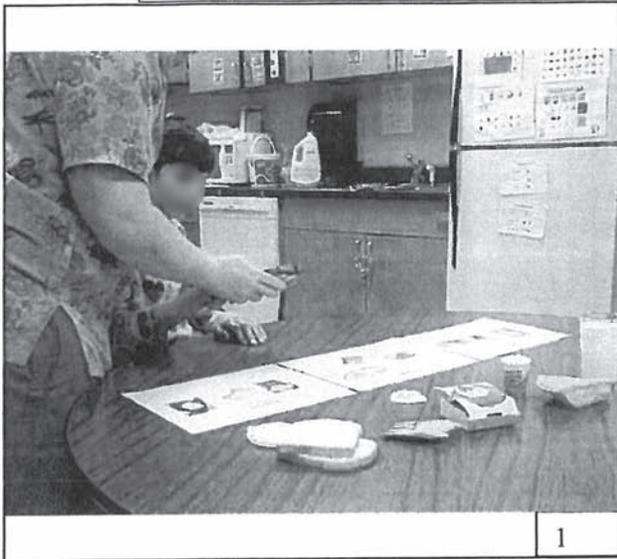


Starches (carbohydrates)

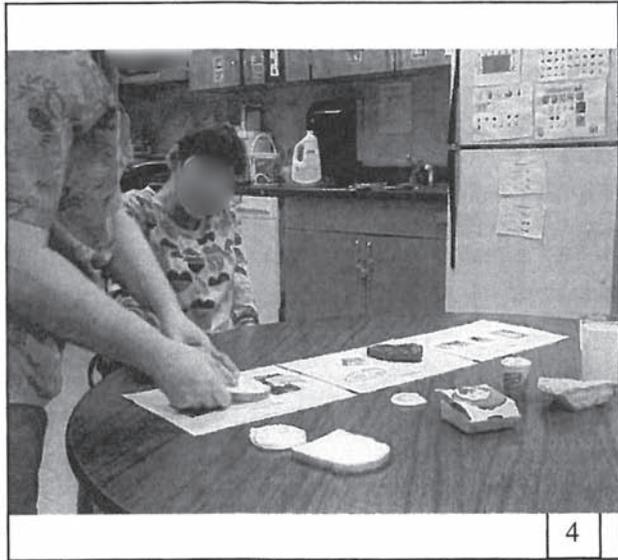
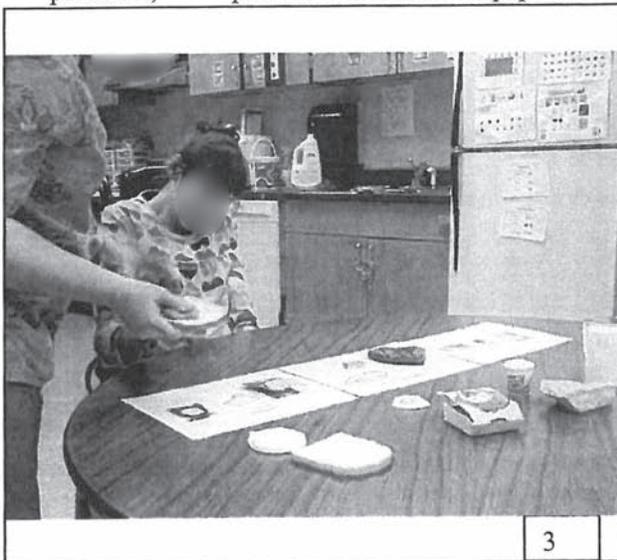


# SAMPLE ENTRY 1

Activity: Grouping foods as Starches, Fats, and Proteins	Date: 01/27
Strand: Molecules and Cells	
Content Standard: 1	
SLE: MC.1.B.1	
Setting: Science Class	



was asked to group the foods as starches, fats, and proteins. In picture 1, chose the steak and in picture 2, places the steak on the paper for the proteins.

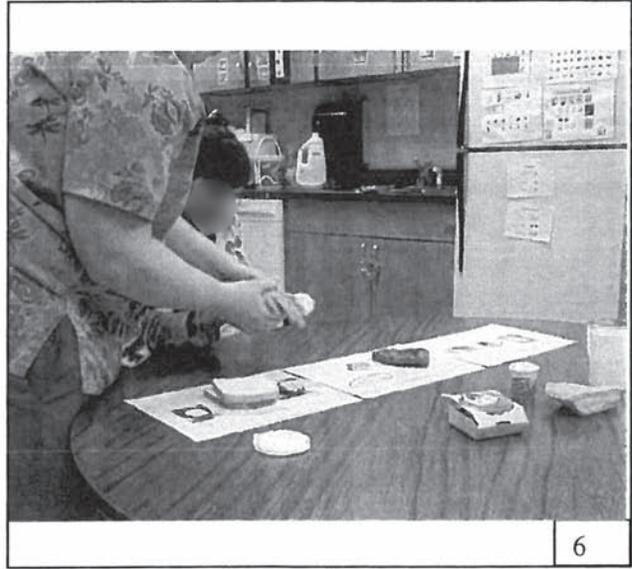
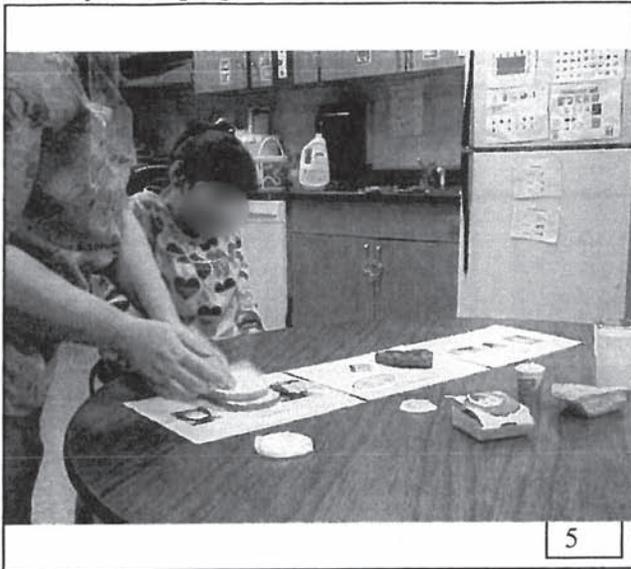


In picture 3, chooses the bread and places the bread onto the starches page in picture 4.

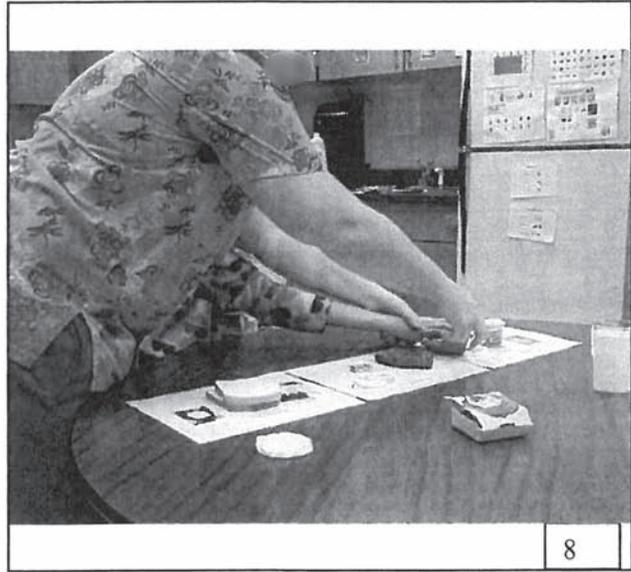
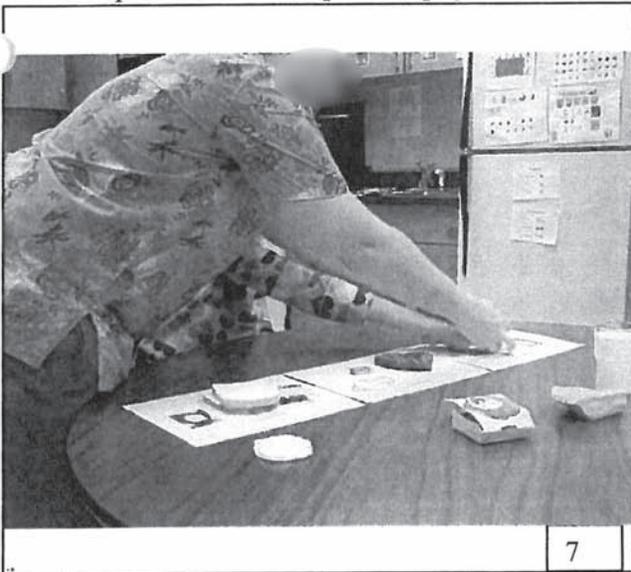
# SAMPLE ENTRY 1

Activity: Grouping foods as Starches, Fats, and Proteins

Date: 01/27



In picture 5, \_\_\_\_\_ placed the second slice of bread onto the starches page. In picture 6, \_\_\_\_\_ chose the egg and placed it onto the proteins page.

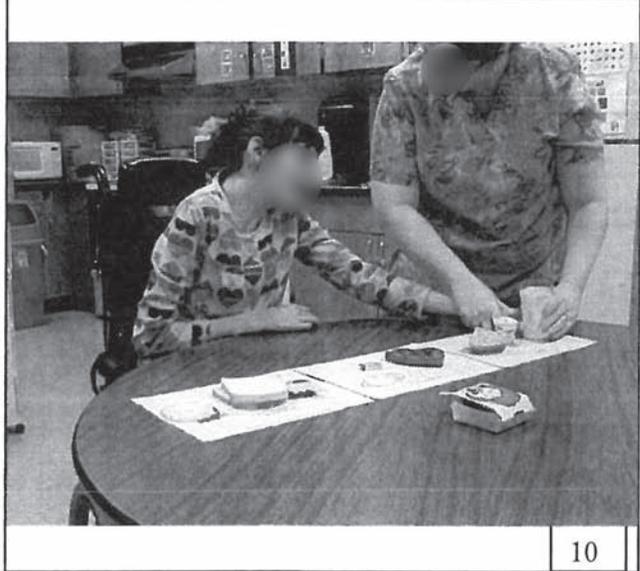
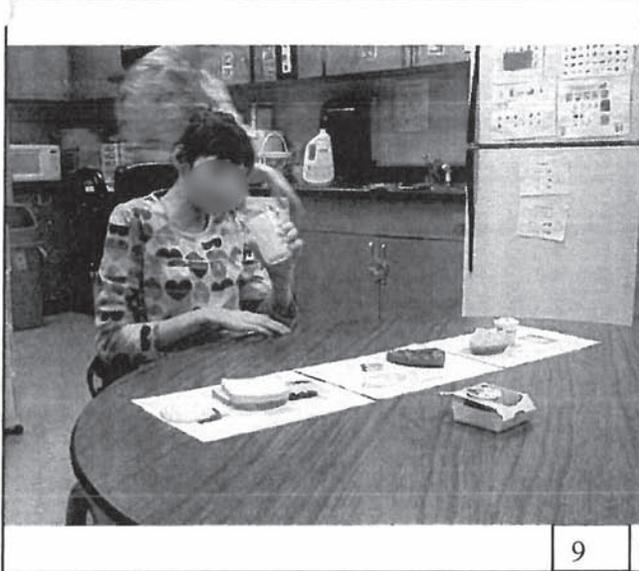


In picture 7, \_\_\_\_\_ placed the milkshake onto the Fats page. In picture 8, \_\_\_\_\_ placed the pie onto the fats page.

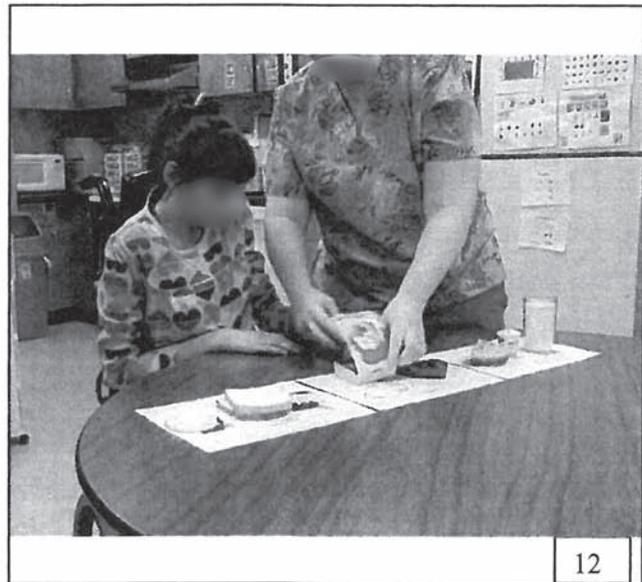
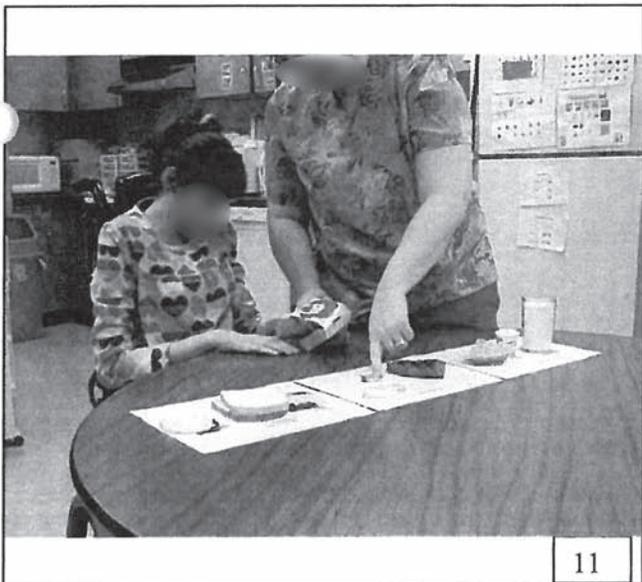
# SAMPLE ENTRY 1

Activity: Grouping foods as Starches, Fats, and Proteins

Date: 01/27



chose the milk in picture 9 and placed the milk onto the fats page in picture 10.

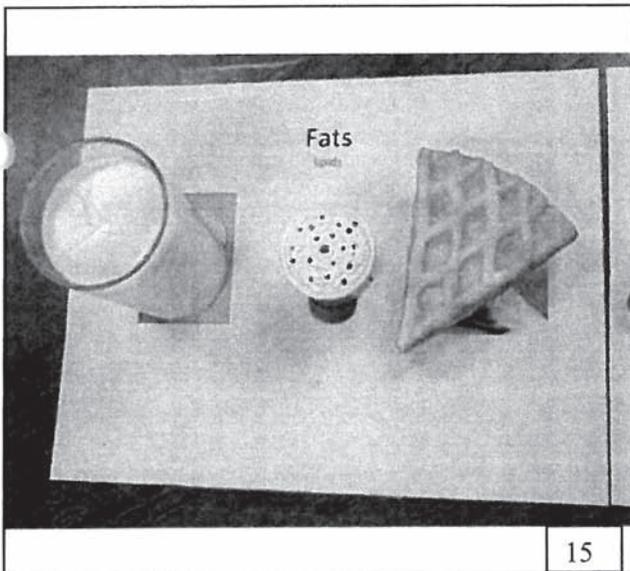
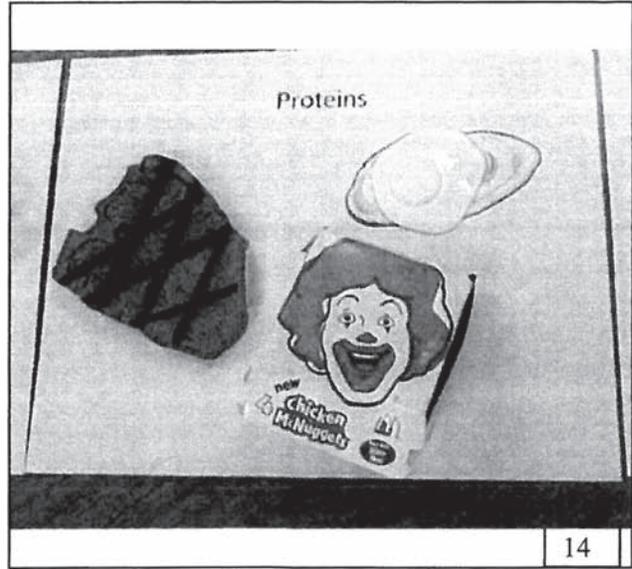
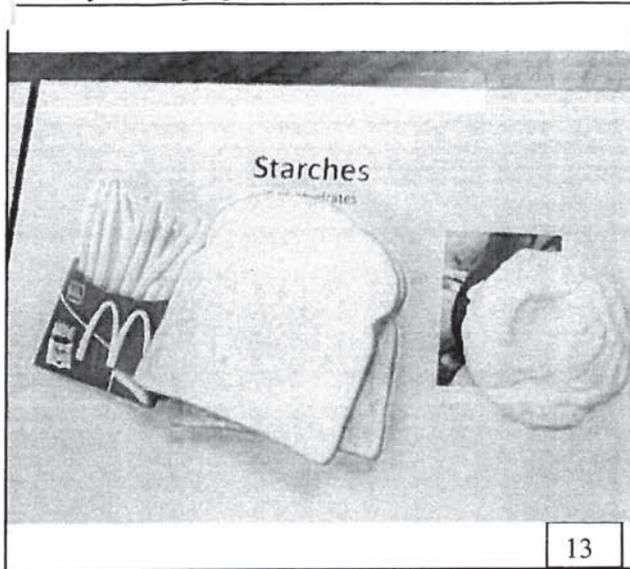


chose the chicken nuggets in picture 11 and in picture 12, placed them onto the proteins page.

# SAMPLE ENTRY 1

Activity: Grouping foods as Starches, Fats, and Proteins

Date: 01/27



grouped the foods into fats, starches, and proteins.

completed this task with 100 % accuracy.

## SAMPLE ENTRY 2

---

### ANNOTATION

**Strand:** Molecules and Cells  
**Standard 2:** Students shall demonstrate an understanding of the structure and function of cells.  
**MC.2.B.5:** Compare and contrast the structures of an animal cell to a plant cell.

#### **Performance: 4**

The student compares and contrasts the structures of an animal and a plant cell in three different ways on three occasions. In the first piece of evidence, the student drew both a plant and animal cell, including major organelles within each, and attempted to identify each structure. The student then completed a Venn diagram to compare and contrast the two cells. Secondly, the student labeled structures of both an animal and a plant cell and followed up with another type of compare and contrast table which included comprehension questions. Finally, the student completed a Chapter Test to compare and contrast the similarities and differences of plant and animal cells. The student displayed mastery as demonstrated on multiple occasions.

#### **Context: 4**

The materials are age-appropriate, and the authentic tasks are challenging for this student. All of the requirements for a “4” are present in this entry.

#### **Level of Assistance: 4**

The teacher has indicated on the Entry Slip that this student does not need any additional assistance outside of what is noted on the Student Profile sheet.

#### **General Comments:**

All three task descriptions are appropriate and accurately describe the evidence that follows. The compare and contrast requirement for this particular student learning expectation has been fulfilled in all three pieces of evidence.

# SAMPLE ENTRY 2

## STUDENT PROFILE

2012–2013 Arkansas Alternate Portfolio Assessment

### Student Profile

Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: <u>Sample Entry 2</u>
School: <u>Sample School</u> District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>September - December</u>
Age: <u>16</u>

**Please check ALL that apply.**

<b>Diagnosis (no abbreviations):</b> Specific Learning Disability		
<p style="text-align: center;"><b><u>Type of class</u></b></p> <input type="checkbox"/> Self-contained <input checked="" type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Cognitive Skills</u></b></p> <input checked="" type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input checked="" type="checkbox"/> Needs assistance to focus	<p style="text-align: center;"><b><u>Special Factors</u></b></p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input checked="" type="checkbox"/> Needs behavioral supports
<p style="text-align: center;"><b><u>Communication</u></b></p> <p><b>What is the student's means of communication?</b></p> <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Fine Motor Skills</u></b></p> <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p style="text-align: center;"><b><u>Mobility</u></b></p> <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<p><b>Low-tech Communication System</b></p> <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives	<p style="text-align: center;"><b><u>Supportive Services</u></b></p> <input type="checkbox"/> One-to-one aide <input type="checkbox"/> Vision support <input type="checkbox"/> Speech therapy <input type="checkbox"/> Physical therapy <input type="checkbox"/> Occupational therapy <input type="checkbox"/> ESL services <input type="checkbox"/> Sign language interpreter <input type="checkbox"/> Other: _____	
<p style="text-align: center;"><b><u>Type of Prompting</u></b></p> <input type="checkbox"/> Uses above systems to make choices <input type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input checked="" type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting	<p style="text-align: center;"><b><u>Strengths in Literacy</u></b></p> Reading grade level: <u>3rd</u> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input checked="" type="checkbox"/> Recognizes basic picture symbols <input checked="" type="checkbox"/> Recognizes/identifies letters <input checked="" type="checkbox"/> Reads and comprehends basic words	<p style="text-align: center;"><b><u>Strengths in Math</u></b></p> Math grade level: <u>3rd</u> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input checked="" type="checkbox"/> Computes addition/subtraction <input type="checkbox"/> with calculator <input checked="" type="checkbox"/> without calculator <input checked="" type="checkbox"/> Computes multiplication/division <input type="checkbox"/> with calculator <input checked="" type="checkbox"/> without calculator
Unique characteristics of student (not included in above choices) that would help to understand challenges: See attached.		

## SAMPLE ENTRY 2

---

### STUDENT PROFILE

Name : \_\_\_\_\_

School: \_\_\_\_\_

Age: 16

\_\_\_\_\_’s primary disability is specific learning disability (SLD). \_\_\_\_\_’s low functioning level makes it difficult for him to work at his expected 10<sup>th</sup> grade level. \_\_\_\_\_ can write paragraphs using the basic rules of punctuation and capitalization. He uses vivid imagery in his writing. His paragraph writing includes not only basic information, but details as well. His handwriting is legible and he demonstrates a functional vocabulary.

\_\_\_\_\_ has some difficulty reading and reading comprehension. His current reading level is on an approximate 3<sup>rd</sup> grade level according to the Brigance. According to classroom assessments, he demonstrates difficulty with processing skills as well. He does not always comprehend directions especially those with multiple steps. He may require a model to see how the process is completed. \_\_\_\_\_ also requires more guided practice for most skills with multiple steps. He also has difficulty in unstructured situations. He has some social skill deficits that preclude him from interacting appropriately with general student populations during transitional times and unstructured settings.

His math level is also on 3<sup>rd</sup> grade level. \_\_\_\_\_ is able to complete most basic calculations (+-\*/ ) without the use of a calculator. He does have more difficulty with multiplication and division than addition and subtraction. \_\_\_\_\_ is also able to count money and can write checks for functional purposes. He can complete multi-step math problems with minimal assistance. \_\_\_\_\_ learns best by having skills modeled for him and then guided through the process the first time.

# SAMPLE ENTRY 2

## ENTRY SLIP

**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Entry Slip (submit one with each entry)**  
**Students with Disabilities: Grade 10 Science**  
**Entry Slip MUST be completed correctly for the entry to be scoreable!**

**Student Name:** Sample Entry 2

**Entry Slip Completed by:** Sample Teacher

**Biology Strands/Content Standards (check one)**

<b>Molecules and Cells</b>	<b>Classification and the Diversity of Life</b>
<input type="checkbox"/> Role of chemistry in life processes	<input type="checkbox"/> Organisms are diverse
<input checked="" type="checkbox"/> Structure and function of cells	<b>Ecology and Behavioral Relationships</b>
<input type="checkbox"/> How cells obtain and use energy (energetics)	<input type="checkbox"/> Ecological and behavioral relationships among organisms
<b>Heredity and Evolution</b>	<input type="checkbox"/> Ecological impact of global issues
<input type="checkbox"/> Heredity	
<input type="checkbox"/> Molecular basis of genetics	
<input type="checkbox"/> Theory of biological evolution	

**Identify the Content Standard and Student Learning Expectation addressed by this entry:**

Content Standard #: Standard 02

Description: student shall demonstrate an understanding of the structure and function of cells.

Student Learning Expectation #: MC.2.B.5

Description: Compare and contrast the structures of an animal cell to a plant cell.

**Brief description of three different tasks related to the SLE (you may use additional paper if needed):**

Task 1: The student drew a replica of the plant and animal cells and labeled the structures. Then the student compared and contrasted the cells by completing a Venn diagram.

Type of Evidence for Task 1: Work Sample/Permanent Product

Task 2: The student labeled the structures of the animal cell and then the plant cell. Next, the student completed a worksheet comparing the plant and animal cell.

Type of Evidence for Task 2: Work Sample/Permanent Product

Task 3: The student completed a test over the plant and animal cell showing knowledge of the structure and functions of each.

Type of Evidence for Task 3: Work Sample/Permanent Product

**Level of Assistance (check all that apply). What is the level of assistance required after the introduction of the lesson/activity is completed?**

	Continuous	Frequent	Occasional	Never	
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="button" value="Reset Form"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

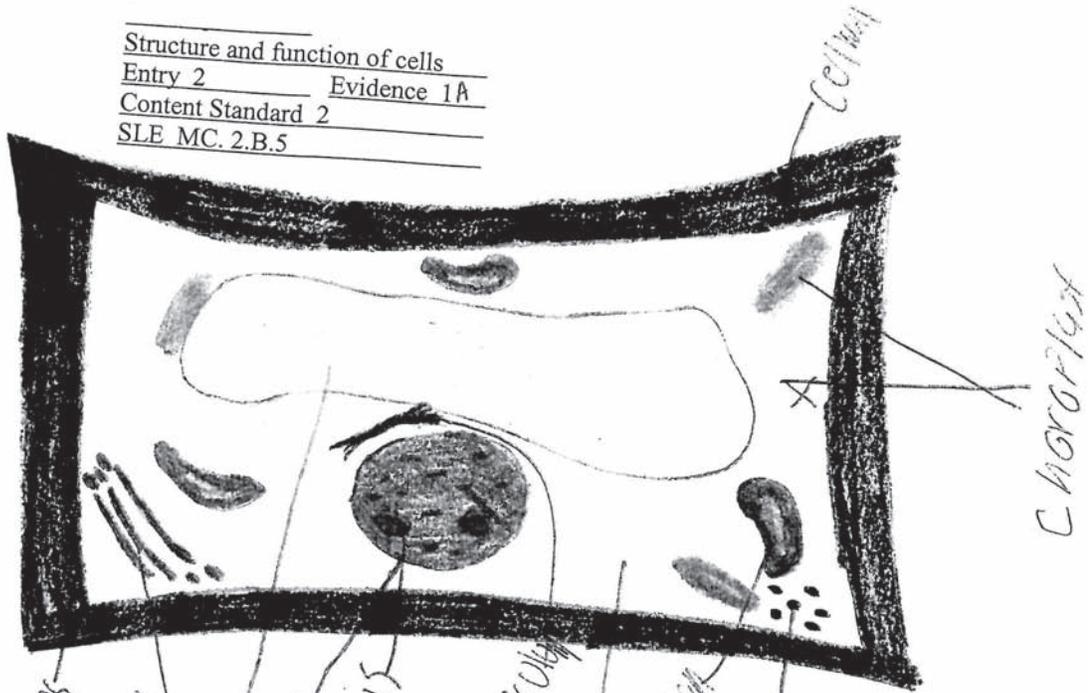
**Comments (anything else that will help the scorer understand this entry):**

No additional assistance was needed above what is listed on the student profile sheet.

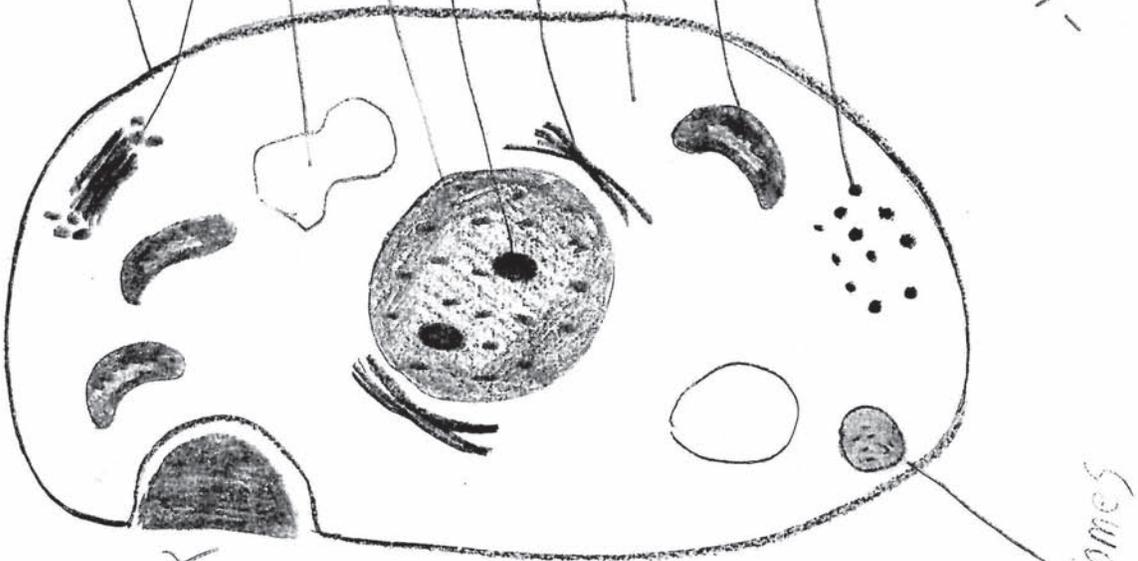
SAMPLE ENTRY 2

Structure and function of cells  
Entry 2 Evidence 1A  
Content Standard 2  
SLE MC. 2.B.5

10-1  
Plant Cell



Animal Cell



## SAMPLE ENTRY 2

Name \_\_\_\_\_

Date 10-4

Period \_\_\_\_\_

Strand Structure + function of cells

Entry 2 Evidence 1B

Content Standard 2

SLE mc. 2. B.5

### Plant and Animal Cells

**Directions** A Venn diagram shows how two things are alike and different.

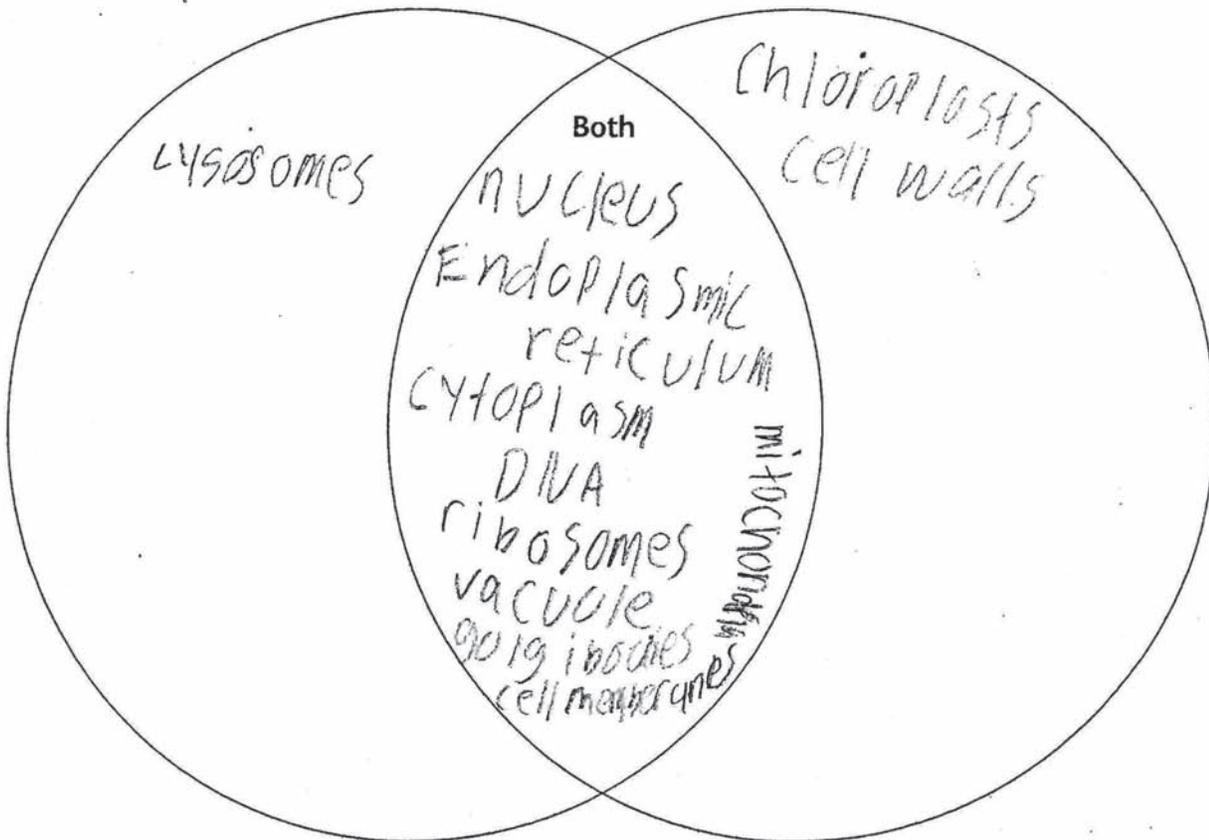
The Venn diagram below shows which features animal cells and plant cells have in common and which ones they do not. Complete the Venn diagram. On the left side of the diagram, write the cell features that only animal cells have. On the right side of the diagram, write the cell features that only plant cells have. In the center of the diagram, write the cell features that both have.

cell membranes	DNA	mitochondria
cell walls	endoplasmic reticulum	nucleus
chloroplasts	golgi bodies	ribosomes
cytoplasm	lysosomes	vacuoles

100/100

**Animal Cells**

**Plant Cells**



# SAMPLE ENTRY 2

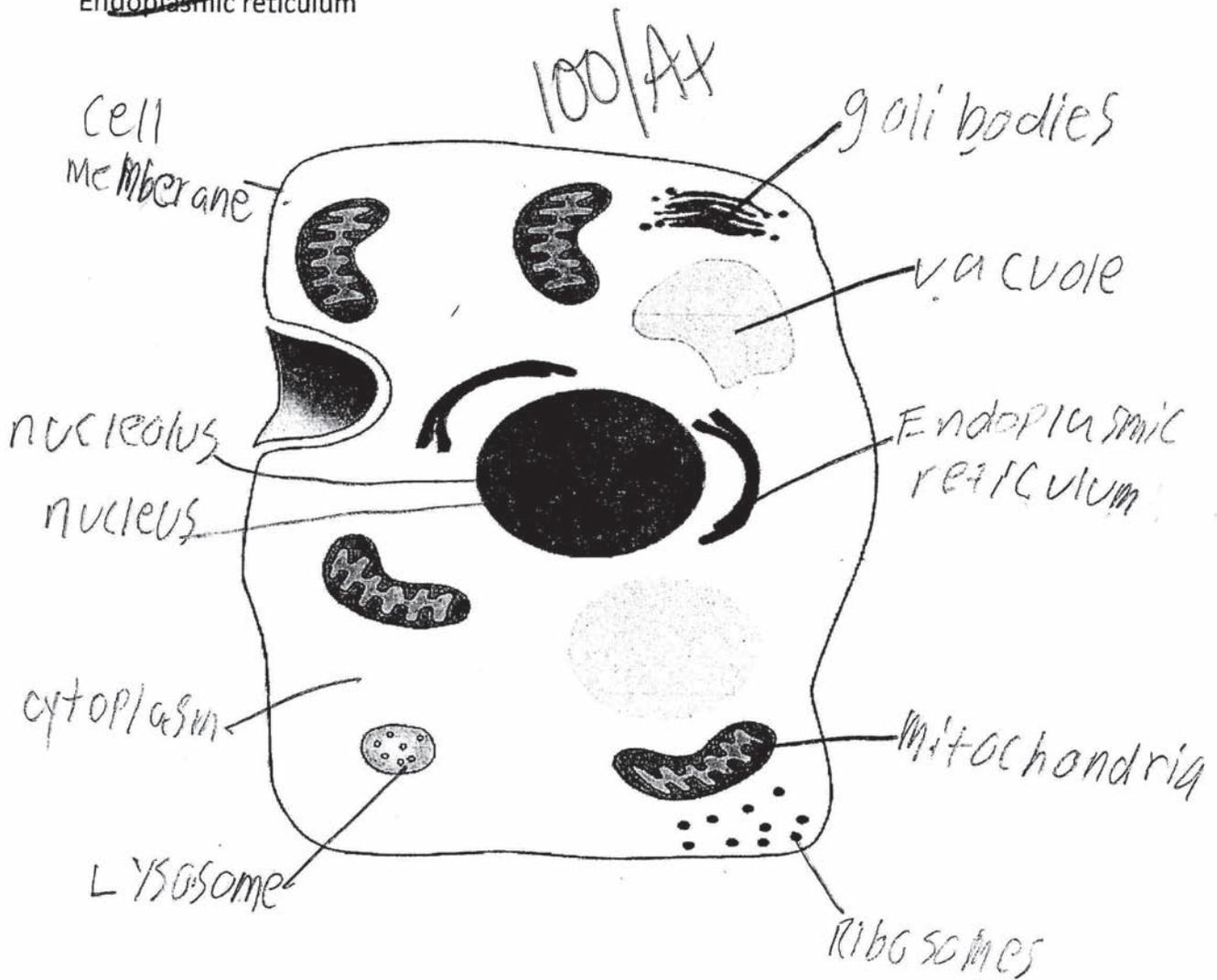
Name: \_\_\_\_\_ Date: 10-6

Structure and function of cells  
Entry 2 Evidence 2A  
Content Standard 2  
SLE MC. 2.B.5

## Label an Animal Cell

Directions: Use the the words below to label the parts of the animal cell.

- ~~Cell membrane~~
- ~~vacuole~~
- ~~lysosome~~
- ~~Mitochondria~~
- nucleus
- ~~golgi bodies~~
- ~~Ribosomes~~
- cytoplasm
- ~~nucleolus~~
- ~~Endoplasmic reticulum~~



## SAMPLE ENTRY 2

Name: \_\_\_\_\_ Date: 10/6/20

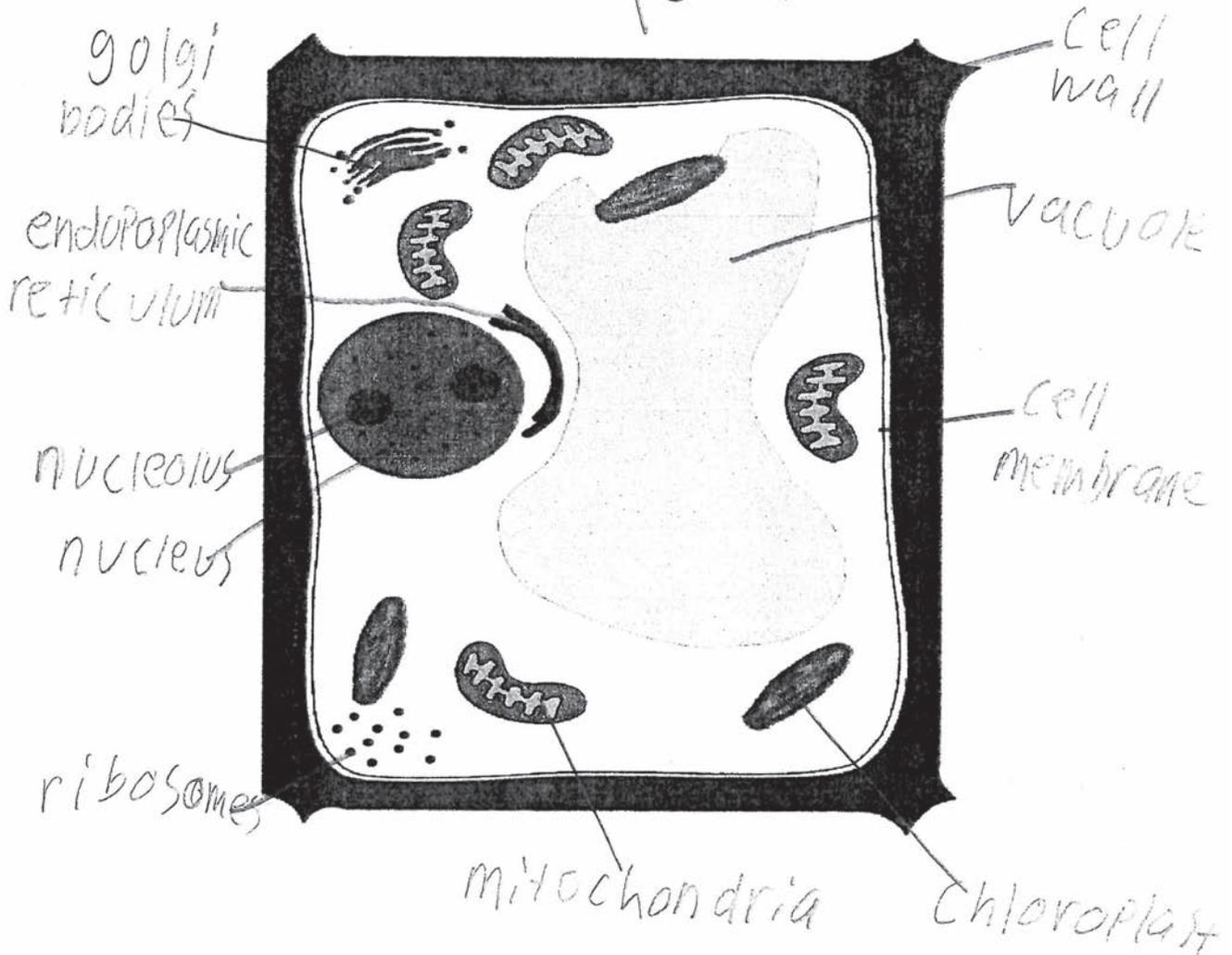
Strand STRUCTURE & FUNCTION OF CELLS  
 Entry 2 Evidence 2B  
 Content Standard 2  
 SLE M.C. 2.B.5

### Label an Plant Cell

Directions: Use the the words below to label the parts of the animal cell.

- |                                  |                        |                         |
|----------------------------------|------------------------|-------------------------|
| <del>cell membrane</del>         | <del>vacuole</del>     | <del>cell wall</del>    |
| <del>mitochondria</del>          | <del>nucleus</del>     | <del>golgi bodies</del> |
| <del>ribosomes</del>             | <del>cytoplasm</del>   | <del>nucleolus</del>    |
| <del>endoplasmic reticulum</del> | <del>chloroplast</del> |                         |

100/A



## SAMPLE ENTRY 2

Strand Structure + func. of cells  
Entry 2 Evidence 2c  
Content Standard 2  
SLE MC. 2. B. 5

Name \_\_\_\_\_ Date 10-7 CDL.7.B.17

### Comparing Plant And Animal Cells

100/AT

**Directions:** Complete the chart below, then answer the questions.

Cell Part or Organelle	Is It Found In A Plant Cell?	Is It Found In A Animal Cell?
Cell Membrane	✓	✓
Cell Wall	✓	
Chloroplast	✓	
Endoplasmic Reticulum	✓	✓
Golgi Bodies	✓	✓
Lysosome		✓
Mitochondrion	✓	✓
Nucleus	✓	✓
Nucleolus	✓	✓
Ribosome	✓	✓
Vacuole	✓	✓

**Questions:**

1. What cell parts do Animal cells have that Plant cells do not have?

LYSOSOMES

2. What cell parts do Plant cells have that Animal cells do not have?

CHLOROPLAST,

cell wall

## SAMPLE ENTRY 2

Structure and function of cells  
Entry 2 Evidence 3 A  
Content Standard 2  
SLE MC. 2.B.5

Name: \_\_\_\_\_

Date: 10-8

### Chapter Test

Directions: Read each sentence. Write the letter of the correct answer.

- C 1. The cell part that gives structure to plant cells is the ~~100/111~~  
A. vacuole      B. DNA      C. cell wall
- B 2. The gel-like substance in both plant and animal cells is  
A. DNA      B. cytoplasm      C. mitochondira
- B 3. The study of living things is called  
A. Chemistry      B. Biology      C. Physics
- B 4. Plant cells have chloroplasts to  
A. Protect DNA      B. aid in photosynthesis      C. contain food and water
- A 5. The role of mitochondria is to  
A. Use oxygen to break down food and release energy.  
B. Enclose the cell  
C. Store DNA
- B 6. A system of tubes that transports proteins is the  
A. Nucleous      B. endoplasmic reticulum      C. vacuole
- B 7. A container of food, water, and waste is a  
A. Ribosome      B. vacuole      C. lysosome
- B 8. The basic units of life are  
A. Tissues      B. cells      C. nutrients

-0

## SAMPLE ENTRY 2

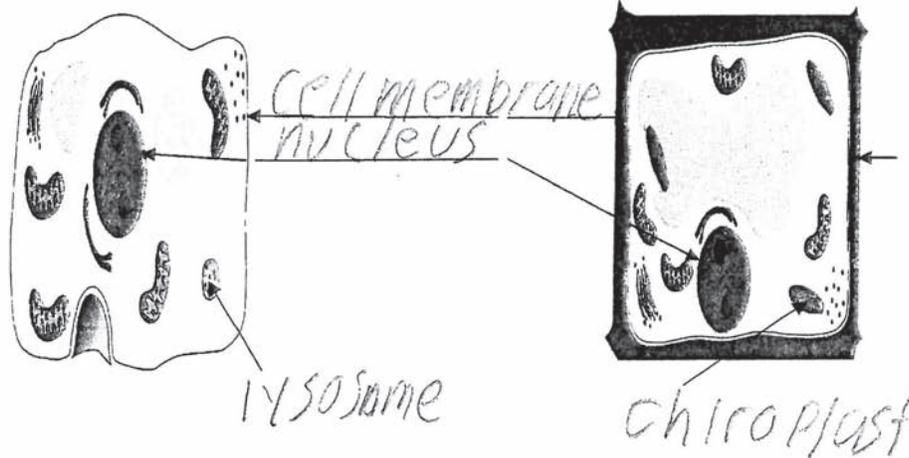
Strand Structure + func. of cell  
 Entry 2 Evidence 3b  
 Content Standard 2  
 SLE MC. 2, B, 5

Directions: Label the cells and cell parts. Use the words provided.

Cell wall	cell membrane	nucleus	chloroplast
Animal cell	lysosome	plant cell	

Animal cell

Plant cell



Directions: Answer the questions.

1. Name two jobs that cells do.  
they take in food, they divide
2. To see very small cells you can use a microscope.
3. A group of cells form a tissue.
4. Name two things a plant cell has that animal cells do not have  
cell wall, chloroplast
5. Name one thing an animal cell has that a plant cell does not have  
lysosome

/ 0

## SAMPLE ENTRY 3

---

### ANNOTATION

- Strand:** Molecules and Cells
- Standard 3:** Students shall demonstrate an understanding of how cells obtain and use energy (energetics).
- MC.3.B.5:** Compare and contrast cellular respiration and photosynthesis as energy conversion pathways.

**Performance: 4**

The first piece of evidence shows comparison of cellular respiration and photosynthesis by the student completing diagrams showing the correct flow of energy in both processes. The second piece of evidence includes worksheets where the student answers questions directly related to diagrams of both photosynthesis and cellular respiration. The third piece of evidence shows the student labeling a flow chart demonstrating how photosynthesis and cellular respiration work together. There are three pieces of evidence completed on multiple occasions showing that the student understands the material, thus warranting a “4” in performance.

**Context: 4**

The student performs tasks that are challenging and authentic using materials that are age-appropriate.

**Level of Assistance: 4**

As indicated on the Entry Slip (checked boxes and comment section), the student does not require verbal or physical prompting in the performance of these tasks.

# SAMPLE ENTRY 3

## STUDENT PROFILE

**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Student Profile**  
**Students with Disabilities: Grade 10 Science**

PLEASE PRINT

Student Name: <u>Sample Entry 3</u>
School: <u>Sample School</u> District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>September - December</u>
Age: <u>16</u>

**Please check ALL that apply.**

<b>Diagnosis (no abbreviations):</b> Specific Learning Disability		
<p style="text-align: center;"><b><u>Type of class</u></b></p> <input type="checkbox"/> Self-contained <input checked="" type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Cognitive Skills</u></b></p> <input checked="" type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input checked="" type="checkbox"/> Needs assistance to focus	<p style="text-align: center;"><b><u>Special Factors</u></b></p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input checked="" type="checkbox"/> Needs behavioral supports
<p style="text-align: center;"><b><u>Communication</u></b></p> <p><b>What is the student's means of communication?</b></p> <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Fine Motor Skills</u></b></p> <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p style="text-align: center;"><b><u>Mobility</u></b></p> <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<p><b>Low-tech Communication System</b></p> <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives	<p style="text-align: center;"><b><u>Supportive Services</u></b></p> <input type="checkbox"/> One-to-one aide <input type="checkbox"/> Vision support <input type="checkbox"/> Speech therapy <input type="checkbox"/> Physical therapy <input type="checkbox"/> Occupational therapy <input type="checkbox"/> ESL services <input type="checkbox"/> Sign language interpreter <input type="checkbox"/> Other: _____	
<p style="text-align: center;"><b><u>Type of Prompting</u></b></p> <input type="checkbox"/> Uses above systems to make choices <input type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input checked="" type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting	<p style="text-align: center;"><b><u>Strengths in Literacy</u></b></p> Reading grade level: <u>3rd</u> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input checked="" type="checkbox"/> Recognizes basic picture symbols <input checked="" type="checkbox"/> Recognizes/identifies letters <input checked="" type="checkbox"/> Reads and comprehends basic words	<p style="text-align: center;"><b><u>Strengths in Math</u></b></p> Math grade level: <u>3rd</u> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input checked="" type="checkbox"/> Computes addition/subtraction <input type="checkbox"/> with calculator <input checked="" type="checkbox"/> without calculator <input checked="" type="checkbox"/> Computes multiplication/division <input type="checkbox"/> with calculator <input checked="" type="checkbox"/> without calculator
Unique characteristics of student (not included in above choices) that would help to understand challenges: See attached.		

## SAMPLE ENTRY 3

---

### STUDENT PROFILE

Name :

School:

Age: 16

's primary disability is specific learning disability (SLD). 's low functioning level makes it difficult for him to work at his expected 10<sup>th</sup> grade level. can write paragraphs using the basic rules of punctuation and capitalization. He uses vivid imagery in his writing. His paragraph writing includes not only basic information, but details as well. His handwriting is legible and he demonstrates a functional vocabulary.

has some difficulty reading and reading comprehension. His current reading level is on an approximate 3<sup>rd</sup> grade level according to the Brigance. According to classroom assessments, he demonstrates difficulty with processing skills as well. He does not always comprehend directions especially those with multiple steps. He may require a model to see how the process is completed. also requires more guided practice for most skills with multiple steps. He also has difficulty in unstructured situations. He has some social skill deficits that preclude him from interacting appropriately with general student populations during transitional times and unstructured settings.

His math level is also on 3<sup>rd</sup> grade level. is able to complete most basic calculations (+-\*/) without the use of a calculator. He does have more difficulty with multiplication and division than addition and subtraction. is also able to count money and can write checks for functional purposes. He can complete multi-step math problems with minimal assistance. learns best by having skills modeled for him and then guided through the process the first time.

# SAMPLE ENTRY 3

## ENTRY SLIP

**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Entry Slip (submit one with each entry)**  
**Students with Disabilities: Grade 10 Science**  
**Entry Slip MUST be completed correctly for the entry to be scoreable!**

Student Name: Sample Entry 3

Entry Slip Completed by: Sample Teacher

**Biology Strands/Content Standards (check one)**

<b>Molecules and Cells</b>	<b>Classification and the Diversity of Life</b>
<input type="checkbox"/> Role of chemistry in life processes	<input type="checkbox"/> Organisms are diverse
<input type="checkbox"/> Structure and function of cells	<b>Ecology and Behavioral Relationships</b>
<input checked="" type="checkbox"/> How cells obtain and use energy (energetics)	<input type="checkbox"/> Ecological and behavioral relationships among organisms
<b>Heredity and Evolution</b>	<input type="checkbox"/> Ecological impact of global issues
<input type="checkbox"/> Heredity	
<input type="checkbox"/> Molecular basis of genetics	
<input type="checkbox"/> Theory of biological evolution	

**Identify the Content Standard and Student Learning Expectation addressed by this entry:**

Content Standard #: Standard 03

Description: Students shall demonstrate an understanding of how cells obtain and use energy (energetics).

Student Learning Expectation #: MC.3.B.5

Description: Compare and contrast cellular respiration and photosynthesis as energy conversion pathways.

**Brief description of three different tasks related to the SLE (you may use additional paper if needed):**

Task 1: The student labeled the diagram with the correct descriptions of energy flow showing photosynthesis then completed a diagram correctly labeling the flow of cellular respiration.

Type of Evidence for Task 1: Work Sample/Permanent Product

Task 2: The student used a diagram of photosynthesis and answered questions. Next, the student used a diagram of cellular respiration to answer questions.

Type of Evidence for Task 2: Work Sample/Permanent Product

Task 3: The student labeled a flow chart to show how photosynthesis and cellular respiration work together.

Type of Evidence for Task 3: Work Sample/Permanent Product

**Level of Assistance (check all that apply). What is the level of assistance required after the introduction of the lesson/activity is completed?**

	Continuous	Frequent	Occasional	Never	
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="button" value="Reset Form"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments (anything else that will help the scorer understand this entry):**

No additional assistance was required above what is listed on the student profile sheet.

# SAMPLE ENTRY 3

Name: \_\_\_\_\_ Date: 10-11

MC.3.B.5

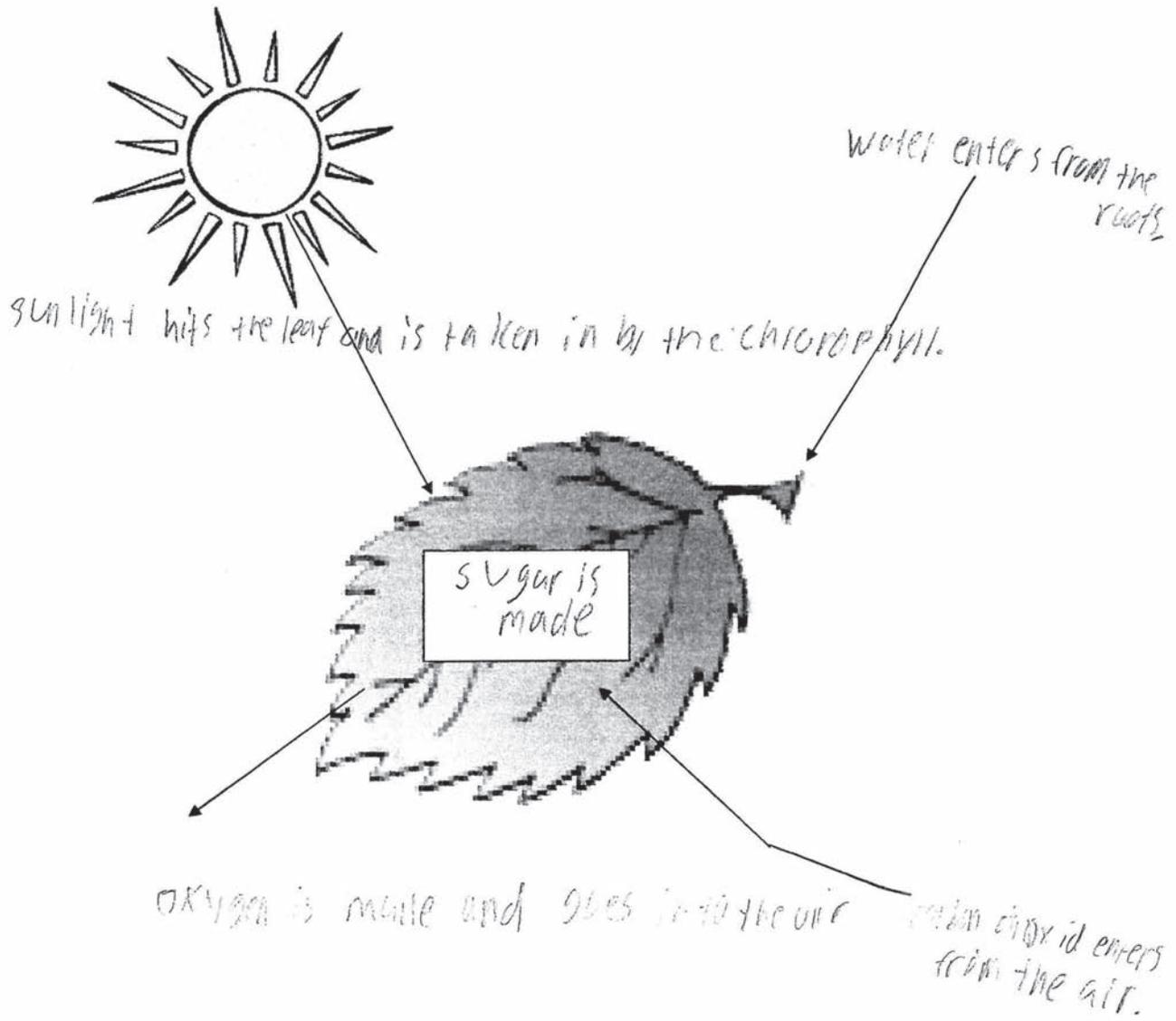
100/100

## Photosynthesis

How cells obtain and use energy  
Entry 3 Evidence 10  
Content Standard 3  
SLE MC.3.B.5

Directions: Label the picture with the correct energy flow descriptions below.

- A. Water enters from the roots.
- B. Carbon Dioxide enters from the air.
- C. Sunlight hits the leaf and is taken in by chlorophyll.
- D. Sugar is made.
- E. Oxygen is made and goes into the air.



# SAMPLE ENTRY 3

Strand How CELLS OBTAIN & USE  
Entry 3 Evidence 10  
Content Standard 3  
SLE MC. 3.B.5

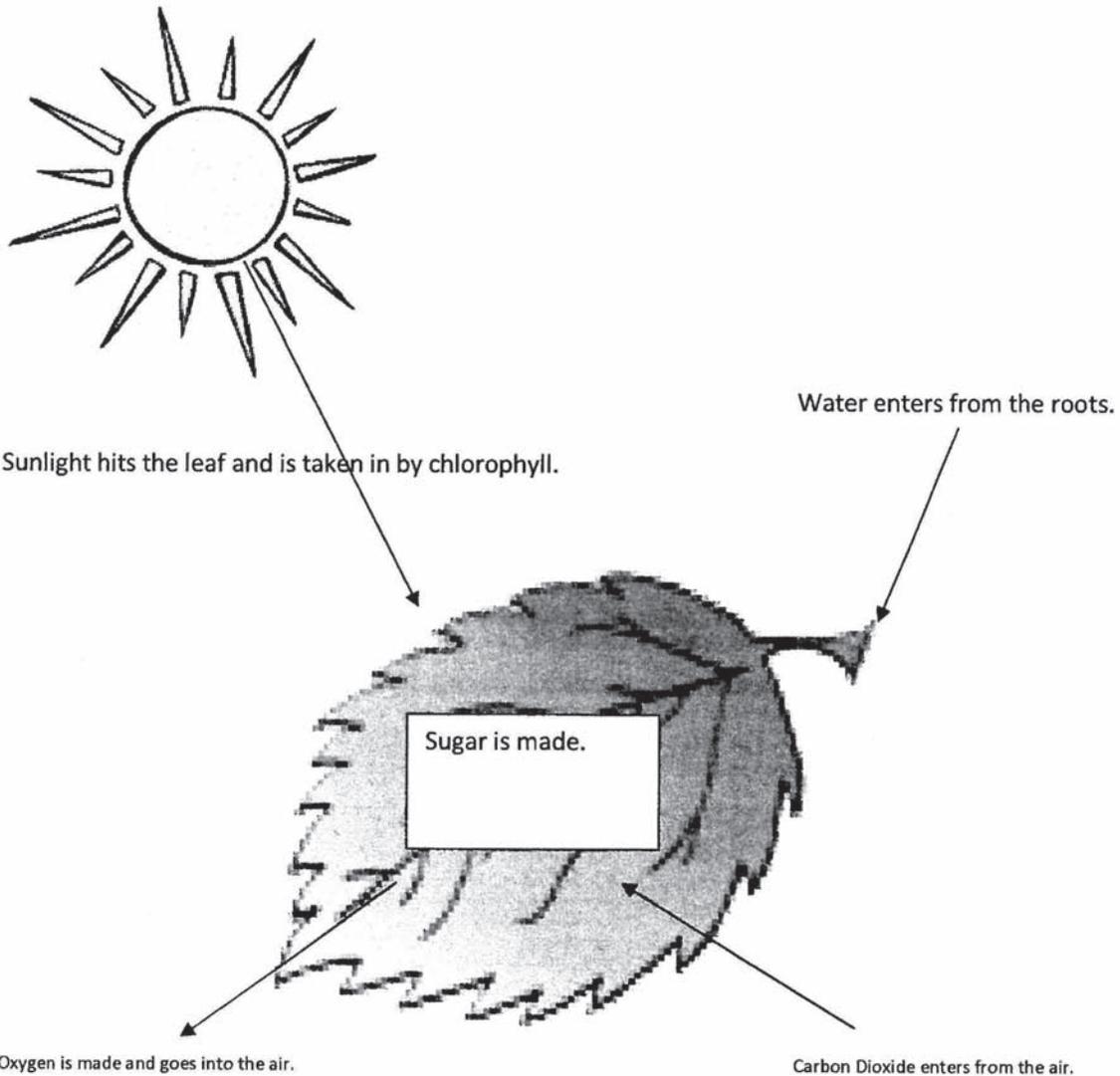
Name: KEY Date: \_\_\_\_\_

MC.3.B.5

## Photosynthesis

Directions: Label the picture with the correct energy flow descriptions below.

- A. Water enters from the roots.
- B. Carbon Dioxide enters from the air.
- C. Sunlight hits the leaf and is taken in by chlorophyll.
- D. Sugar is made.
- E. Oxygen is made and goes into the air.



# SAMPLE ENTRY 3

How cells obtain + use  
Strand Energy  
Entry 3 Evidence 1c  
Content Standard 3  
SLE MC.3.B.5

Name: \_\_\_\_\_ Date: 10-11 \_\_\_\_\_ MC.3.B.5

## Cellular Respiration

100/AT

Directions: Label the picture with the correct descriptions below.

- A. Animals take in oxygen that cells use to make sugar out of energy.
- B. Animals take in sugar from the food they eat.
- C. Animals release carbon dioxide from cells as a waste product.

Animals take in oxygen that cells use to make sugar out of energy.

Animals release carbon dioxide from cells as a waste product.



Animals take in sugar from the food they eat.

# SAMPLE ENTRY 3

*How cells obtain + use*  
Strand Energy  
Entry 3 Evidence 1d  
Content Standard 3  
SLE mc. 3. B. 5

Name: KEY

Date: \_\_\_\_\_

## Cellular Respiration

Directions: Label the picture with the correct descriptions below.

- A. Animals take in oxygen that cells use to make sugar out of energy.
- B. Animals take in sugar from the food they eat.
- C. Animals release carbon dioxide from cells as a waste product.

Animals take in oxygen that cells use to make sugar out of energy.

Animals release carbon dioxide from the cells as a waste product.



Animals take in sugar from the food they eat.

# SAMPLE ENTRY 3

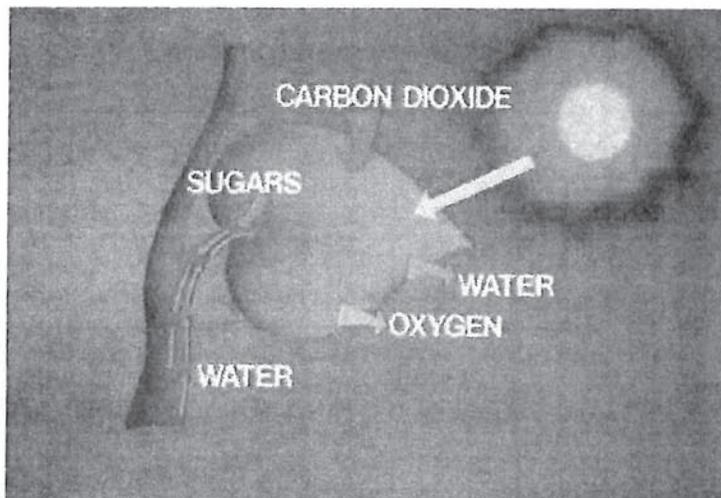
Name: \_\_\_\_\_ Date: 10-13 MC.3.B.5

How cells obtain and use energy  
Entry 3 Evidence 2a  
Content Standard 3  
SLE MC.3.B.5

## Photosynthesis

Photosynthesis is the process by which plants make food.

Directions: Look at the illustration and use the word bank to answer the questions. You may use the words more than once.



WORD BANK: SUNLIGHT ~~CARBON DIOXIDE~~ OXYGEN ~~SUGAR~~ WATER

1. Where does energy from photosynthesis come from?

*Sunlight*

2. What is the food called that plants make?

*Sugar*

3. What do plants release into the air?

*Oxygen*

4. List three (3) things that plants need to make their food?

*Sunlight, water, carbon dioxide*

## SAMPLE ENTRY 3

Strand

Entry 3 Evidence 2b

Content Standard 3

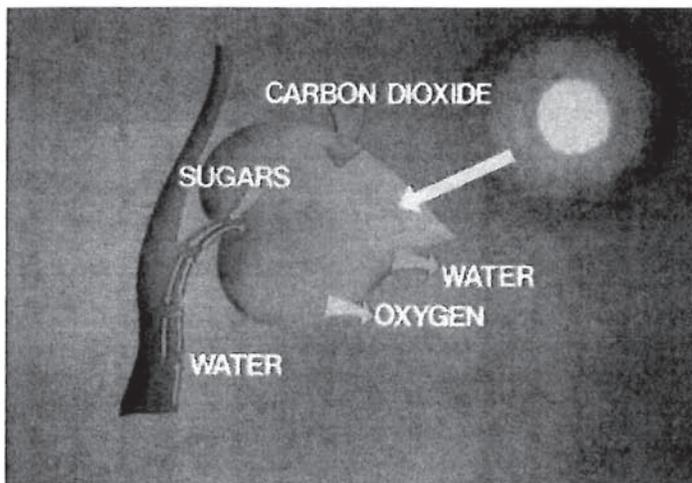
SLE mc. 3. B. 5

Name: KEY Date: \_\_\_\_\_

### Photosynthesis

Photosynthesis is the process by which plants make food.

Directions: Look at the illustration and use the word bank to answer the questions. You may use the words more than once.



**WORD BANK:** SUNLIGHT CARBON DIOXIDE OXYGEN SUGAR WATER

1. Where does energy from photosynthesis come from?

**sunlight**

2. What is the food called that plants make?

**sugar (glucose)**

3. What do plants release into the air?

**oxygen**

4. List three (3) things that plants need to make their food?

**sunlight, water, carbon dioxide**

# SAMPLE ENTRY 3

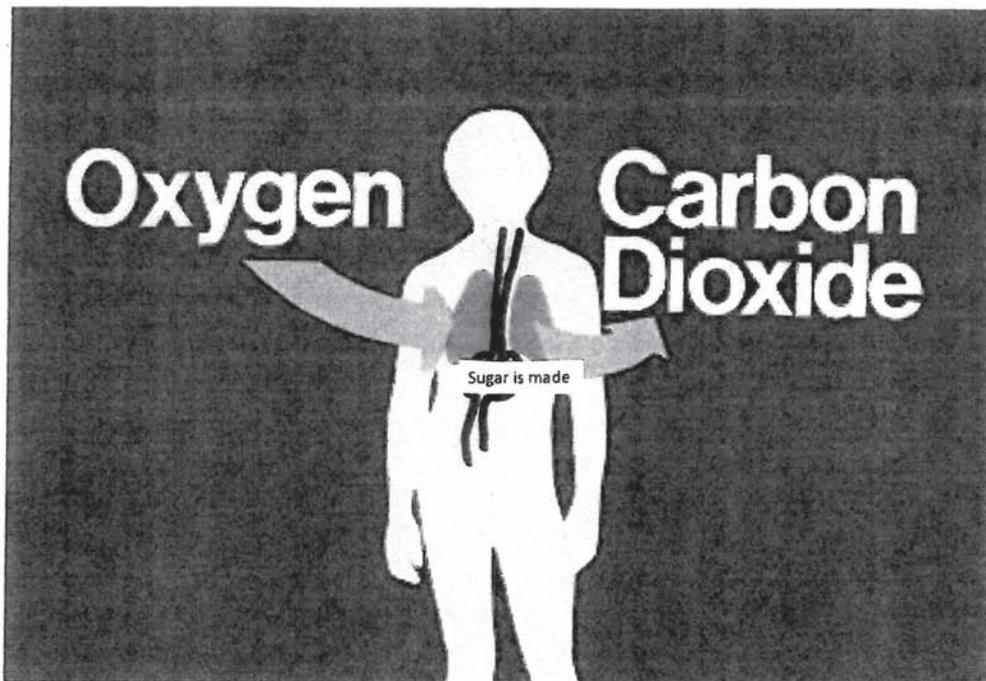
Strand  
Entry 3 Evidence 2C  
Content Standard 3  
SLE MC. 3. B. 5

Name:

Date: 10-14 MC.3.B.5

## Cellular Respiration 100/100

Directions: Cellular respiration is used by people to make energy. Look at the picture below and use the word bank to answer the questions.



WORD BANK: carbon dioxide sugar oxygen

1. Our bodies make *sugar* from the food we eat.

2. People breathe in *oxygen* from the air.

3. What do people release into the air?

*Carbon dioxide*

## SAMPLE ENTRY 3

Strand

Entry 3 Evidence 2d

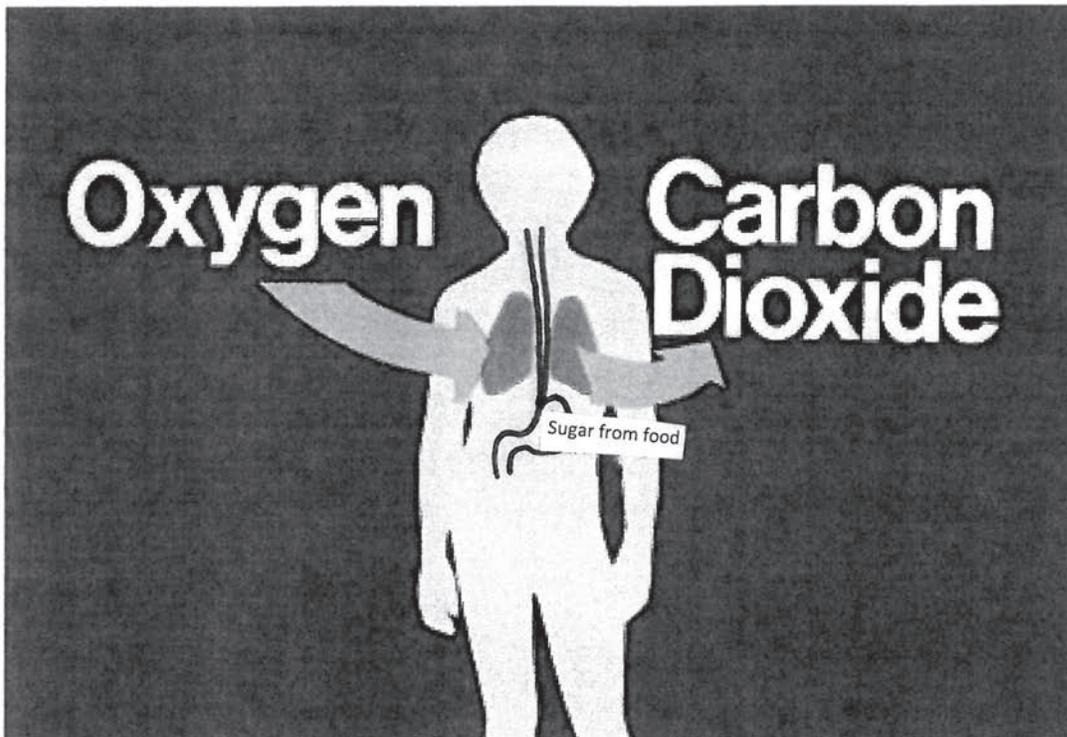
Content Standard 3

SLE mc.3.B.5

Name: KEY Date: \_\_\_\_\_

### Cellular Respiration

**Directions:** Cellular respiration is used by people to make energy. Look at the picture below and use the word bank to answer the questions.



WORD BANK: carbon dioxide sugar oxygen

1. Our bodies make sugar from the food we eat.
2. People breathe in oxygen from the air.
3. What do people release into the air?

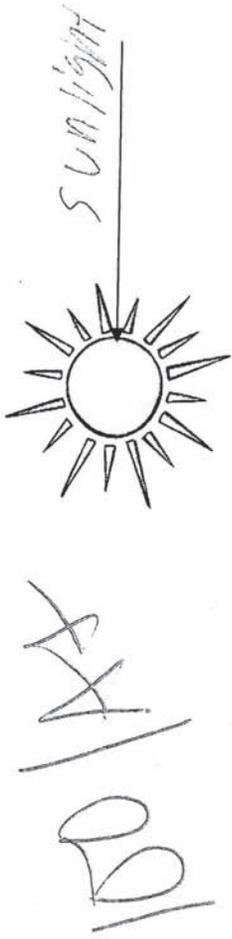
**Carbon dioxide**

# SAMPLE ENTRY 3

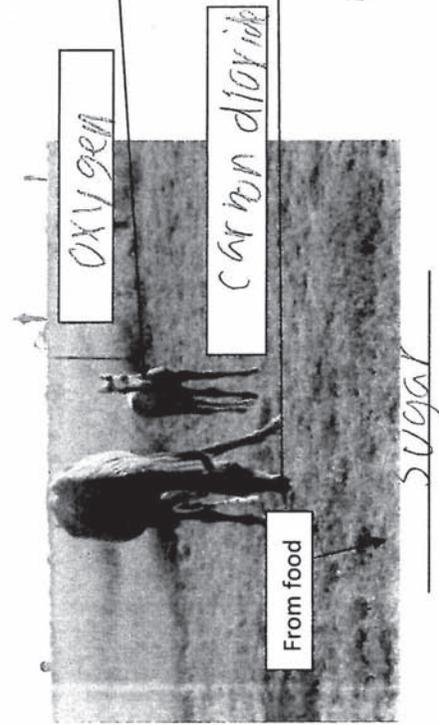
How cells obtain and use energy  
 Entry 3 Evidence 3A  
 Content Standard 3  
 SLE MC.3.B.5

Name: \_\_\_\_\_ Date: 10/15/10

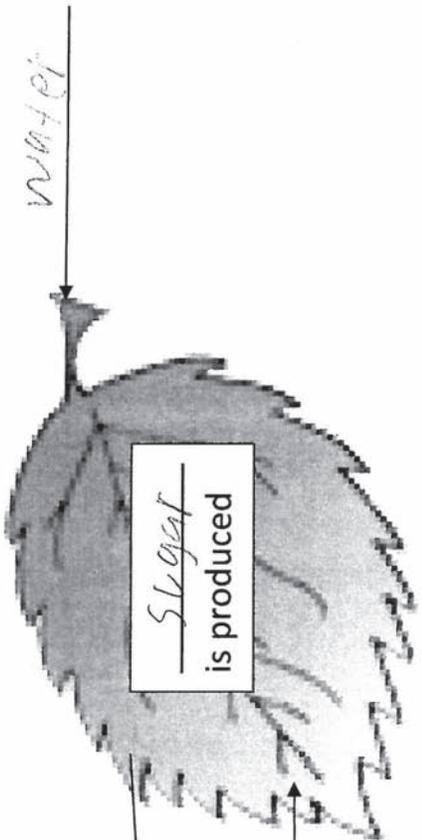
## FLOW CHART



### CELLULAR RESPIRATION



### PHOTOSYNTHESIS



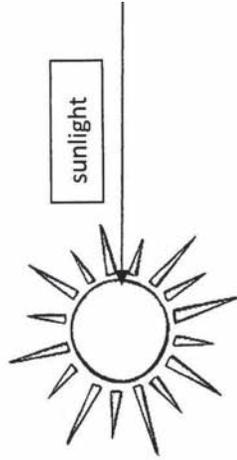
Use the following words in the word bank to complete the flow chart.

WORD BANK : OXYGEN    CARBON-DIOXIDE    WATER    SUGAR    SUNLIGHT

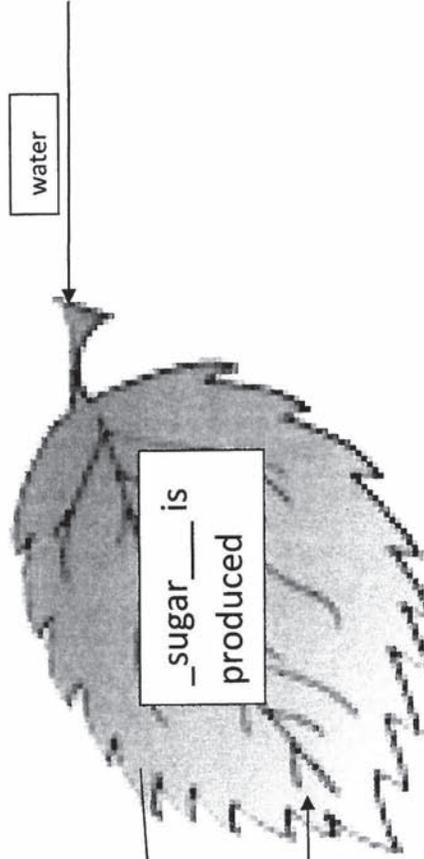
Name: key Date: \_\_\_\_\_ MC.3.B.5

Strand  
 Entry 3 Evidence 3b  
 Content Standard 3  
 SLE MC.3.B.5

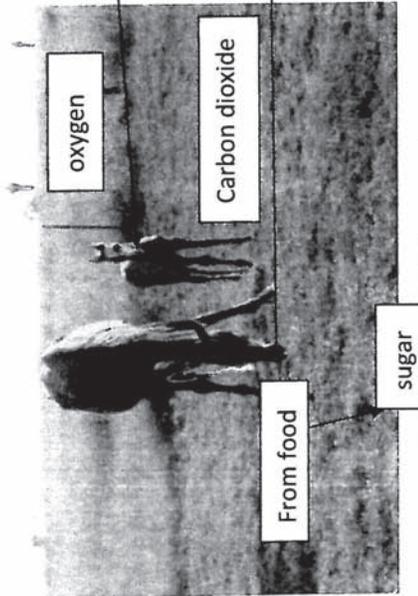
**FLOW CHART**



**PHOTOSYNTHESIS**



**CELLULAR RESPIRATION**



Use the following words in the word bank to complete the flow chart.

WORD BANK : OXYGEN    CARBON DIOXIDE    WATER    SUGAR    SUNLIGHT

## SAMPLE ENTRY 4

---

### ANNOTATION

**Strand:** Heredity and Evolution  
**Standard 4:** Students shall demonstrate an understanding of heredity.  
**HE.4.B.3:** Use the laws of probability and Punnett squares to predict genotypic and phenotypic ratios.

**Performance: 4**

Evidence of student work on at least three different occasions is included in this entry. The student demonstrates an understanding of inherited traits in different animals and in different breeds of the same animal. The student also predicted appearance of offspring by completing Punnett squares and answering relevant questions. While the student work is not perfect, it is well done and shows evidence of mastery.

**Context: 4**

The materials are age-appropriate, and the tasks are challenging and authentic for this student.

**Level of Assistance: 4**

As indicated on the Entry Slip, this student did not require assistance beyond what was listed on the Profile sheet to be successful.

**Note:** While the teacher key for evidence #1 contains errors, the student work is correct and this entry is eligible for mastery.

# SAMPLE ENTRY 4

## STUDENT PROFILE

### 2012–2013 Arkansas Alternate Portfolio Assessment Student Profile Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: <u>Sample Entry 4</u>
School: <u>Sample School</u> District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>September - March</u>
Age: <u>16</u>

**Please check ALL that apply.**

<b>Diagnosis (no abbreviations):</b> Mental retardation, speech/language impaired		
<p style="text-align: center;"><b><u>Type of class</u></b></p> <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Cognitive Skills</u></b></p> <input checked="" type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input checked="" type="checkbox"/> Needs assistance to focus	<p style="text-align: center;"><b><u>Special Factors</u></b></p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input checked="" type="checkbox"/> Needs behavioral supports
<p style="text-align: center;"><b><u>Communication</u></b></p> <p>What is the student's means of communication?</p> <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input checked="" type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Fine Motor Skills</u></b></p> <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p style="text-align: center;"><b><u>Mobility</u></b></p> <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<p><b>Low-tech Communication System</b></p> <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives	<p style="text-align: center;"><b><u>Supportive Services</u></b></p> <input type="checkbox"/> One-to-one aide <input type="checkbox"/> Vision support <input type="checkbox"/> Speech therapy <input type="checkbox"/> Physical therapy <input type="checkbox"/> Occupational therapy <input type="checkbox"/> ESL services <input type="checkbox"/> Sign language interpreter <input type="checkbox"/> Other: _____	
<p style="text-align: center;"><b><u>Type of Prompting</u></b></p> <input type="checkbox"/> Uses above systems to make choices <input type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input checked="" type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting	<p style="text-align: center;"><b><u>Strengths in Literacy</u></b></p> Reading grade level: _____ <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input checked="" type="checkbox"/> Recognizes basic picture symbols <input checked="" type="checkbox"/> Recognizes/identifies letters <input type="checkbox"/> Reads and comprehends basic words	<p style="text-align: center;"><b><u>Strengths in Math</u></b></p> Math grade level: <u>  K  </u> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input checked="" type="checkbox"/> Computes addition/subtraction <input checked="" type="checkbox"/> with calculator <input type="checkbox"/> without calculator <input checked="" type="checkbox"/> Computes multiplication/division <input checked="" type="checkbox"/> with calculator <input type="checkbox"/> without calculator
Unique characteristics of student (not included in above choices) that would help to understand challenges:		

# SAMPLE ENTRY 4

## ENTRY SLIP

2012–2013 Arkansas Alternate Portfolio Assessment

### Entry Slip (submit one with each entry)

Students with Disabilities: Grade 10 Science

Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: Sample Entry 4

Entry Slip Completed by: Sample Teacher

#### Biology Strands/Content Standards (check one)

##### Molecules and Cells

- Role of chemistry in life processes
- Structure and function of cells
- How cells obtain and use energy (energetics)

##### Heredity and Evolution

- Heredity
- Molecular basis of genetics
- Theory of biological evolution

##### Classification and the Diversity of Life

- Organisms are diverse

##### Ecology and Behavioral Relationships

- Ecological and behavioral relationships among organisms
- Ecological impact of global issues

#### Identify the Content Standard and Student Learning Expectation addressed by this entry:

Content Standard #: Standard 04

Description: students shall demonstrate an understanding of heredity.

Student Learning Expectation #: HE.4.B.3

Description: Use the laws of probability and Punnett squares to predict genotypic and phenotypic ratios.

#### Brief description of three different tasks related to the SLE (you may use additional paper if needed):

Task 1: The student was asked to match pictures of offspring to the correct parent of different types of animals. Next, the student was asked to match pictures of offspring to the correct parent of the same type of animal.

Type of Evidence for Task 1: Work Sample/Permanent Product

Task 2: The student completed a Punnett square to predict the appearance of offspring and answered questions demonstrating an understanding of genotypic and phenotypic ratios.

Type of Evidence for Task 2: Work Sample/Permanent Product

Task 3: The student predicted the appearance of pea plants using Punnett squares and answered questions showing understanding of inherited genes.

Type of Evidence for Task 3: Work Sample/Permanent Product

Level of Assistance (check all that apply). What is the level of assistance required after the introduction of the lesson/activity is completed?

	Continuous	Frequent	Occasional	Never
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reset Form

#### Comments (anything else that will help the scorer understand this entry):

No additional assistance was required above what is listed on the student profile sheet.

# SAMPLE ENTRY 4

Heredity  
Entry 1 Evidence 1 a  
Content Standard 4  
SLE HE.4.B.3

Name: \_\_\_\_\_ Date: 12/1 HE.4.B.3

## Identifying Inherited Traits

**Directions:** Draw a line matching the offspring to the correct parent.

100/A+

The image shows a matching exercise with two columns of animal photos. The left column contains a cow, a tiger, a dog, a chicken, an elephant, and a duck. The right column contains a white dog, a chick, a piglet, a calf, a duckling, and a tiger cub. Lines connect the cow to the calf, the tiger to the tiger cub, the dog to the white dog, the chicken to the chick, the elephant to the piglet, and the duck to the duckling. The text '100/A+' is written in the center.

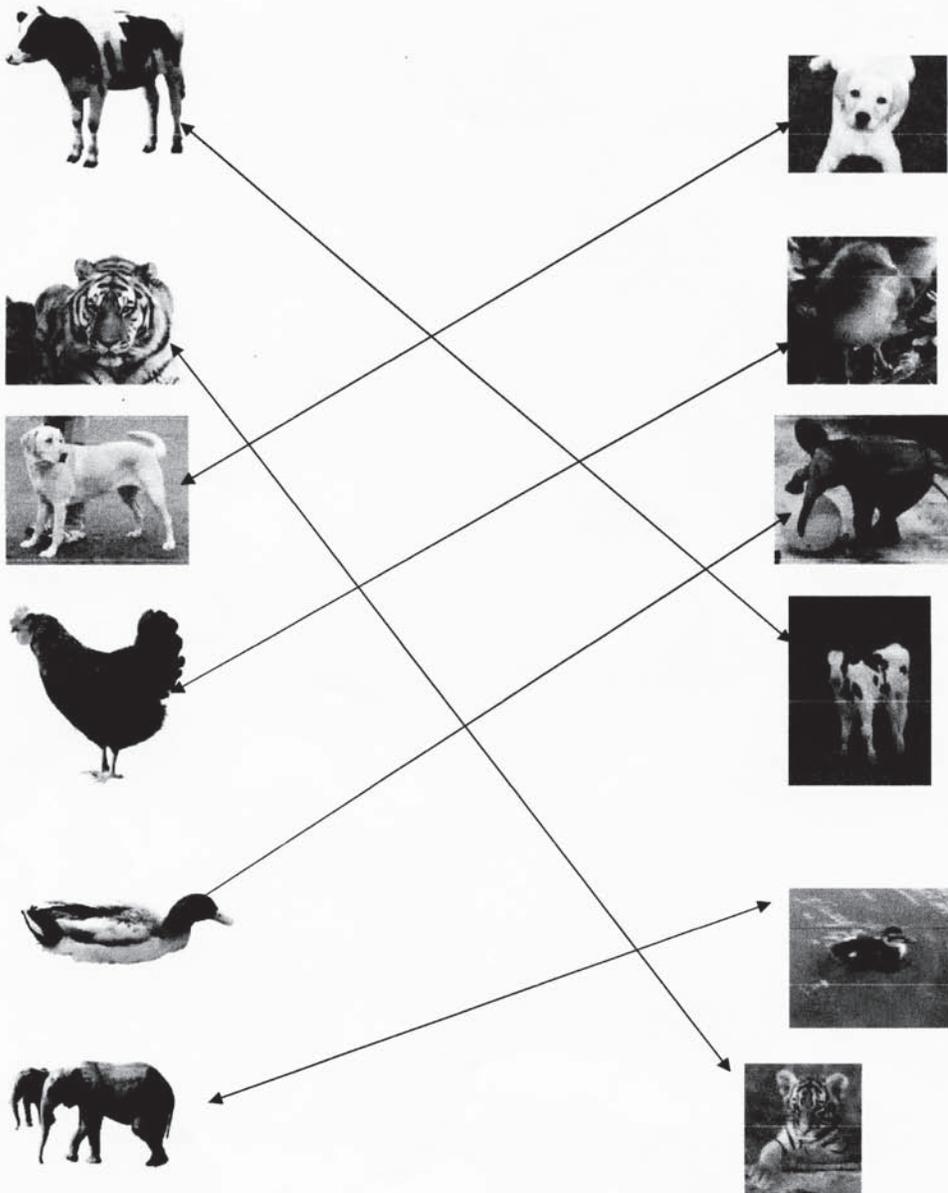
# SAMPLE ENTRY 4

Heredity  
Entry 1 Evidence 1b  
Content Standard 4  
SLE HE.4.B.3

Name: KEY Date: HE.4.B.3

## Identifying Inherited Traits

**Directions:** Draw a line matching the offspring to the correct parent.



# SAMPLE ENTRY 4

Heredity  
Entry 1 Evidence 1C  
Content Standard 4  
SLE HE.4.B.3

Name : \_\_\_\_\_

Date: 12-4

HE.4.B.3

## Identifying Inherited Traits

Directions: Draw a line matching the parent to offspring.



100/A+



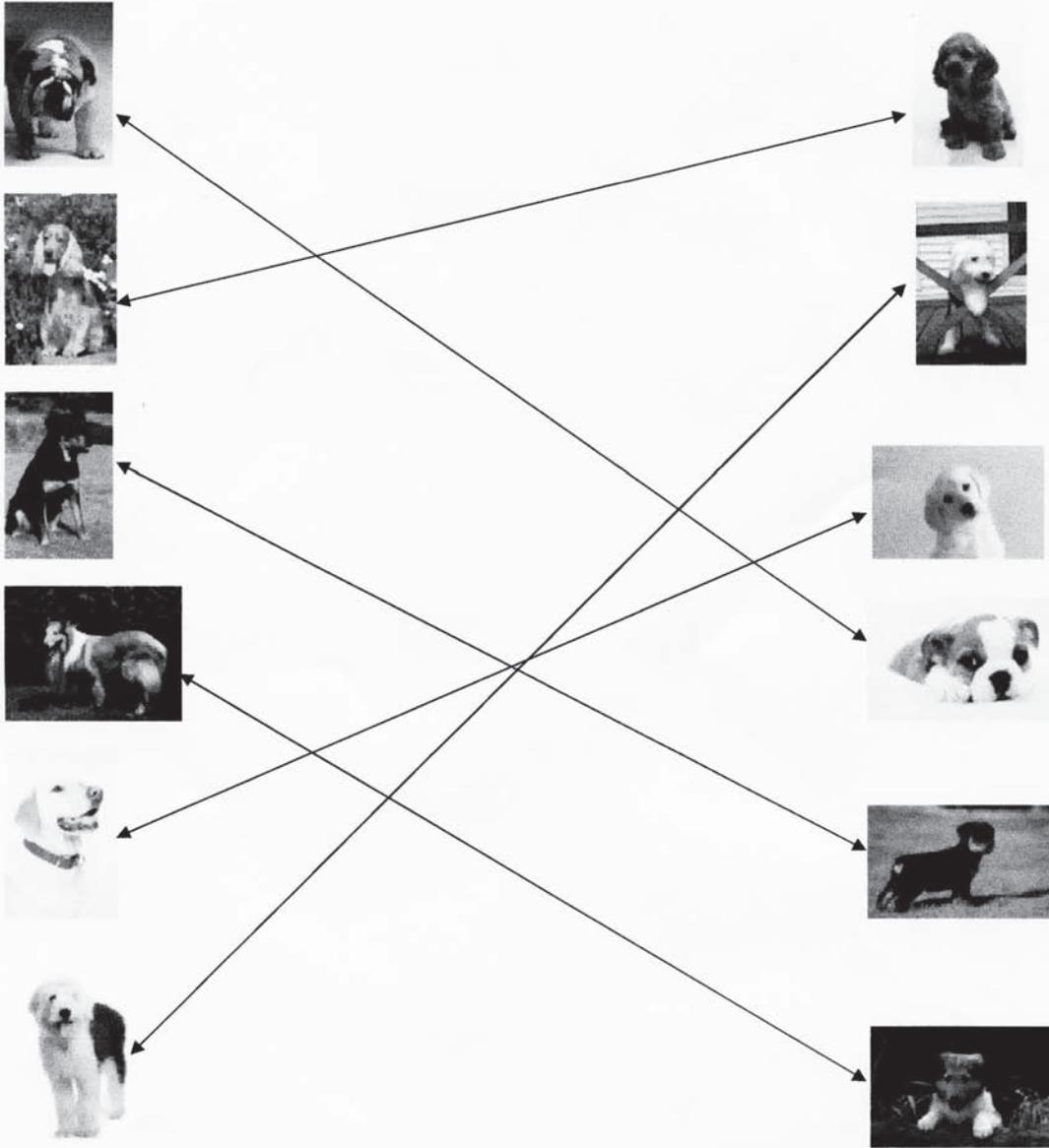
# SAMPLE ENTRY 4

Heredity  
Entry 1 Evidence 1 d  
Content Standard 4  
SLE HE.4.B.3

Name : KEY Date: HE.4.B.3

## Identifying Inherited Traits

Directions: Draw a line matching the parent to offspring.



# SAMPLE ENTRY 4

Heredity  
Entry 1 Evidence 2a  
Content Standard 4  
SLE HE.4.B.3

Name: \_\_\_\_\_ Date: 12-8 HE.4.B.3

Directions: Complete the Punnett square to predict the appearance of the offspring and answer the questions below.

B = Brown eyes (dominant)

b = Blue eyes (recessive)

100% Af

	<b>B</b>	<b>B</b>
<b>b</b>	Bb	Bb
<b>b</b>	Bb	Bb

1. What is the chance that the child will have brown eyes? 100%
2. What is the genotype of the child? Bb
3. What is the possible phenotype of the child? Brown

## SAMPLE ENTRY 4

---

Heredity

Entry 1      Evidence 2b

Content Standard 4

SLE HE.4.B.3

Name: KEY      Date: \_\_\_\_\_ HE.4.B.3

Directions: Complete the Punnett square to predict the appearance of the offspring and answer the questions below.

B = Brown eyes (dominant)

b = Blue eyes (recessive)

	B	B
b	<b>Bb</b>	<b>Bb</b>
b	<b>Bb</b>	<b>Bb</b>

1. What is the chance that the child will have brown eyes? **100% or 4/4**
2. What is the genotype of the child? **Bb**
3. What is the possible phenotype of the child? **Brown**

# SAMPLE ENTRY 4

Heredity	
Entry 1 _____	Evidence 3 <u>a</u>
Content Standard 4	
SLE HE.4.B.3	

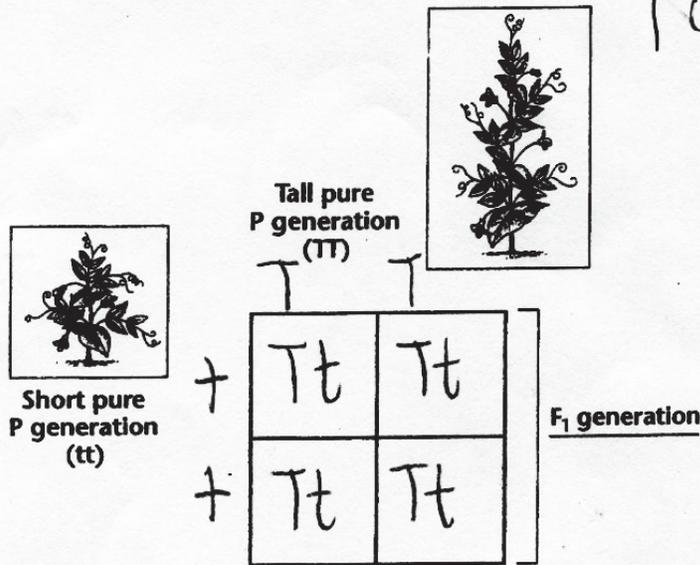
Name: \_\_\_\_\_ Date: 11-9 HE.4.B.3

## Predicting Offspring using Punnett Squares

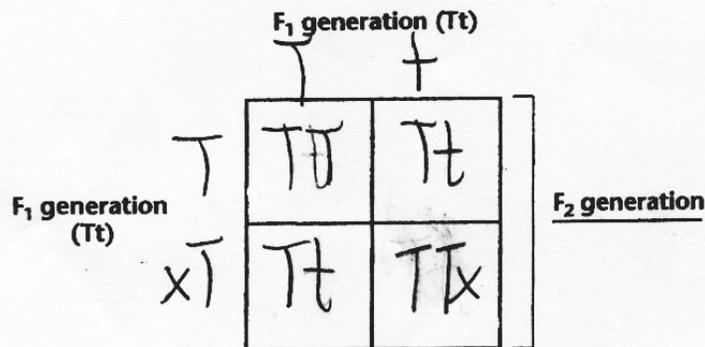
Directions: Fill in the Punnett square and answer the questions below.

T=Tall t=short

18/20



1. How many pea plants will be tall? 4
2. Which gene is dominant? Tall



3. How many pea plants will be tall? 3
4. How many pea plants will be short? 1

# SAMPLE ENTRY 4

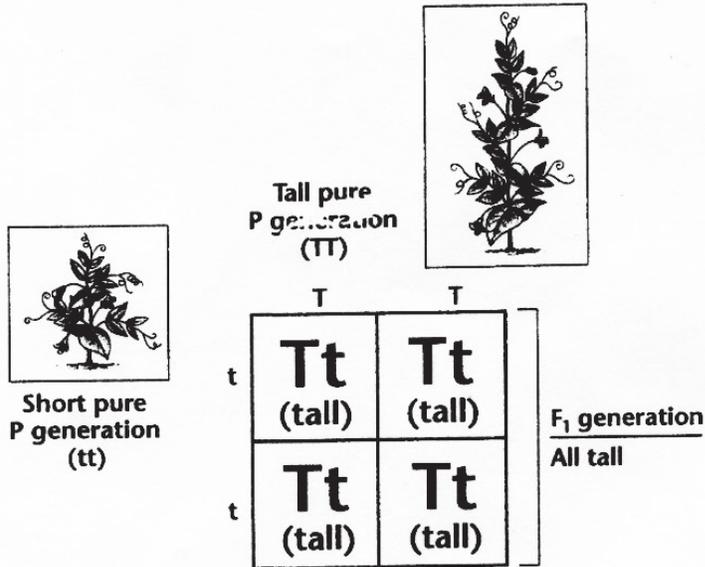
Name: KEY Date: \_\_\_\_\_

Heredity
Entry 1      Evidence 3 b
Content Standard 4
SLE HE.4.B.3

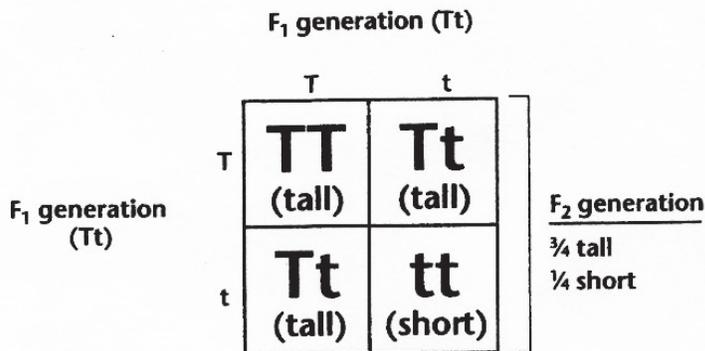
## Predicting Offspring using Punnett Squares

Directions: Fill in the Punnett square and answer the questions below.

T=Tall t=short



1. How many pea plants will be tall? 4/4 or 100% or all.
2. Which gene is dominant? Tall



3. How many pea plants will be tall? ¾ or 75%.
4. How many pea plants will be short? ¼ or 25%.

## SAMPLE ENTRY 5

---

### ANNOTATION

**Strand:** Heredity and Evolution  
**Standard 5:** Students shall investigate the molecular basis of genetics.  
**HE.5.B.3:** Compare and contrast the structure and function of DNA and RNA.

**Performance: 4**

The student completed three distinct tasks. The first piece of evidence includes a T-chart comparing and contrasting information about DNA and RNA gathered from the preceding page. The second piece of evidence (described in Task Description box 3) shows the student has completed work identifying drawings and photos based on the structure of each nucleic acid (DNA & RNA). Finally, the third piece of evidence (described in Task Description box 2) is a word/phrase bank and Venn diagram comparing and contrasting phrases pertaining to DNA, RNA, or both. There is evidence that the student performs all the aligned tasks with mastery.

**Context: 4**

The student performs tasks that are challenging and authentic using materials that are age appropriate.

**Level of Assistance: 4**

The teacher indicates on the Entry Slip that the student does not require assistance beyond that which is stated in the Student Profile.

**General Comments:**

The compare and contrast requirement for this SLE has been met in all three pieces of evidence (at least one piece of evidence must show compare and contrast in order for this SLE and Entry to be scoreable).

**Note:**

Please note that the evidence did not follow the task descriptions. Task Description box 1 should describe evidence 1, Task Description box 2 should describe evidence 2, and so forth.

# SAMPLE ENTRY 5

## STUDENT PROFILE

**2012–2013 Arkansas Alternate Portfolio Assessment  
Student Profile  
Students with Disabilities: Grade 10 Science**

PLEASE PRINT

Student Name: <u>Sample Entry 5</u>
School: <u>Sample School</u> District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>9/1</u> - <u>3/9</u>
Age: <u>16</u>

**Please check ALL that apply.**

<b>Diagnosis (no abbreviations):</b> Mental Retardation		
<p style="text-align: center;"><b><u>Type of class</u></b></p> <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Cognitive Skills</u></b></p> <input type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input type="checkbox"/> Needs assistance to focus	<p style="text-align: center;"><b><u>Special Factors</u></b></p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input type="checkbox"/> Needs behavioral supports
<p style="text-align: center;"><b><u>Communication</u></b></p> <p><b>What is the student's means of communication?</b></p> <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Fine Motor Skills</u></b></p> <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p style="text-align: center;"><b><u>Mobility</u></b></p> <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<b><u>Supportive Services</u></b>		
<p><b>Low-tech Communication System</b></p> <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives	<p><b>Assistive Technology</b></p> <input type="checkbox"/> Electronic <input type="checkbox"/> Electronic high-tech <input type="checkbox"/> Low-tech <input type="checkbox"/> Physical <input type="checkbox"/> Other: _____	<input type="checkbox"/> One-to-one aide <input type="checkbox"/> Speech therapy <input type="checkbox"/> Occupational therapy <input type="checkbox"/> Sign language interpreter <input type="checkbox"/> Vision support <input type="checkbox"/> Physical therapy <input type="checkbox"/> ESL services <input type="checkbox"/> Other: _____
<p style="text-align: center;"><b><u>Type of Prompting</u></b></p> <input type="checkbox"/> Uses above systems to make choices <input type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting	<p style="text-align: center;"><b><u>Strengths in Literacy</u></b></p> <p>Reading grade level: <u>3.2</u></p> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input type="checkbox"/> Recognizes basic picture symbols <input type="checkbox"/> Recognizes/identifies letters <input type="checkbox"/> Reads and comprehends basic words	<p style="text-align: center;"><b><u>Strengths in Math</u></b></p> <p>Math grade level: <u>2.8</u></p> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input type="checkbox"/> Computes addition/subtraction <input type="checkbox"/> with calculator <input type="checkbox"/> without calculator <input type="checkbox"/> Computes multiplication/division <input type="checkbox"/> with calculator <input type="checkbox"/> without calculator
<p>Unique characteristics of student (not included in above choices) that would help to understand challenges:</p> <p>According to _____ most recent evaluation, he indicated a full scale IQ of 79. He is very quiet and resistant to learning new information, or changing the way he has done it before. _____ has difficulty learning new information, and does not ask for assistance. He requires extra repetition and simplified instruction to learn new information.</p>		

# SAMPLE ENTRY 5

## ENTRY SLIP

**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Entry Slip (submit one with each entry)**  
**Students with Disabilities: Grade 10 Science**  
**Entry Slip MUST be completed correctly for the entry to be scoreable!**

**Student Name:** Sample Entry 5

**Entry Slip Completed by:** Sample Teacher

**Biology Strands/Content Standards (check one)**

<b>Molecules and Cells</b> <input type="checkbox"/> Role of chemistry in life processes <input type="checkbox"/> Structure and function of cells <input type="checkbox"/> How cells obtain and use energy (energetics)	<b>Classification and the Diversity of Life</b> <input type="checkbox"/> Organisms are diverse
<b>Heredity and Evolution</b> <input type="checkbox"/> Heredity <input checked="" type="checkbox"/> Molecular basis of genetics <input type="checkbox"/> Theory of biological evolution	<b>Ecology and Behavioral Relationships</b> <input type="checkbox"/> Ecological and behavioral relationships among organisms <input type="checkbox"/> Ecological impact of global issues

**Identify the Content Standard and Student Learning Expectation addressed by this entry:**

Content Standard #: Standard 05

Description: students shall investigate the molecular basis of genetics.

Student Learning Expectation #: HE.5.B.3

Description: Compare and contrast the structure and function of DNA and RNA.

**Brief description of three different tasks related to the SLE (you may use additional paper if needed):**

Task 1: Students were provided with information on DNA and RNA and asked to place it on a chart, using comparison and contrast.

Type of Evidence for Task 1: Work Sample/Permanent Product

Task 2: Students were provided with a variety of phrases about DNA and RNA and asked to compare and contrast them by placing the phrases on a Venn Diagram.

Type of Evidence for Task 2: Work Sample/Permanent Product

Task 3: Students were provided with photos and drawings of DNA and RNA and asked to compare and contrast them by identifying them.

Type of Evidence for Task 3: Series of Captioned Photographs & Work Sample/Permanent Product

**Level of Assistance (check all that apply).** What is the level of assistance required after the introduction of the lesson/activity is completed?

	Continuous	Frequent	Occasional	Never
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments (anything else that will help the scorer understand this entry):**

SECTION 8-2

# Gene Expression

## How Proteins Are Made



**OBJECTIVES**

- Define gene
- Compare the structure of RNA with the structure of DNA.
- Sequence the events in gene expression.
- Give two examples of specialized cells in your body.
- Explain how cells regulate gene expression.

HE.5.B.3 - Entry 1  
a/i  
p/of 3

**WORD FOCUS**

- amino acid
- codon
- gene expression
- genetic code
- mRNA
- RNA
- specialized cell
- translation
- transcription
- tRNA
- uracil



**Reading Tip** As you read the text below, look for different forms of the word *gene*. Try to understand the meaning of these words by reading the other words around them.

### You Inherit a Sequence of Nucleotides From Your Parents

In Section 8-1 you learned that parents pass genetic information to offspring in the form of a nucleotide sequence. The sequence of nucleotides in your DNA is a set of instructions to your cells. The instructions tell your cells to make specific proteins. The process of making proteins from information in DNA is called gene expression.

### RNA Works With DNA to Make Proteins

DNA does not build proteins. DNA copies the instructions for making specific proteins into a nucleic acid called RNA. The information in RNA is then translated into proteins.

In Figure 8-5 you can see that RNA is similar to DNA. Notice that RNA is made of nucleotides just as DNA is. However, RNA is made of only one strand of nucleotides, not two.

RNA contains three of the same bases—adenine, guanine, and cytosine—that are in DNA. RNA also has a base called uracil (U) instead of the DNA base thymine. Uracil, like thymine, pairs only with adenine.

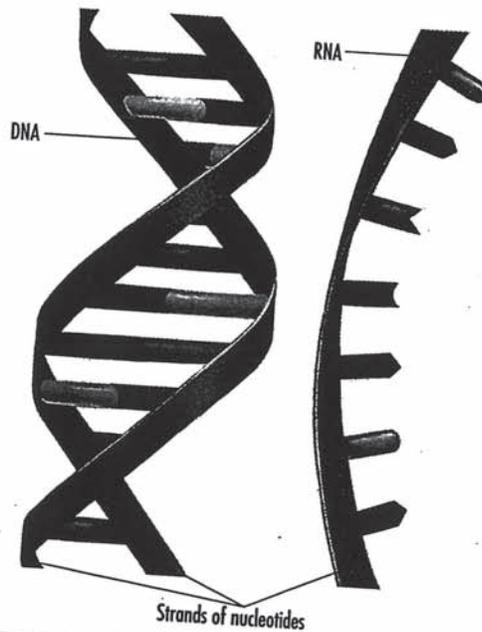


Figure 8-5 Comparing RNA with DNA. RNA is made of nucleotides just as DNA is. But RNA is made of only one strand of nucleotides, not two.

Essentials of Biology / HRW material copyrighted under notice appearing earlier in this work.

**SAMPLE ENTRY 5**

HE.5.6.3- Entry 1

9/1

p20f3

Name \_\_\_\_\_

Date \_\_\_\_\_

Read page 104. Use the information you learned to place the information on the chart.

~~Does not build proteins~~

~~Is translated into proteins~~

~~Made of a single strand~~

~~Made of a double strand~~

Contains the bases: adenine, guanine, cytosine, and uracil (A, G, C, and U)

Contains the bases: adenine, guanine, cytosine, and thymine (A, G, C, and T)

DNA	RNA
<p>Does Not build Proteins Made of a double Strand Contains A, G, C, and T</p>	<p>is translated into proteins Made of a single strand Contains A, G, C, and U</p>

# SAMPLE ENTRY 5

9/1

HE.5.B.3 - Entry 1

p30f3

Name Key Date \_\_\_\_\_

Read page 104. Use the information you learned to place the information on the chart.

Does not build proteins

Is translated into proteins

Made of a single strand

Made of a double strand

Contains the bases: adenine, guanine, cytosine, and uracil

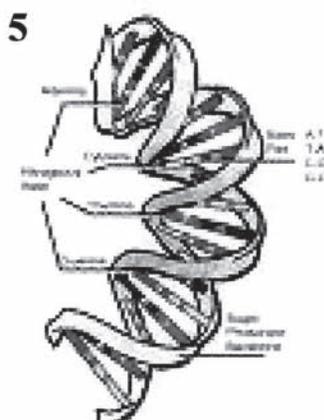
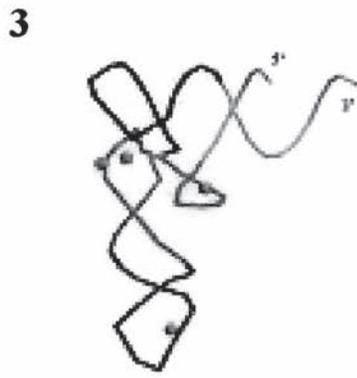
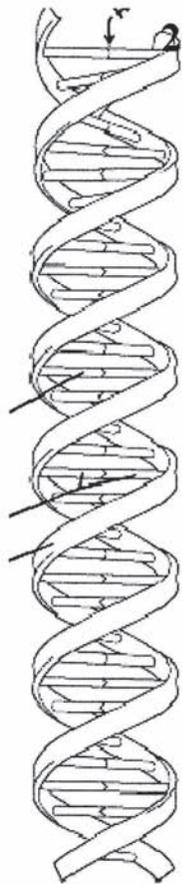
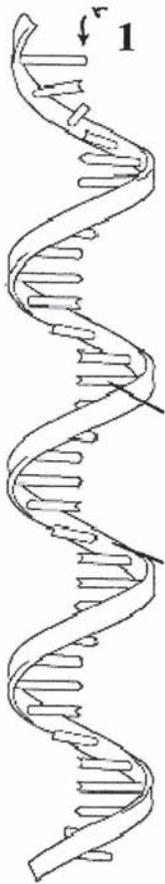
Contains the bases: adenine, guanine, cytosine, and thymine

<b>DNA</b>	<b>RNA</b>
Does not build proteins Made of a double strand Contains: A, G, C, + T	Is translated into proteins Made of a single strand Contains: A, G, C, + U

SAMPLE ENTRY 5

HE.S.B.3 - Entry 2 a/i

p 10f2  
100%



Use your knowledge of structure of DNA and RNA to identify the drawings.

1. RNA
2. DNA
3. RNA
4. DNA
5. DNA
6. RNA
7. DNA
8. RNA

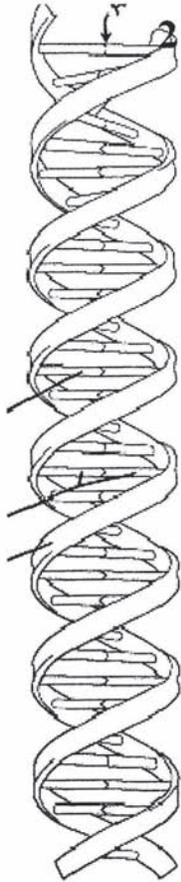
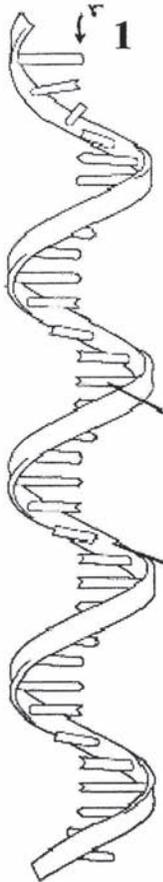
SAMPLE ENTRY 5

HE.5.B.3 - Entry 2

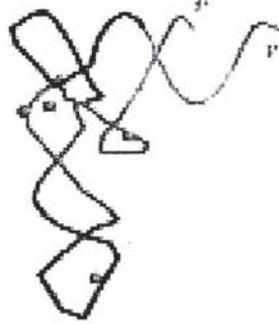
9/1

p20f2

Key



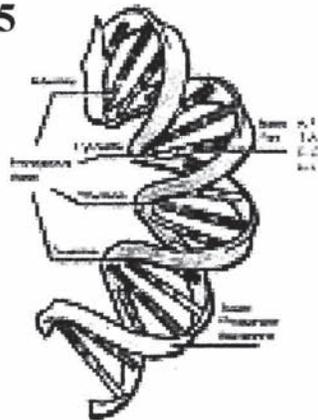
3



4



5



6



7



8

Use your knowledge of structure of DNA and RNA to identify the drawings.

1. RNA
2. DNA
3. RNA
4. DNA
5. DNA
6. RNA
7. DNA
8. RNA

## SAMPLE ENTRY 5

---

Name \_\_\_\_\_ Date \_\_\_\_\_

HE.S.B.3 - Entry 3

9/2

p 1 of 3

Place the following words or phrases on the Venn Diagram.

Does not build proteins

Contains the base Adenine

Made of a single strand

Contains the base Uracil

Is translated into proteins

Contains the base Guanine

Contains the base Cytosine

Made of a double strand

Contains the base Thymine

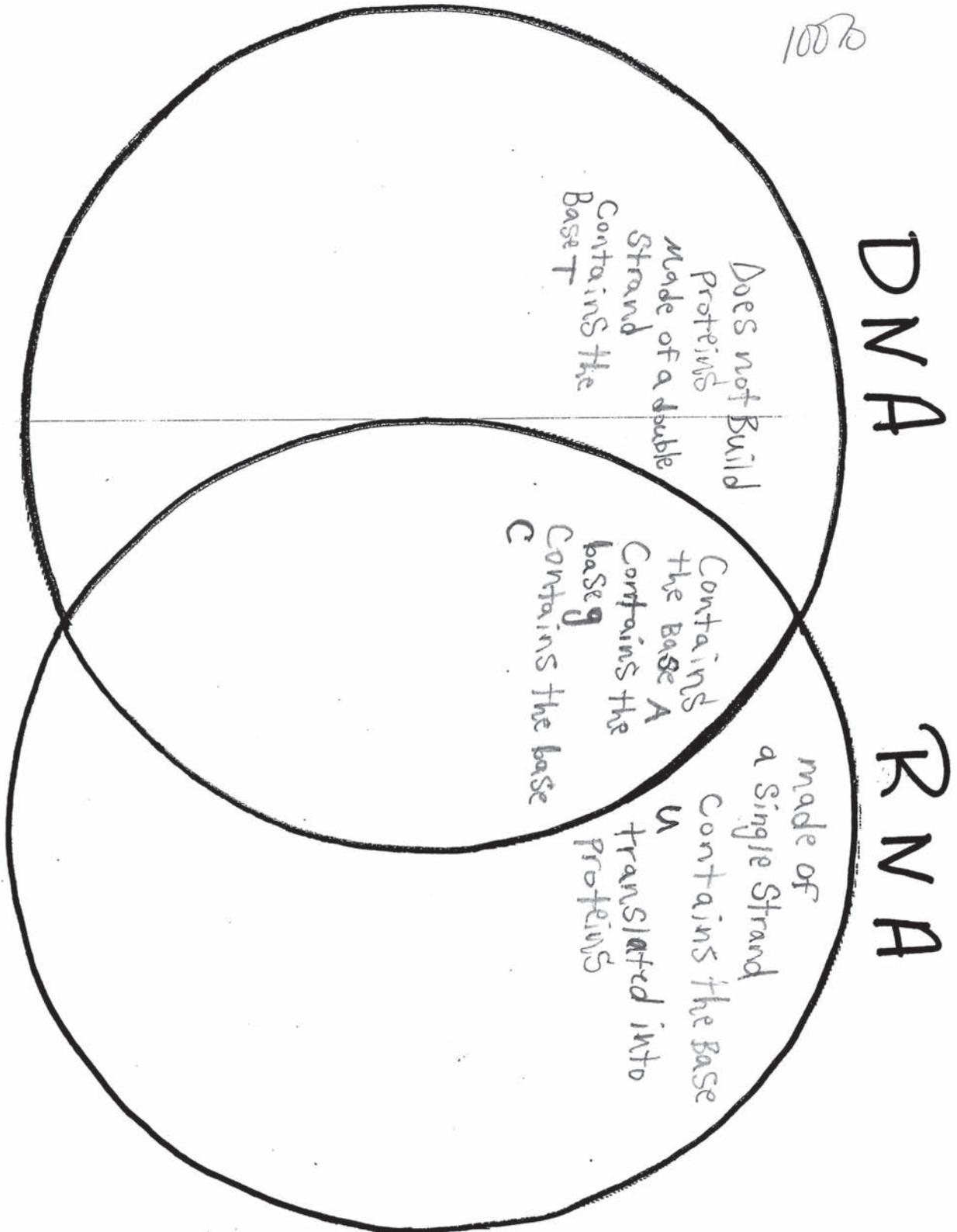
SAMPLE ENTRY 5

HE.5.B.3 - Entry 3

9/2

p20f3

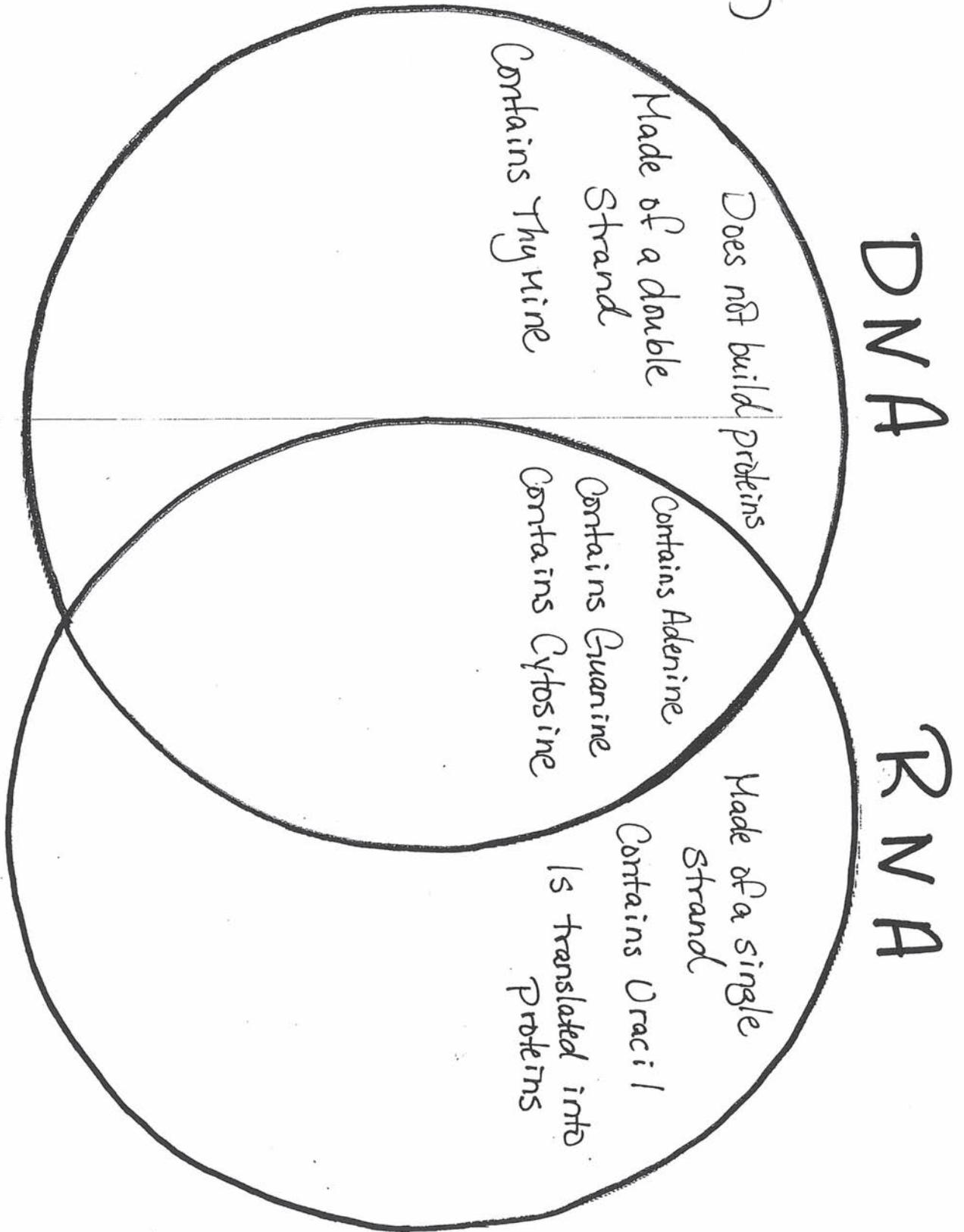
10070



HE.5.B.3 - Entry 3

Key 9/2

p30f3



## SAMPLE ENTRY 6

---

### ANNOTATION

- Strand:** Heredity and Evolution  
**Standard 6:** Students shall examine the development of the theory of biological evolution.  
**HE.6.B.1:** Compare and contrast Lamarck’s explanation of evolution with Darwin’s theory of evolution by natural selection.

**Performance: 4**

The first piece of evidence shows comparison of Lamarck’s and Darwin’s theories of evolution. The second piece of evidence is a worksheet comparing their theories of how elephant trunks have evolved. In the third piece, a Venn diagram is used in order to show similarities and differences. There are multiple and distinct tasks with supporting evidence, thus warranting a “4” in performance.

**Context: 4**

The student performs tasks that are challenging and authentic using materials that are age-appropriate.

**Level of Assistance: 4**

As indicated on the Entry Slip (checked boxes and comment section), the student does not require verbal or physical prompting in the performance of the tasks.

# SAMPLE ENTRY 6

## STUDENT PROFILE

### 2012–2013 Arkansas Alternate Portfolio Assessment Student Profile Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: <u>Sample Entry 6</u>
School: <u>Sample Teacher</u> District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>August 19 - March 4</u>
Age: <u>16</u>

Please check ALL that apply.

<b>Diagnosis (no abbreviations):</b>		
<p style="text-align: center;"><b><u>Type of class</u></b></p> <input type="checkbox"/> Self-contained <input checked="" type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Cognitive Skills</u></b></p> <input type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input type="checkbox"/> Needs assistance to focus	<p style="text-align: center;"><b><u>Special Factors</u></b></p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input type="checkbox"/> Needs behavioral supports
<p style="text-align: center;"><b><u>Communication</u></b></p> <p>What is the student's means of communication?</p> <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Fine Motor Skills</u></b></p> <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p style="text-align: center;"><b><u>Mobility</u></b></p> <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<p><b>Low-tech Communication System</b></p> <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives	<p style="text-align: center;"><b><u>Supportive Services</u></b></p> <input type="checkbox"/> One-to-one aide <input type="checkbox"/> Vision support <input type="checkbox"/> Speech therapy <input type="checkbox"/> Physical therapy <input type="checkbox"/> Occupational therapy <input type="checkbox"/> ESL services <input type="checkbox"/> Sign language interpreter <input type="checkbox"/> Other: _____	
<p><b>Assistive Technology</b></p> <input type="checkbox"/> Electronic <input type="checkbox"/> Electronic high-tech <input type="checkbox"/> Low-tech <input type="checkbox"/> Physical <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Strengths in Literacy</u></b></p> <p>Reading grade level: _____</p> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input type="checkbox"/> Recognizes basic picture symbols <input type="checkbox"/> Recognizes/identifies letters <input checked="" type="checkbox"/> Reads and comprehends basic words	<p style="text-align: center;"><b><u>Strengths in Math</u></b></p> <p>Math grade level: _____</p> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input type="checkbox"/> Computes addition/subtraction <input checked="" type="checkbox"/> with calculator <input checked="" type="checkbox"/> without calculator <input checked="" type="checkbox"/> Computes multiplication/division <input checked="" type="checkbox"/> with calculator <input checked="" type="checkbox"/> without calculator
<p>Unique characteristics of student (not included in above choices) that would help to understand challenges:</p> <p>Requires help when reading Biology material. Retention is sometimes a problem. She does better when things are demonstrated for her before requiring her to perform.</p>		

# SAMPLE ENTRY 6

## ENTRY SLIP

**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Entry Slip (submit one with each entry)**  
**Students with Disabilities: Grade 10 Science**  
**Entry Slip MUST be completed correctly for the entry to be scoreable!**

Student Name: Sample Entry 6

Entry Slip Completed by: Sample Teacher

**Biology Strands/Content Standards (check one)**

<b>Molecules and Cells</b> <input type="checkbox"/> Role of chemistry in life processes <input type="checkbox"/> Structure and function of cells <input type="checkbox"/> How cells obtain and use energy (energetics)	<b>Classification and the Diversity of Life</b> <input type="checkbox"/> Organisms are diverse
<b>Heredity and Evolution</b> <input type="checkbox"/> Heredity <input type="checkbox"/> Molecular basis of genetics <input checked="" type="checkbox"/> Theory of biological evolution	<b>Ecology and Behavioral Relationships</b> <input type="checkbox"/> Ecological and behavioral relationships among organisms <input type="checkbox"/> Ecological impact of global issues

**Identify the Content Standard and Student Learning Expectation addressed by this entry:**

Content Standard #: Standard 06

Description: Students shall examine the development of the theory of biological evolution.

Student Learning Expectation #: HE.6.B.1

Description: Compare and contrast Lamarck's explanation of evolution with Darwin's theory of evolution by natural selection.

**Brief description of three different tasks related to the SLE (you may use additional paper if needed):**

Task 1: The student shall complete and activity sheet comparing the two theories after reading the selection, How do species Change Over Time.

Type of Evidence for Task 1: Work Sample/Permanent Product

Task 2: The student will use pictures and information provided on labels to place the pictures in order according to both Lamarck's and Darwin's theories.

Type of Evidence for Task 2: Work Sample/Permanent Product

Task 3: The student will compare and contrast Lamarck's explanation and Darwin's Theory of Evolution using a Venn Diagram.

Type of Evidence for Task 3: Work Sample/Permanent Product

**Level of Assistance (check all that apply).** What is the level of assistance required after the introduction of the lesson/activity is completed?

	Continuous	Frequent	Occasional	Never	
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="button" value="Reset Form"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments (anything else that will help the scorer understand this entry):**

# SAMPLE ENTRY 6

Task 2

Activity Sheet 1: Compare the theories!

100%

Name \_\_\_\_\_ Date 1-20

H.E. i.b. B. I

Topic		Who thought this? Lamarck, Darwin, or both of them?
1.	Organisms have changed over time.	Both
2.	Organisms changed because they wanted to survive.	Lamarck
3.	There was variation in a population.	Darwin
4.	Certain traits helped organisms survive and reproduce better than other organisms without those traits.	Darwin
5.	Organisms can never become extinct.	Lamarck
6.	The environment had something to do with why organisms changed.	Both
7.	Parents are able to pass on at least some of their traits to their offspring.	Both
8.	Parents are only able to pass on traits that they were born with.	Darwin
9.	Organisms could decide to change something about their body and pass on that change to their offspring.	Lamarck
10.	Organisms are still changing.	Both

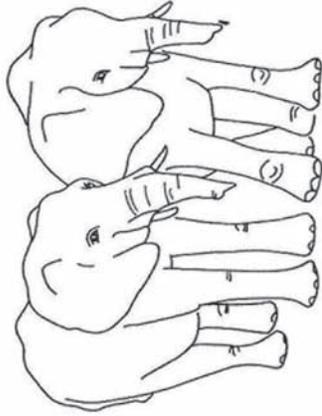
HE16B1

Activity Sheet 2: Lamarck's Theory

Name \_\_\_\_\_ Date 1-20

**Step 1**

All elephants have short trunks



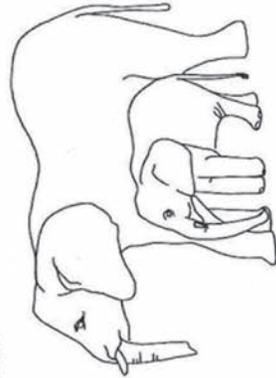
**Step 2**

All elephants stretch their trunks a little.



**Step 3**

Baby elephants are born with stretched trunks.



**Step 4**

Elephants continue to stretch their trunks and have babies with even longer trunks



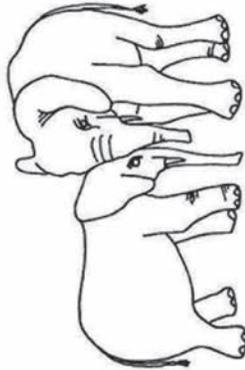
HEIBL

Activity Sheet 4: Darwin's Theory

Name \_\_\_\_\_ Date 1-20

Step 1

Most elephants have short trunks, but some elephants have long trunks



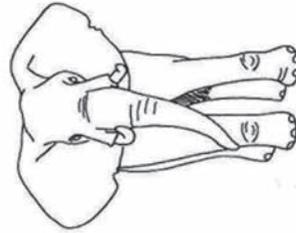
Step 2

Short-trunked elephants begin to die off because they can't reach food and water.



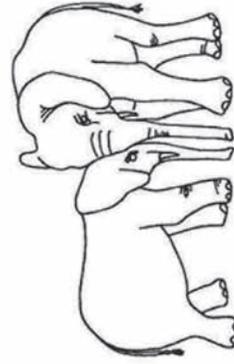
Step 3

All the elephants that survive have long trunks.



Step 4

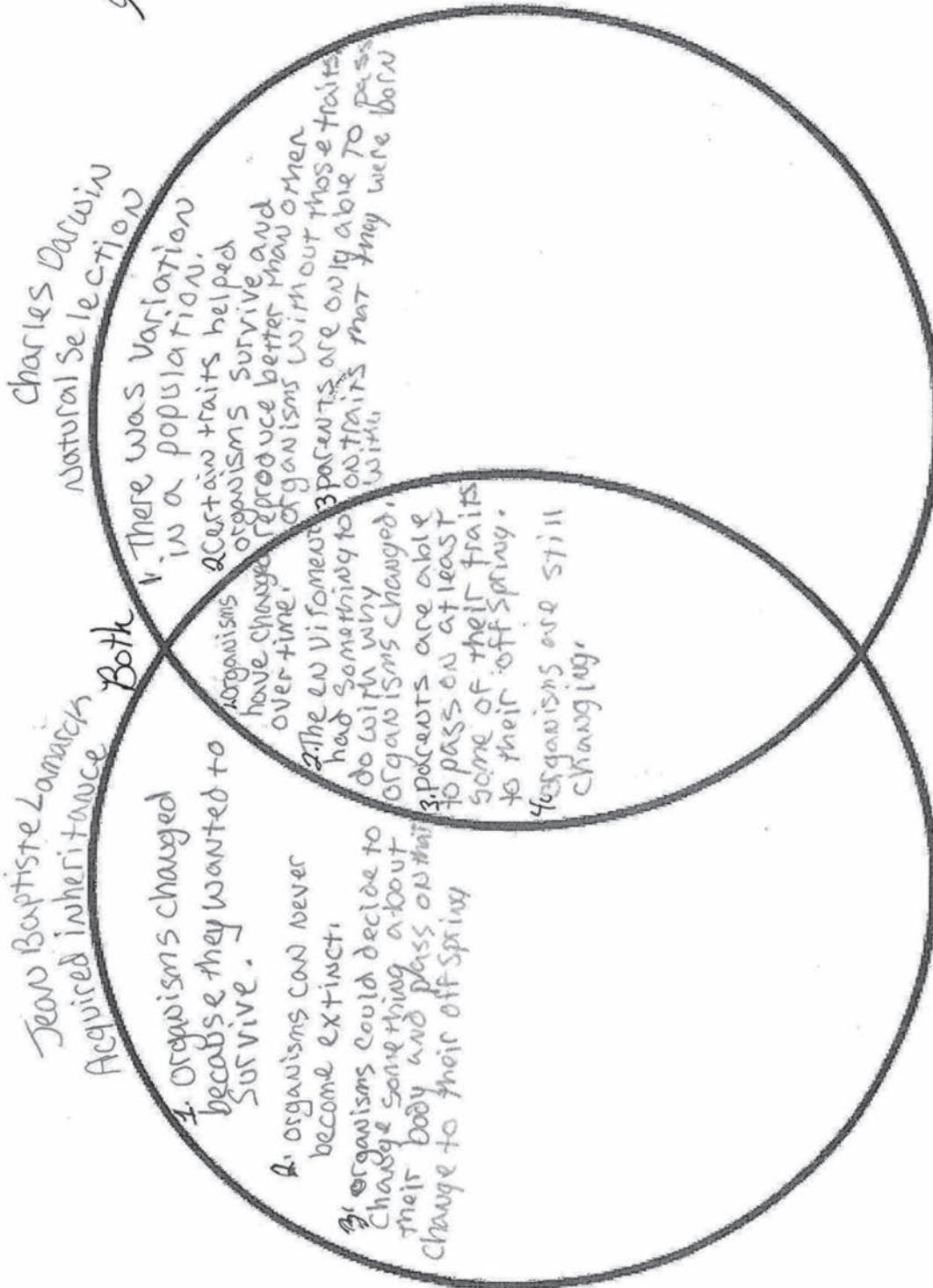
Living elephants with long trunks have babies with long trunks.



SAMPLE ENTRY 6

1-2-2  
HEIBI, I  
TASKS

Heat  
100g



## SAMPLE ENTRY 7

---

### ANNOTATION

**Strand:** Classification and the Diversity of Life  
**Standard 7:** Students shall demonstrate an understanding that organisms are diverse.  
**CDL.7.B.5:** Investigate Arkansas' biodiversity using appropriate tools and technology.

**Performance: 4**

The student investigates Arkansas' biodiversity on three occasions. He identifies plants and animals native to Arkansas and then he categorizes the biodiversity by region. He performs these tasks successfully, demonstrating mastery.

**Context: 4**

The student uses age-appropriate materials to perform challenging and authentic tasks related to the student learning expectation.

**Level of Assistance: 4**

This student performs these tasks independently without the need for verbal or physical assistance.

**General Comments:**

The Entry Slip is correct and complete. The series of captioned photographs clearly identify the student and show the student working on his worksheets, which accompany the photographs. All of the evidence demonstrates the student's success.

# SAMPLE ENTRY 7

## STUDENT PROFILE

### 2012–2013 Arkansas Alternate Portfolio Assessment Student Profile Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: <u>Sample Entry 7</u>
School: <u>Sample School</u> District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>09/25 - 03/10</u>
Age: <u>15</u>

Please check ALL that apply.

<b>Diagnosis (no abbreviations):</b> Mental Retardation		
<p style="text-align: center;"><b><u>Type of class</u></b></p> <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Cognitive Skills</u></b></p> <input checked="" type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input checked="" type="checkbox"/> Needs assistance to focus	<p style="text-align: center;"><b><u>Special Factors</u></b></p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input checked="" type="checkbox"/> Needs behavioral supports
<p style="text-align: center;"><b><u>Communication</u></b></p> <p><b>What is the student's means of communication?</b></p> <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Fine Motor Skills</u></b></p> <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p style="text-align: center;"><b><u>Mobility</u></b></p> <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<p><b>Low-tech Communication System</b></p> <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives	<p style="text-align: center;"><b><u>Supportive Services</u></b></p> <input type="checkbox"/> One-to-one aide <input checked="" type="checkbox"/> Speech therapy <input checked="" type="checkbox"/> Occupational therapy <input type="checkbox"/> Sign language interpreter <span style="float: right;"> <input type="checkbox"/> Vision support  <input checked="" type="checkbox"/> Physical therapy  <input type="checkbox"/> ESL services  <input type="checkbox"/> Other: _____                 </span>	
<p><b>Assistive Technology</b></p> <input type="checkbox"/> Electronic <input type="checkbox"/> Electronic high-tech <input type="checkbox"/> Low-tech <input type="checkbox"/> Physical <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Strengths in Literacy</u></b></p> Reading grade level: <u>K-2</u> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input checked="" type="checkbox"/> Recognizes basic picture symbols <input checked="" type="checkbox"/> Recognizes/identifies letters <input checked="" type="checkbox"/> Reads and comprehends basic words	<p style="text-align: center;"><b><u>Strengths in Math</u></b></p> Math grade level: <u>K-2</u> <input checked="" type="checkbox"/> Recognizes only numbers 0–10 <input checked="" type="checkbox"/> Recognizes only basic shapes <input checked="" type="checkbox"/> Computes addition/subtraction <input checked="" type="checkbox"/> with calculator <input type="checkbox"/> without calculator <input type="checkbox"/> Computes multiplication/division <input type="checkbox"/> with calculator <input type="checkbox"/> without calculator
<p><b><u>Type of Prompting</u></b></p> <input checked="" type="checkbox"/> Uses above systems to make choices <input checked="" type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input checked="" type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting		
<p>Unique characteristics of student (not included in above choices) that would help to understand challenges:</p> <p>Student is a 15-year-old male with a primary diagnosis of Mental Retardation. Other factors include ADHD, limited upper body strength/development, poor fine-motor development which affects his ability to write. Student can write his first and last name. Student knows his address and phone number. Student can perform multi-digit addition and subtraction with the aid of a calculator or verbal assistance. Student performs most academic skills at about a 2nd grade level. Student has considerable difficulty remembering things such as a spider has eight legs and two body parts, as opposed to an insect which has six legs and three body parts. Student often wears black T-shirts so expect to see a lot of them on different days.</p>		

# SAMPLE ENTRY 7

## ENTRY SLIP

2012–2013 Arkansas Alternate Portfolio Assessment

**Entry Slip (submit one with each entry)**

**Students with Disabilities: Grade 10 Science**

**Entry Slip MUST be completed correctly for the entry to be scoreable!**

Student Name: Sample Entry 7

Entry Slip Completed by: Sample Teacher

**Biology Strands/Content Standards (check one)**

**Molecules and Cells**

- Role of chemistry in life processes
- Structure and function of cells
- How cells obtain and use energy (energetics)

**Heredity and Evolution**

- Heredity
- Molecular basis of genetics
- Theory of biological evolution

**Classification and the Diversity of Life**

- Organisms are diverse

**Ecology and Behavioral Relationships**

- Ecological and behavioral relationships among organisms
- Ecological impact of global issues

**Identify the Content Standard and Student Learning Expectation addressed by this entry:**

Content Standard #: Standard 07

Description: Students shall demonstrate an understanding that organisms are diverse.

Student Learning Expectation #: CDL.7.B.5

Description: Investigate Arkansas' biodiversity using appropriate tools and technology.

**Brief description of three different tasks related to the SLE (you may use additional paper if needed):**

Task 1: After instruction in the diversity of organisms, the student was asked to investigate Arkansas' biodiversity by identifying plants and animals native to Arkansas and creating a work sample using photos found in the internet.

Type of Evidence for Task 1: Work Sample/Permanent Product

Task 2: The student was asked to determine which animals were native to Arkansas given picture examples.

Type of Evidence for Task 2: Work Sample/Permanent Product

Task 3: The student was asked to categorize the biodiversity of Arkansas by state and/or region by matching pictures of animals, plants, etc. to their respective location on a map.

Type of Evidence for Task 3: Work Sample/Permanent Product

**Level of Assistance (check all that apply).** What is the level of assistance required after the introduction of the lesson/activity is completed?

	Continuous	Frequent	Occasional	Never
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[Reset Form](#)

**Comments (anything else that will help the scorer understand this entry):**

Student was able to perform these tasks independently.

## SAMPLE ENTRY 7

---

Student:

Teacher:

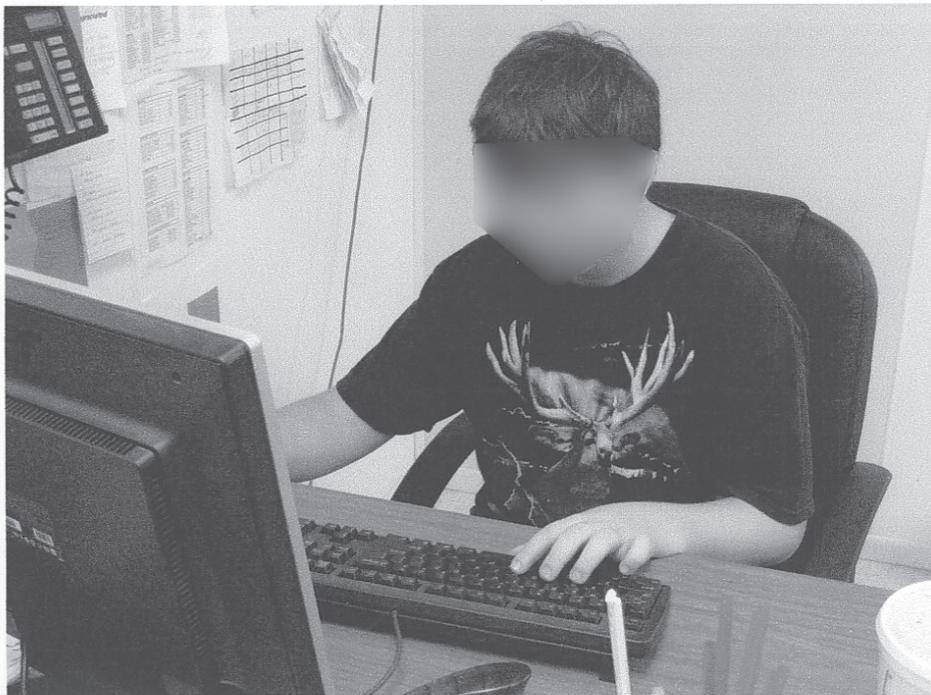
Date Collected 1/8

Student Learning Expectation: CDL.7.B.5: Investigate Arkansas biodiversity using appropriate tools and technology.

### Evidence piece # 1

For this activity \_\_\_\_\_ was asked to examine biodiversity Arkansas by identifying plants and animals that are native to Arkansas. Specifically, \_\_\_\_\_ was asked to find specimens on the Internet that are native to Arkansas, then cut and paste them into a word document for your review. See \_\_\_\_\_ work sample on the next pages. Finding real specimens was not an option in January.

See work sample on the next pages.



\_\_\_\_\_ searches the internet to find the images of biodiversity in Arkansas you see on the next pages.

**SAMPLE ENTRY 7**

---

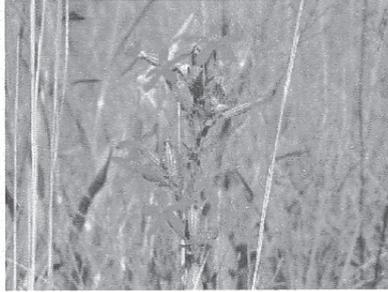
1/8

Good Job

100% A+



**Royal Violet**



**Royal catchfly**



**Scott's spleenwort**



**Showy lady's slipper**



**Showy lady's slipper**



**Silky camellia**



**Aquatic Turtle**



**Tree Frog**

## SAMPLE ENTRY 7

---



Salamander



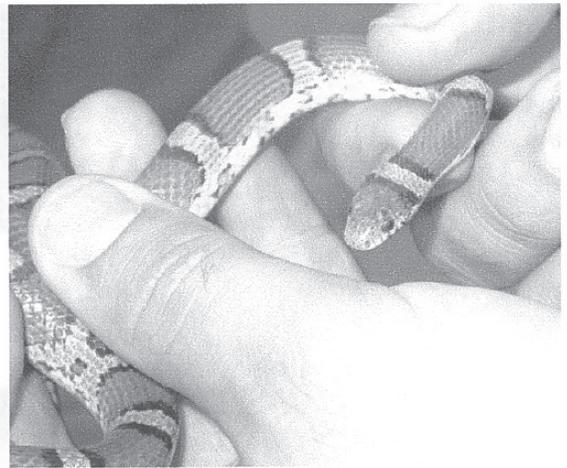
Brown Bat



Copperhead Snake



Cottonmouth Water Moccasin



Milk Snake

## SAMPLE ENTRY 7

---

Student:

Teacher:

Date Collected 1/9

Student Learning Expectation: CDL.7.B.5: Investigate Arkansas' biodiversity using appropriate tools and technology.

### Evidence piece # 2

For this activity \_\_\_\_\_ was asked examine biodiversity in Arkansas by identifying organisms native to Arkansas. Specifically, given picture examples, \_\_\_\_\_ was able to independently determine which animals were native to Arkansas and which were not by indicating "yes" or "no" on a worksheet with 100% accuracy.

See included work sample.

SAMPLE ENTRY 7

100% A+ 😊  
1/9



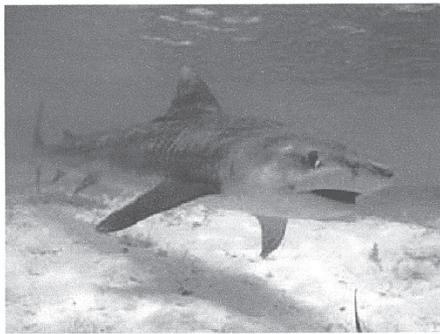
yes



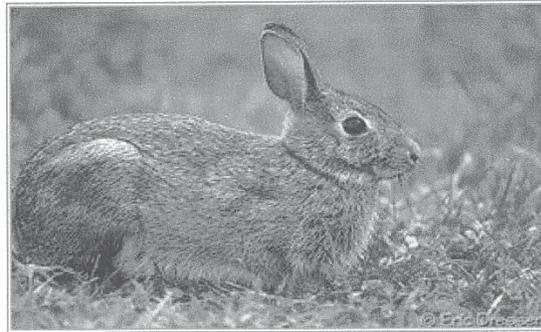
no



no



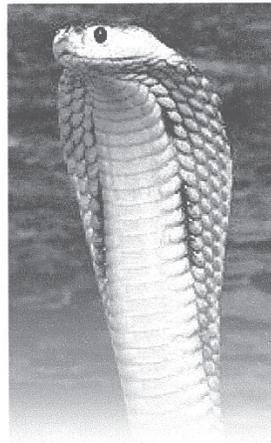
no



yes



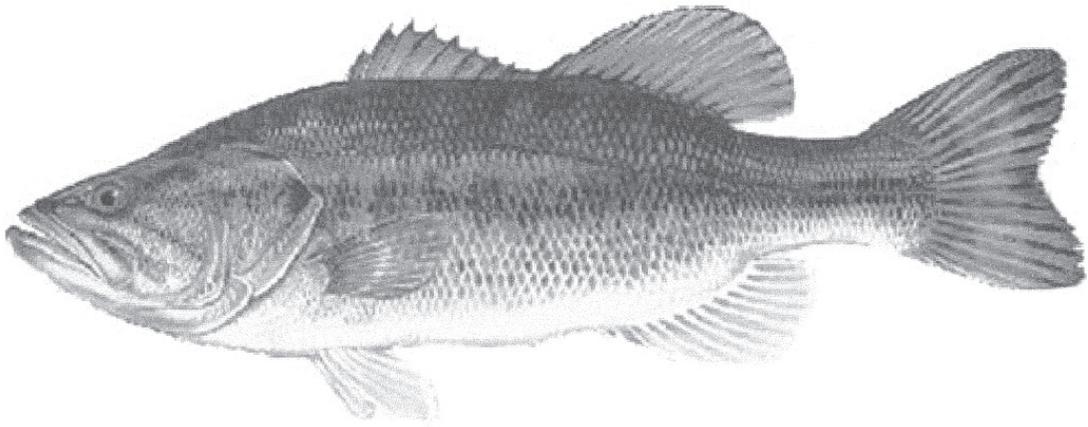
yes



no

SAMPLE ENTRY 7

---



yes



yes



~~#~~ yes

## SAMPLE ENTRY 7

---

Student:

Teacher:

Date Collected 1/18

Student Learning Expectation: CDL.7.B.5: Investigate Arkansas' biodiversity using appropriate tools and technology.

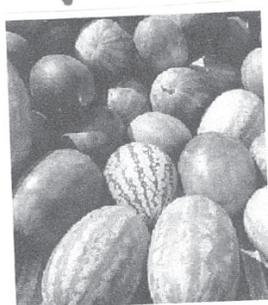
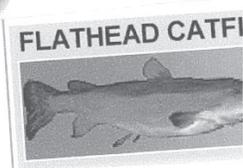
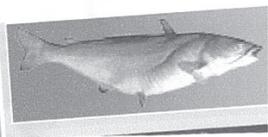
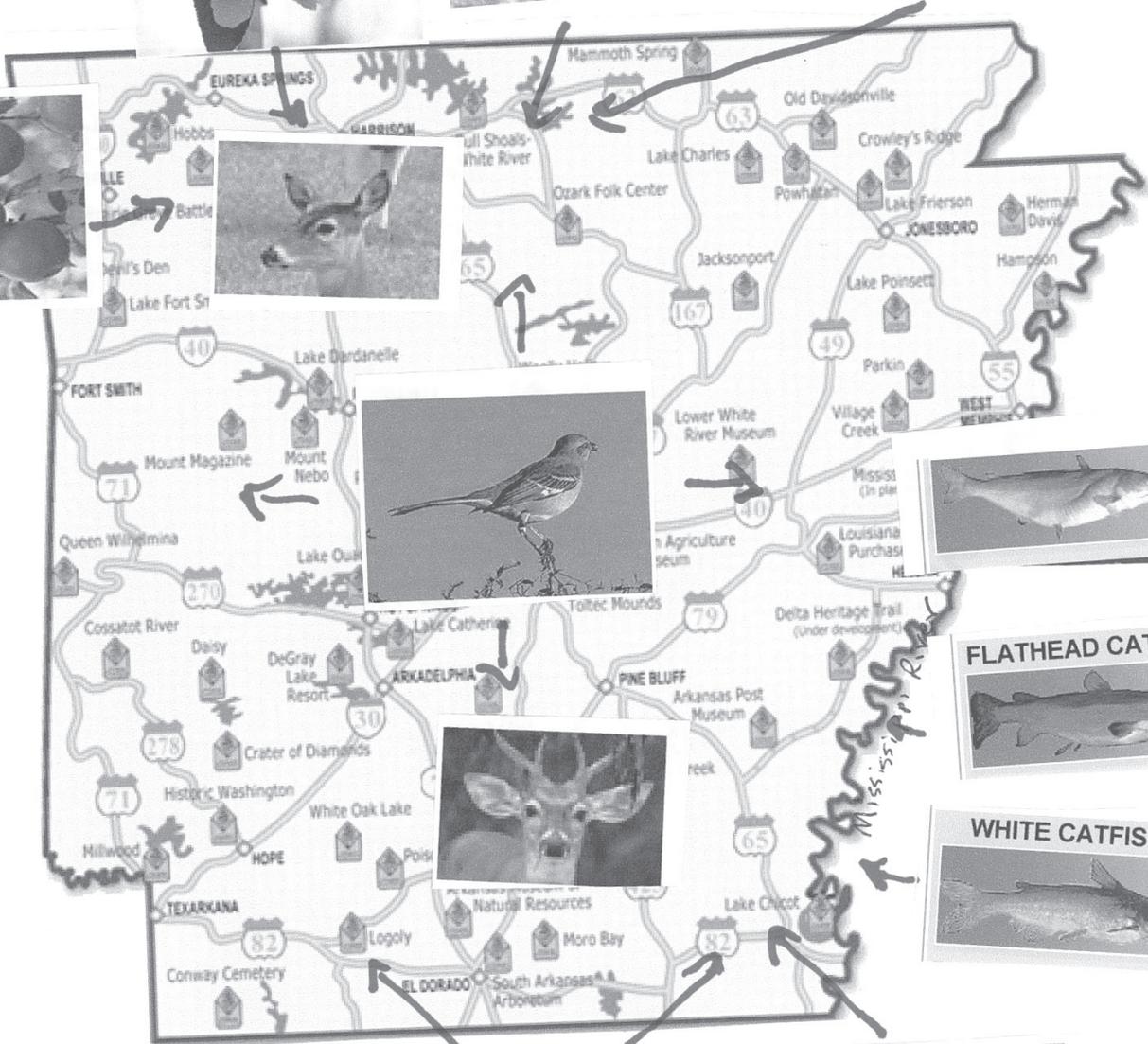
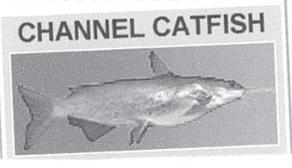
### Evidence piece # 3

For this activity [redacted] was asked to categorize the biodiversity of Arkansas by state and or regions. Specifically [redacted] was able to match pictures of animals, insects, plants, etc, with their respective location on a map in the state of Arkansas. [redacted] glued the images of the animals and plants to their close approximation where they can be found in the state of Arkansas. [redacted] also drew arrows to show the locations because he felt in some cases that he couldn't glue the images close enough. In any case, [redacted] was correct about the locations of the Mocking Bird (found everywhere), the apples in Northwest Arkansas, the whitetail deer all over Arkansas, cotton in the south, water melons in the south, catfish in the lakes and Mississippi River. [redacted] also included the State flower; The Apple Blossom.

See work sample on the next page.

# SAMPLE ENTRY 7

1/18



## SAMPLE ENTRY 8

---

### ANNOTATION

- Strand:** Ecology and Behavioral Relationships  
**Standard 8:** Students shall demonstrate an understanding of ecological and behavioral relationships among organisms.  
**EBR.8.B.2:** Compare and contrast the characteristics of biomes.

**Performance: 4**

The student completes three distinct tasks on three separate occasions. In the first piece of evidence, the student uses a chart to answer multiple choice questions regarding biomes. The student then completes a worksheet based on characteristics of various biomes. The evidence reflects everything that is described in the Task Description. The final piece of evidence demonstrates identifying biomes, the classification of organisms and vegetation based on their common biomes, and comprehensive questions answered through research. The student displayed mastery as demonstrated on multiple occasions.

**Context: 4**

The materials are age appropriate, and the authentic tasks are challenging for this student. All of the requirements for a “4” are present in this entry.

**Level of Assistance: 4**

The teacher has indicated on the Entry Slip this student does not need any additional assistance outside of what is noted on the Student Profile sheet.

**Note:**

Within evidence 2, there is one section that deals with habitats and is not directly aligned (cave, soil, etc. are not biomes), however, the rest of the evidence aligns perfectly and is completed with accuracy.

# SAMPLE ENTRY 8

## STUDENT PROFILE

**2012–2013 Arkansas Alternate Portfolio Assessment  
Student Profile  
Students with Disabilities: Grade 10 Science**

PLEASE PRINT

Student Name: <u>Sample Entry 8</u>	
School: <u>Sample School</u>	District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>September</u> <u>March</u>	
Age: <u>16</u>	

Please check ALL that apply.

<b>Diagnosis (no abbreviations):</b> <div style="font-size: 1.2em; font-family: cursive;">Mental Retardation</div>		
<p style="text-align: center;"><b><u>Type of class</u></b></p> <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Cognitive Skills</u></b></p> <input checked="" type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input checked="" type="checkbox"/> Needs assistance to focus	<p style="text-align: center;"><b><u>Special Factors</u></b></p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input checked="" type="checkbox"/> Needs behavioral supports
<p style="text-align: center;"><b><u>Communication</u></b></p> <p>What is the student's means of communication?</p> <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Fine Motor Skills</u></b></p> <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p style="text-align: center;"><b><u>Mobility</u></b></p> <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<p><b>Low-tech Communication System</b></p> <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives	<p style="text-align: center;"><b><u>Supportive Services</u></b></p> <input type="checkbox"/> One-to-one aide <input checked="" type="checkbox"/> Speech therapy <input type="checkbox"/> Occupational therapy <input type="checkbox"/> Sign language interpreter	
<p><b>Assistive Technology</b></p> <input type="checkbox"/> Electronic <input type="checkbox"/> Electronic high-tech <input type="checkbox"/> Low-tech <input type="checkbox"/> Physical <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Strengths in Literacy</u></b></p> <p>Reading grade level: <u>2</u></p> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input checked="" type="checkbox"/> Recognizes basic picture symbols <input checked="" type="checkbox"/> Recognizes/identifies letters <input checked="" type="checkbox"/> Reads and comprehends basic words	<p style="text-align: center;"><b><u>Strengths in Math</u></b></p> <p>Math grade level: <u>3</u></p> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input checked="" type="checkbox"/> Computes addition/subtraction <input checked="" type="checkbox"/> with calculator <input checked="" type="checkbox"/> without calculator <input checked="" type="checkbox"/> Computes multiplication/division <input checked="" type="checkbox"/> with calculator <input checked="" type="checkbox"/> without calculator
<p><b><u>Type of Prompting</u></b></p> <input type="checkbox"/> Uses above systems to make choices <input type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting		
<p>Unique characteristics of student (not included in above choices) that would help to understand challenges:          see attached</p>		

## SAMPLE ENTRY 8

---

High School

Age:16

is a 16 year old, 10th grade student who attends High School. He is receiving services under the handicapping condition of Mental Retardation. He is being served in a self-contained classroom, is mobile and receives no supportive services at this time.

's reading and writing level is at a second grade. He can read simple sentences and short stories. He benefits from having a peer helper for reading, but can answer questions accurately by a verbal response. His math is at a third grade level. He is able to add and subtract with a calculator, but struggles with multiplication and division. He benefits from having visuals and examples to look at to assist him with his assignments.

seems happy most of the time and gets along with his peers. He enjoys working in small groups and contributes to class discussions. He will ask for help if needed. is socially immature when compared to same aged peers. He enjoys helping out where he can. required verbal assistance for all activities.

# SAMPLE ENTRY 8

## ENTRY SLIP

**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Entry Slip (submit one with each entry)**  
**Students with Disabilities: Grade 10 Science**  
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: Sample Entry 8

Entry Slip Completed by: Sample Teacher

**Biology Strands/Content Standards (check one)**

<b>Molecules and Cells</b> <input type="checkbox"/> Role of chemistry in life processes <input type="checkbox"/> Structure and function of cells <input type="checkbox"/> How cells obtain and use energy (energetics)	<b>Classification and the Diversity of Life</b> <input type="checkbox"/> Organisms are diverse
<b>Heredity and Evolution</b> <input type="checkbox"/> Heredity <input type="checkbox"/> Molecular basis of genetics <input type="checkbox"/> Theory of biological evolution	<b>Ecology and Behavioral Relationships</b> <input checked="" type="checkbox"/> Ecological and behavioral relationships among organisms <input type="checkbox"/> Ecological impact of global issues

**Identify the Content Standard and Student Learning Expectation addressed by this entry:**

Content Standard #: Standard 08

Description: Students shall demonstrate an understanding of ecological and behavioral relationships among organisms.

Student Learning Expectation #: EBR.8.B.2

Description: Compare and contrast the characteristics of biomes.

**Brief description of three different tasks related to the SLE (you may use additional paper if needed):**

Task 1: After a reading a passage and reviewing a chart over Biomes of the World, answered the questions with the corresponding worksheet.

Type of Evidence for Task 1: Work Sample/Permanent Product

Task 2: After a lesson over biomes and their characteristics, completed a worksheet by playing a game writing the habitat next to the name of a living thing and answered questions relating to different biomes.

Type of Evidence for Task 2: Work Sample/Permanent Product

Task 3: After a lesson over North American Biomes and a classroom discussion, used the internet to answer questions regarding each of the 3 biomes that are found in North America.

Type of Evidence for Task 3: Work Sample/Permanent Product

**Level of Assistance (check all that apply).** What is the level of assistance required after the introduction of the lesson/activity is completed?

	Continuous	Frequent	Occasional	Never
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments (anything else that will help the scorer understand this entry):**

# SAMPLE ENTRY 8

Entry 1

NAME \_\_\_\_\_

DATE

12/1

## Lesson 6

100%

## Biomes of the World

**Read the following passage and review the chart. Then answer the questions that follow.**

What is it like where you live? What kinds of plants and animals live there? Scientists divide Earth into regions called biomes. A biome is an environment made up of similar ecosystems. It is described by the organisms that live in it as well as the type of soil and the general climate. The climate of a place is the type of weather it has over a long period of time. The chart below lists some of Earth's major biomes. It also gives a few of the major plants and animals that live in the biome.

Biome	Climate	Animals	Plants
Tundra	This biome can be found in very cold places. It has long cold winters and little rain or snow.	arctic foxes, musk oxen, arctic hares	Only small plants such as mosses and dwarfed shrubs grow here.
Taiga	This biome is a little warmer and wetter than the tundra, but still cold through most of the year.	lynxes, elks, moose, and beavers	Spruce, fir, and pine trees are the main plants.
Temperate Forest	This biome has trees that change colors in the fall. This biome has four seasons and rain is spread evenly throughout the year.	white-tail deer, gray squirrels, chipmunks, raccoons, opossums, skunks, wolves, mountain lions, and bobcats	Oak, beech, and chestnut trees are common.
Tropical Forest	This biome is known for warm temperatures and plenty of rain all year long.	monkeys, snakes, toucans	Thick layers of trees, vines, shrubs, and ferns fill this biome.
Desert	This biome gets very little rain. Temperatures can vary from very hot to very cold. The soil is sandy.	snakes, lizards, camels, foxes	Cactuses and shrubs are the main plants.

# SAMPLE ENTRY 8

Entry 1 continued

DATE

12/1

NAME

100%

## Biomes of the World (cont'd.)

- Which description best describes a climate?  
 (A) high and steep  
 (B) long and thin  
 (C) warm and rainy  
 (D) dark and brown
- The saguaro is a plant that thrives in hot conditions with very little water. It is found in only one biome on Earth. In which biome is the saguaro most likely found?  
 (A) tundra  
 (B) tropical forest  
 (C) taiga  
 (D) desert
- Some animals from the tundra travel to slightly warmer temperatures in winter. Which biome is just a little warmer than the tundra and has many tall trees?  
 (A) taiga  
 (B) temperate forest  
 (C) tropical forest  
 (D) desert
- One of the biomes is like a desert because it gets very little rain. Its temperatures, however, are very different. This biome is the  
 (A) taiga.  
 (B) tundra.  
 (C) temperate forest.  
 (D) tropical forest.

## SAMPLE ENTRY 8

### Entry 2 HABITATS AND NICHES 12/5

A woodpecker lives in the forest. That is its habitat. In an organism's habitat, there is food, water, shelter, and everything that is needed to live. Two or more living things can live in the same habitat.

The role of the living thing in the community is its niche. The niche also includes

- what it eats,
- the amount of heat, light, and moisture it needs, and
- the predators that it has.

For example, a squirrel lives in and around trees, eats nuts, and makes its nest from dead leaves. It spreads seeds in the forest.

Darwin said that there is not enough food and shelter for all the living things, so there is competition. An example is two coyotes trying to hunt the same rabbit. Two plants in a forest growing close to each other trying to get the sunlight is another example.

UNIT 4

**The Game: Write the habitat next to the name of the living thing.**

1. whale ocean
2. bat cave
3. mountain goat mountaintop
4. cactus desert
5. catfish lake
6. seahorse coastal water
7. earthworm soil
8. woodpecker forest

~~ocean~~ ~~coastal water~~ forest ~~cave~~ ~~soil~~ mountaintop ~~desert~~ ~~lake~~

**SAMPLE ENTRY 8**

Entry 2 Continued

12/5

**BIOLOGY PRACTICE PAGE 116**

100%

BIOME	LOCATION	CLIMATE	RAINFALL	SOIL	EXAMPLES OF PLANT AND ANIMAL LIFE
<b>TUNDRA</b>	polar and arctic areas	very cold, dry, short summers	very low	always frozen, no trees	mosses, short grasses, wolves, caribou
<b>TAIGA</b>	below tundra	short, cool summers and long, dry winters	low	very rich	cone-bearing trees (conifers), moose, black bears, deer
<b>TEMPERATE FOREST</b>	between tundra and the tropics	equal length summer and winter, mild winters	good amount	very rich	deciduous trees (trees that shed leaves in winter), foxes, squirrels, deer
<b>TROPICAL RAIN FOREST</b>	near the Equator	temperature is constant all year	high	poor	more insects and animals than other biomes
<b>TEMPERATE GRASSLAND</b>	inner parts of the continents	moderate	low	very rich	grasses, few trees, bison, gophers
<b>SAVANNA</b>	between deserts and tropical rainforests	moderate	low	poor	grasses, few trees, zebra
<b>DESERT</b>	varies	very hot days, very cold nights	very low	poor	cacti, lizards, mountain lions

Answer the questions.

Which biome is near the Equator?

TROPICAL RAIN FOREST

Which biome has very hot days and very cold nights?

DESERT

Which biome has more insects and animals than other biomes?

TROPICAL RAIN FOREST

Which biome has polar and arctic areas?

TUNDRA

SAMPLE ENTRY 8

Entry 3

12/6

North America Biomes

Name \_\_\_\_\_

1. Name the 4 biomes in North America. Polar  
Desert, Temperate  
Tropical

100%

2. List 3 types of vegetation for each biome.

- |    | Polar   | Desert  | Temperate    | Tropical       |
|----|---------|---------|--------------|----------------|
| 1. | moss    | Saguaro | oak tree     | climbing vines |
| 2. | lichens | cactus  | hickory tree | cassava        |
| 3. | Bushes  | Yucca   | maple tree   | Rubber tree    |

List 3 types of typical wildlife for each biome.

- |    | Polar     | Desert     | Temperate | Tropical |
|----|-----------|------------|-----------|----------|
| 1. | Snow wolf | roadrunner | deer      | snakes   |
| 2. | muskox    | coyote     | possum    | lizards  |
| 3. | wolf      | vulture    | cardinal  | crows    |

3. The monthly average temperature range for the polar biome is from 14° to 37° F.

4. A desert biome is an area having less than 10 inches of rainfall each year.

5. The temperate biome has an average yearly rainfall of over 40 inches.

6. The tropical biome occurs in warm areas near the equator.

## SAMPLE ENTRY 9

---

### ANNOTATION

- Strand:** Ecology and Behavioral Relationships
- Standard 9:** Students shall demonstrate an understanding of the ecological impact of global issues.
- EBR.9.B.1:** Analyze the effects of human population growth and technology on the environment/biosphere.

**Performance: 4**

The student performs three scientific experiments on three different occasions which demonstrate the effects that humans have on the environment. After each activity the student evaluates and analyzes her findings. The student displays mastery of skills aligned with the student learning expectation as she investigates and then answers questions based on the activity.

**Context: 4**

The materials are age-appropriate, and the authentic tasks present a realistic challenge for this student.

**Level of Assistance: 4**

The teacher indicates that the student requires no assistance or prompting to be successful in the performance of these tasks.

# SAMPLE ENTRY 9

## STUDENT PROFILE

**2012–2013 Arkansas Alternate Portfolio Assessment  
Student Profile  
Students with Disabilities: Grade 10 Science**

PLEASE PRINT

Student Name: <u>Sample Entry 9</u>
School: <u>Sample School</u> District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>October 07 - December 02</u>
Age: <u>16</u>

**Please check ALL that apply.**

<b>Diagnosis (no abbreviations):</b> Mental Retardation		
<p style="text-align: center;"><b><u>Type of class</u></b></p> <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Cognitive Skills</u></b></p> <input checked="" type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input type="checkbox"/> Needs assistance to focus	<p style="text-align: center;"><b><u>Special Factors</u></b></p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input type="checkbox"/> Needs behavioral supports
<p style="text-align: center;"><b><u>Communication</u></b></p> <p><b>What is the student's means of communication?</b></p> <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b><u>Fine Motor Skills</u></b></p> <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p style="text-align: center;"><b><u>Mobility</u></b></p> <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<p><b>Low-tech Communication System</b></p> <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives	<p style="text-align: center;"><b><u>Supportive Services</u></b></p> <input type="checkbox"/> One-to-one aide <input type="checkbox"/> Vision support <input type="checkbox"/> Speech therapy <input type="checkbox"/> Physical therapy <input type="checkbox"/> Occupational therapy <input type="checkbox"/> ESL services <input type="checkbox"/> Sign language interpreter <input checked="" type="checkbox"/> Other: <u>Counseling</u>	
<p style="text-align: center;"><b><u>Type of Prompting</u></b></p> <input type="checkbox"/> Uses above systems to make choices <input checked="" type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting	<p style="text-align: center;"><b><u>Strengths in Literacy</u></b></p> <p>Reading grade level: <u>1.1</u></p> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input type="checkbox"/> Recognizes basic picture symbols <input type="checkbox"/> Recognizes/identifies letters <input checked="" type="checkbox"/> Reads and comprehends basic words	<p style="text-align: center;"><b><u>Strengths in Math</u></b></p> <p>Math grade level: <u>2.8</u></p> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input checked="" type="checkbox"/> Computes addition/subtraction <input type="checkbox"/> with calculator <input checked="" type="checkbox"/> without calculator <input checked="" type="checkbox"/> Computes multiplication/division <input checked="" type="checkbox"/> with calculator <input type="checkbox"/> without calculator
<p>Unique characteristics of student (not included in above choices) that would help to understand challenges:</p> <p>Student is easily distracted and requires a structured environment with some one on one assistance and some verbal prompting. She has fair work habits and good self-help skills. She is very verbal and social which contributes to her being distracted from her work from time to time and having to be redirected to her assigned tasks. Her reading is primarily by sight and is limited. She does much better with familiar vocabulary and her spelling skills are in line with her limited reading skills. She frequently needs assistance with the spelling of words when doing any written assignments. She can do basic addition and simple subtraction without the aid of a calculator but for all other operations she does need the aid of a calculator.</p>		

# SAMPLE ENTRY 9

## ENTRY SLIP

2012–2013 Arkansas Alternate Portfolio Assessment

**Entry Slip (submit one with each entry)**

**Students with Disabilities: Grade 10 Science**

**Entry Slip MUST be completed correctly for the entry to be scoreable!**

Student Name: Sample Entry 9

Entry Slip Completed by: Sample Teacher

**Biology Strands/Content Standards (check one)**

**Molecules and Cells**

- Role of chemistry in life processes
- Structure and function of cells
- How cells obtain and use energy (energetics)

**Heredity and Evolution**

- Heredity
- Molecular basis of genetics
- Theory of biological evolution

**Classification and the Diversity of Life**

- Organisms are diverse

**Ecology and Behavioral Relationships**

- Ecological and behavioral relationships among organisms
- Ecological impact of global issues

**Identify the Content Standard and Student Learning Expectation addressed by this entry:**

Content Standard #: Standard 09

Description: students shall demonstrate an understanding of the ecological impact of global issues.

Student Learning Expectation #: EBR.9.B.1

Description: Analyze the effects of human population growth and technology on the environment/biosphere.

**Brief description of three different tasks related to the SLE (you may use additional paper if needed):**

Task 1: The student is asked to complete an activity which demonstrates one effect of plastic garbage pollution on sea animals and then complete a worksheet following the activity.

Type of Evidence for Task 1: Series of Captioned Photographs & Work Sample/Permanent Product

Task 2: The student is asked to participate in an activity which demonstrates the effect polluting detergents can have on birds and then complete a worksheet following the activity.

Type of Evidence for Task 2: Series of Captioned Photographs & Work Sample/Permanent Product

Task 3: The student is asked to participate in an activity which demonstrates the outreaching effects of a small amount of pollution on a stream and its wildlife and then complete a worksheet following the activity.

Type of Evidence for Task 3: Series of Captioned Photographs & Work Sample/Permanent Product

**Level of Assistance (check all that apply).** What is the level of assistance required after the introduction of the lesson/activity is completed?

	Continuous	Frequent	Occasional	Never
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reset Form

**Comments (anything else that will help the scorer understand this entry):**

Photos and work samples are included for each task.

## SAMPLE ENTRY 9

### TANGLED

Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1

**Purpose:** To determine one effect of plastic garbage pollution on sea animals.

**Materials:** rubberband

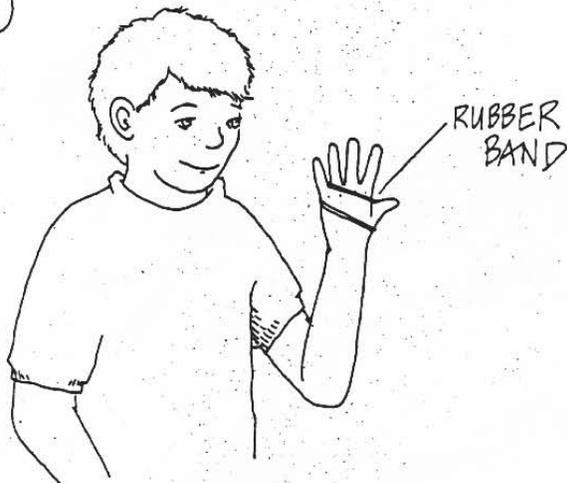
**Procedure:**

- Hook one end of the rubberband around your little finger.
- Stretch the rubber band across the back of your hand and hook the free end on your thumb.
- Try to remove the rubberband without touching anything.
- Seals and fish do not have hands. How can they remove the plastic rings from six-packs of beverages if they get these around their bodies?
- How is the garbage that is dumped in the ocean affecting the sea organisms?

**Results:** It is very difficult to remove the rubberband from your hand. Seals, fish, and other animals that get tangled with plastic rings find it equally difficult to remove them.

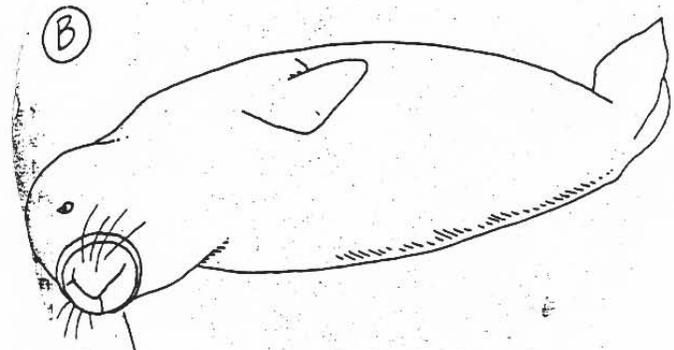
**Why?** The plastic items in garbage are deadly to sea animals. Turtles swallow floating plastic bags because they mistake them for jelly fish. Their digestive tract becomes blocked and they die. The animals that get plastic rings around their bodies often cannot remove them and they also die. It is still being researched, but it could take as long as 300 years for plastic garbage to decompose in sea water. The trapped animal cannot wait for this. We must take action to prevent the pollution of our oceans.

(A)



Instructions for the activity  
did in order to demonstrate the  
difficulty animals have with plastic  
garbage pollution on 11-05.

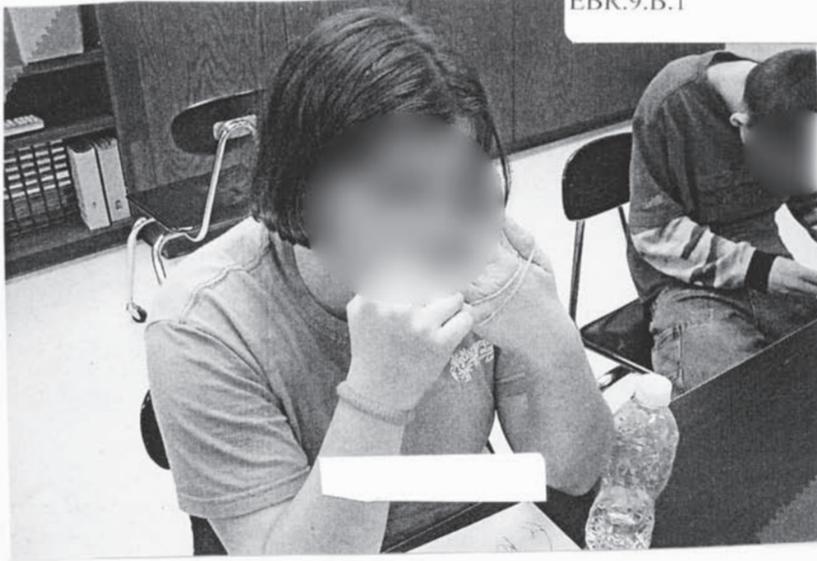
(B)



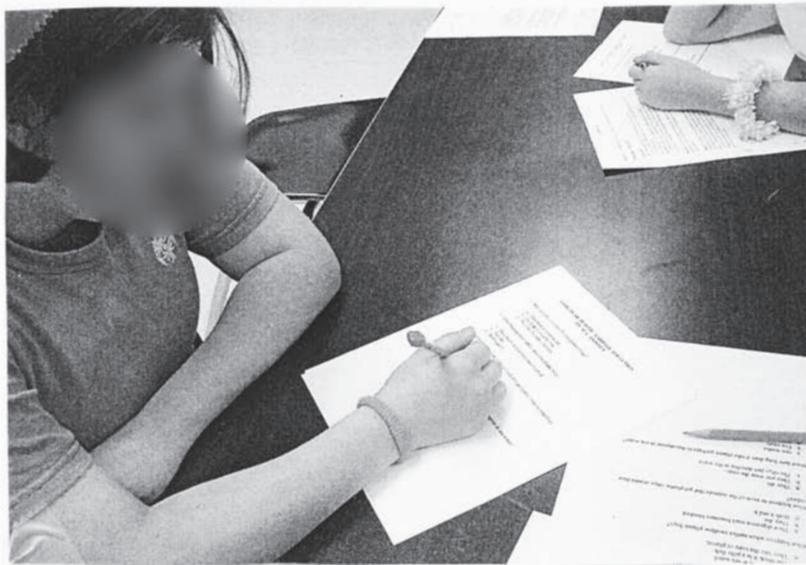
PLASTIC RING FROM SODA 6-PACK

## SAMPLE ENTRY 9

Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1



in the lab room  
independently & successfully trying  
to remove a rubber band from her  
hand without the aid of her other  
hand on 11-05.



in the lab room  
independently & successfully  
completing a worksheet over the  
effects of plastic garbage pollution  
on sea animals on 11-05.

## SAMPLE ENTRY 9

strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1

### EFFECTS OF PLASTIC GARBAGE POLLUTION ON SEA ANIMALS

- 100%
1. Why do turtles swallow floating plastic bags?
    - a. They think it is sea weed.
    - b. They think it is a jelly fish.
    - c. They like the taste of plastic.
  2. What happens when turtles swallow plastic bags?
    - a. Their digestive tract becomes blocked.
    - b. They die
    - c. Both a and b
  3. What happens to most of the animals that get plastic rings around their bodies?
    - a. They die
    - b. They just wear the rings.
    - c. The rings just dissolve in the water.
  4. About how long does it take plastic garbage to decompose in sea water?
    - a. two weeks
    - b. five years
    - c. 300 years

Worksheet independently &  
successfully completed  
following lesson & activity on  
the effects of plastic garbage  
pollution on sea animals 11-05.

# Answer Key

## EFFECTS OF PLASTIC GARBAGE POLLUTION ON SEA ANIMALS

1. Why do turtles swallow floating plastic bags?

- a. They think it is sea weed.
- b. They think it is a jelly fish.
- c. They like the taste of plastic.

Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1

2. What happens when turtles swallow plastic bags?

- a. Their digestive tract becomes blocked.
- b. They die
- c. Both a and b

3. What happens to most of the animals that get plastic rings around their bodies?

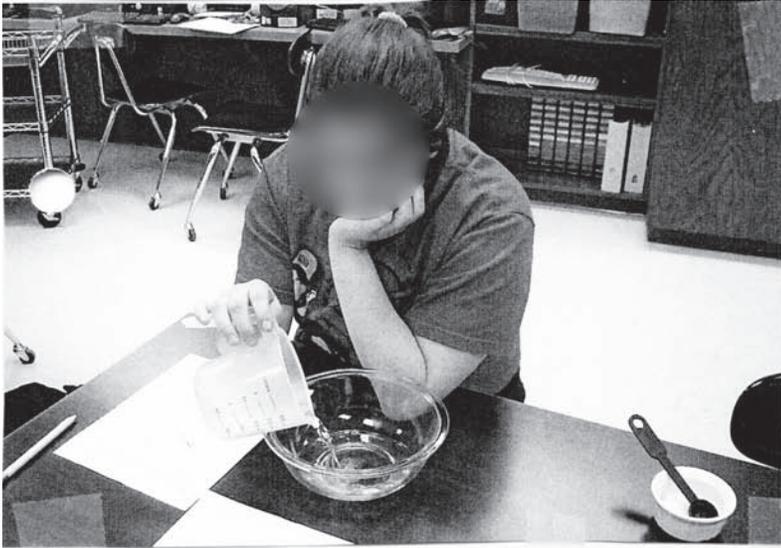
- a. They die
- b. They just wear the rings.
- c. The rings just dissolve in the water.

4. About how long does it take plastic garbage to decompose in sea water?

- a. two weeks
- b. five years
- c. 300 years

Answer key for worksheet on  
Effects of Plastic Garbage Pollution  
on Sea Animals.

# SAMPLE ENTRY 9

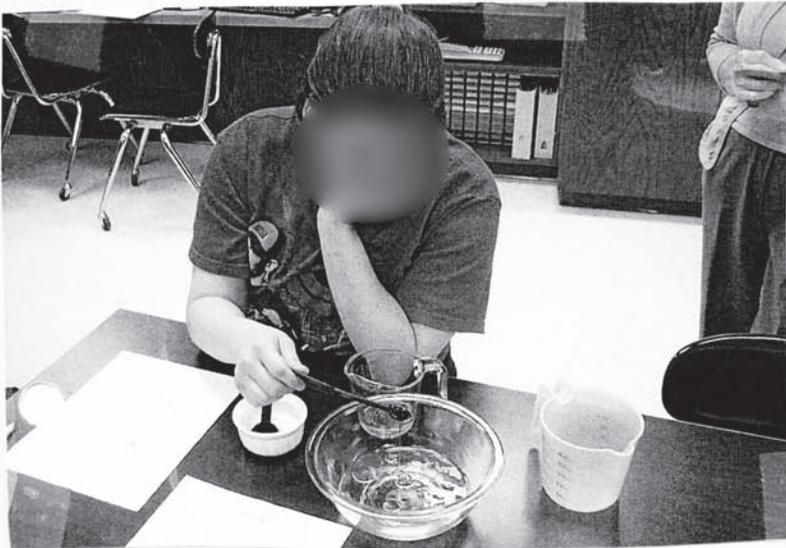


Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1

in the lab room  
independently and successfully adding  
water to the bowl on 11-06

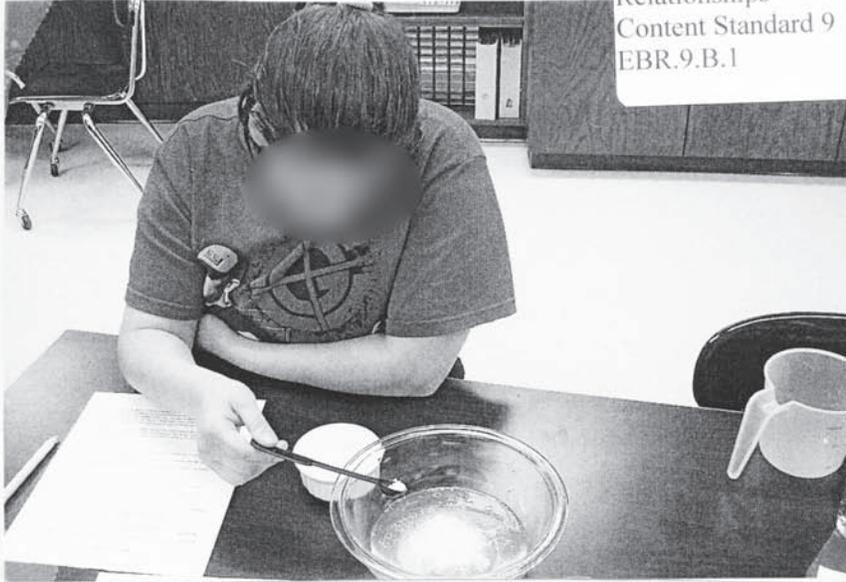


in the lab room  
independently & successfully  
adding oil to the water  
on 11-06

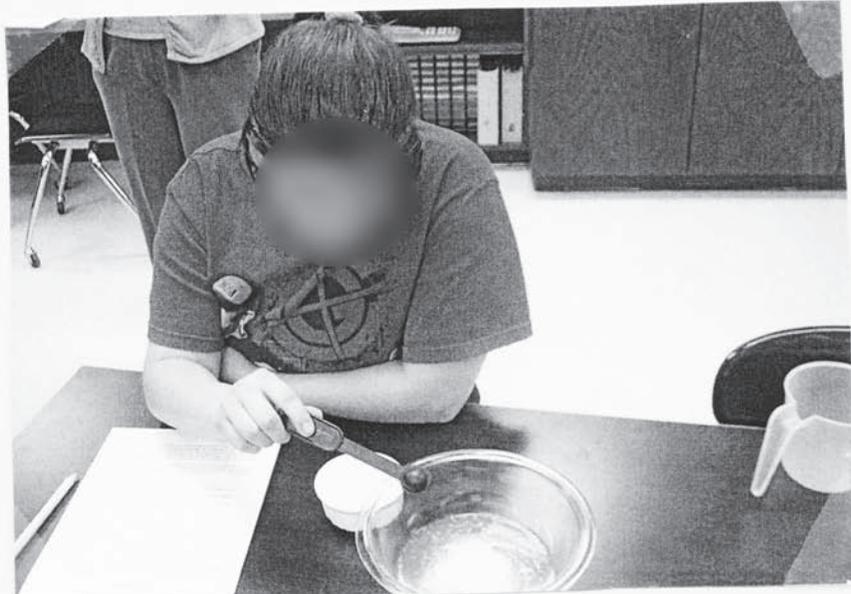


## SAMPLE ENTRY 9

Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1



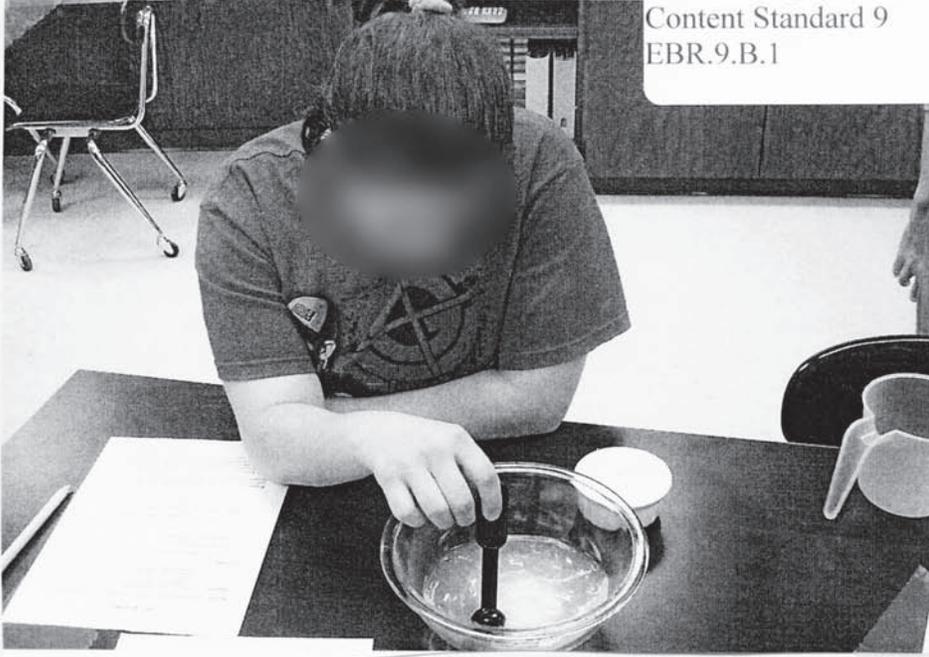
in the lab room  
independently and successfully  
adding powdered detergent to the  
water on 11-06



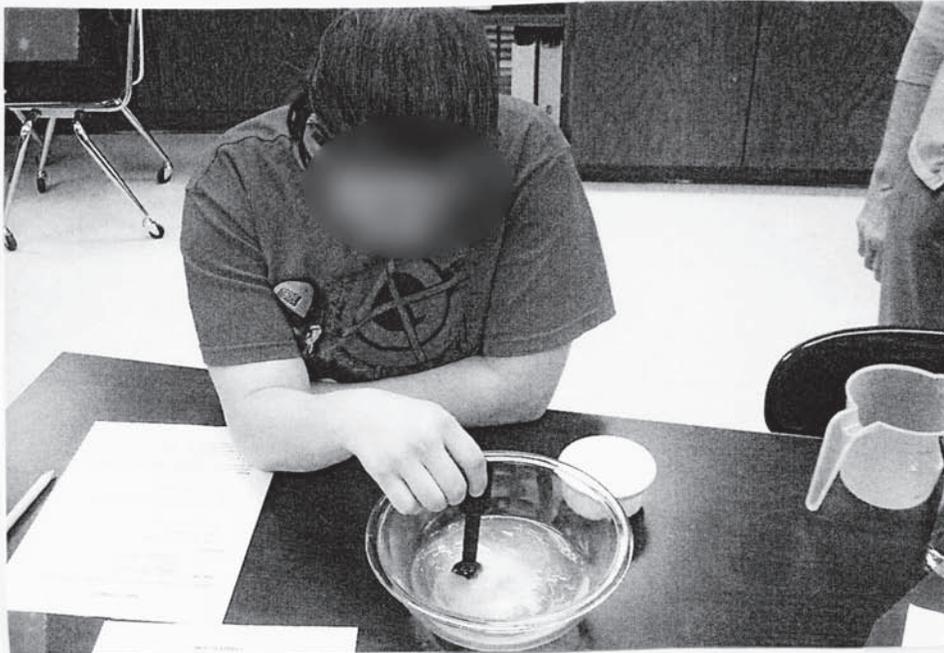
## SAMPLE ENTRY 9

---

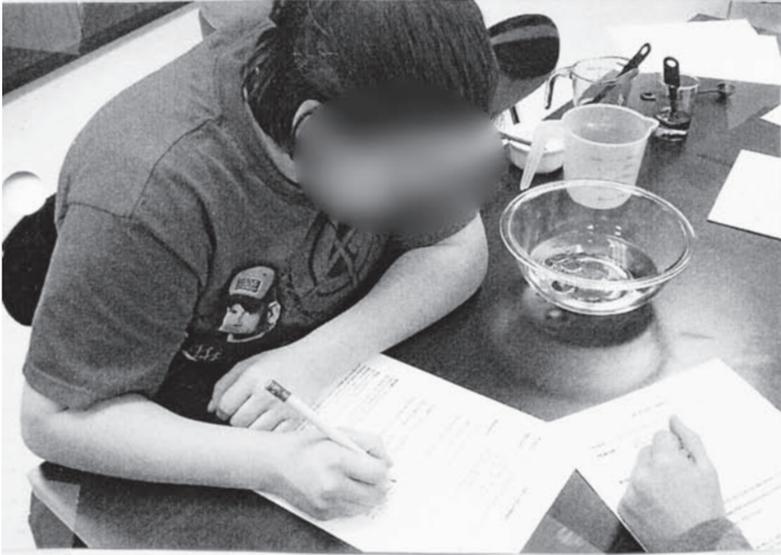
Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1



in the lab room  
independently & successfully  
stirring the detergent into the water  
on 11-06

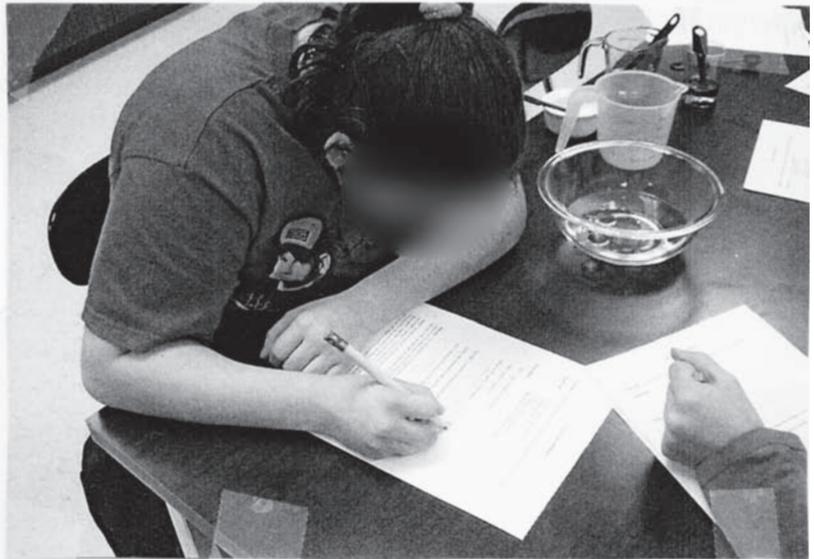


## SAMPLE ENTRY 9

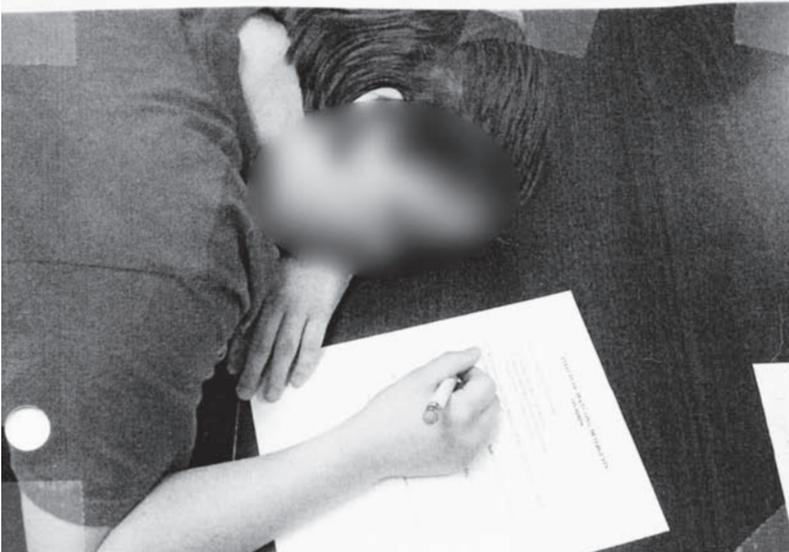


Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1

in the lab room  
independently and successfully  
completing the worksheet on "Oily  
Feathers" on 11-06



in the lab room  
independently & successfully  
completing worksheet on effects of  
polluting detergents on birds on 11-  
06



## SAMPLE ENTRY 9

100%

### OILY FEATHERS

Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1

**Purpose.** To demonstrate the effect that polluting detergents can have on birds.

**Materials:** 1 quart (1 liter) clear glass bowl  
Measuring cup (250 ml)  
Liquid oil  
Powdered washing detergent  
Measuring spoon – teaspoon (5 ml)

**Procedure:**

Pour 1 cup of water into the bowl.

Add 1 spoon of liquid oil.

Observe the surface of the water.

Big spots and  
little sheas of oil on the water.

Sprinkle 2 spoons of powdered detergent over the surface of the liquid.

Gently stir the water to mix, but try not to produce bubbles.

Again observe the surface of the water. the oil has  
Brokns in to a lot of little spots.

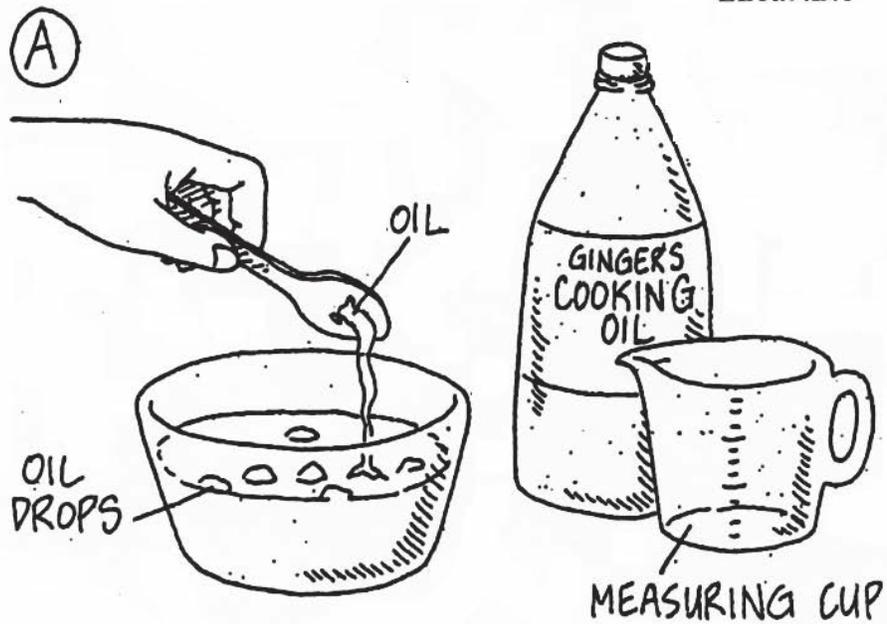
**Results.** The oil spread out in large circles on the surface of the water before the addition of the detergent. When the detergent was added, some of the oil sank and the rest broke up into tiny bubbles that covered the water's surface.

**Why?** Water is heavier and does not mix with oil, thus the oil was able to float on the water's surface. Detergent molecules stick to water on one side and the detergent's opposite side sticks to the oil. The large circles of oil no longer exist because there are molecules of the detergent which allows the oil and water to mix. Detergents can cause a swimming bird to sink and drown. Birds stay afloat

## SAMPLE ENTRY 9

because of the oil on their feathers. The birds are waterproof. If the birds become soaked in water containing a high concentration of detergent, the natural oil in the birds' feathers would break up into tiny droplets and allow water to penetrate the feathers. The bird would lose its waterproofing and the extra water on the feathers could increase the bird's weight and it would sink.

Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1



# Answer Key

## OILY FEATHERS

Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1

**Purpose.** To demonstrate the effect that polluting detergents can have on birds.

**Materials:** 1 quart (1 liter) clear glass bowl  
Measuring cup (250 ml)  
Liquid oil  
Powdered washing detergent  
Measuring spoon – teaspoon (5 ml)

**Procedure:**

Pour 1 cup of water into the bowl.

Answer key for worksheet “Oily Feathers”.

Add 1 spoon of liquid oil.

Observe the surface of the water. Oil is floating in large spots on top of the water

Sprinkle 2 spoons of powdered detergent over the surface of the liquid.

Gently stir the water to mix, but try not to produce bubbles.

Again observe the surface of the water. The oil has broken up into a lot of small spots

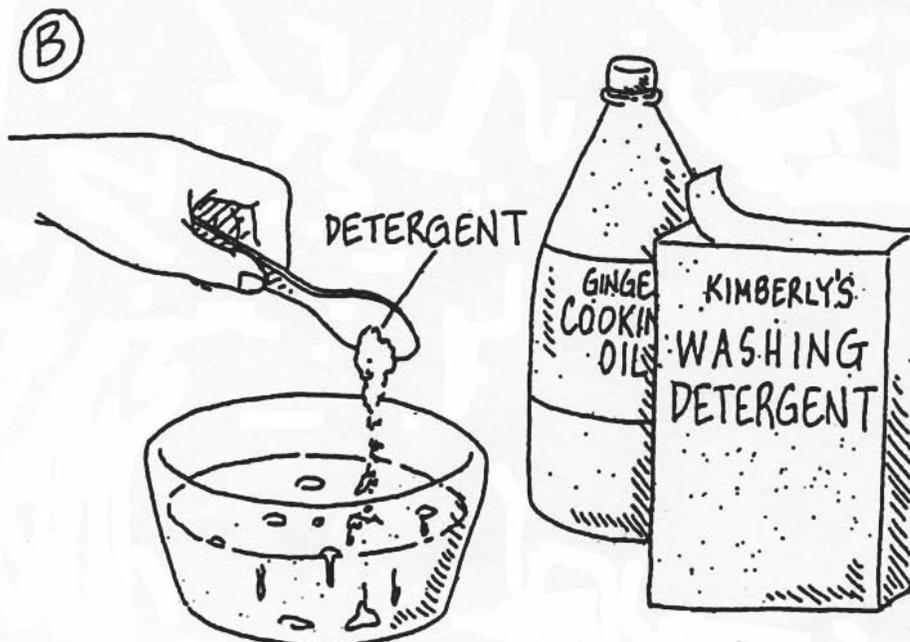
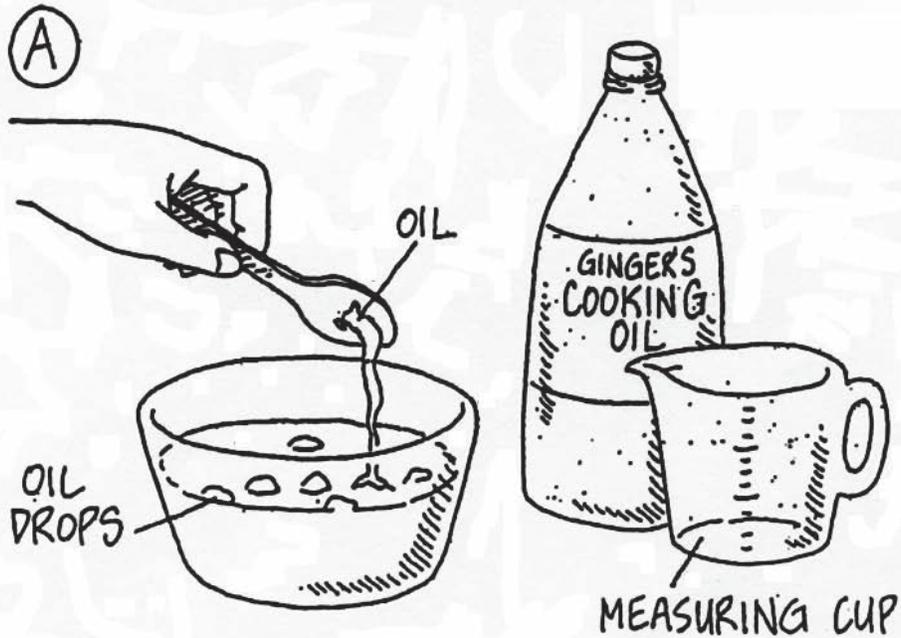
**Results.** The oil spread out in large circles on the surface of the water before the addition of the detergent. When the detergent was added, some of the oil sank and the rest broke up into tiny bubbles that covered the water’s surface.

**Why?** Water is heavier and does not mix with oil, thus the oil was able to float on the water’s surface. Detergent molecules stick to water on one side and the detergent’s opposite side sticks to the oil. The large circles of oil no longer exist because there are molecules of the detergent which allows the oil and water to mix. Detergents can cause a swimming bird to sink and drown. Birds stay afloat

## SAMPLE ENTRY 9

because of the oil on their feathers. The birds are waterproof. If the birds become soaked in water containing a high concentration of detergent, the natural oil in the birds' feathers would break up into tiny droplets and allow water to penetrate the feathers. The bird would lose its waterproofing and the extra water on the feathers could increase the bird's weight and it would sink.

Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1



## SAMPLE ENTRY 9

100%

### EFFECTS OF POLLUTING DETERGENTS ON BIRDS

Strand: Ecology and Behavioral  
Relationships  
Content Standard 9  
EBR.9.B.1

1. Why can birds stay afloat in water?
  - a. Because they are good swimmer.
  - b. Because they have a floater in their bodies.
  - c. Because of the oil on their feathers.
  
2. What happens when birds become soaked in water containing a high concentration of detergent?
  - a. nothing happens
  - b. The natural oil in their feathers breaks up into tiny droplets and allows the water to penetrate the feathers.
  - c. They become very clean.
  
3. What happens when birds lose their waterproofing?
  - a. They become afraid of water.
  - b. They stay out of the water.
  - c. They sink and drown.
  
4. Why do the birds sink?
  - a. The extra water on their feathers increases the birds weight.
  - b. They forget to swim.
  - c. Both a and b.

Worksheet on the Effects of  
Polluting Detergents on Birds  
independently & successfully  
completed in the lab room by  
on 11-06.

# Answer Key

## EFFECTS OF POLLUTING DETERGENTS ON BIRDS

Strand: Ecology and Behavioral  
Relationships  
Content Standard 9  
EBR.9.B.1

1. Why can birds stay afloat in water?
  - a. Because they are good swimmer.
  - b. Because they have a floater in their bodies.
  - c. Because of the oil on their feathers.
  
2. What happens when birds become soaked in water containing a high concentration of detergent?
  - a. nothing happens
  - b. The natural oil in their feathers breaks up into tiny droplets and allows the water to penetrate the feathers.
  - c. They become very clean.
  
3. What happens when birds lose their waterproofing?
  - a. They become afraid of water.
  - b. They stay out of the water.
  - c. They sink and drown.
  
4. Why do the birds sink?
  - a. The extra water on their feathers increases the birds weight.
  - b. They forget to swim.
  - c. Both a and b.

Answer key for worksheet on  
effects of polluting detergents on  
birds.

## SAMPLE ENTRY 9

### POLLUTION

Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1

**Purpose:** To observe the outreaching effect of a small amount of pollution on a stream and its wildlife.

**Materials:** 1 gallon (4 liter) glass jar  
Measuring cup (250 ml)  
Red food coloring

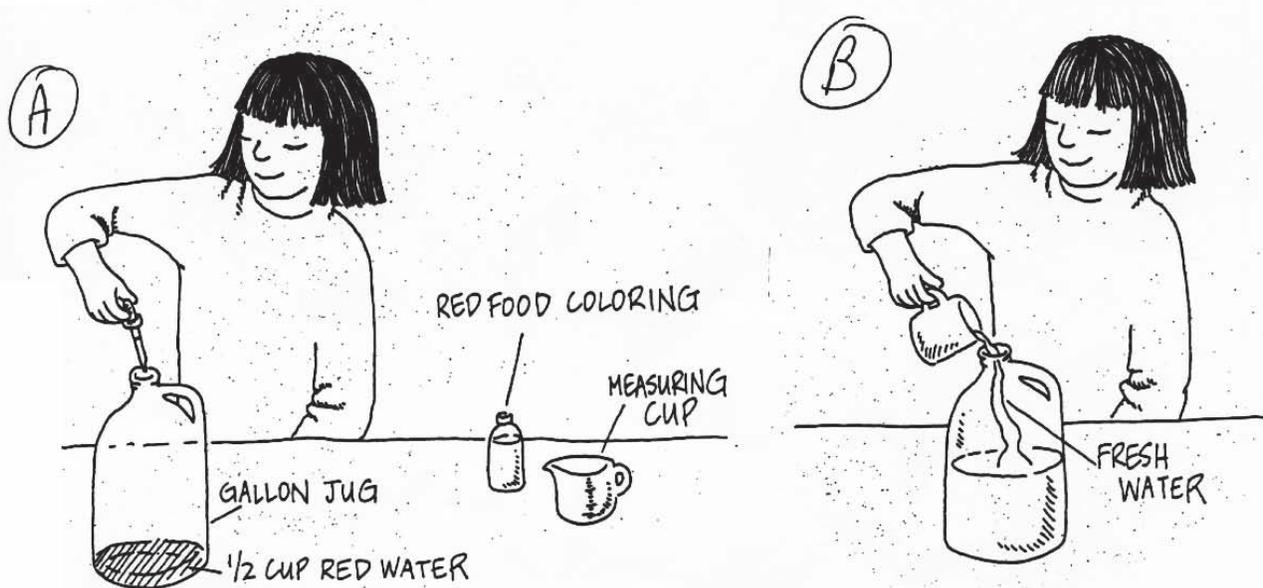
Instructions for Pollution activity independently & successfully participated in on 11-07- in the lab room.

**Procedure:**

- Pour one-half cup of water into the gallon (4 liter) jar.
- Add and stir in two drops of food coloring.
- Add one cup of water at a time to the jar until the red color disappears.

**Results:** It takes about 7 measuring cups of clear water to make the red color disappear.

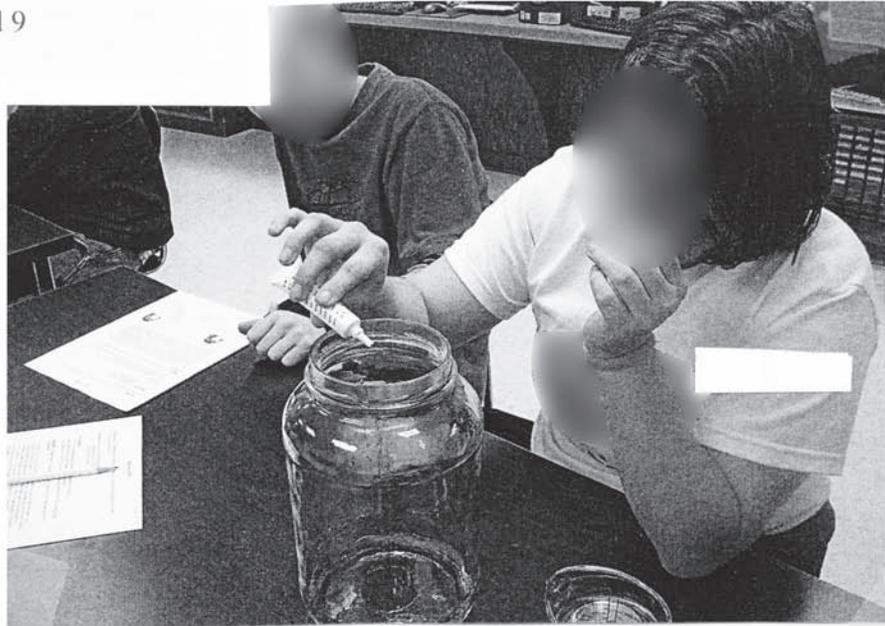
**Why?** The red is visible at first because the molecules of red color are close enough together to be seen. As clean water is added, the color molecules continue to spread evenly throughout the water. They finally get far enough apart to become invisible because of their small size. This is what happens with some water pollutants. The material may be visible where it is initially dumped, but as it flows downstream and becomes mixed with more water it is no longer seen with the naked eye. This does not mean that it is gone. Just like the red food coloring, it is still in the water and you would be ingesting small quantities if you drank the water. Similarly, animal life in the stream is affected by pollutants many miles from the source.



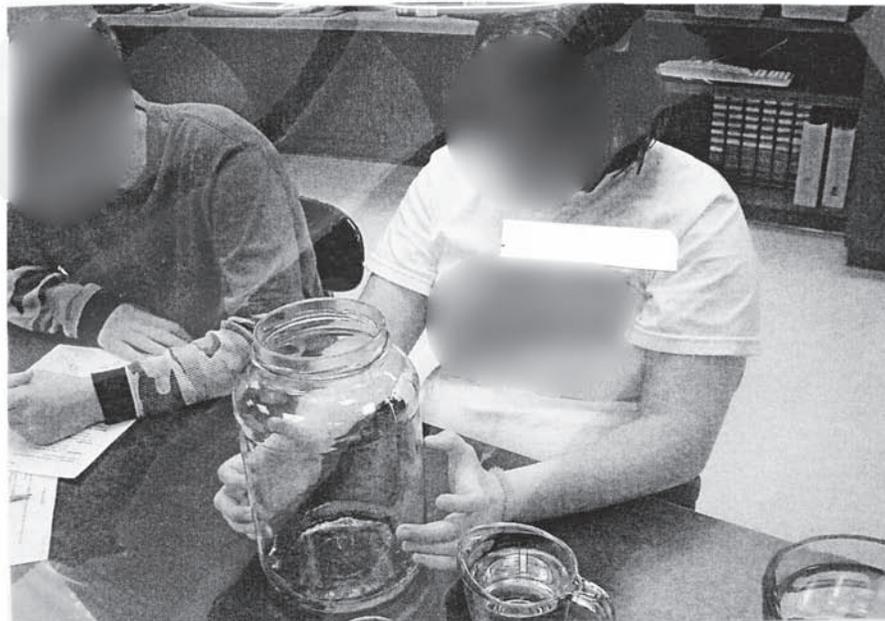
## SAMPLE ENTRY 9

---

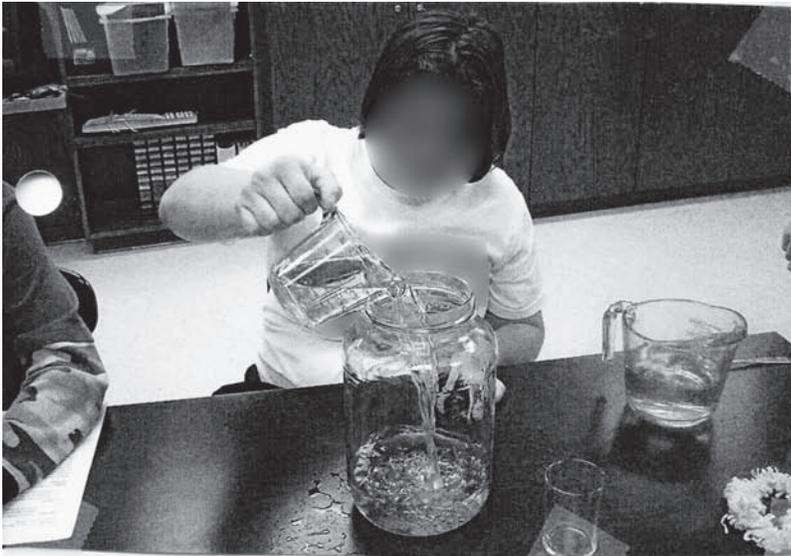
Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1



in the lab room  
independently & successfully  
adding red food coloring to the  
water on 11-07.



## SAMPLE ENTRY 9



Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1

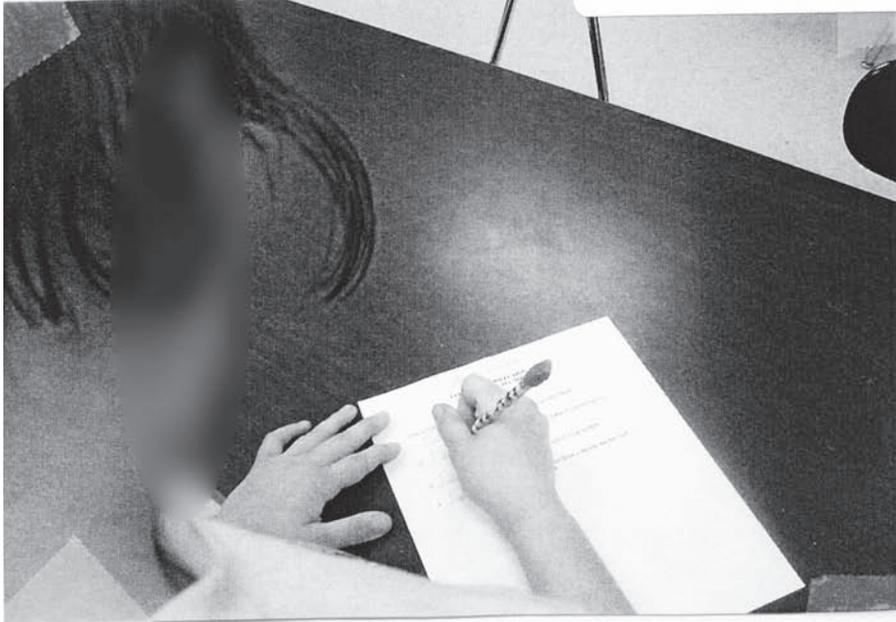
in the lab room  
independently and successfully  
participating in the pollution activity  
by adding water to the dyed water  
on 11-07.



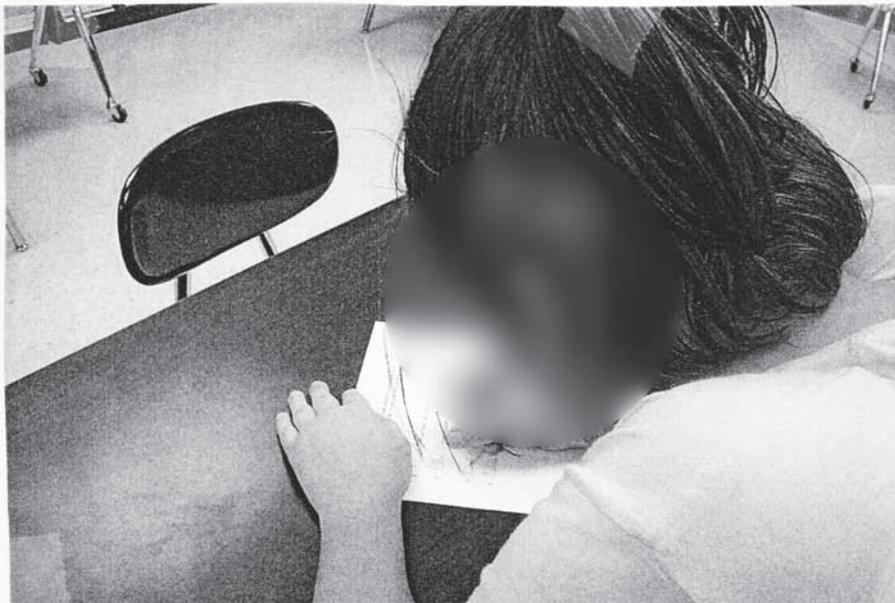
## SAMPLE ENTRY 9

---

Strand: Ecology and Behavioral Relationships  
Content Standard 9  
EBR.9.B.1



in the lab room  
independently & successfully  
completing worksheet on Effects of  
Pollution on a Stream and its  
Wildlife on 11-07.



## SAMPLE ENTRY 9

strand: Ecology and Behavioral Relationships  
Content Standard 9  
ERR 9.B.1

100%

### EFFECTS OF POLLUTION ON A STREAM AND ITS WILDLIFE

True or False

1. False Water that looks clean is always good to drink.
2. False Dumping pollutants into a lot of water is a good way to dispose of it.
3. False If the water looks clean it is safe for our wildlife.
4. False It is OK to eat the fish taken from a stream that has had pollutants dumped into it.

Worksheet on the Effects of Pollution on a Stream and its Wildlife independently & successfully completed by \_\_\_\_\_ on 11-07 in lab room.

# Answer Key

## EFFECTS OF POLLUTION ON A STREAM AND ITS WILDLIFE

Strand: Ecology and Behavioral  
Relationships  
Content Standard 9  
EBR.9.B.1

True or False

1. False Water that looks clean is always good to drink.
2. False Dumping pollutants into a lot of water is a good way to dispose of it.
3. False If the water looks clean it is safe for our wildlife.
4. False It is OK to eat the fish taken from a stream that has had pollutants dumped into it.

Answer key for worksheet on the  
Effects of Pollution on a Stream and  
its Wildlife.

# **APPENDICES**

## APPENDIX A: FORMS FOR STUDENTS WITH DISABILITIES

---

	PAGE
<b>FORM</b>	
Entry Slip.....	145
Student Profile .....	147
Portfolio Checklist .....	149
Verification of Evidence in Portfolio.....	151
Arkansas Alternate Portfolio Assessment for Students with Disabilities Affidavit.....	153
Exceptional Students Alternate Assessment Roster .....	155
Alternate Portfolio Assessment Transfer Form .....	157

**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Entry Slip (submit one with each entry)**  
**Students with Disabilities: Grade 10 Science**  
**Entry Slip MUST be completed correctly for the entry to be scoreable!**

**Student Name:** \_\_\_\_\_

**Entry Slip Completed by:** \_\_\_\_\_

**Biology Strands/Content Standards (check one)**

**Molecules and Cells**

- Role of chemistry in life processes
- Structure and function of cells
- How cells obtain and use energy (energetics)

**Heredity and Evolution**

- Heredity
- Molecular basis of genetics
- Theory of biological evolution

**Classification and the Diversity of Life**

- Organisms are diverse

**Ecology and Behavioral Relationships**

- Ecological and behavioral relationships among organisms
- Ecological impact of global issues

**Identify the Content Standard and Student Learning Expectation addressed by this entry:**

Content Standard #:

Description:

Student Learning Expectation #:

Description:

**Brief description of three different tasks related to the SLE (you may use additional paper if needed):**

Task 1:

Type of Evidence for Task 1:

Task 2:

Type of Evidence for Task 2:

Task 3:

Type of Evidence for Task 3:

**Level of Assistance (check all that apply).** What is the level of assistance required after the introduction of the lesson/activity is completed?

	Continuous	Frequent	Occasional	Never
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Reset Form](#)

**Comments (anything else that will help the scorer understand this entry):**







**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Portfolio Checklist**  
**Students with Disabilities: Grade 10 Science**

**Student Name:** \_\_\_\_\_ **Date of Portfolio Submission:** \_\_\_\_\_

**Name of Person Responsible for Submitting Portfolio:** \_\_\_\_\_

**Participation Validation:** This student’s IEP team has determined that he/she is unable to participate in a general education Biology course in grade 10 and will therefore participate in the Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science as required by State and Federal law.

\_\_\_\_\_  
*Signature of IEP team member*

**Use of Portfolio Entries for Training:** Permission is granted to use work contained in this portfolio for training on portfolio development and scoring for Arkansas educators and contractors. Information identifying individual students will be removed prior to use.

\_\_\_\_\_  
*Signature of parent/guardian*

Check to make sure each item below is completed and included before submitting the assessment portfolio.

- Student Demographic Information Form
- Student Profile
- Portfolio Checklist (this form)

Check that entries reflect achievement in Science (1 entry per Content Standard).

**Molecules and Cells**

- Role of chemistry in life processes
- Structure and function of cells
- How cells obtain and use energy (energetics)

**Heredity and Evolution**

- Heredity
- Molecular basis of genetics
- Theory of biological evolution

**Classification and the Diversity of Life**

- Organisms are diverse

**Ecology and Behavioral Relationships**

- Ecological and behavioral relationships among organisms
- Ecological impact of global issues

**Checklist of Things to Remember:**

- This completed checklist is included in the Student Information section of this student’s portfolio.
- A completed Student Demographic Information Form and Student Profile are included in this student’s portfolio.
- Each entry is accompanied by a completed Entry Slip, and all pieces of evidence are dated.
- Content Standards and Student Learning Expectations are identified for each entry.
- There is one (1) entry for each Content Standard with three (3) pieces of evidence of student performance for each entry.
- A variety of assessment strategies are used, and students are assessed across a variety of distinct tasks or occasions.



**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Verification of Evidence in Portfolio**  
**Students with Disabilities: Grade 10 Science**  
 (For teacher use only – do NOT include in student portfolio.)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Strand/Entry</b>	<b>SLE Used</b>	<b>Completion Date</b>	<b>Entry Slip</b>	<b>Photos</b>	<b>Video</b>	<b>Audio</b>	<b>Paper</b>	<b>Three Pieces</b>
Role of chemistry in life processes								
Structure and function of cells								
How cells obtain and use energy (energetics)								
Heredity								
Molecular basis of genetics								
Theory of biological evolution								
Organisms are diverse								
Ecological and behavioral relationships among organisms								
Ecological impact of global issues								



District/School Information
District Name:
School Name:

Assessment Level (mark all that apply)
<input type="radio"/> Grade 3
<input type="radio"/> Grade 4
<input type="radio"/> Grade 5
<input type="radio"/> Grade 6
<input type="radio"/> Grade 7
<input type="radio"/> Grade 8
<input type="radio"/> Grade 9 Mathematics
<input type="radio"/> Grade 10 Science
<input type="radio"/> Grade 11 Literacy

LEA Number											
-		-		-		-		-		-	
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

This affidavit must be completed and signed by the Certified Test Administrator [teacher completing the portfolio(s)], School Test Coordinator, LEA Supervisor, District Test Coordinator, and Superintendent. This affidavit is to be returned to the District Test Coordinator at the time the portfolio assessments are completed. This affidavit must be returned with the appropriate grade(s) or course(s) marked. Only one signed copy is needed per teacher.

I certify that, to my knowledge,

- 1) the contents of the portfolio(s) are the authentic work of the student(s) as designated by the student's IEP;
- 2) I did not fabricate, alter, or modify evidence including, but not limited to, student work samples, products, photographs, digital video, or digital audio recordings;
- 3) I have followed all administration procedures, protocols, and requirements of the Arkansas Alternate Portfolio Assessment; and
- 4) I did not misrepresent a student's involvement in the tasks or his/her performance.

District Personnel	Name (Print)	Signature	Date
Certified Test Administrator [teacher completing the portfolio(s)]			
School Test Coordinator			
LEA Supervisor			
District Test Coordinator			
Superintendent			

This form must be completed and signed for each teacher submitting portfolios in the district. Place the completed forms directly behind the District and School Transmittal Forms in Box 1 of the return portfolio shipment.

33685548

DO NOT WRITE BEYOND THIS AREA

DO NOT WRITE BEYOND THIS AREA





**2012–2013 Arkansas Alternate Portfolio Assessment**  
**Exceptional Students Alternate Assessment Roster**  
**Students with Disabilities**

Students with disabilities receiving special education services under IDEA who cannot participate in the State Assessment System due to extreme/critical condition(s) must have documentation sent to:

**The Office of the Associate Director for Special Education**  
**Arkansas Department of Education**  
**1401 West Capitol, Suite 450**  
**Little Rock, AR 72201**

List the Student Name, Grade, Identification Number, Reason for Non-Participation, and the Student Placement on the form below.

	Student Name	Grade	Identification Number	Reason for Non-Participation	Student Placement
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

LEA Number:   -   -

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_

District Test Coordinator's Signature: \_\_\_\_\_





Arkansas  
Comprehensive Testing, Assessment, and  
Accountability Program

# ALTERNATE PORTFOLIO ASSESSMENT TRANSFER FORM

**District LEA#:**

**Name of District  
Transferring:**

**Portfolio Transferred**

**Student Name:**

**State Reporting  
ID Number:**

**Student Grade:**

**Last Day of Student Enrollment:**

**Signature of Sender:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**District LEA#:**

**Name of District  
Receiving:**

**Portfolio Received**

**Student Name:**

**State Reporting  
ID Number:**

**Student Grade:**

**First Day of Student Enrollment:**

**Signature of Receiver:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:** Each district involved in the transfer of an Alternate Portfolio Assessment shall retain a copy of this form. A copy shall be faxed to the ADE at (501) 682-4886 and to Questar at (866) 688-0419, ATTN: Arkansas Customer Service. This form must be completed and signed by both districts before it is faxed.

All transfer forms must be completed and faxed at least two weeks prior to the final shipping date for completed portfolios. Contact the ADE for specific transfer instructions for any student transferring within two weeks of the final shipping date for portfolios.



## APPENDIX B: RETURN VERIFICATION ACCESS

### 2012–2013 Arkansas Alternate Portfolio Assessment Return Verification Access Quick Reference Guide

#### Availability and System Requirements

- ❑ Access to ServicePoint™ for recording your return materials will be available **February 28–March 15, 2013**.
- ❑ Internet access through an internet browser—Microsoft Internet Explorer (version 5.5 or higher) preferred.
- ❑ Adobe Acrobat Reader (version 8.0 or higher recommended).

Access ServicePoint™ through <https://ar-servicepoint.questarai.com/>

After entering your user name and password, you will be at the Home Page where you will find the text “Please choose a business area from the menu choice to the left.” To perform the following functions for the Alternate Assessment, please select the “**APA 12-13**” administration from the dropdown menu on the left side of your screen.

#### System Navigational Instructions

##### To Enter Return Material Information

1. Click on the “**Address Book**” menu on the left of the screen.
2. Click on the “**Districts**” link on the left side of the screen.
3. From the “**Manage Districts**” screen, select your district by clicking the option button (the circle) to the left of the district code.
4. Click on the “**Return Materials**” button at the bottom-left of the screen.
5. From the “**Return Materials**” screen, please enter the number of boxes you are returning and the date that UPS picked up the boxes for return. As you click in the return date window, a calendar will appear, defaulted to today’s date. If your return date is different than today, please click on your actual return date. This will fill in the box for you.
6. Enter your e-mail address, confirm your e-mail address, and click “**Save**” at the bottom of the screen. An e-mail confirmation of your box counts will be sent to you.

#### Additional Help

The ServicePoint™ User Guide can be accessed by clicking on “**User Guide**” at the top of the screen.

#### I Forgot My Password—Now What?

1. On the login screen, enter your User Name.
2. Click on “**Did you forget your password? Enter your User Name and [click here](#)**” link.
3. Enter your District Superintendent’s e-mail address and click “**Send Password**”. Your District Superintendent will receive an e-mail with a new password. You will be required to change your password when you log in again.

**IMPORTANT: Password information will be e-mailed only to your District Superintendent.**

If you have forgotten your User Name, please contact Customer Service at the number below.

#### Customer Service and Technical Support

##### Business Hours

Monday–Friday, 7:00 AM–5:00 PM CT

##### Customer Service

(800) 643-8547 (toll-free) or [ARCustomerSupport@QuestarAI.com](mailto:ARCustomerSupport@QuestarAI.com)



## **APPENDIX C: LEA NUMBER INFORMATION**

---

LEA numbers for the 2012–2013 school year have not been finalized at the time of publication of this manual. Please verify that the correct LEA number is listed on all Student Demographic Information Forms. Current LEA numbers can be found in the Education Directory on the ADE website or on the district transmittal form sent to each district with return materials. Incorrect LEA numbers may result in incorrect reporting for your district, so it is imperative that all LEA numbers are correct and verified by the District Test Coordinator.



## APPENDIX D: RELATED LEGISLATION

---

### Assessment Provisions of the Individuals with Disabilities Education Act

A. **In General**—Children with disabilities are included in general State and district wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the State or local educational agency –

- (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district wide assessment programs; and
- (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.

B. **Reports**—The State educational agency makes available to the public, and reports to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following:

- (i) The number of children with disabilities participating in regular assessments.
- (ii) The number of those children participating in alternate assessments.
- (iii) (I) The performance of those children on regular assessments (beginning not later than July 1, 1998) and on alternate assessments (not later than July 1, 2000), if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children.  
(II) Data relating to the performance of children described under subclause (I) shall be disaggregated
  - (aa) for assessments conducted after July 1, 1998; and
  - (bb) for assessments conducted before July 1, 1998, if the State is required to disaggregate such data prior to July 1, 1998. [PL 105-17, Section 612 (a)(17)].

### NCLB

The requirements of No Child Left Behind (NCLB) include and account for Students with Disabilities in statewide assessments and are consistent with the testing provisions of IDEA.

### Section 504 of the Rehabilitation Act of 1973

Prohibits discrimination against individuals with disabilities by school districts receiving federal financial assistance. Students with Section 504 Accommodation Plans may use allowable test accommodations that are included in their Plans. These students are not eligible for participation in the alternate assessment.

### IASA

The Improving America's Schools Act requires that **all** students participate in **all** district and statewide assessments with appropriate accommodations.

### IDEA

The Individuals with Disabilities Education Act requires that information on participation in assessments and performance of students with disabilities be reported publicly in the same way and with the same frequency as reports for students without disabilities.



**APPENDIX E: ALLOWABLE ACCOMMODATIONS FOR AUGMENTED BENCHMARK,  
END-OF-COURSE, AND GRADE 11 LITERACY EXAMINATIONS**

**ACCOMMODATIONS FOR TESTING**

Testing accommodations may be made for students for whom standardized conditions are not appropriate but for whom the testing experience would be beneficial. Students may access any state-approved accommodations listed in their Individualized Education Programs (IEPs) and used on a regular basis in the classroom. However, IEPs may contain accommodations that are **not** allowed on the test, and these accommodations may **not** be used on the state-mandated testing. Testing accommodations may be made for students identified as disabled pursuant to P.L. 94-142 or for students considered as disabled under Section 504 of the Rehabilitation Act of 1973. Testing accommodations may be made for students identified as LEP as indicated in their Language Assessment Plans.

**All accommodations must be administered by an Arkansas teacher or administrator who is currently licensed by the ADE and has been trained in proper test administration procedures.**

**Allowable Special Education Accommodations include, but are not limited to, the following:**

Code	Definition
<b>1 TRAN*</b>	<b>a teacher transfers answers from the student’s test booklet to an answer document</b> This means that the student must write all answers in the test booklet. This must be done in an individual setting. The student may <b>not</b> have extra paper. The teacher is to copy the student’s answers into the answer document exactly as the student wrote them. (Note: This accommodation is used with Large Print and Braille test booklets.)
<b>2 REC*</b>	<b>a teacher records the student’s verbal responses and places them into his/her answer document</b> This means that the teacher writes the student’s verbal responses into his/her answer document. This must be done in an individual setting. This accommodation is difficult on the writing portion of the Augmented Benchmark and <i>Grade 11 Literacy Examinations</i> . Because the writing is scored for mechanics and usage, the student must spell each word and must provide each mark of capitalization and punctuation as he/she dictates his/her response. (Note: The teacher may not write it out first and then go back to ask the student to insert punctuation or adjust spelling.)
<b>3 SIGN</b>	<b>directions signed for a student with a hearing impairment</b>
<b>4 PREF</b>	<b>preferential seating (study carrel)</b>
<b>5 SMGT</b>	<b>small group testing</b>
<b>6 INT</b>	<b>individual testing</b>
<b>7 RMT/RWT/RST*</b>	<b>reading of the math/writing/science test</b> <b>Important: No portion of the reading test may be read to any student!</b>
<b>8 MD</b>	<b>magnifying devices</b>
<b>9 NB</b>	<b>noise buffer</b>
<b>10 IS</b>	<b>individualized scheduling</b>

\*The Test Administrator will complete the Affidavit Waiver Form.

**APPENDIX E: ALLOWABLE ACCOMMODATIONS FOR AUGMENTED BENCHMARK,  
END-OF-COURSE, AND GRADE 11 LITERACY EXAMINATIONS**

Code	Definition
<b>11 ET</b>	<b>extended time</b> <b>Important:</b> <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i>
<b>12 LPT*</b>	<b>Large Print test booklet</b> There are no Large Print answer documents. The student shall write all answers in the test booklet. No scratch paper is permitted. The teacher will transcribe the student's answers into a standard answer document.
<b>13 BT*</b>	<b>Braille test booklet</b> There are no Braille answer documents. The teacher will transcribe the student's answers into a standard answer document.
<b>14 AB</b>	<b>abacus</b>

In special circumstances, additional requests for assistive devices will be considered for special education students or students with a 504 Plan. The "Special Accommodations Request Form for Special Education Students or Students with a 504 Plan" must be obtained from the ADE Office of Student Assessment. A copy of the approved form must be kept in the School Test Coordinator's office. Contact the ADE Office of Student Assessment at 501-682-4558.

**Allowable Limited English Proficient (LEP) Accommodations include the following:**

Code	Definition
<b>1 LEP - ET</b>	<b>extended time</b> <b>Important:</b> <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i>
<b>2 LEP - WTWD</b>	<b>word-to-word dictionary</b> Limited English Proficient students may use an English/native language word-to-word dictionary that contains no definitions or pictures, if it is part of a student's LPAC Plan.
<b>3 LEP - IS</b>	<b>individualized scheduling</b>
<b>4 LEP - PEF</b>	<b>preferential seating (study carrel)</b>
<b>5 LEP - SMGT</b>	<b>small group testing</b>
<b>6 LEP - INT</b>	<b>individual testing</b>
<b>7 L E P RMT/RWT/RST*</b>	<b>reading of the math/writing/science test in English</b> <b>Important:</b> <i>No portion of the reading test may be read to any student!</i>
<b>8 LEP - NB</b>	<b>noise buffer</b>

**\*The Test Administrator will complete the Affidavit Waiver Form.**

**APPENDIX E: ALLOWABLE ACCOMMODATIONS FOR AUGMENTED BENCHMARK,  
END-OF-COURSE, AND GRADE 11 LITERACY EXAMINATIONS**

---

**Accommodations that currently are not available include the following:**

- digital audio
- languages other than English
- limiting multiple-choice answers
- reading any portion of the reading test

**STUDENTS NOT TESTED**

- Home-bound students
- Home-schooled students
- Incarcerated students
- Students in Residential Treatment Centers
- Students in Juvenile Detention Centers



## APPENDIX F: GLOSSARY

---

**Academic Content Standards:** Statements that define the knowledge, concepts, and skills that Arkansas students should acquire at each grade level. These academic content standards also provide the foundation for development of the state assessment system.

**Accommodations:** Changes in the way in which a test is administered, in the schedule for test administration, or in the manner in which a student can respond that do not change the actual test content. Accommodations allow a student's content knowledge and skills, rather than disabilities, to be assessed.

**Accountability:** The responsibility of providing evidence that schools are making it possible for students to achieve desired results.

**Achievement:** The act of completing a test successfully.

**Adaptations:** Changes made to existing materials or instructional delivery in order to meet the needs of a student.

**Age-Appropriate:** The skills taught; activities, routines, and materials selected; and the language used reflect the chronological age of the student.

**Allowable Accommodations:** (See Appendix E).

**Alternate Performance Levels:** Because students with significant disabilities are working toward standards through performance of extended student learning expectations, their work will be judged through the following alternate performance levels:

- **Independent:** Students at the independent level demonstrate performance well beyond the functional independence level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established literacy, mathematics, or science skills to real-world situations. They can generalize learned skills to solve new challenges. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.
- **Functional Independence:** Students at the functional independence level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established literacy, mathematics, or science skills to real-world situations but may require minimal prompting. They perform these skills accurately in most instances but make occasional errors. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.
- **Supported Independence:** Students at the supported independence level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply literacy, mathematics, or science skills and require frequent prompting. They make errors but occasionally perform these skills accurately. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.
- **Emergent:** Students at the emergent level do not sufficiently demonstrate the literacy, mathematics, or science skills needed to attain the supported independence level. They are just beginning to show understanding or use of these skills and may require continuous prompting. In addition, the student may be unable to perform these skills without extensive support and assistance due to physical disabilities.
- **Not Evident:** Students at the not evident level demonstrate no evidence of performance toward the literacy, mathematics, or science skills being assessed.

The specific performance level descriptors for each grade and content can be found on the ADE website.

## APPENDIX F: GLOSSARY

---

**Arkansas Alternate Portfolio Assessment:** A system used to gather data on the performance of students with disabilities who are not expected to participate in Arkansas' general assessments.

**Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP):** A comprehensive system encompassing high academic standards, professional development, student assessment, and accountability for Arkansas' schools and students.

**Arkansas Curriculum Frameworks:** Discipline-based documents that clearly describe what students must know and be able to do in mathematics at each grade level for grades K–8 and in high school courses and in literacy at each grade level K–12. The rigorous content standards and student learning expectations provide the focus for instruction for each local school district without rigidly prescribing every element of the local curriculum.

**Assessment:** The process of collecting data for the purpose of making decisions about student achievement.

**Assessment Strategies:** The process of documenting, usually in measurable terms, knowledge and skills of Academic Content Standards.

**Assistive Technology:** Devices, items, pieces of equipment, or product systems that are used to increase, maintain, or improve the functional capabilities of a child with a disability. Students with significant disabilities should have access to technology which will assist them in developing and participating in meaningful academics, social relationships, and employment activities. Both low and high technology approaches can be combined to allow students to communicate with others and to exert varied levels of control over their environments.

**Authentic:** Objectives, activities, and materials are meaningful, functional, and related to the real world.

**Benchmark Standards:** Specific academic standards at each grade level or in each academic course.

**Challenging:** A realistic degree of difficulty for the student in relation to the student's abilities and present level of functioning.

**Context:** The degree to which the tasks reflect meaningful, real-world activities with age-appropriate materials and provide a challenge for the student.

**Criteria:** Guidelines used to judge the quality of student performance. Scoring rubrics are based on evaluation criteria and define what those criteria mean and how they relate to the score scale.

**Domain:** Categories used for scoring the Alternate Portfolio Assessment (Performance, Context, Level of Assistance).

**End-of-Course Examinations:** Tests based on Arkansas' Curriculum Frameworks designed to measure achievement. All eligible students who have completed a required course of study in the areas of Algebra I, Geometry, and Biology must take the End-of-Course Examinations for Algebra I, Geometry, and Biology. All eligible 11th grade students must take the *Grade 11 Literacy Examination*.

**Entry:** A portfolio component that includes various types of evidence that show what a student knows. Each entry must be aligned with a grade-level student learning expectation for the content area being assessed. At least 3 pieces of evidence should be submitted with each entry to show mastery of the skill.

**Evidence:** Student-generated products that document the student's performance (i.e., actual student work/permanent product, captioned photographs, or scripted digital video and audio).

## APPENDIX F: GLOSSARY

---

**Generalization:** The ability to transfer learned skills to other settings and to demonstrate those skills with other people, materials, and similar tasks.

**High Mobility Students:** Any student enrolled in the current school or moving between schools in the district after October 1 of the current school year.

**Individualized Education Program (IEP):** A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 CFR 300.320-300.324.

**LEA Number:** A distinct local educational agency number assigned by the Arkansas Department of Education for reporting purposes.

**Level of Assistance:** The degree of independence demonstrated in the student's performance. The Level of Assistance is determined after the introduction of the lesson activity. Each portfolio entry is scored for Level of Assistance.

**Limited English Proficient (LEP) Students:** Those having a language background other than English and who have been assessed and found to have difficulty speaking, reading, writing, or understanding the English language. A district's Language Proficiency Assessment Committee determines whether a student is Limited English Proficient. All students must participate in the state's required criterion-referenced assessment program.

**Mastery:** Consistent performance of a skill as demonstrated on multiple occasions.

**Meaningful/Functional:** The degree to which an activity has meaning for a student in current or future integrated environments and results in increased capacity or independence. Meaningful (functional) skill instruction is based upon a student's needs in his/her home, school, community, and workplace.

**Modifications:** Substantial changes in what a student is expected to learn and/or demonstrate; changes may be in level, content, performance, test format, or performance format.

**Multiple Settings:** Appropriate locations in which students perform tasks. Skills selected for instruction should be taught in the settings in which the activities typically occur.

**Norm-Referenced Tests (NRT):** Assessments that provide information to compare the performance of Arkansas students against the performance of a sample of students from across the country (that sample is called the norming or standardization group). Because norm-referenced tests are not built exclusively around Arkansas' academic standards and because their purpose is to group students based on their performance relative to the norming group, NRTs are used for assisting in broad program evaluation and in individual student diagnosis. NRT data will not be a primary state-mandated indicator within the accountability component but will be reported annually on the School Performance Report.

**Observation:** The process of watching and documenting student performance.

**Peer:** A student without identified cognitive disabilities who is within a two-year age span of the targeted student; a peer at the senior high level could be 16 years old or older (e.g., an adult co-worker of any age).

**Permanent Product:** A work sample created by a student such as a card, collage, or model. A photograph of the product may be submitted if it is impractical to submit in the portfolio.

## APPENDIX F: GLOSSARY

---

**Portfolio Assessment:** A showcase of student work that documents, measures, and reflects student performance; has a defined assessment purpose; clear criteria or methods for what to put into the portfolio, by whom, and when; and criteria for making judgments about performance. Portfolio tasks should be a natural part of daily instruction and provide opportunity for a wide range of instructional strategies.

**Progress:** The forward movement of student performance on a targeted IEP goal/objective from a beginning to a more advanced level; this is most easily documented with instructional data and graphs.

**Prompts:** Ways students are helped to learn skills or get better at skills they have already acquired. The purpose of prompts is not to give the most help possible. Giving the least amount of help is usually best because minimal assistance encourages independence.

**Prompt, Verbal:** For this assessment, verbal cues that lead the student to the correct response.

**Prompt, Physical:** For this assessment, touch or hand-over-hand assistance to guide the student to the correct response. This prompt gives the most direct kind of help because the teacher actually guides the student's movements.

**Rubric:** The set of criteria by which entries are scored.

**Scorer:** A person who evaluates or judges student performance on a portfolio assessment using specific scoring criteria. Sometimes referred to as a "reader" or "rater."

**Significant Cognitive Disability:** Cognitive impairments that prevent a student from attaining grade-level achievement standards.

**Special Education Students:** Those determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA) and who have Individualized Education Programs (IEPs). A student's IEP must stipulate that the student will participate in the mandatory assessments either with or without accommodations or through Arkansas' Alternate Portfolio Assessment.

**Strands:** Themes that form the basis of the standards.

**Student Learning Expectations:** Specific skills defined at grade level for each strand.

**Supports:** That which is required by the student (either technological or human assistance) to function independently.

**Instructional/Environmental/Social/Natural Supports:** Support provided by peers in the context of students learning together (e.g., cooperative learning groups, working on a class project together, assisting the student with disabilities in a regular class activity, assistance on the job provided by a co-worker, interpreting the student's communication response to peers on the playground). Support is provided to all students in the context of regular education (e.g., instruction provided by the regular education teacher, help given by a regular classroom volunteer, community worker using a student's adaptation within the context of a normally occurring interaction, support from a collaborative special education teacher/paraprofessional/therapist in an integrated setting that is consistent with support provided to all students).

**Task:** For this assessment, an activity or assignment aligned to a specific standard and student learning expectation.

## APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

---

### Strand: Molecules and Cells

**Content Standard 1: Students shall demonstrate an understanding of the role of chemistry in life processes.**

MC.1.B.1	Describe the structure and function of the major organic molecules found in living systems: <ul style="list-style-type: none"><li>• <i>carbohydrates</i></li><li>• <i>proteins</i></li><li>• <i>enzymes</i></li><li>• <i>lipids</i></li><li>• <i>nucleic acids</i></li></ul>
MC.1.B.2	Describe the relationship between an enzyme and its substrate molecule(s)
MC.1.B.3	Investigate the properties and importance of water and its significance for life: <ul style="list-style-type: none"><li>• surface tension</li><li>• <i>adhesion</i></li><li>• <i>cohesion</i></li><li>• <i>polarity</i></li><li>• <i>pH</i></li></ul>
MC.1.B.4	Explain the role of energy in chemical reactions of living systems: <ul style="list-style-type: none"><li>• <i>activation energy</i></li><li>• <i>exergonic reactions</i></li><li>• <i>endergonic reactions</i></li></ul>

## APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

### Strand: Molecules and Cells

#### Content Standard 2: Student shall demonstrate an understanding of the structure and function of cells.

MC.2.B.1	Construct a hierarchy of life from cells to <i>ecosystems</i>
MC.2.B.2	Compare and contrast <i>prokaryotes</i> and <i>eukaryotes</i>
MC.2.B.3	Describe the role of sub-cellular structures in the life of a cell: <ul style="list-style-type: none"><li>• <i>organelles</i></li><li>• <i>ribosomes</i></li><li>• <i>cytoskeleton</i></li></ul>
MC.2.B.4	Relate the function of the <i>plasma (cell) membrane</i> to its structure
MC.2.B.5	Compare and contrast the structures of an animal cell to a plant cell
MC.2.B.6	Compare and contrast the functions of <i>autotrophs</i> and <i>heterotrophs</i>
MC.2.B.7	Compare and contrast <i>active transport</i> and <i>passive transport mechanisms</i> : <ul style="list-style-type: none"><li>• <i>diffusion</i></li><li>• <i>osmosis</i></li><li>• <i>endocytosis</i></li><li>• <i>exocytosis</i></li><li>• <i>phagocytosis</i></li><li>• <i>pinocytosis</i></li></ul>
MC.2.B.8	Describe the main events in the <i>cell cycle</i> , including the differences in plant and animal cell division: <ul style="list-style-type: none"><li>• <i>interphase</i></li><li>• <i>mitosis</i></li><li>• <i>cytokinesis</i></li></ul>
MC.2.B.9	List in order and describe the stages of mitosis: <ul style="list-style-type: none"><li>• <i>prophase</i></li><li>• <i>metaphase</i></li><li>• <i>anaphase</i></li><li>• <i>telophase</i></li></ul>
MC.2.B.10	Analyze the meiotic maintenance of a constant <i>chromosome</i> number from one generation to the next
MC.2.B.11	Discuss <i>homeostasis</i> using <i>thermoregulation</i> as an example

## APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

### Strand: Molecules and Cells

**Content Standard 3: Students shall demonstrate an understanding of how cells obtain and use energy (*energetics*).**

MC.3.B.1	Compare and contrast the structure and function of <i>mitochondria</i> and <i>chloroplasts</i>
MC.3.B.2	Describe and model the conversion of stored energy in organic molecules into usable cellular energy (ATP): <ul style="list-style-type: none"><li>• <i>glycolysis</i></li><li>• <i>citric acid cycle</i></li><li>• <i>electron transport chain</i></li></ul>
MC.3.B.3	Compare and contrast <i>aerobic</i> and <i>anaerobic respiration</i> : <ul style="list-style-type: none"><li>• <i>lactic acid fermentation</i></li><li>• <i>alcoholic fermentation</i></li></ul>
MC.3.B.4	Describe and model the conversion of light energy to chemical energy by photosynthetic organisms: <ul style="list-style-type: none"><li>• <i>light dependent</i> reactions</li><li>• <i>light independent</i> reactions</li></ul>
MC.3.B.5	Compare and contrast <i>cellular respiration</i> and <i>photosynthesis</i> as energy conversion pathways

### Strand: Heredity and Evolution

**Content Standard 4: Students shall demonstrate an understanding of *heredity*.**

HE.4.B.1	Summarize the outcomes of Gregor Mendel's experimental procedures
HE.4.B.2	Differentiate among the <i>laws</i> and <i>principles of inheritance</i> : <ul style="list-style-type: none"><li>• <i>dominance</i></li><li>• <i>segregation</i></li><li>• <i>independent assortment</i></li></ul>
HE.4.B.3	Use the <i>laws</i> of probability and <i>Punnett squares</i> to predict <i>genotypic</i> and <i>phenotypic ratios</i>
HE.4.B.4	Examine different modes of inheritance: <ul style="list-style-type: none"><li>• <i>sex linkage</i></li><li>• <i>codominance</i></li><li>• <i>crossing over</i></li><li>• <i>incomplete dominance</i></li><li>• <i>multiple alleles</i></li></ul>
HE.4.B.5	Analyze the historically significant work of prominent geneticists
HE.4.B.6	Evaluate <i>karyotypes</i> for abnormalities: <ul style="list-style-type: none"><li>• <i>monosomy</i></li><li>• <i>trisomy</i></li></ul>

## APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

### Strand: Heredity and *Evolution*

**Content Standard 5: Students shall investigate the molecular basis of genetics.**

HE.5.B.1	Model the components of a <i>DNA nucleotide</i> and an <i>RNA nucleotide</i>
HE.5.B.2	Describe the Watson-Crick <i>double helix model</i> of <i>DNA</i> , using the <i>base-pairing rule</i> ( <i>adenine-thymine, cytosine-guanine</i> )
HE.5.B.3	Compare and contrast the structure and function of <i>DNA</i> and <i>RNA</i>
HE.5.B.4	Describe and model the processes of replication, <i>transcription</i> , and <i>translation</i>
HE.5.B.5	Compare and contrast the different types of <i>mutation</i> events, including <i>point mutation, frameshift mutation, deletion, and inversion</i>
HE.5.B.6	Identify effects of changes brought about by <i>mutations</i> : <ul style="list-style-type: none"> <li>• beneficial</li> <li>• harmful</li> <li>• neutral</li> </ul>

### Strand: Heredity and *Evolution*

**Content Standard 6: Students shall examine the development of the *theory of biological evolution*.**

HE.6.B.1	Compare and contrast Lamarck's explanation of <i>evolution</i> with Darwin's <i>theory of evolution</i> by <i>natural selection</i>
HE.6.B.2	Recognize that <i>evolution</i> involves a change in allele frequencies in a <i>population</i> across successive generations
HE.6.B.3	Analyze the effects of <i>mutations</i> and the resulting <i>variations</i> within a <i>population</i> in terms of <i>natural selection</i>
HE.6.B.4	Illustrate <i>mass extinction</i> events using a time line
HE.6.B.5	Evaluate <i>evolution</i> in terms of evidence as found in the following: <ul style="list-style-type: none"> <li>• fossil record</li> <li>• <i>DNA</i> analysis</li> <li>• <i>artificial selection</i></li> <li>• morphology</li> <li>• embryology</li> <li>• viral <i>evolution</i></li> <li>• geographic distribution of related <i>species</i></li> <li>• <i>antibiotic</i> and <i>pesticide resistance</i> in various organisms</li> </ul>
HE.6.B.6	Compare the processes of <i>relative dating</i> and <i>radioactive dating</i> to determine the age of fossils
HE.6.B.7	Interpret a <i>Cladogram</i>

## APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

### Strand: Classification and the Diversity of Life

#### Content Standard 7: Students shall demonstrate an understanding that organisms are diverse.

CDL.7.B.1	Differentiate among the different <i>domains</i> : <ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Archaea</li> <li>• Eukarya</li> </ul>
CDL.7.B.2	Differentiate the characteristics of the six kingdoms: <ul style="list-style-type: none"> <li>• Eubacteria</li> <li>• Archaea</li> <li>• Protista</li> <li>• <i>Fungi</i></li> <li>• Plantae</li> <li>• Animalia</li> </ul>
CDL.7.B.3	Identify the seven major taxonomic categories: <ul style="list-style-type: none"> <li>• kingdom</li> <li>• phylum</li> <li>• class</li> <li>• order</li> <li>• family</li> <li>• <i>genus</i></li> <li>• <i>species</i></li> </ul>
CDL.7.B.4	Classify and name organisms based on their similarities and differences applying <i>taxonomic nomenclature</i> using <i>dichotomous keys</i>
CDL.7.B.5	Investigate Arkansas' <i>biodiversity</i> using appropriate tools and <i>technology</i>
CDL.7.B.6	Compare and contrast the structures and characteristics of <i>viruses</i> ( <i>lytic</i> and <i>lysogenic cycles</i> ) with non-living and living things
CDL.7.B.7	Evaluate the medical and economic importance of <i>viruses</i>
CDL.7.B.8	Compare and contrast life cycles of familiar organisms <ul style="list-style-type: none"> <li>• sexual reproduction</li> <li>• asexual reproduction</li> <li>• metamorphosis</li> <li>• <i>alternation of generations</i></li> </ul>
CDL.7.B.9	Classify <i>bacteria</i> according to their characteristics and adaptations
CDL.7.B.10	Evaluate the medical and economic importance of <i>bacteria</i>
CDL.7.B.11	Describe the characteristics used to classify protists: <ul style="list-style-type: none"> <li>• plant-like</li> <li>• animal-like</li> <li>• <i>fungus-like</i></li> </ul>
CDL.7.B.12	Evaluate the medical and economic importance of protists
CDL.7.B.13	Compare and contrast <i>fungi</i> with other eukaryotic organisms
CDL.7.B.14	Evaluate the medical and economic importance of <i>fungi</i>
CDL.7.B.15	Differentiate between <i>vascular</i> and <i>nonvascular plants</i>
CDL.7.B.16	Differentiate among cycads, gymnosperms, and angiosperms

## APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

### Strand: Classification and the Diversity of Life (continued)

**Content Standard 7: Students shall demonstrate an understanding that organisms are diverse.**

CDL.7.B.17	Describe the structure and function of the major parts of a plant: <ul style="list-style-type: none"> <li>• roots</li> <li>• stems</li> <li>• leaves</li> <li>• flowers</li> </ul>
CDL.7.B.18	Relate the structure of plant tissue to its function <ul style="list-style-type: none"> <li>• epidermal</li> <li>• ground</li> <li>• vascular</li> </ul>
CDL.7.B.19	Evaluate the medical and economic importance of plants
CDL.7.B.20	Identify the symmetry of organisms: <ul style="list-style-type: none"> <li>• radial</li> <li>• bilateral</li> <li>• asymmetrical</li> </ul>
CDL.7.B.21	Compare and contrast the major invertebrate classes according to their nervous, respiratory, excretory, circulatory, and digestive systems
CDL.7.B.22	Compare and contrast the major vertebrate classes according to their nervous, respiratory, excretory, circulatory, digestive, reproductive and integumentary systems

### Strand: Ecology and Behavioral Relationships

**Content Standard 8: Students shall demonstrate an understanding of ecological and behavioral relationships among organisms.**

EBR.8.B.1	Cite examples of abiotic and <i>biotic factors</i> of <i>ecosystems</i>
EBR.8.B.2	Compare and contrast the characteristics of <i>biomes</i>
EBR.8.B.3	Diagram the carbon, nitrogen, phosphate, and water cycles in an <i>ecosystem</i>
EBR.8.B.4	Analyze an <i>ecosystem's</i> energy flow through food chains, food webs, and <i>energy pyramids</i>
EBR.8.B.5	Identify and predict the factors that control <i>population</i> , including <i>predation</i> , <i>competition</i> , crowding, water, nutrients, and shelter
EBR.8.B.6	Summarize the symbiotic ways in which individuals within a <i>community</i> interact with each other: <ul style="list-style-type: none"> <li>• <i>commensalism</i></li> <li>• <i>parasitism</i></li> <li>• <i>mutualism</i></li> </ul>
EBR.8.B.7	Compare and contrast <i>primary succession</i> with <i>secondary succession</i>
EBR.8.B.8	Identify the properties of each of the five levels of <i>ecology</i> : <ul style="list-style-type: none"> <li>• organism</li> <li>• <i>population</i></li> <li>• <i>community</i></li> <li>• <i>ecosystem</i></li> <li>• <i>biosphere</i></li> </ul>

## APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

### Strand: *Ecology and Behavioral Relationships*

**Content Standard 9: Students shall demonstrate an understanding of the ecological impact of global issues.**

EBR.9.B.1	Analyze the effects of human <i>population</i> growth and <i>technology</i> on the environment/ <i>biosphere</i>
EBR.9.B.2	Evaluate long range plans concerning resource use and by-product disposal in terms of their environmental, economic, and political impact
EBR.9.B.3	Assess current world issues applying scientific themes (e.g., global changes in climate, <i>epidemics</i> , <i>pandemics</i> , ozone depletion, UV radiation, natural resources, use of <i>technology</i> , and public policy)

### Suggested Biology Labs

Strand	Suggested Laboratory or Activity
<b>Molecules and Cells</b>	test for organic compounds (starch, sugar, and <i>lipids</i> ) <i>photosynthesis</i> fermentation lab/cellular Respiration test for variables that affect <i>enzymes</i> <i>diffusion</i> lab <i>osmosis</i> lab view microscopic cells <i>adhesion</i> and <i>cohesion</i> lab chromatography <i>meiosis</i> lab/ <i>mitosis</i> lab
<b>Heredity and Evolution</b>	paper lab- <i>transcription</i> replication/ <i>protein synthesis</i> Mendelian genetic lab probability lab analysis of karotype <i>DNA</i> isolation radioactive decay <i>natural selection</i> and adaptation fossil lab
<b>Classification and Diversity</b>	<i>biodiversity</i> -scavenger hunt use of dichotomous keys (birds, mammals, trees, flowers) comparative animal anatomy lab plant anatomy lab (root, stem, leaf, seed) <i>fungi</i> lab (mushroom)
<b>Ecology and Behavioral Relationships</b>	water analysis soil analysis build a <i>biome</i>









# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201

G10-THAM AR1301

