ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Arkansas Alternate Portfolio Assessment for Students with Disabilities Grade 10 Science

Administration Manual and Teacher Handbook 2013–2014

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
2013–2014

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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 2013–2014 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 Arkansas 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 2013, and collection should continue into March 2014.

Event	Date
Districts receive binders, evidence materials, parent pamphlets, and manuals	August 2013
Collection of student work (entries)	September 2013–March 2014
Districts receive return instructions, return kits with shipping labels, student labels, Student Demographic Information Forms, Affidavits, etc.	February 2014
School Test Coordinators submit completed portfolios to District Test Coordinators	March 14, 2014
Final deadline to ship all portfolios and materials to Questar for scoring/reporting	March 21, 2014

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 2013–2014 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—EXCEPTIONAL STUDENTS ALTERNATE ASSESSMENT ROSTER

The Exceptional Students Alternate Assessment Roster will no longer be used for the 2013–2014 administration of the Alternate Assessment. In previous years this form was used to provide the ADE with a list of students who could not participate in the State Assessment System due to extreme/critical condition(s).

Currently, the ADE is not requiring students placed in a homebound setting, in accordance with their IEPs, to participate in the statewide assessment program. This information will be added onto the Student Demographic Information Form in box 18 for reporting purposes.

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.

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

District Test Coordinators must inventory and distribute materials to all schools before requesting additional materials. After all 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. 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.

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.

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 about 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.

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, 2014. 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, 2014. 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.

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 2013–2014 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. This information will be added onto the Student Demographic Information Form in box 18 for reporting purposes.

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.

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 2014 shipment arrives, the District Test Coordinator must obtain them from Questar. Do **not** make copies.

Note: You must use the 2013–2014 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.

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' 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 2013–2014 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
Total Number of Entries	**9 Entries**

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.**

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. Computer generated data sheets and 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.**

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).

Entry for **Structure and Function of Cells**

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.**

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
Work Sample/ Permanent Product	❏ Be certain that the work is related to the student learning expectation. ❏ 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. ❏ 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. Please label photograph as Permanent Product. ❏ Grade the work/product or provide an answer key or any information that will allow the correctness of the student response to be verified.

Series of Captioned Photographs	❏ Be certain that the task is related to the student learning expectation.
	❏ Ensure that the pictures **(at least two)** clearly show the student participating and completing the task(s) as described on the Entry Slip.
	❏ For each photograph, describe the step of the task in which the student participated.
	❏ For the series of photos, describe
	  ❏ the specifics of what is shown in the pictures; and
	  ❏ the student's level of performance/accuracy on the task.
	❏ 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.

Digital Video	❏ 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. ❏ 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). ❏ Identify the entry (standard and SLE) before the activity is recorded (either verbally or with a written sign). ❏ 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. ❏ Document important information (student name, district, school, teacher, date) on the media label. ❏ Place the media and script in the pouch provided. ❏ 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.
Digital Audio	❏ 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. ❏ 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). ❏ Identify the entry (standard and SLE) before the activity is recorded verbally. ❏ 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. ❏ Document important information (student name, district, school, teacher, date) on the media label. ❏ Place the media and script in the pouch provided. ❏ 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.

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.

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 2013–2014 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 2014. 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).

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 2013–2014 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 2014. 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 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.

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 2014.
  - 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 2014.)

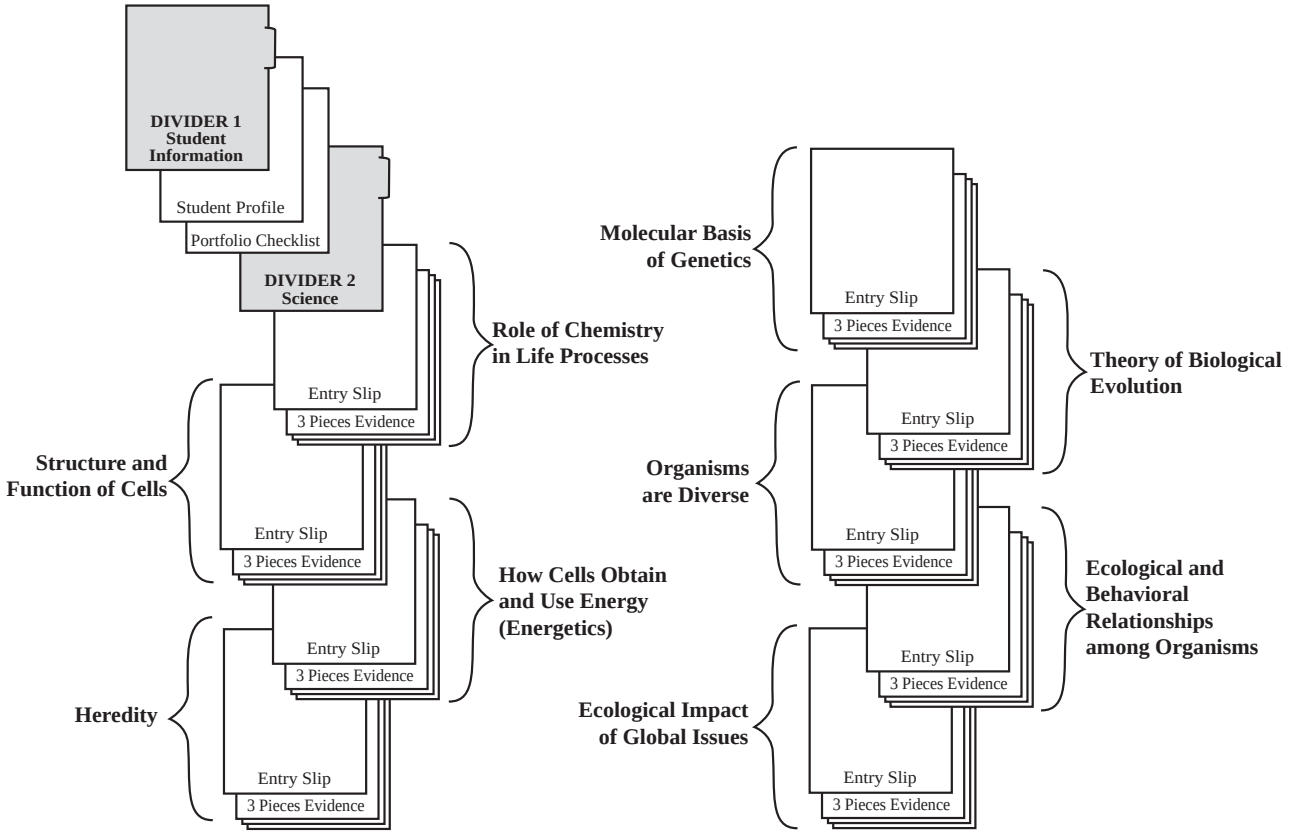
Divider One—Student Information

- 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

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



SAMPLE OF COMPLETED ENTRY SLIP

2013–2014 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*)

Molecules and Cells
- [x] 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 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	☐	☐	☐	☑
Physical	☐	☐	☐	☑

Reset Form

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.

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 2014.

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 2014 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 14, 2014.**

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 2014**.

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.

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 2014.

____ 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).

____ 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.

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 2014. 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 2013–2014 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 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 2013–2014 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?

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
Performance (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.
Context (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.
Level of Assistance (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 Rangefinding 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.

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.

2013–2014 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 2013–2014.

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

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

SAMPLE ENTRIES

Sample Entry 1

Annotation

Strand:	Molecules and Cells
Standard 01:	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.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: Sample Entry 1

School: Sample School District: Sample District

Portfolio Beginning/End Dates: 8/19 - 3/18

Age: 16

Please check ALL that apply.

Diagnosis (no abbreviations):
Mental Retardation

Type of class
- [x] Self-contained
- [ ] Resource
- [ ] Other:

Cognitive Skills
- [x] Needs organizers, schedules, visuals, and manipulatives
- [x] Needs assistance to focus

Special Factors
- [ ] Uses magnifiers for sight
- [ ] Uses hearing devices
- [ ] Needs behavioral supports

Communication

What is the student's means of communication?
- [x] Nonverbal
- [ ] Point
- [ ] Speech
- [ ] Sign Language
- [ ] Eye Gaze
- [ ] Vocalization
- [ ] Blinking, or body movement
- [x] Other: switch button

Low-tech Communication System
- [ ] Communication Cards (PECS)
- [x] Pictures, symbols, or manipulatives

Assistive Technology
- [ ] Electronic
- [ ] Electronic high-tech
- [ ] Low-tech
- [ ] Physical
- [ ] Other:

Fine Motor Skills
- [x] Limited ability to use upper extremities (switch access or eye gaze only)
- [ ] Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard)
- [ ] No use of extremities

Mobility
- [x] Uses a manual wheelchair with assistance
- [ ] Uses a manual wheelchair without assistance
- [ ] Uses an electric wheelchair
- [ ] Walks with adaptive equipment
- [ ] Totally immobile

Supportive Services
- [ ] One-to-one aide
- [x] Speech therapy
- [ ] Occupational therapy
- [ ] Sign language interpreter
- [ ] Vision support
- [ ] Physical therapy
- [ ] ESL services
- [ ] Other:

Type of Prompting
- [x] Uses above systems to make choices
- [x] Needs verbal cues to make choices
- [x] Requires hand-over-hand assistance
- [x] Requires verbal prompting
- [x] Requires physical prompting

Strengths in Literacy

Reading grade level: Pre K
- [ ] Needs text-on-tape or computer
- [ ] Uses alternate methods for writing (e.g., word processor, scribe)
- [ ] Recognizes basic picture symbols
- [ ] Recognizes/identifies letters
- [ ] Reads and comprehends basic words

Strengths in Math

Math grade level: Pre K
- [ ] Recognizes only numbers 0–10
- [ ] Recognizes only basic shapes
- [ ] Computes addition/subtraction
  - [ ] with calculator [ ] without calculator
- [ ] Computes multiplication/division
  - [ ] with calculator [ ] 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.

ENTRY SLIP

2013–2014 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*)

Molecules and Cells
- [x] 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 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

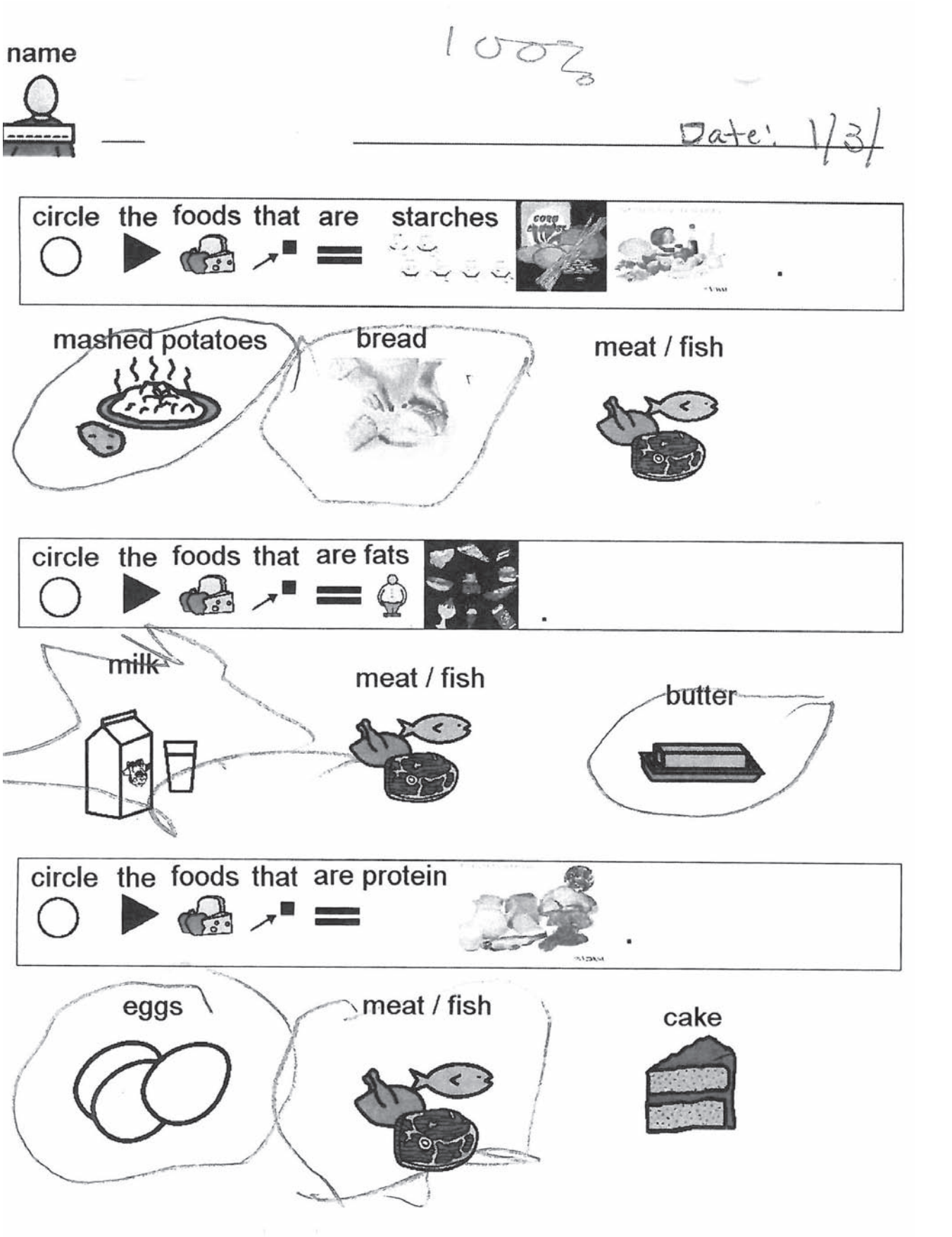
Level of Assistance (check all that apply). What is the level of assistance required after the introduction of the lesson/activity is completed?

	Continuous	Frequent	Occasional	Never
Verbal	☐	☐	☐	☑
Physical	☐	☐	☐	☑

Reset Form

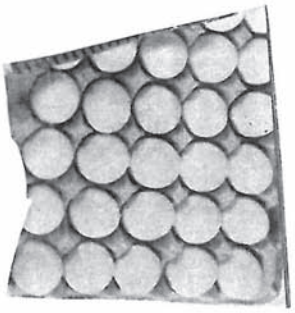
Comments (anything else that will help the scorer understand this entry):

SAMPLE ENTRY 1



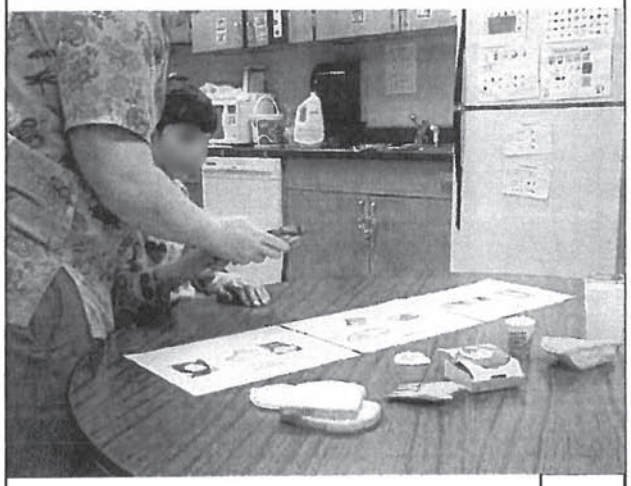
Group food as one of the fo..owing: Date: 1/12

100%

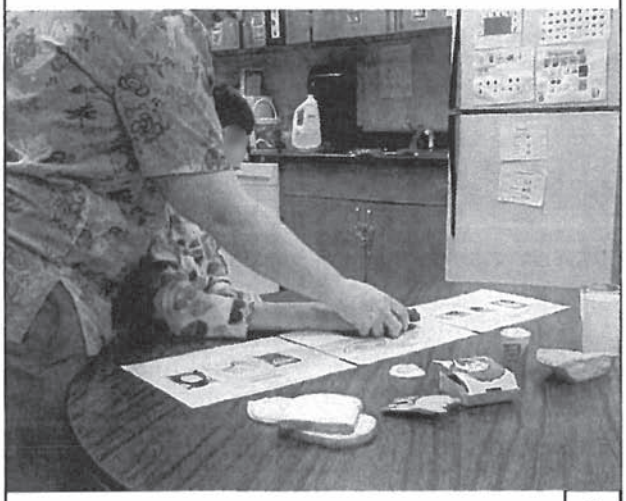
Starches (carbohydrates)	Fats (lipids)	Proteins
		

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	

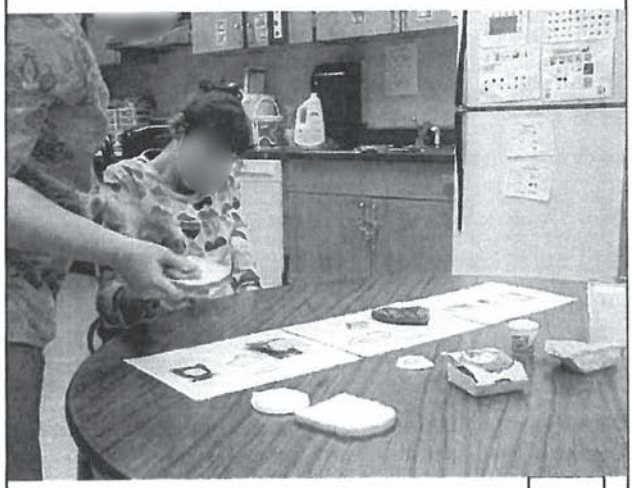


1



2

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.



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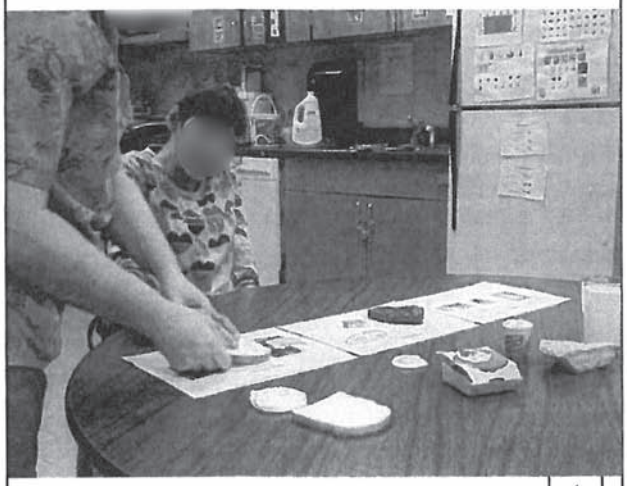
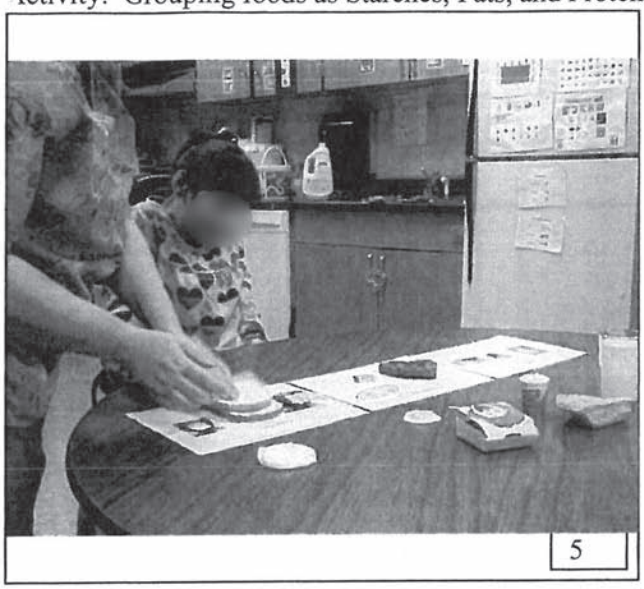
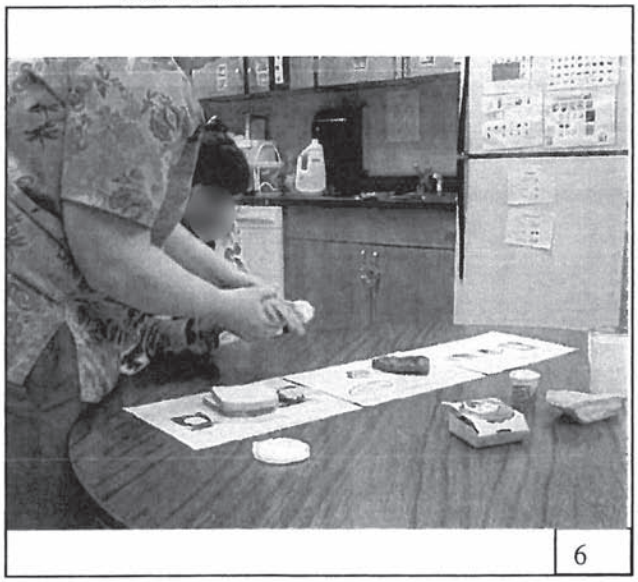


4

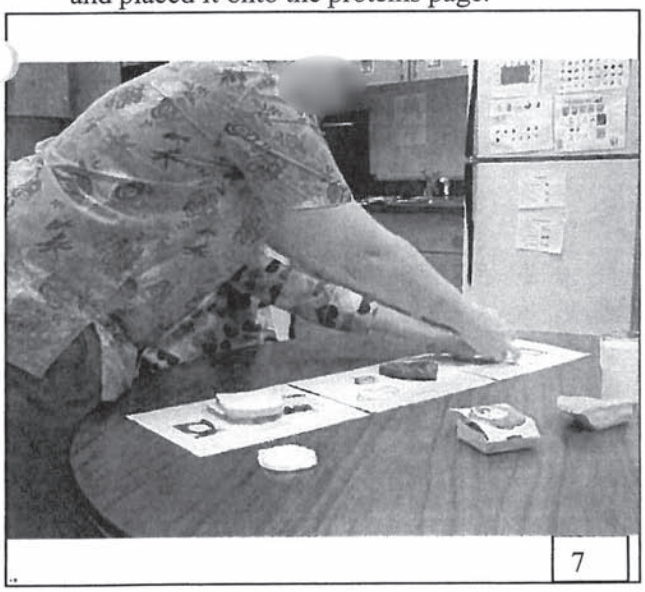
In picture 3, chooses the bread and places the bread onto the starches page in picture 4.

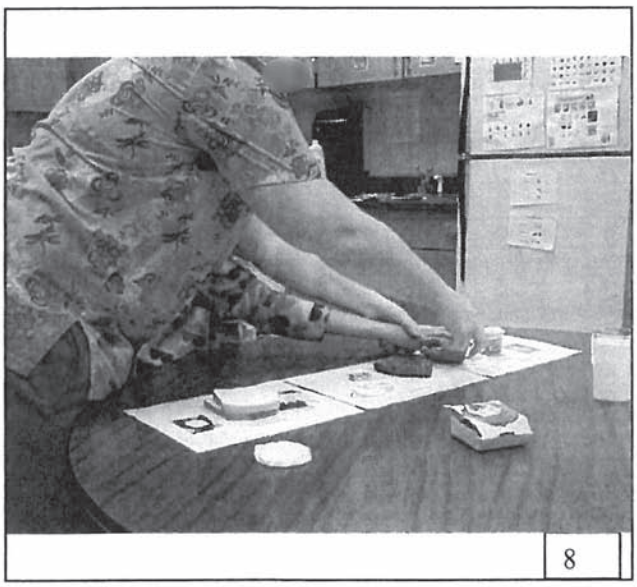
Activity: Grouping foods as Starches, Fats, and Proteins Date: 01/27





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.

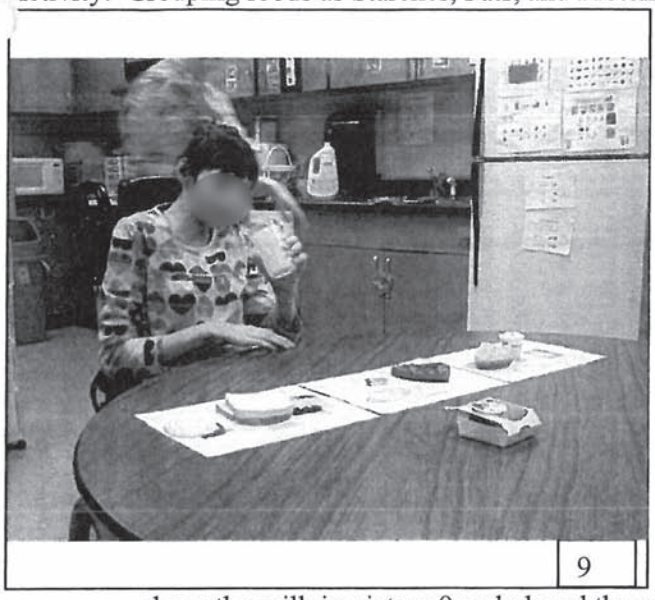


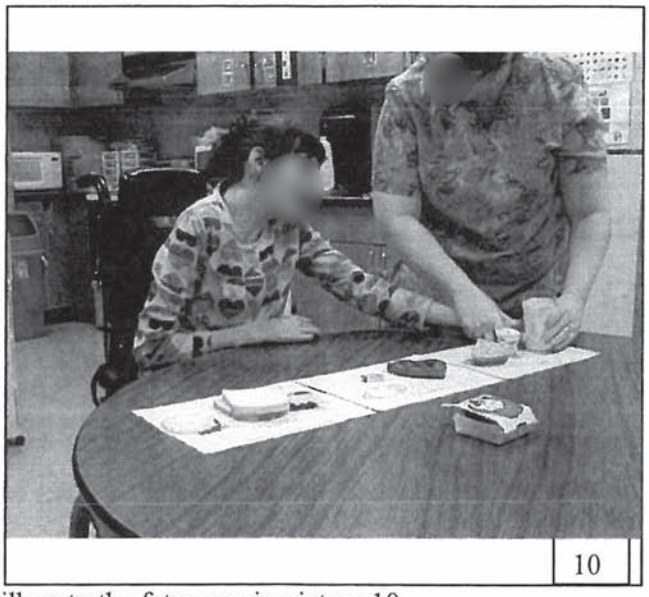


In picture 7, placed the milkshake onto the Fats page. In picture 8, placed the pie onto the fats page.

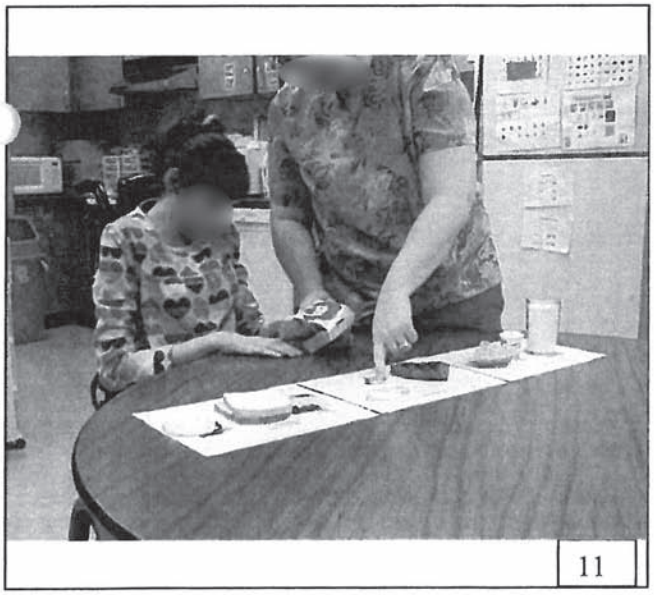
Sample Entry 1

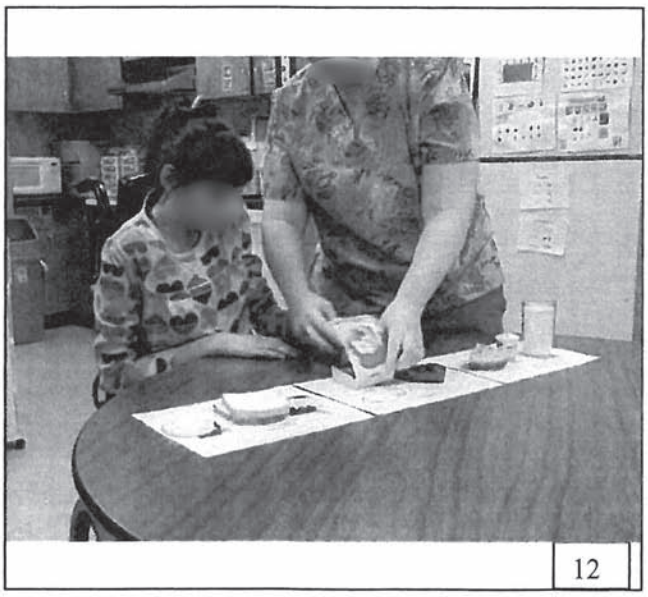
Activity: Grouping foods as Starches, Fats, and Proteins Date: 01/27





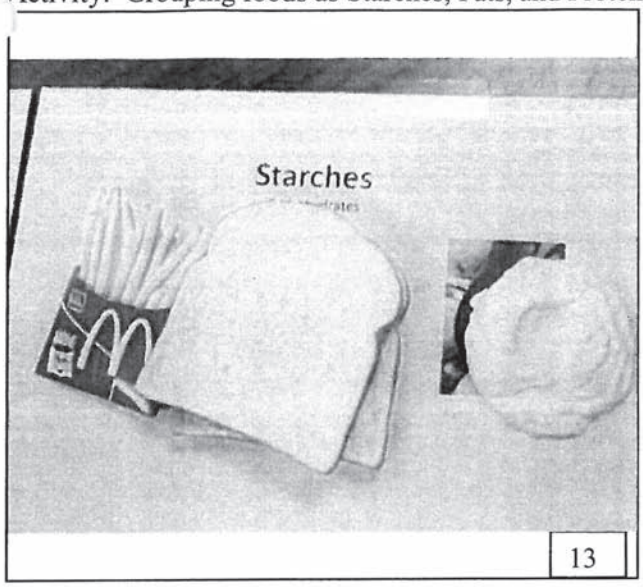
chose the milk in picture 9 and placed the milk onto the fats page in picture 10.

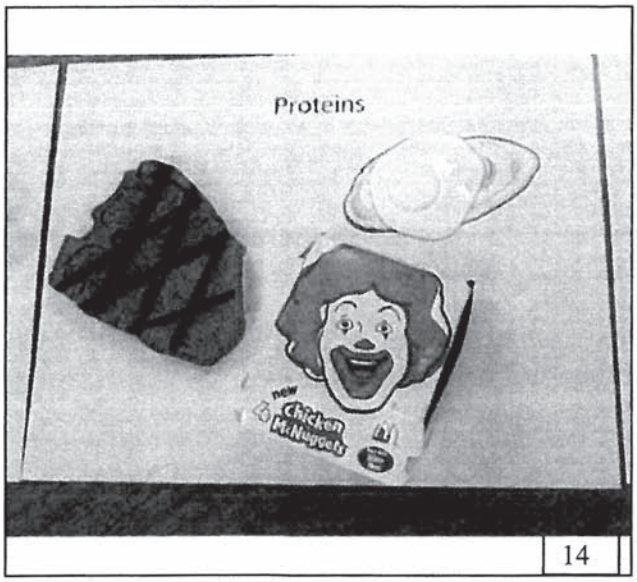


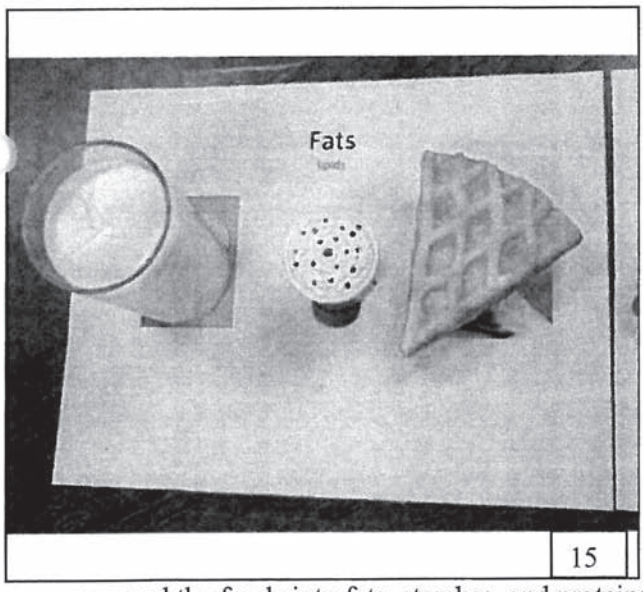


chose the chicken nuggets in picture 11 and in picture 12, placed them onto the proteins page.

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 02: 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.

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.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: Sample Entry 2

School: Sample School District: Sample District

Portfolio Beginning/End Dates: September - December

Age: 16

Please check ALL that apply.

Diagnosis (no abbreviations):
Specific Learning Disability

Type of class
- ☐ Self-contained
- ☑ Resource
- ☐ Other:

Cognitive Skills
- ☑ Needs organizers, schedules, visuals, and manipulatives
- ☑ Needs assistance to focus

Special Factors
- ☐ Uses magnifiers for sight
- ☐ Uses hearing devices
- ☑ Needs behavioral supports

Communication

What is the student's means of communication?
- ☐ Nonverbal
- ☐ Point
- ☑ Speech
- ☐ Sign Language
- ☐ Eye Gaze
- ☐ Vocalization
- ☐ Blinking, or body movement
- ☐ Other:

Low-tech Communication System
- ☐ Communication Cards (PECS)
- ☐ Pictures, symbols, or manipulatives

Assistive Technology
- ☐ Electronic
- ☐ Electronic high-tech
- ☐ Low-tech
- ☐ Physical
- ☐ Other:

Fine Motor Skills
- ☐ Limited ability to use upper extremities (switch access or eye gaze only)
- ☐ Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard)
- ☐ No use of extremities

Mobility
- ☐ Uses a manual wheelchair with assistance
- ☐ Uses a manual wheelchair without assistance
- ☐ Uses an electric wheelchair
- ☐ Walks with adaptive equipment
- ☐ Totally immobile

Supportive Services
- ☐ One-to-one aide
- ☐ Speech therapy
- ☐ Occupational therapy
- ☐ Sign language interpreter
- ☐ Vision support
- ☐ Physical therapy
- ☐ ESL services
- ☐ Other:

Type of Prompting
- ☐ Uses above systems to make choices
- ☐ Needs verbal cues to make choices
- ☐ Requires hand-over-hand assistance
- ☑ Requires verbal prompting
- ☐ Requires physical prompting

Strengths in Literacy

Reading grade level: 3rd
- ☐ Needs text-on-tape or computer
- ☐ Uses alternate methods for writing (e.g., word processor, scribe)
- ☑ Recognizes basic picture symbols
- ☑ Recognizes/identifies letters
- ☑ Reads and comprehends basic words

Strengths in Math

Math grade level: 3rd
- ☐ Recognizes only numbers 0–10
- ☐ Recognizes only basic shapes
- ☑ Computes addition/subtraction
  - ☐ with calculator ☑ without calculator
- ☑ Computes multiplication/division
  - ☐ with calculator ☑ 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 10th 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 3rd grade level according to the Brigance. Accroding 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 3rd 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.

ENTRY SLIP

2013–2014 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*)

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 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?

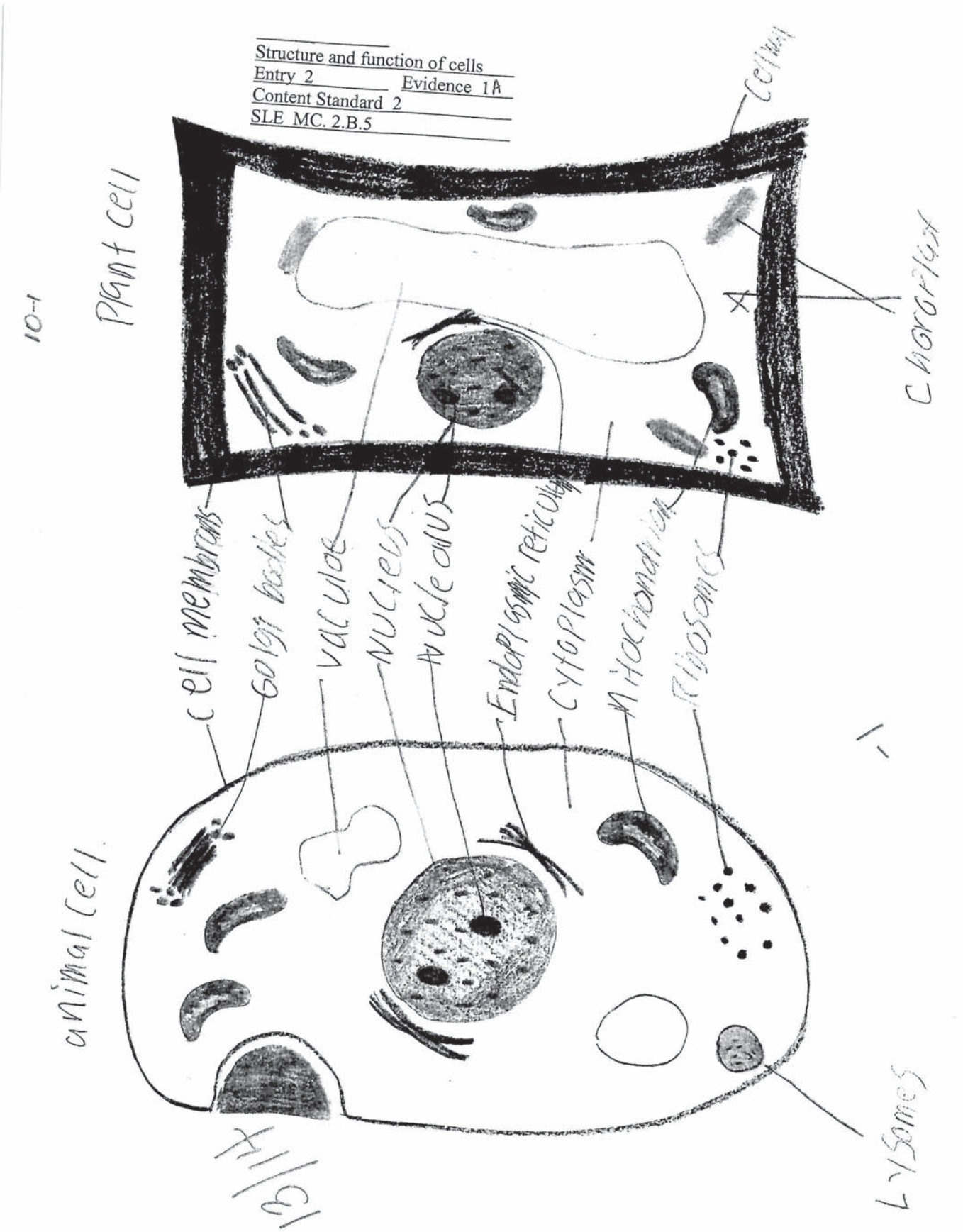
	Continuous	Frequent	Occasional	Never
Verbal	☐	☐	☐	☑
Physical	☐	☐	☐	☑

Reset Form

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



Name Date 10-4 Period

Strand Structure + function of cells
Entry 2 Evidence 1B
Content Standard 2
SLE MC. 2. B. 5

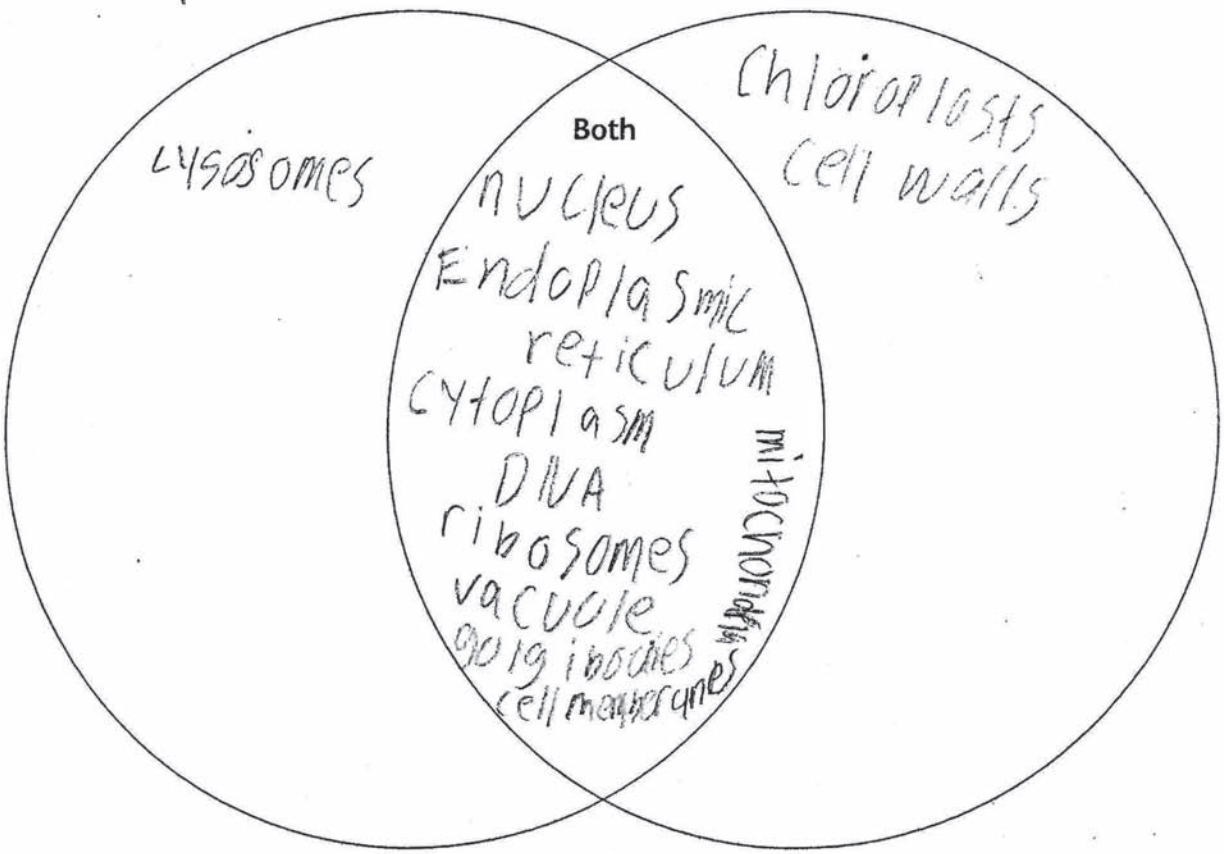
Plant and Animal Cells

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/A+

Animal Cells **Plant Cells**



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SAMPLE ENTRY 2

Name: _____ Date: 10-6

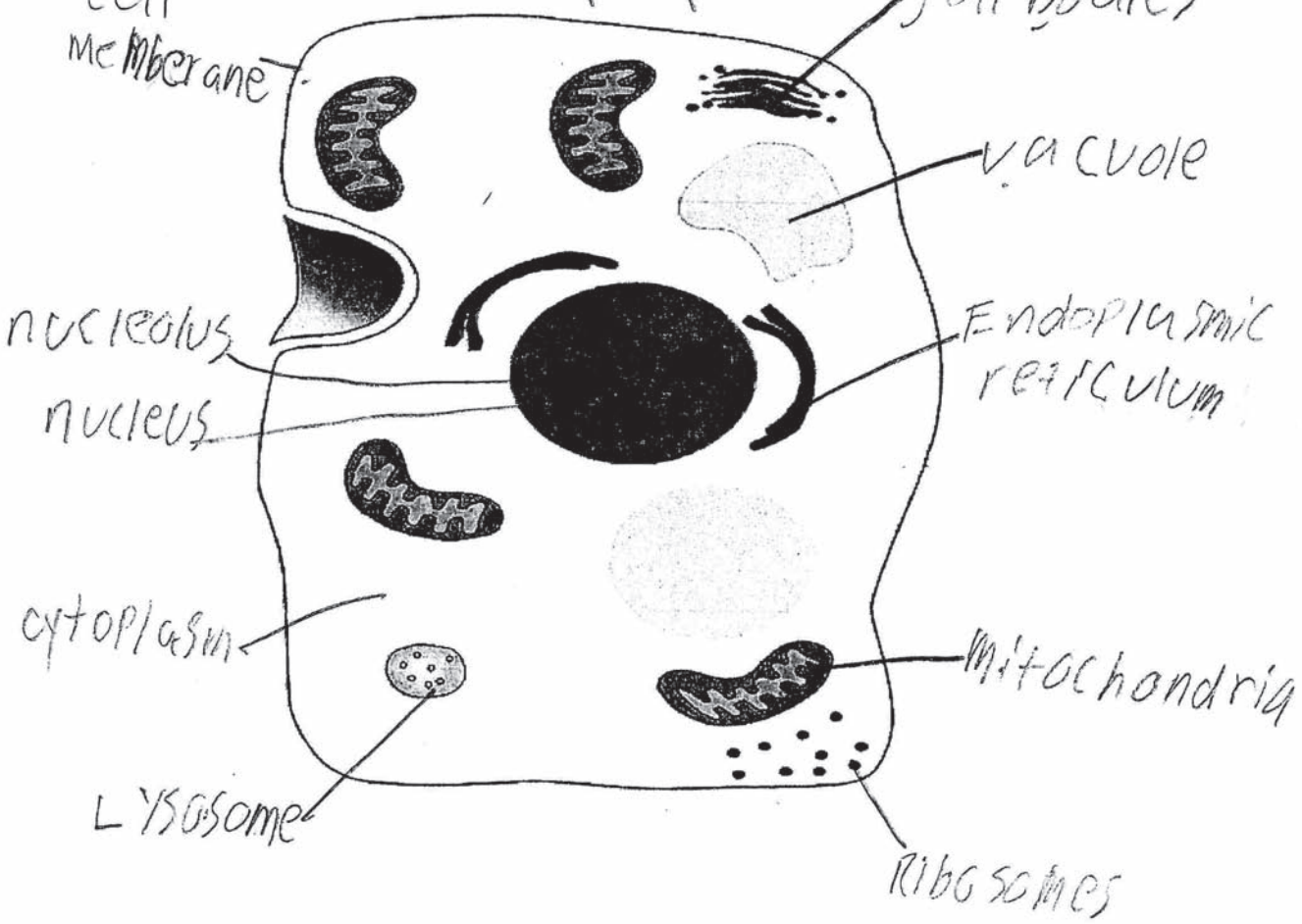
Structure and function of cells
Entry 2 Evidence 2 A
Content Standard 2
SLE MC. 2.B.5

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		

100/A+



Name: _____ Date: _____

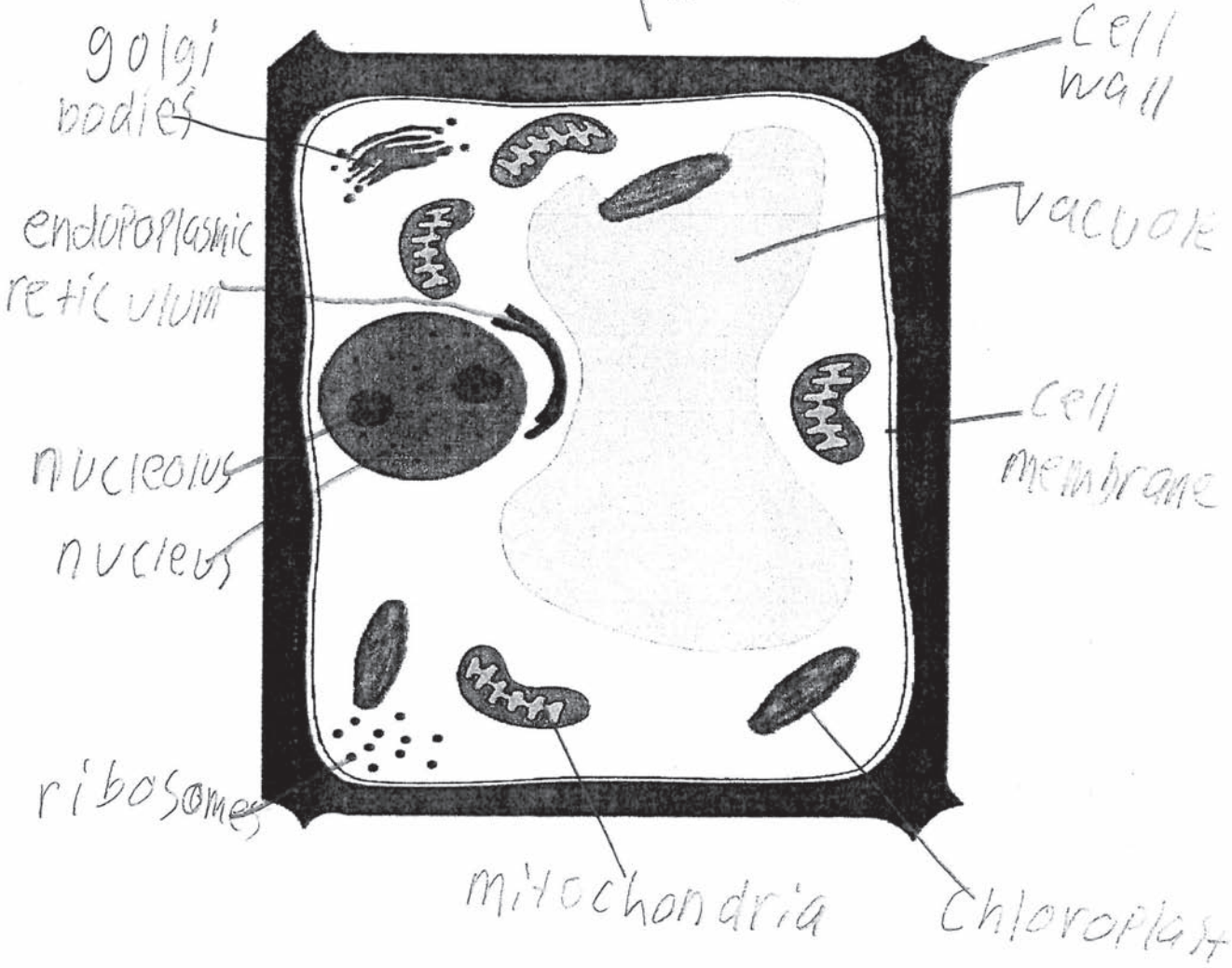
Strand STRUCTURE & FUNCTION OF CELLS
Entry 2 Evidence 2B
Content Standard 2
SLE MC.2.B.5

Label an Plant Cell

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

cell membrane	vacuole	cell wall
mitochondria	nucleus	golgi bodies
ribosomes	cytoplasm	nucleolus
endoplasmic reticulum	chloroplast	

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/A+

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

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

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

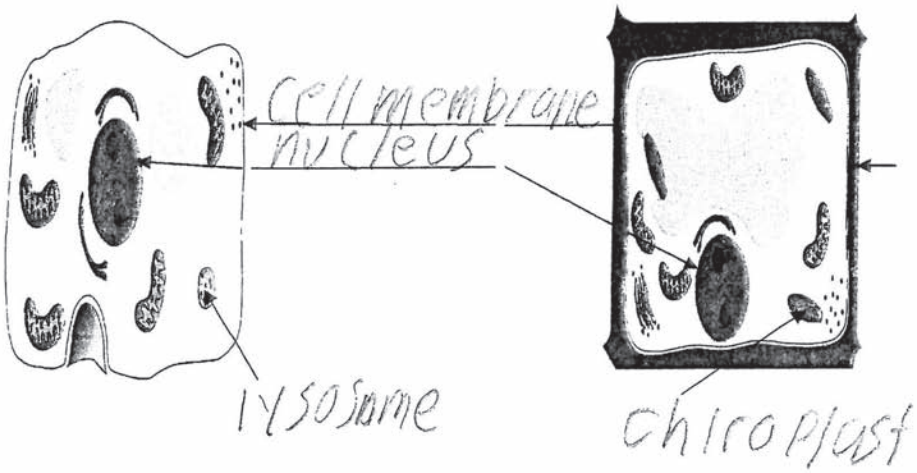
Strand Structure + func. of cell
Entry 2 Evidence 3b
Content Standard 2
SLE MC. 2. B. 5

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

ANNOTATION

Strand:	Molecules and Cells
Standard 03:	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 student completes three tasks on three separate occasions. In the first piece of evidence, the student completes a concept map showing the flow of energy in photosynthesis and cellular respiration. The student then completes a flow chart tracing the process of cellular respiration. Finally, the student completes a flow chart tracing the process of photosynthesis. The student compares and contrasts the two concepts. The evidence reflects what is described in the task description. 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.

Sample Entry 3

Student Profile

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: Sample Entry 3

School: Sample School District: Sample District

Portfolio Beginning/End Dates: August - March

Age: 16

Please check ALL that apply.

Diagnosis (no abbreviations):
Intellectually Delayed

Type of class
- [x] Self-contained
- [ ] Resource
- [ ] Other:

Cognitive Skills
- [ ] Needs organizers, schedules, visuals, and manipulatives
- [x] Needs assistance to focus

Special Factors
- [ ] Uses magnifiers for sight
- [x] Uses hearing devices
- [ ] Needs behavioral supports

Communication

What is the student's means of communication?
- [ ] Nonverbal
- [ ] Point
- [x] Speech
- [ ] Sign Language
- [ ] Eye Gaze
- [ ] Vocalization
- [ ] Blinking, or body movement
- [ ] Other:

Low-tech Communication System
- [ ] Communication Cards (PECS)
- [ ] Pictures, symbols, or manipulatives

Assistive Technology
- [ ] Electronic
- [ ] Electronic high-tech
- [ ] Low-tech
- [ ] Physical
- [x] Other: TI-15 calculator

Fine Motor Skills
- [ ] Limited ability to use upper extremities (switch access or eye gaze only)
- [ ] Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard)
- [ ] No use of extremities

Mobility
- [ ] Uses a manual wheelchair with assistance
- [ ] Uses a manual wheelchair without assistance
- [ ] Uses an electric wheelchair
- [ ] Walks with adaptive equipment
- [ ] Totally immobile

Supportive Services
- [ ] One-to-one aide
- [ ] Speech therapy
- [ ] Occupational therapy
- [ ] Sign language interpreter
- [ ] Vision support
- [ ] Physical therapy
- [ ] ESL services
- [ ] Other:

Type of Prompting
- [ ] Uses above systems to make choices
- [x] Needs verbal cues to make choices
- [ ] Requires hand-over-hand assistance
- [x] Requires verbal prompting
- [ ] Requires physical prompting

Strengths in Literacy

Reading grade level: 4th
- [ ] Needs text-on-tape or computer
- [ ] Uses alternate methods for writing (e.g., word processor, scribe)
- [x] Recognizes basic picture symbols
- [x] Recognizes/identifies letters
- [x] Reads and comprehends basic words

Strengths in Math

Math grade level: 3rd
- [ ] Recognizes only numbers 0–10
- [ ] Recognizes only basic shapes
- [x] Computes addition/subtraction
  - [x] with calculator [ ] without calculator
- [x] Computes multiplication/division
  - [x] with calculator [ ] without calculator

Unique characteristics of student (not included in above choices) that would help to understand challenges:
See the attached page for Unique Characteristics of Student

STUDENT PROFILE

Unique Characteristics of

is a 16 year old 10th grader. is very sweet, though displays traits associated with severe shyness most of the time. tends to slow down as the task becomes difficult. is very slow to answer questions when asked. responds quietly to people she is familiar with, but may ignore others. Verbal prompting is necessary for to learn new tasks. can usually complete the task successfully after verbal prompting. Currently, receives specialized instruction in the areas of basic reading, reading comprehension, written expression, math computations, math problem solving, along with adaptive behavior areas of community use, functional academics, school living, health and safety, leisure, self-care and self-direction.

was a failure to thrive baby, had low muscle tone, and has received physical therapy and occupational therapy in her early school years for assistance in her deficit areas. Developmental milestones were met at a slow rate. has a moderate hearing loss and wears hearing aid in her left ear. speech is verbal, but she has to be asked to repeat a lot of what she says. appears to mumble.

requires one-on-one instruction for academics. 's curriculum consists largely of daily living and functional activities in the self-contained /resource room instruction. must have words spelled for her. Her reading level is well below that of her peers. Her reading level is 4th grade. In special service class the teacher or paraprofessional reads the text to her and helps with spelling of words everyday. 's achievement scores in reading, math skills, and written expression, fall significantly below average. 's math skills are 3rd grade level. requires a calculator for all math computation, but can do simple addition and subtraction when provided with it. The teacher or paraprofessional demonstrates calculator functions to do on the calculator everyday. is slow to grasp new skills.

integrates from special class for Art and Parenting/Clothing. attends lunch and school assemblies with the other students with no special supervision, other than duty teachers.

is a joy to have in class. does try hard to please. follows directions willingly, to the best of her ability. is very respectful to teachers and peers around her.

Sample Entry 3

Entry Slip

2013–2014 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*)

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 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: Student was asked to use the words given on the worksheet to complete a concept map showing the flow of energy in photosynthesis and cellular respiration.

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

Task 2: Student was asked to trace the process of cellular respiration by completing a flow chart. Then, she was asked to complete each statement by circling word or words to make a true statement.

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

Task 3: Student was asked to trace the process of photosynthesis by completing a flow chart. Then, she will complete each statement by circling word or words to make a true statement along with answering some other questions.

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	☐	☐	☐	☑
Physical	☐	☐	☐	☑

Reset Form

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

Vocabulary help was given to Student when reading sections of the worksheets. After discussing photosynthesis and cellular respiration, she was able to complete each worksheet with success on this SLE. Reviews included board work, seatwork and worksheets.

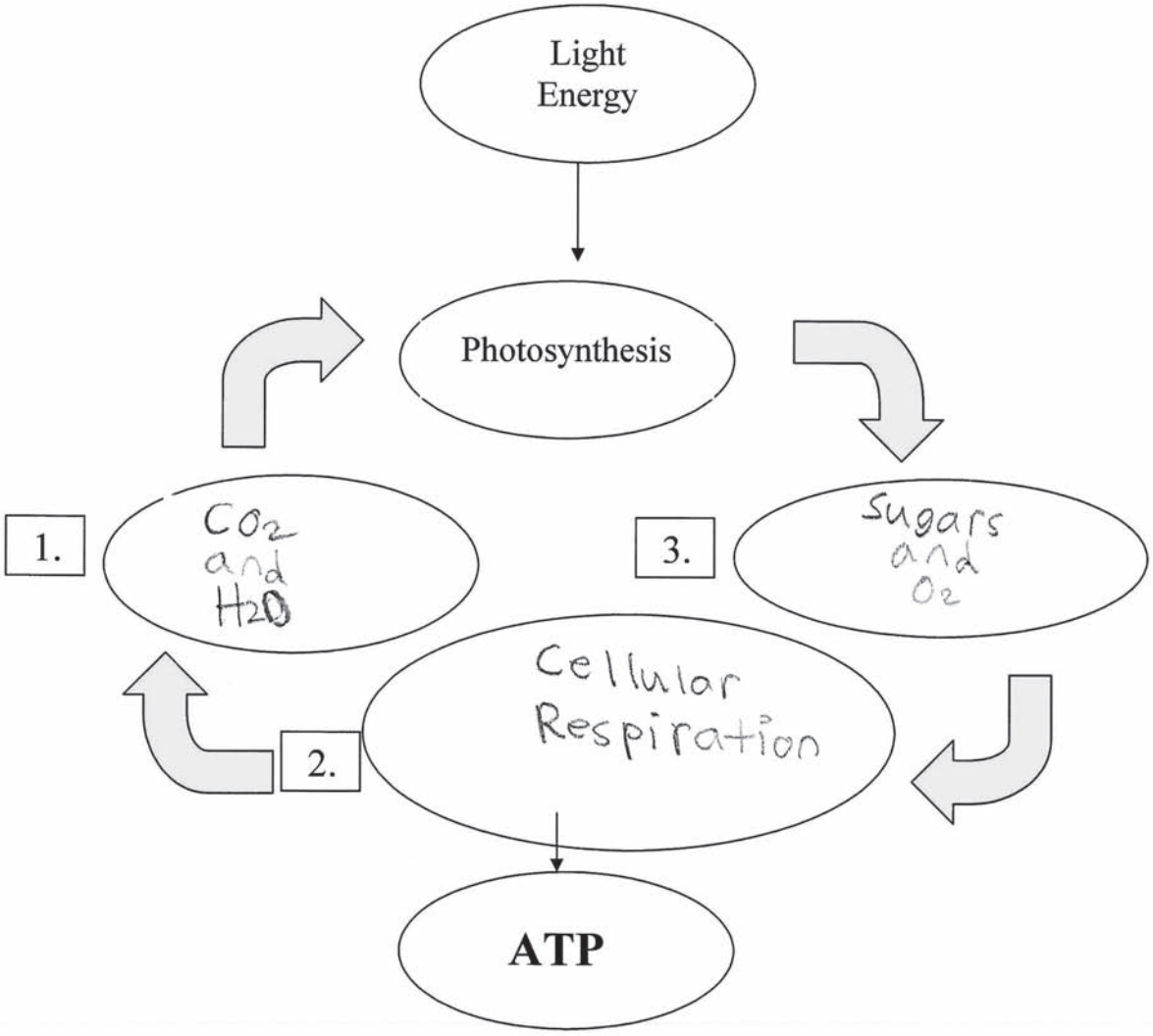
100%

Name:
Date: October 24
Evidence: 1

Content Standard 3: Students shall demonstrate an understanding of how cells obtain and use energy (energetics).

Student Learning Expectation: MC.3.B.5 Compare and contrast cellular respiration and photosynthesis as energy conversion pathways.

In this student learning expectation, will complete the following concept map showing the flow of energy in photosynthesis and cellular respiration. will use the following words in the concept map: ***CO_2 and H_2O, Sugars and O_2, Cellular Respiration.***



Name:
Date: October 26
Evidence: 2

Content Standard 3: Students shall demonstrate an understanding of how cells obtain and use energy (energetics).

Student Learning Expectation: MC.3.B.5 Compare and contrast cellular respiration and photosynthesis as energy conversion pathways.

In this student learning expectation, will trace the process of cellular respiration by completing the flow chart. Then, will complete each statement by circling word or words in each pair that make the statement true.

The following section was taken from the Essentials of Biology, Holt, Rinehart and Winston, Harcourt Brace & Company, copyright 1998.

Almost all organisms get energy from the chemical reactions that break down carbohydrates. The process is called cellular respiration releases the energy in carbohydrates. Then cells use the energy for life activities.

All cells perform cellular respiration to get energy. Energy is released and is used to fuel cell activities. Cellular respiration uses sugar and oxygen to produce energy for the cell. Cellular respiration occurs in the mitochondrion also know as the powerhouse of the cell. The mitochondrion is an organelle found in all eukaryotic cells. Cellular respiration does occur in plant cells. The products of cellular respiration are carbon dioxide and water. Carbon dioxide is eventually released into air where it is used in photosynthesis. Oxygen enters the cells and is combined with sugar.

Cellular respiration is the catabolic pathway in which organic molecules are broken down to release energy for use by the cell. In cellular respiration, oxygen is used to break down organic molecules, resulting in the production of carbon dioxide and water.

Name _____ 100% Great Job! Date October 26

Cellular Respiration

Trace the process of cellular respiration by completing the flow chart below.

Sugar ($C_6H_{12}O_6$)
- Sugars made by plants and used by plant cells
- Sugars in the food eaten by non-plant cells

1. Energy
- Released and is used to fuel cell activities.

3. Mitchondrion
(organelle found in all eukaryotic cells)

$C_6H_{12}O_6 + O_2$
sugar and oxygen go through a series of chemical reactions

5. Oxygen(O_2)
- Enters the cells and is combined with sugar.

2. Water(H_2O)
- A product of respiration.

4. Carbon dioxide(CO_2)
- Eventually released into air where it is used in photosynthesis.

Complete each statement by circling word or words in each pair that make the statement true.

6. Cellular respiration occurs in the [chloroplast / mitochondrion] also known as the powerhouse of the cell.

7. Cellular respiration uses [sugar / carbon dioxide] and [oxygen / water] to produce energy for the cell.

8. The products of cellular respiration are [sugar / carbon dioxide], [oxygen / water] and energy.

9. Cellular respiration [does / does not] occur in plant cells.

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SAMPLE ENTRY 3

Name:
Date: October 30
Evidence: 3

Content Standard 3: Students shall demonstrate an understanding of how cells obtain and use energy (energetics).

Student Learning Expectation: MC.3.B.5 Compare and contrast cellular respiration and photosynthesis as energy conversion pathways.

In this student learning expectation, will trace the process of photosynthesis by completing the flow chart. Then, will complete each statement by circling the word or words in each pair that make the statement true. Last, will compare photosynthesis and cellular respiration.

The following section was taken from the Essentials of Biology, Holt, Rinehart and Winston, Harcourt Brace & Company, copyright 1998.

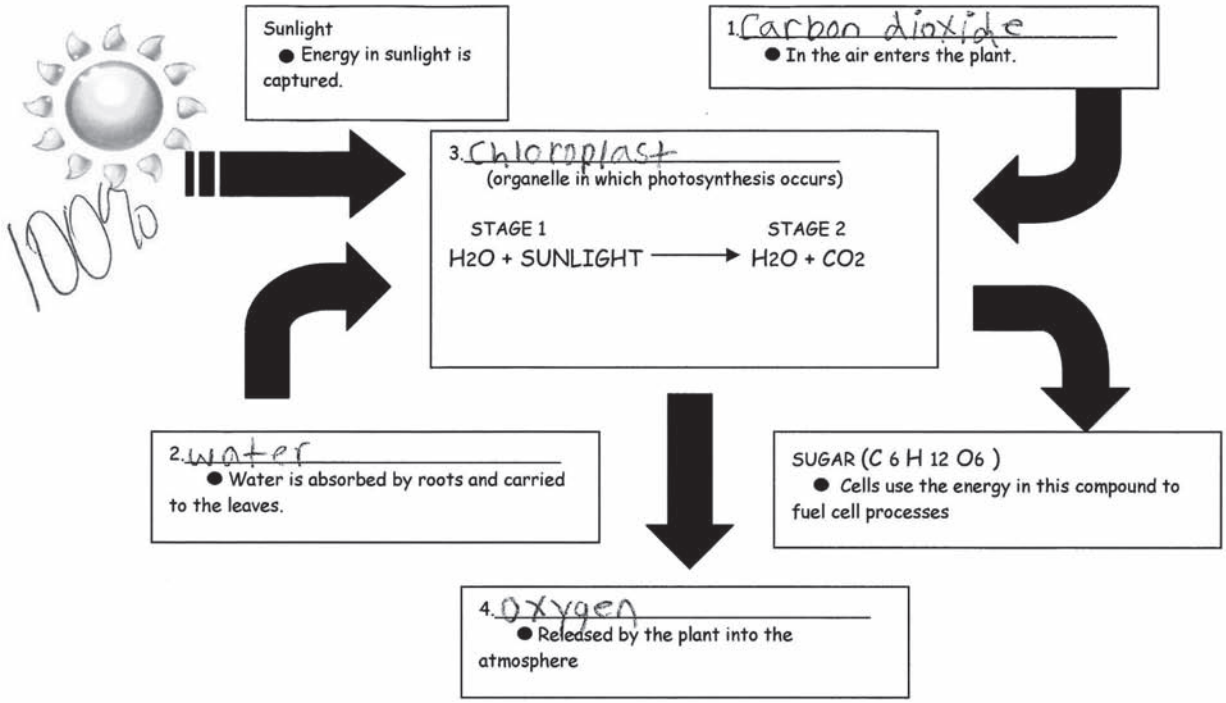
Plant cells get the energy stored in carbohydrates through chemical reactions. Thus, both animal and plant cells perform a series of chemical reactions called cellular respiration to get energy from food. But only plant cells can perform a series of chemical reactions called photosynthesis to make food using the sun's energy. Photosynthesis is the process that "deposits" energy in a savings account," while cellular respiration is the process that "withdraw" energy.

Photosynthesis is the anabolic pathway in which light energy from the Sun is converted to chemical energy for use by the cell. In photosynthesis, energy is captured in sunlight. In this reaction, autotrophs use light energy, carbon dioxide, and water to form glucose and oxygen. The products of photosynthesis are sugar and oxygen.

The sun provides almost all of the energy that organisms use for life activities. Energy comes from the sun. Then plants trap the sun's energy. The plants use this energy to make food. When animals eat plants, they get energy. When other animals eat those animals, they also get energy. Thus, energy passes from the sun to plants and then to other organisms.

Carbon dioxide (CO_2) in the air enters the plant. Water (H_2O) is absorbed by roots and is carried to the leaves. Photosynthesis removes carbon dioxide (CO_2) from the atmosphere, while cellular respiration puts carbon dioxide (CO_2) back in the atmosphere. In the terms of oxygen, photosynthesis releases oxygen into the atmosphere, and cellular respiration uses the oxygen to release energy from food.

Chloroplast is an organelle found in plant cells that contains chlorophyll and that is the site in which photosynthesis occurs. Chloroplast contains a chemical called chlorophyll in which plant cells get their green color.



5. In plant cells, photosynthesis occurs in the (chloroplast / mitochondrion).

6. Photosynthesis uses the energy from sunlight to combine, (carbon dioxide / sugar) and (oxygen / water) to produce food for the plant.

7. The products of photosynthesis are (carbon dioxide / sugar) and (oxygen / water).

8. In plant cells, chloroplasts contain a chemical called (sugar / chlorophyll) which absorbs sunlight and gives the plant's green parts their color.

9. If photosynthesis is the process that "deposits" energy in a "savings account," then what is cellular respiration?

the process that withdraws energy

10. How are photosynthesis and cellular respiration opposite in terms of carbon dioxide?

photosynthesis removes carbon dioxide cellular respiration puts carbon dioxide in the atmosphere

11. How are photosynthesis and cellular respiration opposite in terms of oxygen?

photosynthesis releases oxygen - cellular respiration uses oxygen released in the atmosphere

Sample Entry 4

Annotation

Strand: Heredity and Evolution
Standard 04: 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 Student Profile 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.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: Sample Entry 4

School: Sample School District: Sample District

Portfolio Beginning/End Dates: September - March

Age: 16

Please check ALL that apply.

Diagnosis (no abbreviations):
Mental Retardation, speech/language impaired

Type of class
- [x] Self-contained
- [ ] Resource
- [ ] Other:

Cognitive Skills
- [x] Needs organizers, schedules, visuals, and manipulatives
- [x] Needs assistance to focus

Special Factors
- [ ] Uses magnifiers for sight
- [ ] Uses hearing devices
- [x] Needs behavioral supports

Communication

What is the student's means of communication?
- [ ] Nonverbal
- [ ] Point
- [x] Speech
- [ ] Sign Language
- [ ] Eye Gaze
- [x] Vocalization
- [ ] Blinking, or body movement
- [ ] Other:

Low-tech Communication System
- [ ] Communication Cards (PECS)
- [ ] Pictures, symbols, or manipulatives

Assistive Technology
- [ ] Electronic
- [ ] Electronic high-tech
- [ ] Low-tech
- [ ] Physical
- [ ] Other:

Fine Motor Skills
- [ ] Limited ability to use upper extremities (switch access or eye gaze only)
- [ ] Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard)
- [ ] No use of extremities

Mobility
- [ ] Uses a manual wheelchair with assistance
- [ ] Uses a manual wheelchair without assistance
- [ ] Uses an electric wheelchair
- [ ] Walks with adaptive equipment
- [ ] Totally immobile

Supportive Services
- [ ] One-to-one aide
- [ ] Speech therapy
- [ ] Occupational therapy
- [ ] Sign language interpreter
- [ ] Vision support
- [ ] Physical therapy
- [ ] ESL services
- [ ] Other:

Type of Prompting
- [ ] Uses above systems to make choices
- [ ] Needs verbal cues to make choices
- [ ] Requires hand-over-hand assistance
- [x] Requires verbal prompting
- [ ] Requires physical prompting

Strengths in Literacy

Reading grade level:
- [ ] Needs text-on-tape or computer
- [ ] Uses alternate methods for writing (e.g., word processor, scribe)
- [x] Recognizes basic picture symbols
- [x] Recognizes/identifies letters
- [ ] Reads and comprehends basic words

Strengths in Math

Math grade level: K
- [ ] Recognizes only numbers 0–10
- [ ] Recognizes only basic shapes
- [x] Computes addition/subtraction
  - [x] with calculator [ ] without calculator
- [x] Computes multiplication/division
  - [x] with calculator [ ] without calculator

Unique characteristics of student (not included in above choices) that would help to understand challenges:

Sample Entry 4

Entry Slip

2013–2014 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	☐	☐	☐	☑
Physical	☐	☐	☐	☑

Reset Form

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

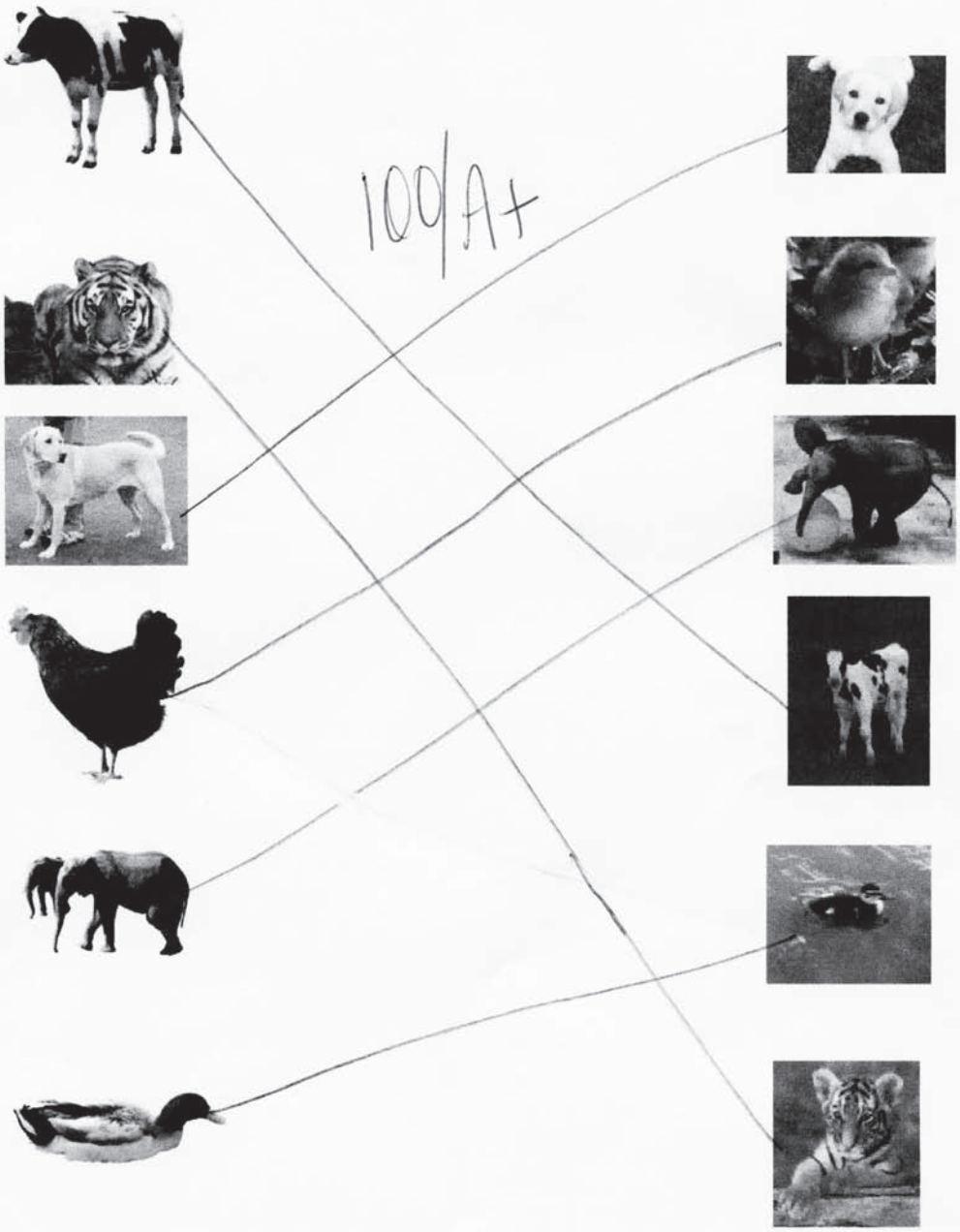
No additional assistance was required above what is listed on the student profile sheet.

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

Name: _____ Date: 12 [illegible] HE.4.B.3

Identifying Inherited Traits

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

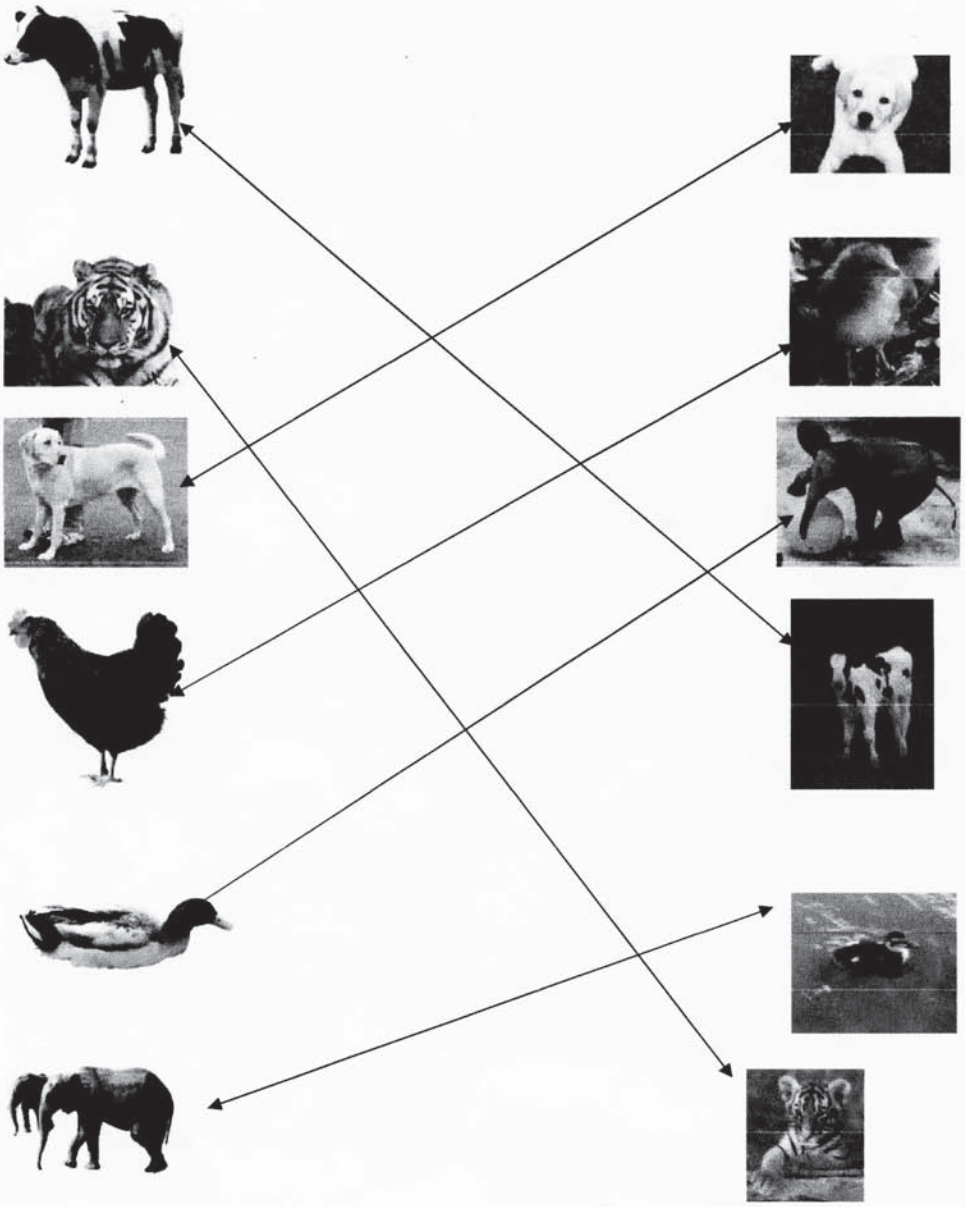


Heredity
Entry 1 Evidence 1b
Content Standard 4
SLE HE.4.B.3

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

Identifying Inherited Traits

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



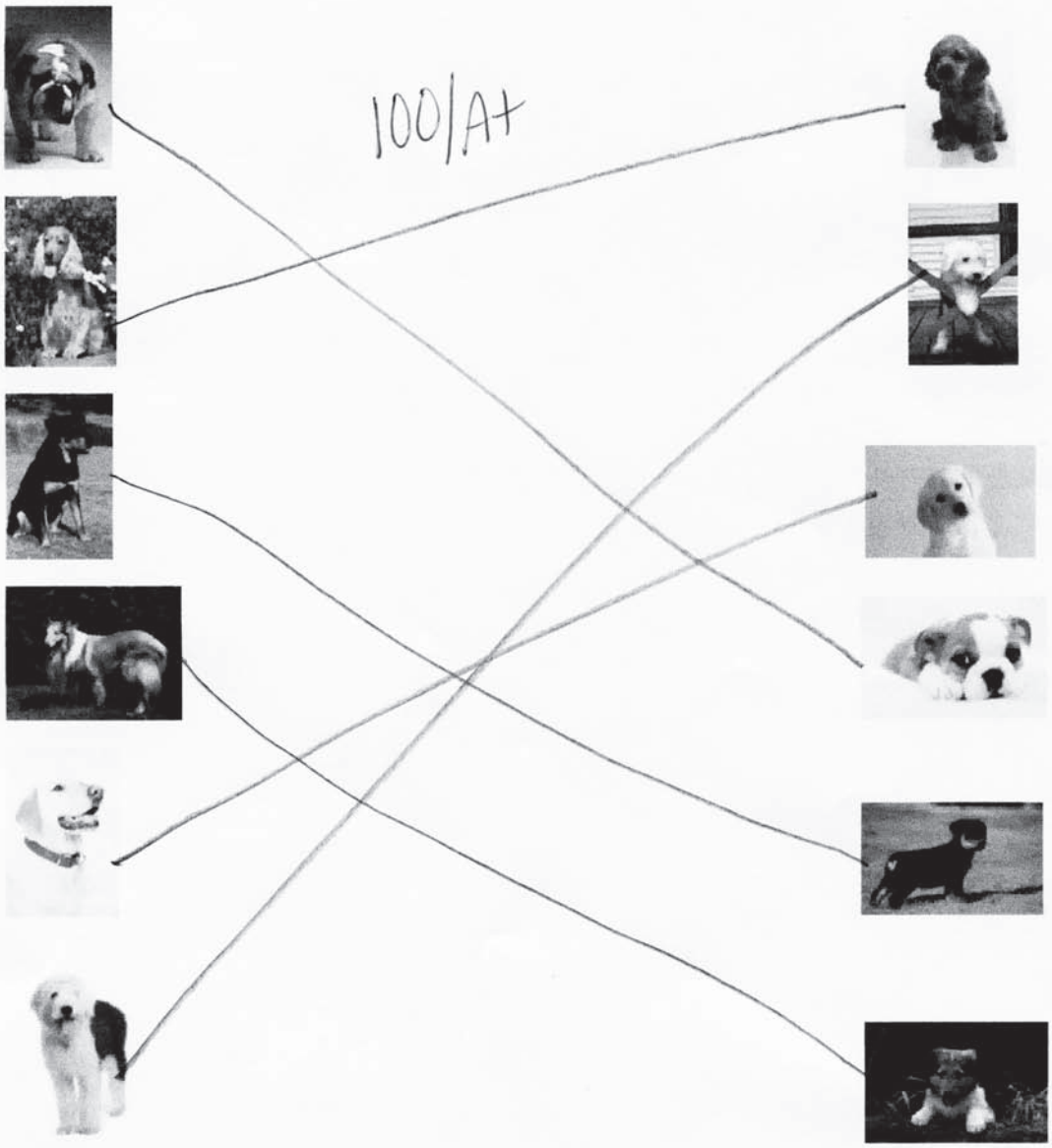
Heredity
Entry 1 Evidence 1C
Content Standard 4
SLE HE.4.B.3

Name : _____ Date: 12-4 HE.4.B.3

Identifying Inherited Traits

Directions: Draw a line matching the parent to offspring.

100/A+



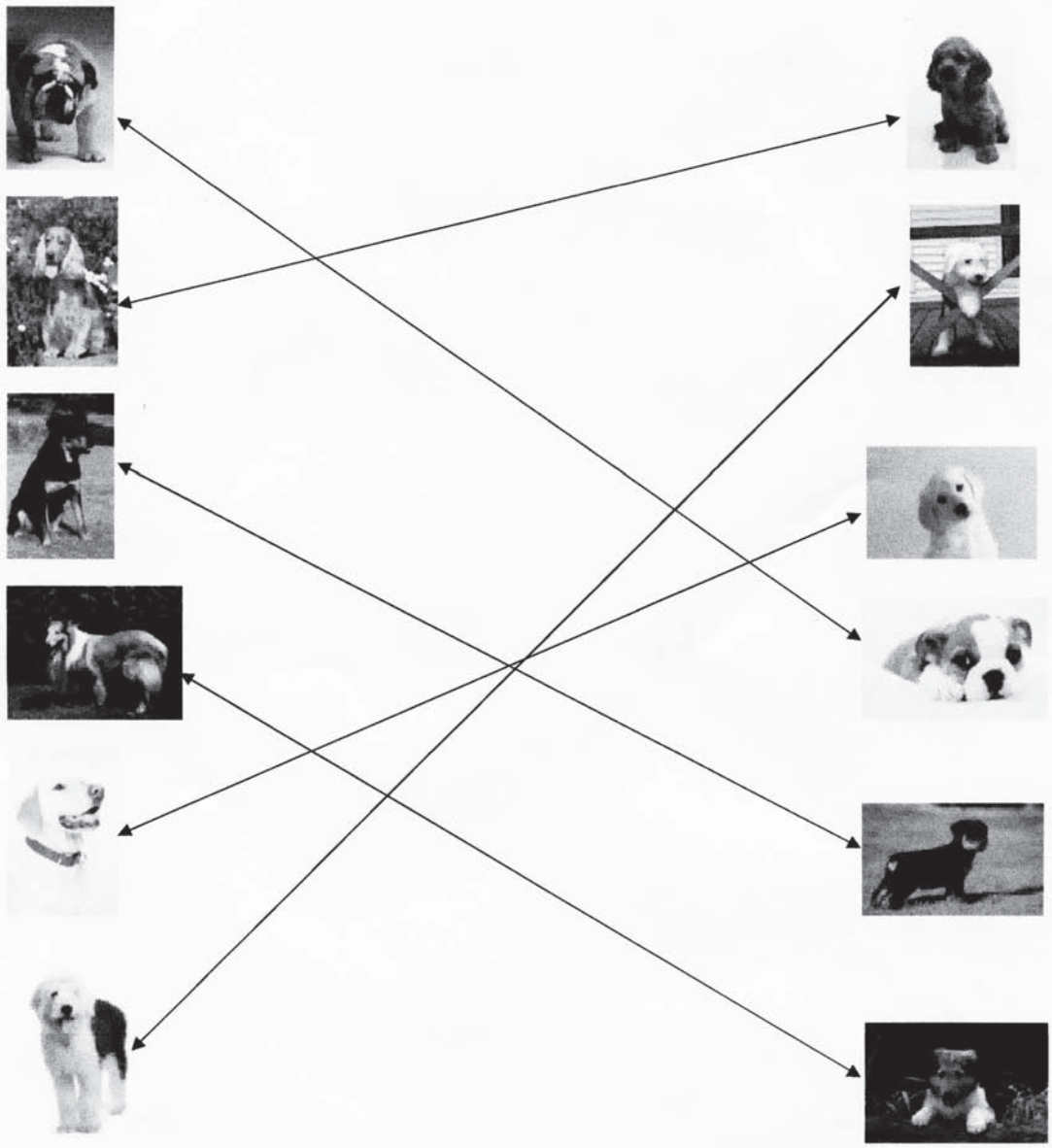
Sample Entry 4

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.



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/A+

	B	B
b	Bb	Bb
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

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	**Bb**	**Bb**
b	**Bb**	**Bb**

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

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

Name: _____ Date: 12-9 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

Tall pure
P generation
(TT)

Short pure
P generation
(tt)

	T	T
t	Tt	Tt
t	Tt	Tt

F_1 generation

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

F_1 generation (Tt)

	T	t
T	TT	Tt
T	Tt	TT

F_1 generation
(Tt)

F_2 generation

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

Name: _____KEY_____ Date: __

Heredity
Entry 1 Evidence 3b
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

Short pure P generation (tt)

Tall pure P generation (TT)

	T	T
t	Tt (tall)	Tt (tall)
t	Tt (tall)	Tt (tall)

F_1 generation
All tall

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

F_1 generation (Tt)

F_1 generation (Tt)

	T	t
T	TT (tall)	Tt (tall)
t	Tt (tall)	tt (short)

F_2 generation
¾ tall
¼ short

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

ANNOTATION

Strand: Heredity and Evolution
Standard 05: Students shall investigate the molecular basis of genetics.
HE.5.B.1: Model the components of a DNA nucleotide and an RNA nucleotide.

Performance: 4
The student completed three tasks on three different occasions. The student creates a model of a DNA nucleotide, completes a worksheet showing knowledge of the structure of a DNA nucleotide and molecule, and completes a work sample comparing parts of the DNA and RNA nucleotides. 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 on the Student Profile.

Sample Entry 5

Student Profile

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: Sample Entry 5

School: Sample School District: Sample District

Portfolio Beginning/End Dates: August - March

Age: 16

Please check ALL that apply.

Diagnosis (no abbreviations):
Intellectually Delayed

Type of class
- [x] Self-contained
- [ ] Resource
- [ ] Other:

Cognitive Skills
- [x] Needs organizers, schedules, visuals, and manipulatives
- [x] Needs assistance to focus

Special Factors
- [ ] Uses magnifiers for sight
- [ ] Uses hearing devices
- [ ] Needs behavioral supports

Communication

What is the student's means of communication?
- [ ] Nonverbal
- [ ] Point
- [x] Speech
- [ ] Sign Language
- [ ] Eye Gaze
- [ ] Vocalization
- [ ] Blinking, or body movement
- [ ] Other:

Low-tech Communication System
- [ ] Communication Cards (PECS)
- [ ] Pictures, symbols, or manipulatives

Assistive Technology
- [ ] Electronic
- [ ] Electronic high-tech
- [ ] Low-tech
- [ ] Physical
- [x] Other: TI-15 Calculator

Fine Motor Skills
- [ ] Limited ability to use upper extremities (switch access or eye gaze only)
- [ ] Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard)
- [ ] No use of extremities

Mobility
- [ ] Uses a manual wheelchair with assistance
- [ ] Uses a manual wheelchair without assistance
- [ ] Uses an electric wheelchair
- [ ] Walks with adaptive equipment
- [ ] Totally immobile

Supportive Services
- [ ] One-to-one aide
- [x] Speech therapy
- [x] Occupational therapy
- [ ] Sign language interpreter
- [ ] Vision support
- [ ] Physical therapy
- [ ] ESL services
- [ ] Other:

Type of Prompting
- [ ] Uses above systems to make choices
- [x] Needs verbal cues to make choices
- [ ] Requires hand-over-hand assistance
- [x] Requires verbal prompting
- [ ] Requires physical prompting

Strengths in Literacy

Reading grade level: 2nd
- [ ] Needs text-on-tape or computer
- [ ] Uses alternate methods for writing (e.g., word processor, scribe)
- [x] Recognizes basic picture symbols
- [x] Recognizes/identifies letters
- [x] Reads and comprehends basic words

Strengths in Math

Math grade level: 2nd
- [ ] Recognizes only numbers 0–10
- [ ] Recognizes only basic shapes
- [x] Computes addition/subtraction
  - [x] with calculator [ ] without calculator
- [x] Computes multiplication/division
  - [x] with calculator [ ] without calculator

Unique characteristics of student (not included in above choices) that would help to understand challenges:
See attached page for Unique Characteristics of Student

STUDENT PROFILE

Unique Characteristics of

is a 16 year old 10th grader with Downs Syndrome whom has a handicapping disability of Intellectually Delayed. is a very sweet and loving child, but as task difficulty increases she tends to slow down. She was slow to reach early developmental milestones and continues to have problems in all academic areas. 's immediate recall and working memory functions are at a significantly higher level than is her ability to engage in intellectual problem solving and general reasoning tasks. requires verbal prompting for all tasks.

integrates from special class services for rotating class and Art and Family and Consumer Science. attends lunch and school assemblies with the other students with no special supervision, other than duty teachers.

requires one-on-one instruction for academics. Her curriculum consists largely of daily living and functional activities. can recognize all letters of the alphabet and copy correctly. She must have everything spelled for her. She can write her first and last name. Her reading is at a 2nd grade level. Math strengths include recognizing and writing numbers to 10. She requires a calculator for all math computation, but can do simple addition and subtraction when provided with it. Her current math grade level is 2nd grade level. The teacher or paraprofessional demonstrates calculator functions to do on the calculator everyday. She is slow to grasp new skills. She can recognize basic shapes. In special class services the teacher or paraprofessional reads the text to her and helps with spelling of words everyday. In special class services, is allowed to use a TI-15 calculator in order to assist her with math concepts. enjoys routine activities, especially daily living skills, such as laundry and cooking.

is currently under doctor care for vision and she wears corrective lenses at this time. Her speech is verbal, but she has many articulation mistakes. receives Speech Therapy for 60 minutes per week for articulation and language delay. is left hand dominant and receives Occupational Therapy for 60 minutes per week to improve visual/perceptual/motor co-ordination. These skills are delayed and therapy is needed to reach proficiency at age appropriate levels for increased success in academics and other activities of daily living. In previous school years, she has received Physical therapy. She needs continued therapy for improvement in these areas.

is a joy to have in class. She does try hard to please. She follows directions willingly, to the best of her ability. She is respectful to teachers and peers around her.

Sample Entry 5

Entry Slip

2013–2014 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*)

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 05

Description: Students shall investigate the molecular basis of genetics.

Student Learning Expectation #: HE.5.B.1

Description: Model the components of a DNA nucleotide and an RNA nucleotide.

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

Task 1: Student was asked to create a DNA model by pairing the nucleotides according to the way they pair up. Then, she will describe the base rule for pairing.

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

Task 2: Student was asked to follow along with the reading of this section "How do chromosomes carry traits?" and complete the teacher generated worksheet concerning "The Genetic Code."

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

Task 3: Student was asked to follow along with the reading of a section taken from "Essentials of Biology" and complete the teacher generated worksheet involving DNA and RNA.

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	☐	☐	☐	☑
Physical	☐	☐	☐	☑

Reset Form

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

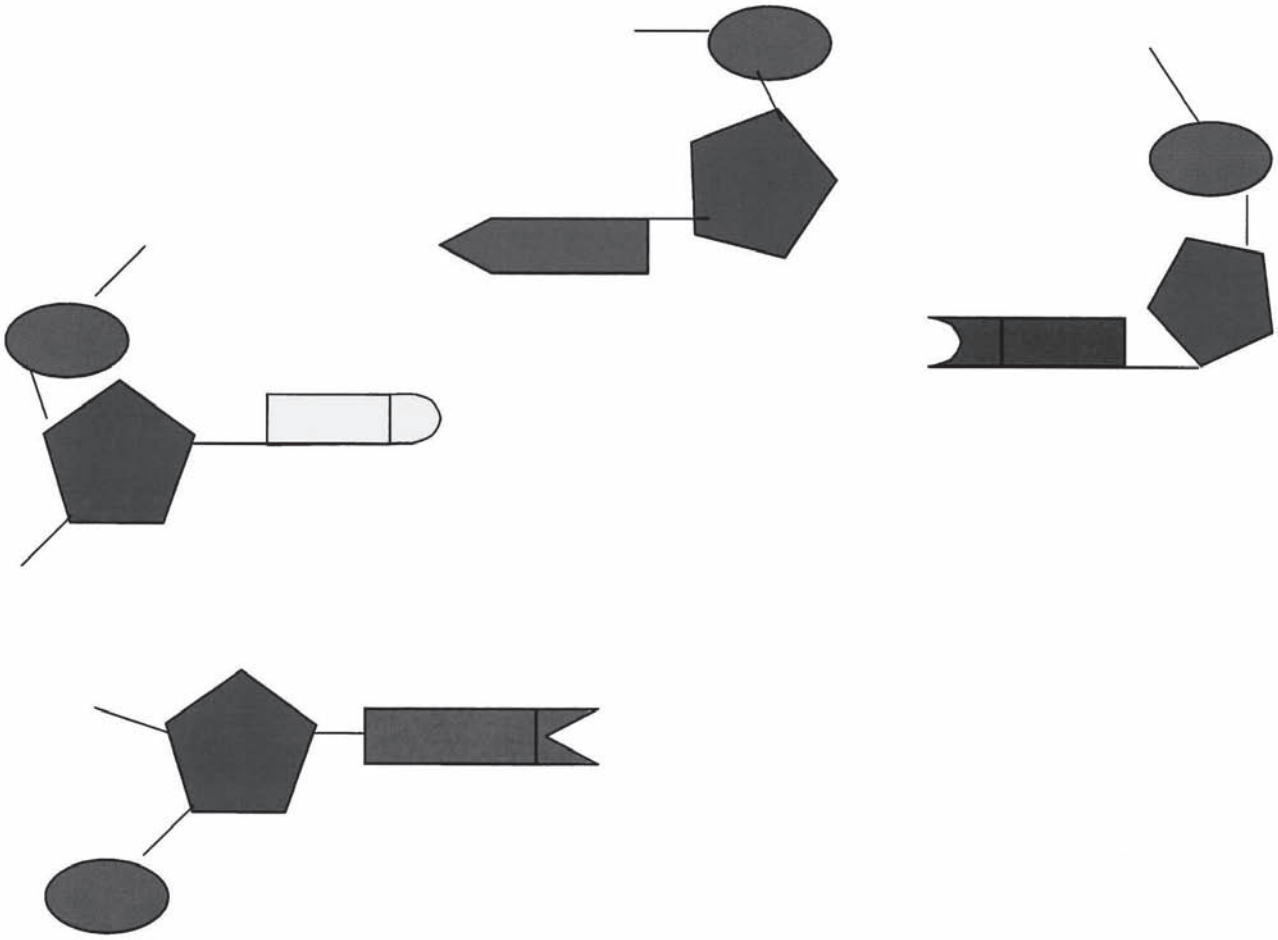
Vocabulary help was given to Student when reading sections of the worksheets. After discussion of DNA and RNA, she was able to complete each worksheet with success on this SLE. Reviews included board work, seat work, and worksheets.

Name:
Date: October 4
Evidence: 1

Content Standard: 5 Students shall investigate the molecular basis of genetics.

Student erudition Expectation: HE.5.B.1- Model the components of a *DNA nucleotide* and an *RNA nucleotide.*

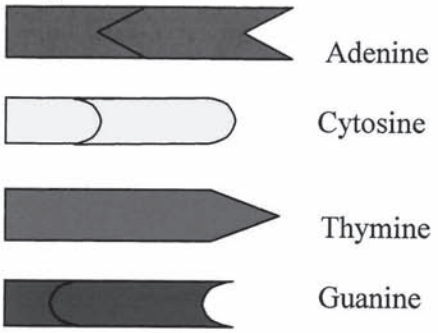
In this student learning expectation, will create a DNA model by pairing the nucleotides by cutting out the nucleotides and pasting them according to the way they pair up. Then, will describe the base rule for pairing.

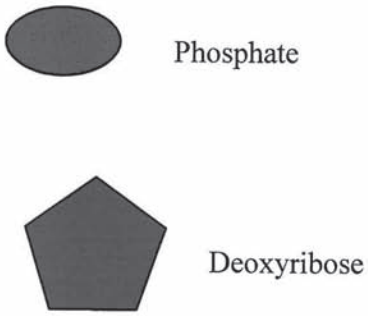


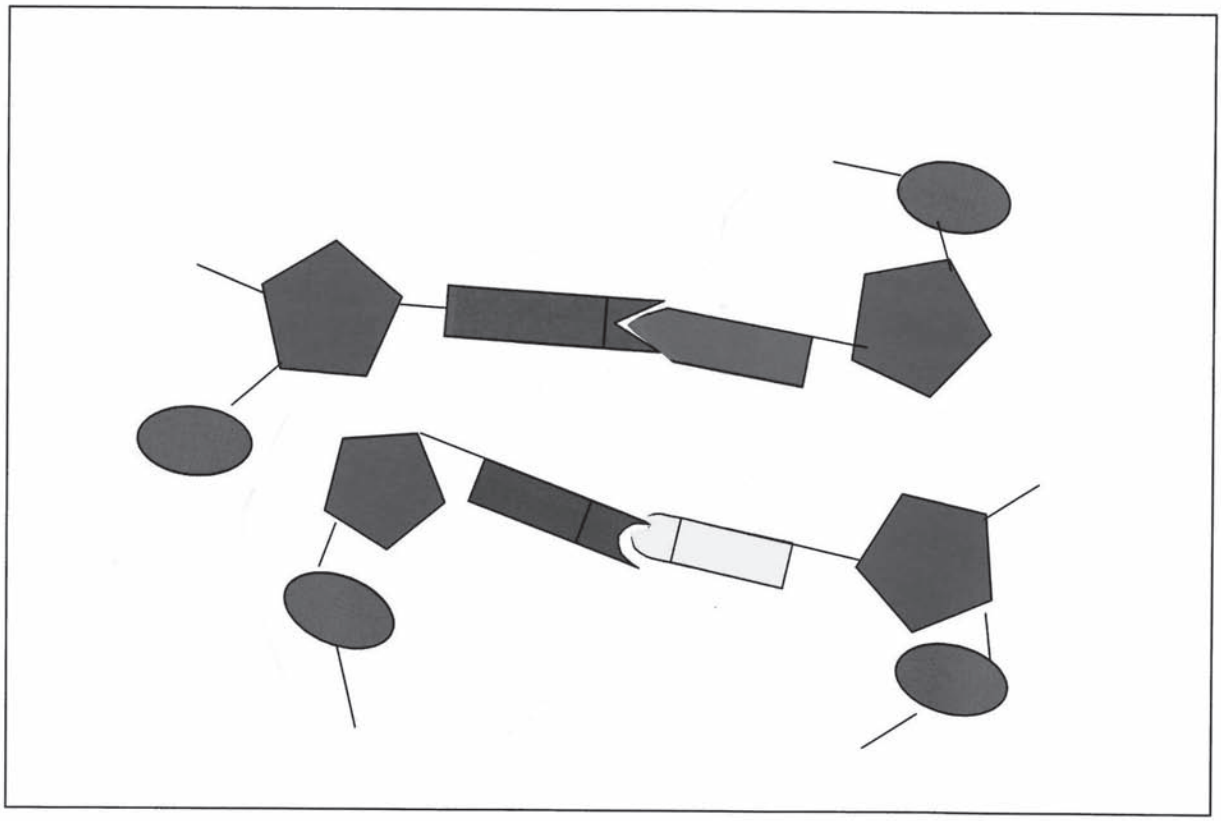
100%

Nucleotides

Key







Describe the base-pair rule: words to use Adenine, Cytosine, Thymine, Guanine

Adenine pairs with Thymine

cytosine pairs with guanine

Name:
Date: October 10
Evidence: 2

Content Standard 5: Students shall investigate the molecular basis of genetics.

Student Learning Expectation: HE.5.B.1- Model the components of a DNA nucleotide and an RNA nucleotide.

will follow along with the read of this section and answer the questions on the following worksheet concerning "How does chromosomes carry traits?"

The following section was taken from the Concepts and Challenges in Life Science 3rd edition, Globe Fearon, copyright 1998.

DNA stands for deoxyribonucleic acid. DNA is the chemical that makes up chromosomes.

A molecule of DNA looks like a twisted ladder. The sides of the DNA ladder are made up of sugars and phosphates. The steps (rungs) of the DNA ladder are made up of four kinds of nitrogen bases. The four nitrogen bases making up DNA molecule are ***adenine (A), guanine (G), thymine (T), and cytosine (C).*** Each step on the DNA ladder is made up of two bases. The bases always join together in certain pairs***. Base A (adenine) always pairs with base T (thymine). Base G (guanine) always pairs with base C (cytosine).***

A single DNA molecule, or ladder, can have thousands of steps. These steps form a genetic "code." Different genes determine different kinds of inherited traits of an organism.

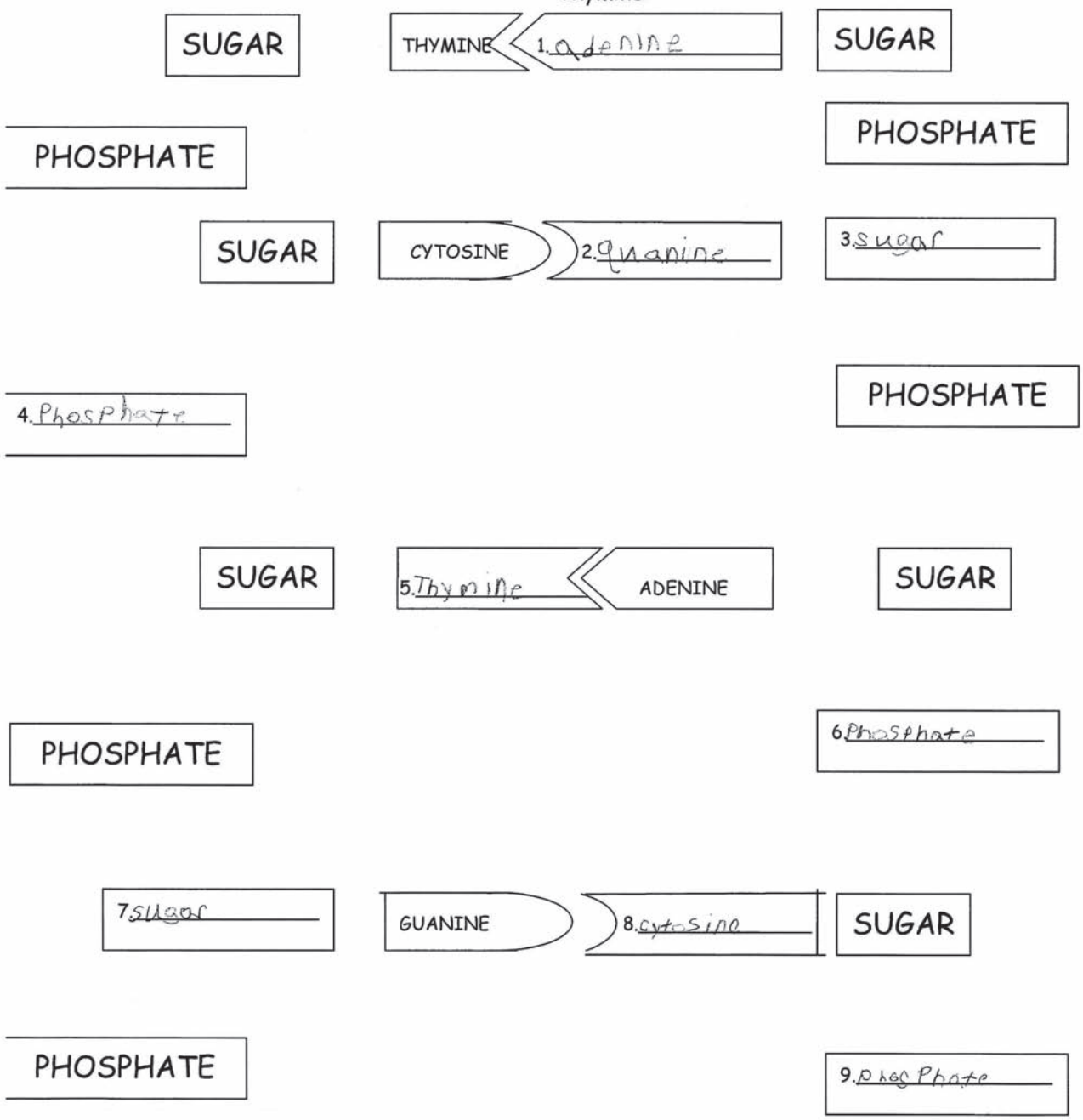
During cell division, each chromosome doubles to form a pair of identical chromosomes. Molecules of DNA in the parent chromosomes also double. The process by which DNA is duplicated is called replication. The DNA ladder breaks between the nitrogen bases in the steps. This is similar to the process of unzipping a zipper. Then other nitrogen bases attach to each half of the ladder. The result is two new DNA ladders that are exact copies of the original DNA molecule. Replication produces two daughter DNA molecules that carry the same genetic code as the parent molecule.

100%
A+

The Genetic Code

Study the diagram showing the structure of DNA molecule. Write the names of the missing substances in the diagram.

Words to use: Phosphate (2 times), Adenine, Cytosine, Sugar (2 times), Guanine, Thymine



Name:
Date: October 12
Evidence: 3

Content Standard 5: Students shall investigate the molecular basis of genetics.

Student Learning Expectation: HE.5.B.1- Model the components of a DNA nucleotide and an RNA nucleotide.

will follow along with the reading of this section and the fill in the worksheet by comparing the structure of DNA and RNA.

The following section was taken from the Essentials of Biology, Holt, Rinehart and Winston, Harcourt Brace & Company, copyright 1998.

In our textbook we have learned that DNA (deoxyribonucleic acid) and RNA (ribonucleic acid) work together to make proteins in the cell. DNA stands for deoxyribonucleic acid. The function of DNA is to store the code for the proteins in the nucleus. DNA is the chemical that makes up chromosomes. DNA molecules are made of two strands. Each strand of DNA is a long chain of molecules called nucleotides. The basic unit of DNA is nucleotide. A nucleotide had three parts: a phosphate group, a sugar molecule, and a compound called a nitrogen base. Phosphate groups and sugar molecules make up the sides of DNA. They are like the "sides" of the double helix.

There are four kinds of bases in DNA. These bases are named adenine (A), thymine (T), guanine (G), and cytosine (C). The bases in DNA are often represented by the first letter of their name. ***Base A (adenine) always pairs with base T (thymine). Base G (guanine) always pairs with base C (cytosine).***

RNA stands for ribonucleic acid. The function of RNA is to carry the protein code from the nucleus to the cytoplasm. RNA molecules are made of one strand. RNA is transcribed in the nucleus; once completely processed, it is transported to the cytoplasm and translated by the ribosome. Phosphate groups and sugar molecules make up the sides of RNA.

There are four kinds of bases in RNA. These bases are named adenine (A), cytosine (C) guanine (G), and uracil (U). The bases in RNA are often represented by the first letter of their name. ***Base A (adenine) always pairs with base U (uracil). Base C (cytosine) always pairs with base G (guanine).***

SAMPLE ENTRY 5

100%

1. What is the name for DNA?

   a. Ribonucleic Acid b. Deoxyribonucleic Acid

2. What is the name for RNA?

   b. Ribonucleic Acid b. Deoxyribonucleic Acid

3. How do these bases pair up in DNA? Circle the correct answer.

   a. Adenine pairs with Guanine / Cytosine / Thymine

   b. Guanine pairs with Guanine / Cytosine / Thymine

4. How do these bases pair up in RNA? Circle the correct answer.

   c. Adenine pairs with Guanine / Cytosine / Uracil

   d. Cytosine pairs with Guanine / Adenine / Uracil

5. The following is one side of a section of DNA. Complete the other side by writing A, T, G, C.

A	A	T	T	C	G	G	C	T	A	C	G	T	A	T	C	C
T	T	A	A	G	C	C	G	A	T	G	C	A	T	A	G	G

ANNOTATION

Strand: Heredity and Evolution
Standard 06: 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

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: Sample Entry 6

School: Sample School District: Sample District

Portfolio Beginning/End Dates: August 19 - March 4

Age: 16

Please check ALL that apply.

Diagnosis (no abbreviations):

Type of class

- ☐ Self-contained
- ☑ Resource
- ☐ Other:_____

Cognitive Skills

- ☐ Needs organizers, schedules, visuals, and manipulatives
- ☐ Needs assistance to focus

Special Factors

- ☐ Uses magnifiers for sight
- ☐ Uses hearing devices
- ☐ Needs behavioral supports

Communication

What is the student's means of communication?

- ☐ Nonverbal ☐ Point
- ☑ Speech ☐ Sign Language
- ☐ Eye Gaze ☐ Vocalization
- ☐ Blinking, or body movement
- ☐ Other:_____

Low-tech Communication System

- ☐ Communication Cards (PECS)
- ☐ Pictures, symbols, or manipulatives

Assistive Technology

- ☐ Electronic ☐ Electronic high-tech
- ☐ Low-tech ☐ Physical
- ☐ Other:_____

Fine Motor Skills

- ☐ Limited ability to use upper extremities (switch access or eye gaze only)
- ☐ Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard)
- ☐ No use of extremities

Mobility

- ☐ Uses a manual wheelchair with assistance
- ☐ Uses a manual wheelchair without assistance
- ☐ Uses an electric wheelchair
- ☐ Walks with adaptive equipment
- ☐ Totally immobile

Supportive Services

- ☐ One-to-one aide
- ☐ Speech therapy
- ☐ Occupational therapy
- ☐ Sign language interpreter
- ☐ Vision support
- ☐ Physical therapy
- ☐ ESL services
- ☐ Other:_____

Type of Prompting

- ☐ Uses above systems to make choices
- ☐ Needs verbal cues to make choices
- ☐ Requires hand-over-hand assistance
- ☐ Requires verbal prompting
- ☐ Requires physical prompting

Strengths in Literacy

Reading grade level:_____

- ☐ Needs text-on-tape or computer
- ☐ Uses alternate methods for writing (e.g., word processor, scribe)
- ☐ Recognizes basic picture symbols
- ☐ Recognizes/identifies letters
- ☑ Reads and comprehends basic words

Strengths in Math

Math grade level:_____

- ☐ Recognizes only numbers 0–10
- ☐ Recognizes only basic shapes
- ☐ Computes addition/subtraction
  - ☑ with calculator ☑ without calculator
- ☑ Computes multiplication/division
  - ☑ with calculator ☑ without calculator

Unique characteristics of student (not included in above choices) that would help to understand challenges:

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.

ENTRY SLIP

2013–2014 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*)

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 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 an 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	☐	☐	☐	☑
Physical	☐	☐	☐	☑

Reset Form

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

Task 1

Activity Sheet 1: Compare the theories!

100%

Name _____ Date 1-20

HE.6.B.1

	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

6

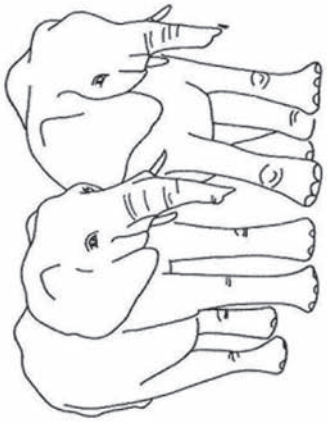
Activity Sheet 2: Lamarck's Theory

HE, 6, B1

Name _____ Date 1-20

Step 1

All elephants
have short trunks

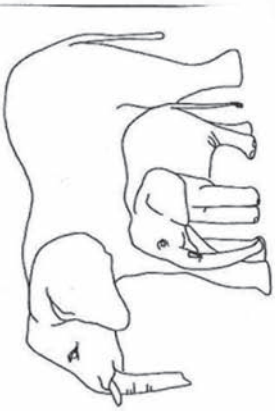


Step 2

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

8

Activity Sheet 4: Darwin's Theory

Name HE.B.6.1 Date 1-20

Step 1

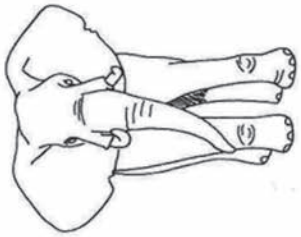
Most elephants have short trunks, but some elephants have long trunks

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.

11

1-22
HE.1b.B.1
Task 8

Great 100%

Jean Baptiste Lamarck
Acquired inheritance

1. organisms changed because they wanted to survive.
2. organisms can never become extinct.
3. organisms could decide to change something about their body and pass on that change to their off spring

Both

1. organisms have changed over time.
2. The environment had something to do with why organisms changed.
3. parents are able to pass on atleast some of their traits to their off spring.
4. organisms are still changing.

Charles Darwin
Natural Selection

1. There was variation in a population.
2. Certain traits helped organisms survive and reproduce better than other organisms without those traits
3. parents are only able to pass on traits that they were born with.

Sample Entry 7

Annotation

Strand: Classification and the Diversity of Life
Standard 07: 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.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: Sample Entry 7

School: Sample School District: Sample District

Portfolio Beginning/End Dates: 9/25 - 3/10

Age: 15

Please check ALL that apply.

Diagnosis (no abbreviations):
Mental Retardation

Type of class
- [x] Self-contained
- [ ] Resource
- [ ] Other:

Cognitive Skills
- [x] Needs organizers, schedules, visuals, and manipulatives
- [x] Needs assistance to focus

Special Factors
- [ ] Uses magnifiers for sight
- [ ] Uses hearing devices
- [x] Needs behavioral supports

Communication

What is the student's means of communication?
- [ ] Nonverbal
- [ ] Point
- [x] Speech
- [ ] Sign Language
- [ ] Eye Gaze
- [ ] Vocalization
- [ ] Blinking, or body movement
- [ ] Other:

Low-tech Communication System
- [ ] Communication Cards (PECS)
- [ ] Pictures, symbols, or manipulatives

Assistive Technology
- [ ] Electronic
- [ ] Electronic high-tech
- [ ] Low-tech
- [ ] Physical
- [ ] Other:

Fine Motor Skills
- [ ] Limited ability to use upper extremities (switch access or eye gaze only)
- [ ] Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard)
- [ ] No use of extremities

Mobility
- [ ] Uses a manual wheelchair with assistance
- [ ] Uses a manual wheelchair without assistance
- [ ] Uses an electric wheelchair
- [ ] Walks with adaptive equipment
- [ ] Totally immobile

Supportive Services
- [ ] One-to-one aide
- [x] Speech therapy
- [x] Occupational therapy
- [ ] Sign language interpreter
- [ ] Vision support
- [x] Physical therapy
- [ ] ESL services
- [ ] Other:

Type of Prompting
- [x] Uses above systems to make choices
- [x] Needs verbal cues to make choices
- [ ] Requires hand-over-hand assistance
- [x] Requires verbal prompting
- [ ] Requires physical prompting

Strengths in Literacy

Reading grade level: K-2
- [ ] Needs text-on-tape or computer
- [ ] Uses alternate methods for writing (e.g., word processor, scribe)
- [x] Recognizes basic picture symbols
- [x] Recognizes/identifies letters
- [x] Reads and comprehends basic words

Strengths in Math

Math grade level: K-2
- [x] Recognizes only numbers 0–10
- [x] Recognizes only basic shapes
- [x] Computes addition/subtraction
  - [x] with calculator [ ] without calculator
- [ ] Computes multiplication/division
  - [ ] with calculator [ ] without calculator

Unique characteristics of student (not included in above choices) that would help to understand challenges:

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.

Sample Entry 7

Entry Slip

2013–2014 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 on 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	☐	☐	☐	☑
Physical	☐	☐	☐	☑

Reset Form

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

Student was able to perform these tasks independently.

Student:
Teacher:

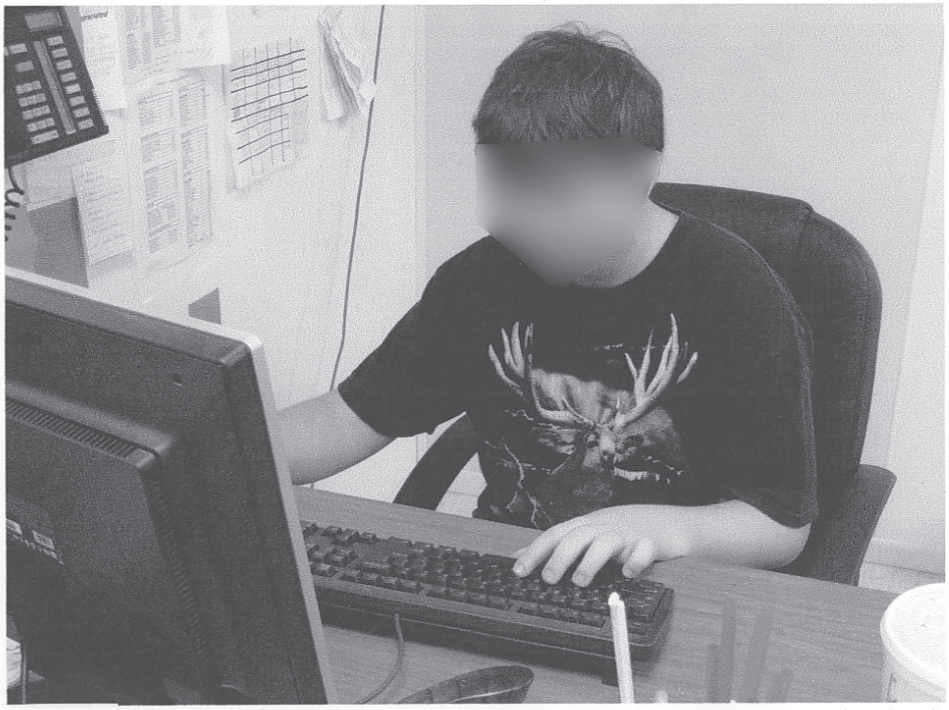
Date Collected 1/8

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.

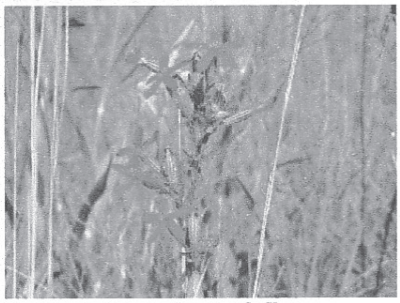


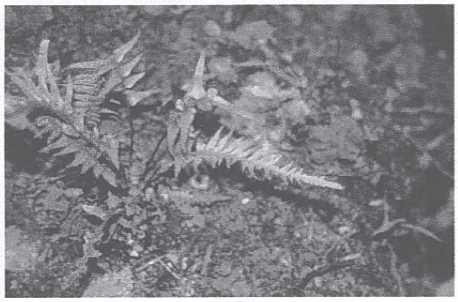
searches the internet to find the images of biodiversity in Arkansas you see on the next pages.

1/8

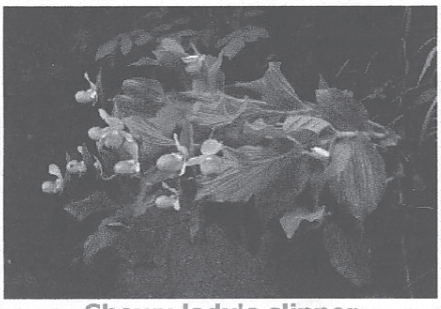
Good Job
100% A+

Royal Violet


Royal catchfly


Scott's spleenwort

Showy lady's slipper

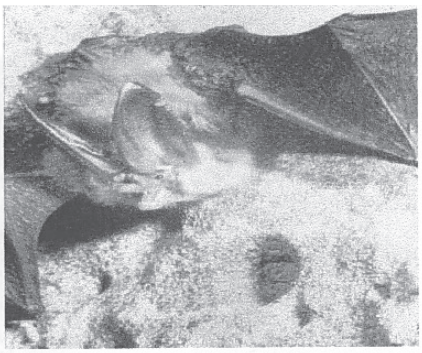

Showy lady's slipper

Silky camellia

Aquatic Turtle

Tree Frog

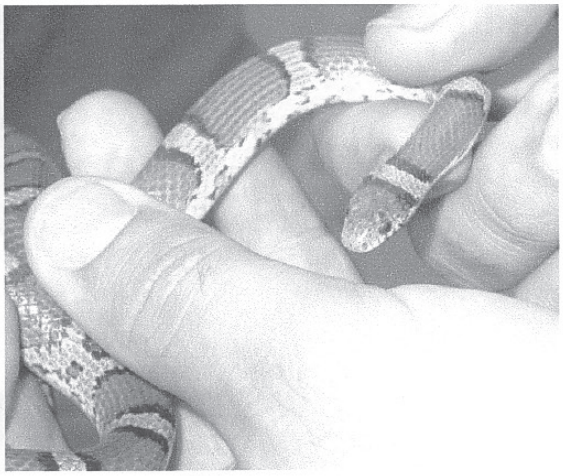
Salamander



Brown Bat

Copperhead Snake

Cottonmouth Water Moccasin



Milk Snake

Student:
Teacher:

Date Collected 1/9

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

Evidence piece # 2

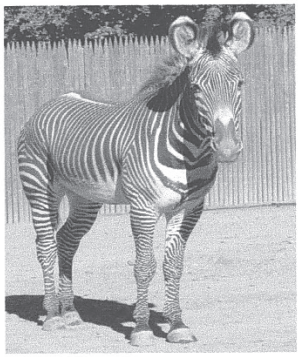
For this activity was asked examine biodiversity in Arkansas by identifying organisms native to Arkansas. Specifically, given picture examples, was able to independently determine which animals were native to Arkansas and which were not by indicating "yes" or "no" on a worksheet with 100% accuracy.

See included work sample.

100% A+ :)

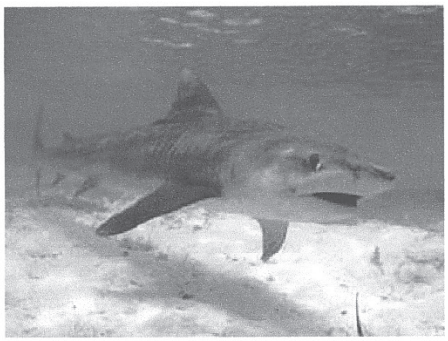
1/9

yes

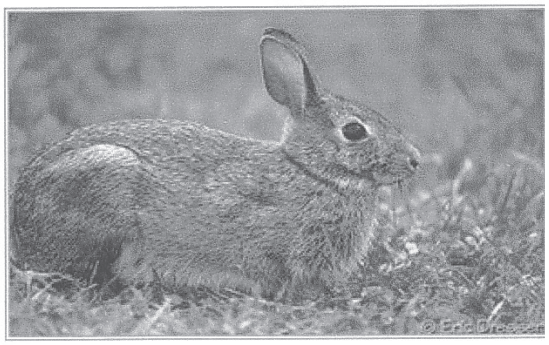


no

no

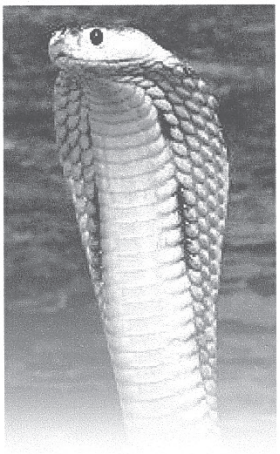


no



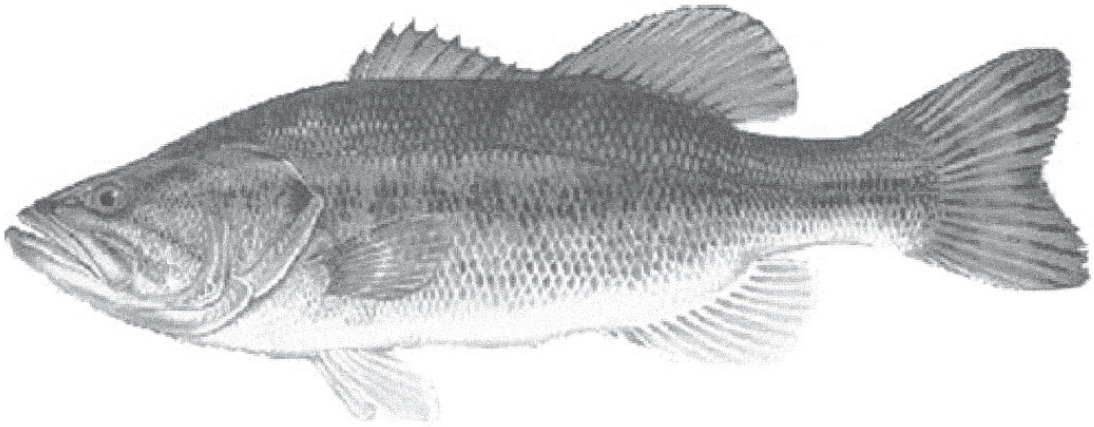
yes

yes

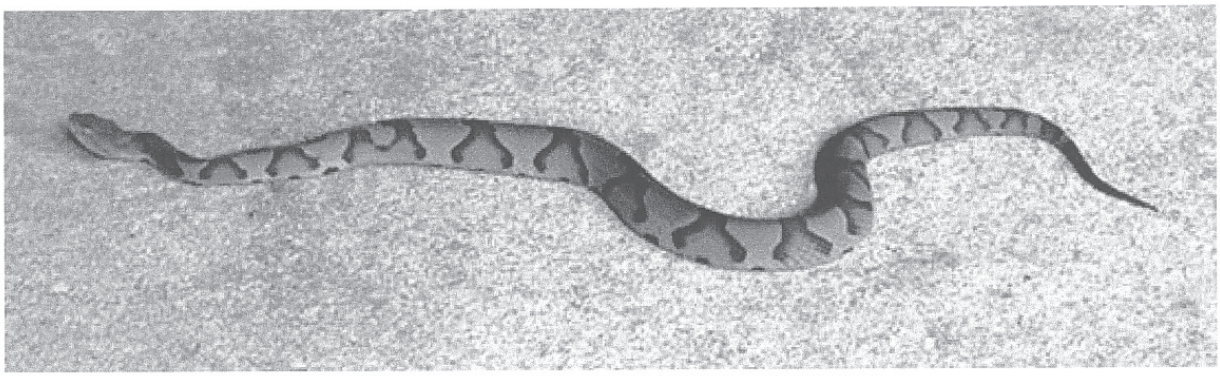


no

Sample Entry 7



yes



yes

yes

Student:
Teacher:

Date Collected 1/18

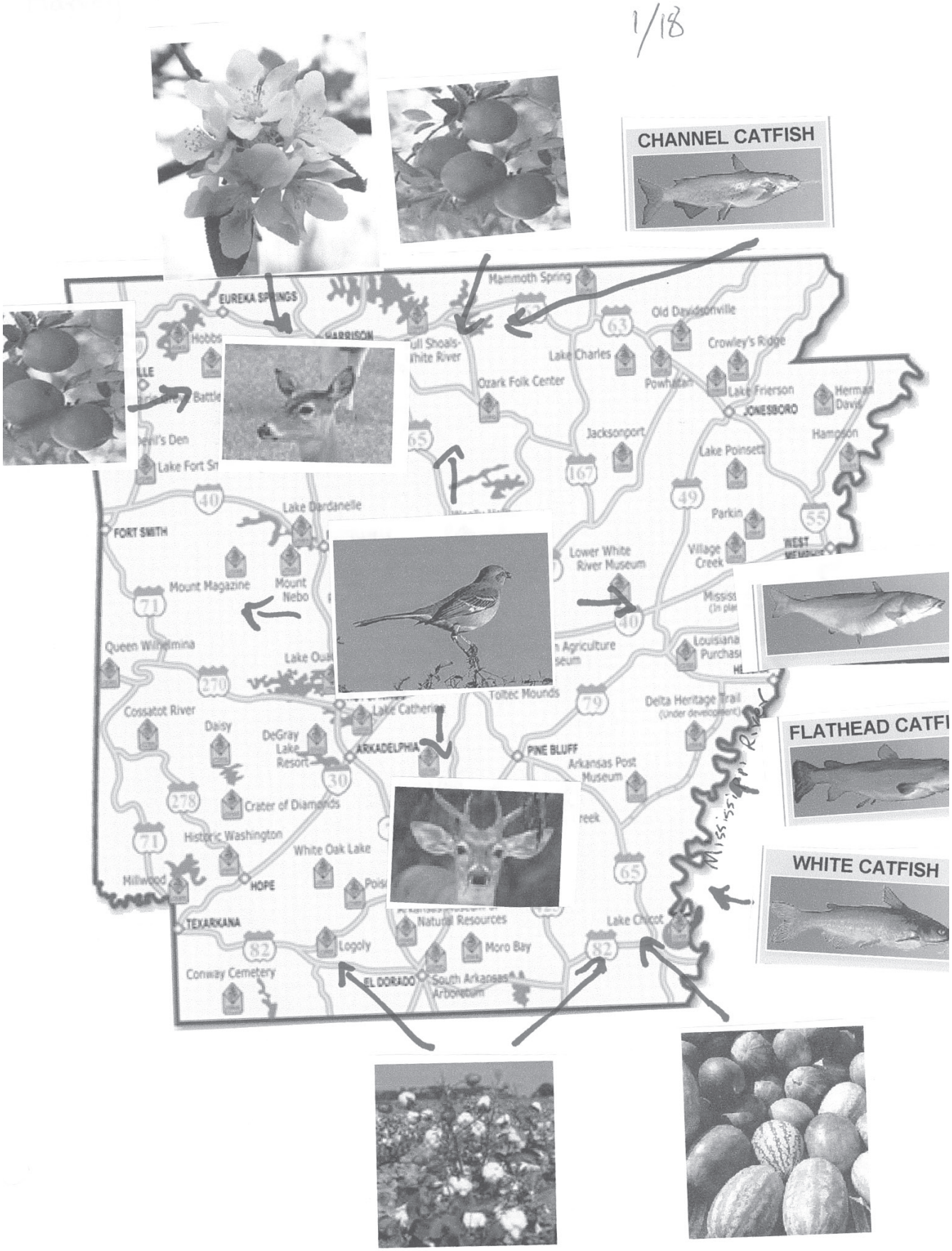
Student Learning Expectation: CDL.7.B.5: Investigate Arkansas' biodiversity using appropriate tools and technology.

Evidence piece # 3

For this activity was asked to categorize the biodiversity of Arkansas by state and or regions. Specifically was able to match pictures of animals, insects, plants, etc, with their respective location on a map in the state of Arkansas. glued the images of the animals and plants to their close approximation where they can be found in the state of Arkansas. 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, 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. also included the State flower; The Apple Blossom.

See work sample on the next page.

Sample Entry 7



ANNOTATION

Strand: Ecology and Behavioral Relationships
Standard 08: 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.

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

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: Sample Entry 8

School: Sample School District: Sample District

Portfolio Beginning/End Dates: September - March

Age: 16

Please check ALL that apply.

Diagnosis (no abbreviations):
Mental Retardation

Type of class
- [x] Self-contained
- [ ] Resource
- [ ] Other:

Cognitive Skills
- [x] Needs organizers, schedules, visuals, and manipulatives
- [x] Needs assistance to focus

Special Factors
- [ ] Uses magnifiers for sight
- [ ] Uses hearing devices
- [x] Needs behavioral supports

Communication

What is the student's means of communication?
- [ ] Nonverbal
- [ ] Point
- [x] Speech
- [ ] Sign Language
- [ ] Eye Gaze
- [ ] Vocalization
- [ ] Blinking, or body movement
- [ ] Other:

Low-tech Communication System
- [ ] Communication Cards (PECS)
- [ ] Pictures, symbols, or manipulatives

Assistive Technology
- [ ] Electronic
- [ ] Electronic high-tech
- [ ] Low-tech
- [ ] Physical
- [ ] Other:

Fine Motor Skills
- [ ] Limited ability to use upper extremities (switch access or eye gaze only)
- [ ] Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard)
- [ ] No use of extremities

Mobility
- [ ] Uses a manual wheelchair with assistance
- [ ] Uses a manual wheelchair without assistance
- [ ] Uses an electric wheelchair
- [ ] Walks with adaptive equipment
- [ ] Totally immobile

Supportive Services
- [ ] One-to-one aide
- [x] Speech therapy
- [ ] Occupational therapy
- [ ] Sign language interpreter
- [ ] Vision support
- [ ] Physical therapy
- [ ] ESL services
- [ ] Other:

Type of Prompting
- [ ] Uses above systems to make choices
- [ ] Needs verbal cues to make choices
- [ ] Requires hand-over-hand assistance
- [ ] Requires verbal prompting
- [ ] Requires physical prompting

Strengths in Literacy

Reading grade level: 2
- [ ] Needs text-on-tape or computer
- [ ] Uses alternate methods for writing (e.g., word processor, scribe)
- [x] Recognizes basic picture symbols
- [x] Recognizes/identifies letters
- [x] Reads and comprehends basic words

Strengths in Math

Math grade level: 3
- [ ] Recognizes only numbers 0–10
- [ ] Recognizes only basic shapes
- [x] Computes addition/subtraction
  - [x] with calculator [x] without calculator
- [x] Computes multiplication/division
  - [x] with calculator [x] without calculator

Unique characteristics of student (not included in above choices) that would help to understand challenges:
see attached

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. His 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

2013–2014 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*)

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 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 reading a passage and reviewing a chart over Biomes of the World, Student 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, Student 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, Student 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	☐	☐	☐	☑
Physical	☐	☐	☐	☑

Reset Form

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

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.

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Entry 1 continued

NAME DATE 12/1

100%

Biomes of the World (cont'd.)

1. Which description best describes a climate?
   - (A) high and steep
   - (B) long and thin
   - (C) warm and rainy
   - (D) dark and brown

2. 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

3. 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

4. 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.

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Entry 2 12/5

HABITATS AND NICHES

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.

100%

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~~

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Entry 2 Continued 12/5

100%

BIOLOGY PRACTICE PAGE 116

BIOME	LOCATION	CLIMATE	RAINFALL	SOIL	EXAMPLES OF PLANT AND ANIMAL LIFE
TUNDRA	polar and arctic areas	very cold, dry, short summers	very low	always frozen, no trees	mosses, short grasses, wolves, caribou
TAIGA	below tundra	short, cool summers and long, dry winters	low	very rich	cone-bearing trees (conifers), moose, black bears, deer
TEMPERATE FOREST	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
TROPICAL RAIN FOREST	near the Equator	temperature is constant all year	high	poor	more insects and animals than other biomes
TEMPERATE GRASSLAND	inner parts of the continents	moderate	low	very rich	grasses, few trees, bison, gophers
SAVANNA	between deserts and tropical rainforests	moderate	low	poor	grasses, few trees, zebra
DESERT	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 FORST

Which biome has very hot days and very cold nights?
DESERT

Which biome has more insects and animals than other biomes?
TROPICAL RAINFORST

Which biome has polar and arctic areas?
TUNDRA

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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	oaktree	climbingvines
2.	lichens	cactus	hickorytree	cassave
3.	Bushes	Yucca	maPletree	rubbertree

List 3 types of typical wildlife for each biome.

	Polar	Desert	Temperate	Tropical
1.	Snowwol	roadrunner	deer	snakes
2.	muskox	coyote	oPossum	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 09: 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.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name: Sample Entry 9

School: Sample School District: Sample District

Portfolio Beginning/End Dates: October 07 - December 02

Age: 16

Please check ALL that apply.

Diagnosis (no abbreviations):
Mental Retardation

Type of class
- [x] Self-contained
- [ ] Resource
- [ ] Other:

Cognitive Skills
- [x] Needs organizers, schedules, visuals, and manipulatives
- [ ] Needs assistance to focus

Special Factors
- [ ] Uses magnifiers for sight
- [ ] Uses hearing devices
- [ ] Needs behavioral supports

Communication

What is the student's means of communication?
- [ ] Nonverbal
- [ ] Point
- [x] Speech
- [ ] Sign Language
- [ ] Eye Gaze
- [ ] Vocalization
- [ ] Blinking, or body movement
- [ ] Other:

Low-tech Communication System
- [ ] Communication Cards (PECS)
- [ ] Pictures, symbols, or manipulatives

Assistive Technology
- [ ] Electronic
- [ ] Electronic high-tech
- [ ] Low-tech
- [ ] Physical
- [ ] Other:

Fine Motor Skills
- [ ] Limited ability to use upper extremities (switch access or eye gaze only)
- [ ] Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard)
- [ ] No use of extremities

Mobility
- [ ] Uses a manual wheelchair with assistance
- [ ] Uses a manual wheelchair without assistance
- [ ] Uses an electric wheelchair
- [ ] Walks with adaptive equipment
- [ ] Totally immobile

Supportive Services
- [ ] One-to-one aide
- [ ] Speech therapy
- [ ] Occupational therapy
- [ ] Sign language interpreter
- [ ] Vision support
- [ ] Physical therapy
- [ ] ESL services
- [x] Other: Counseling

Type of Prompting
- [ ] Uses above systems to make choices
- [x] Needs verbal cues to make choices
- [ ] Requires hand-over-hand assistance
- [ ] Requires verbal prompting
- [ ] Requires physical prompting

Strengths in Literacy

Reading grade level: 1.1
- [ ] Needs text-on-tape or computer
- [ ] Uses alternate methods for writing (e.g., word processor, scribe)
- [ ] Recognizes basic picture symbols
- [ ] Recognizes/identifies letters
- [x] Reads and comprehends basic words

Strengths in Math

Math grade level: 2.8
- [ ] Recognizes only numbers 0–10
- [ ] Recognizes only basic shapes
- [x] Computes addition/subtraction
  - [ ] with calculator
  - [x] without calculator
- [x] Computes multiplication/division
  - [x] with calculator
  - [ ] without calculator

Unique characteristics of student (not included in above choices) that would help to understand challenges:

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.

Sample Entry 9

Entry Slip

2013–2014 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	☐	☐	☐	☑
Physical	☐	☐	☐	☑

Reset Form

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

Photos and work samples are included for each task.

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

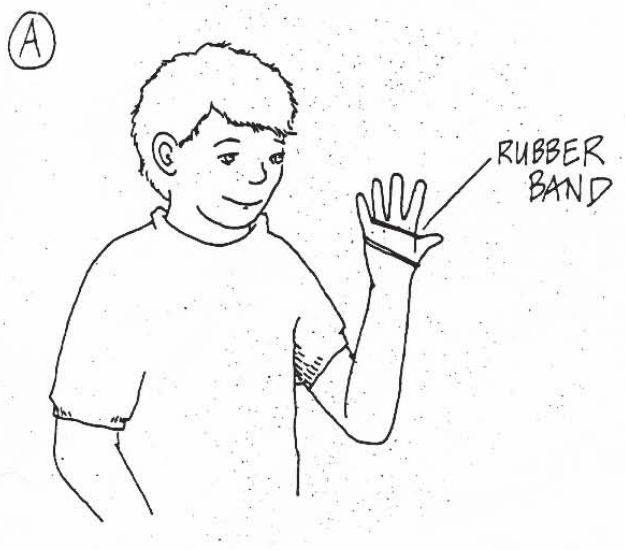
Procedure:

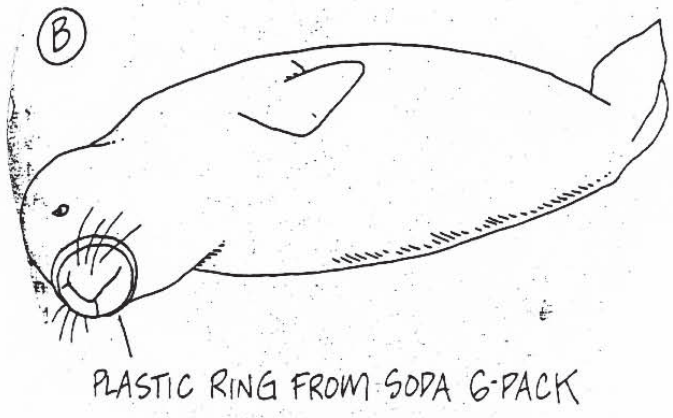
- Hook one end of the rubberband around your little finger.
- Stretch the rubber band across the back of your hand and hook the free end on your thumb.
- Try to remove the rubberband without touching anything.
- Seals and fish do not have hands. How can they remove the plastic rings from six-packs of 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.

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

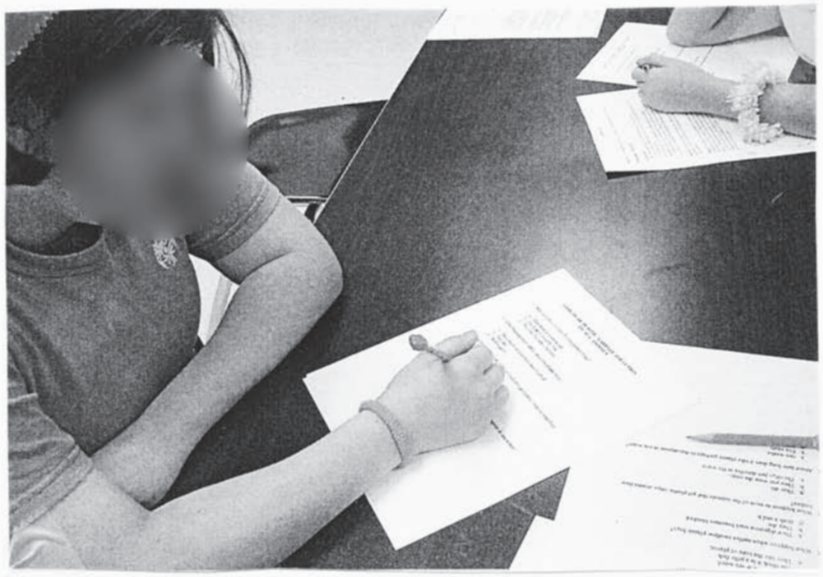




Sample Entry 9

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.

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

100%

EFFECTS OF PLASTIC GARBAGE POLLUTION ON SEA ANIMALS

1. Why do turtles swallow floating plastic bags?

   a. They think it is sea weed.
   b. The 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

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

1. Why do turtles swallow floating plastic bags?

   a. They think it is sea weed.
   b. The 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

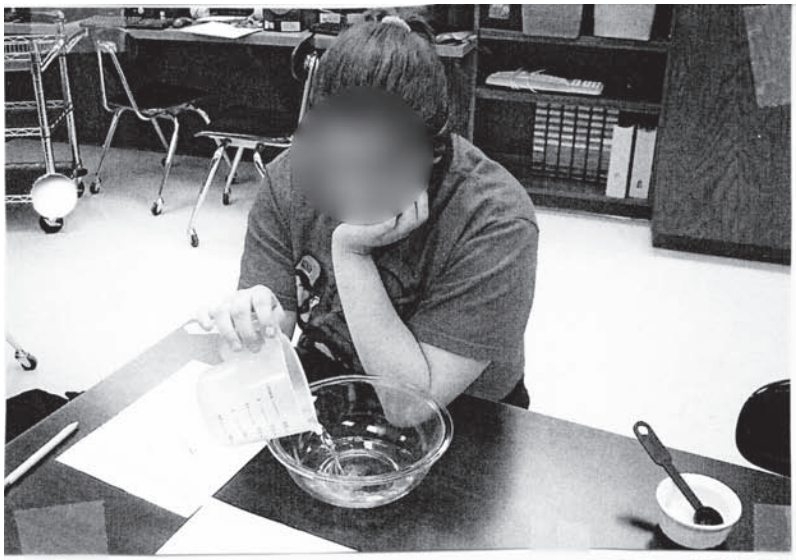
3. What happens to most of the animals that get plastic rings around their bodies?

   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

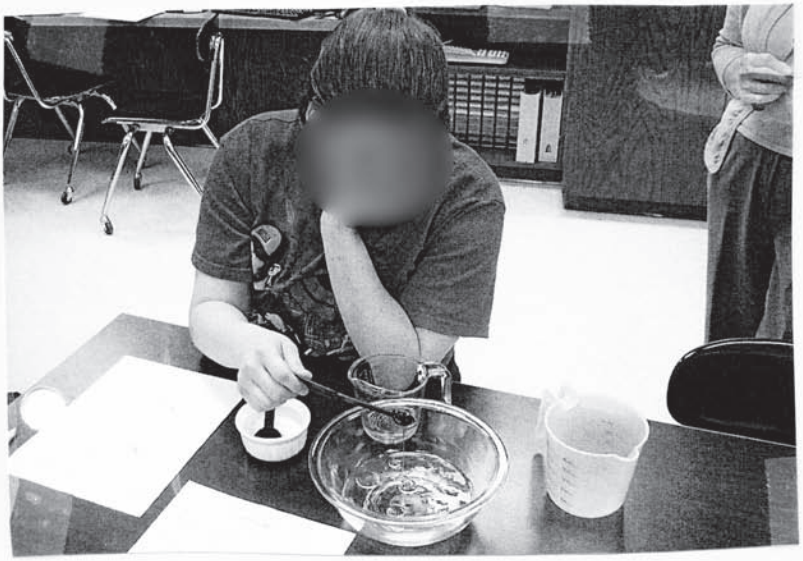
Answer key for worksheet on Effects of Plastic Garbage Pollution on Sea Animals.



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

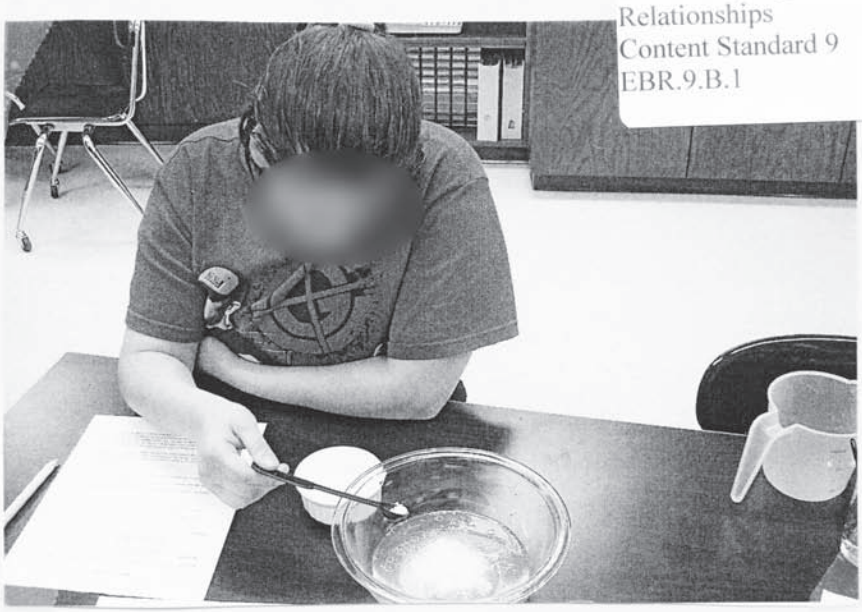
in the lab room
independently and successfully adding water to the bowl on 11-06

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

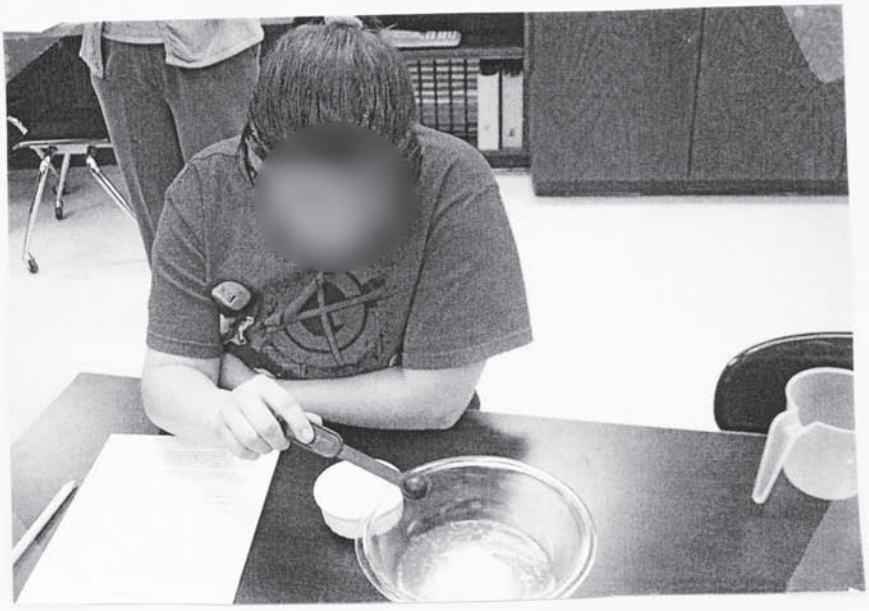


Sample Entry 9

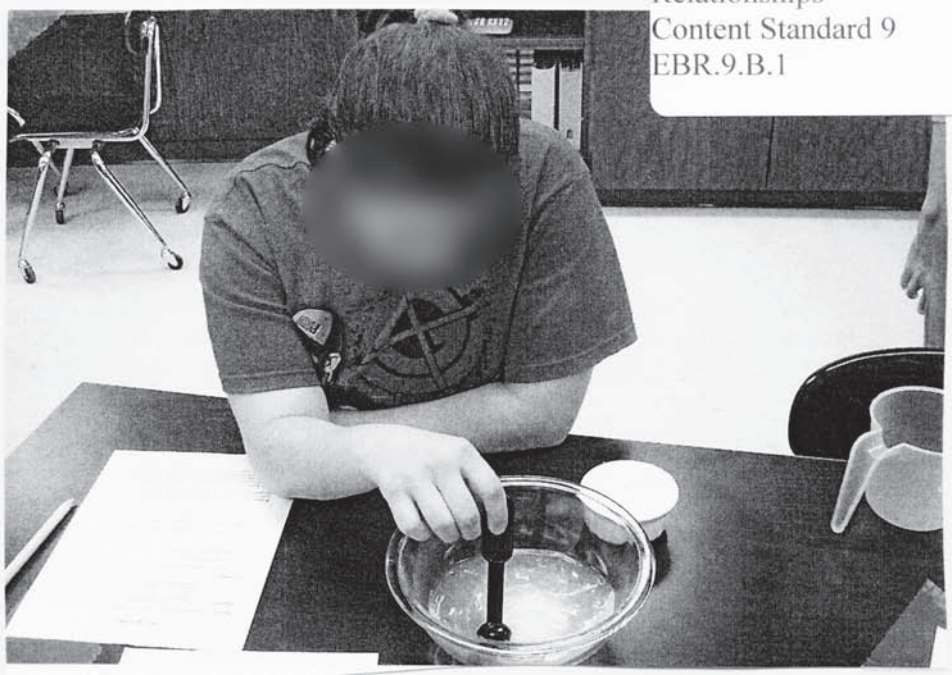
Strand: Ecology and Behavioral Relationships
Content Standard 9
EBR.9.B.1



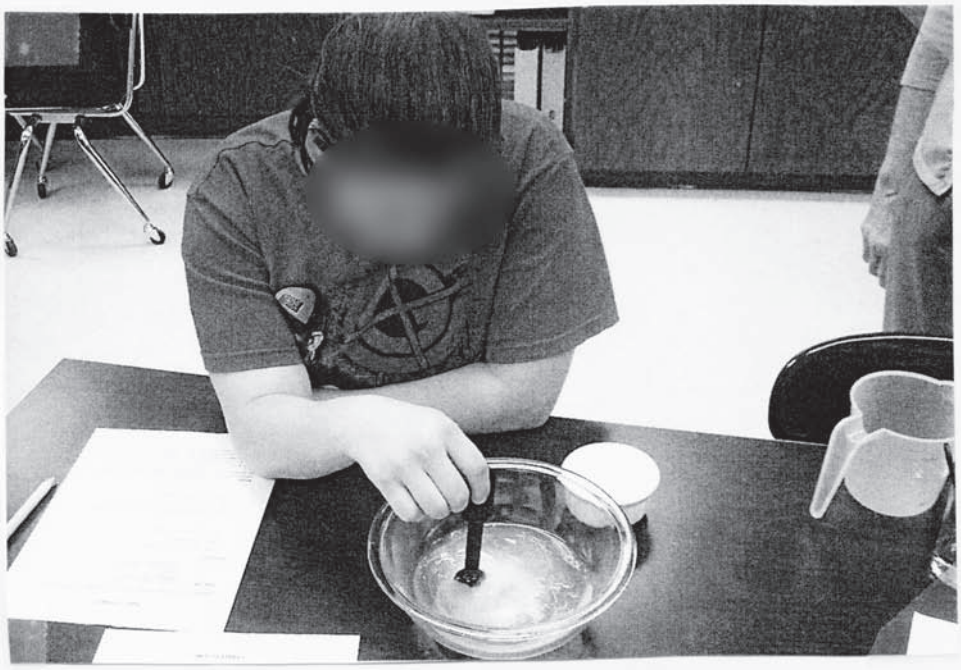
in the lab room
independently and successfully
adding powdered detergent to the
water on 11-06



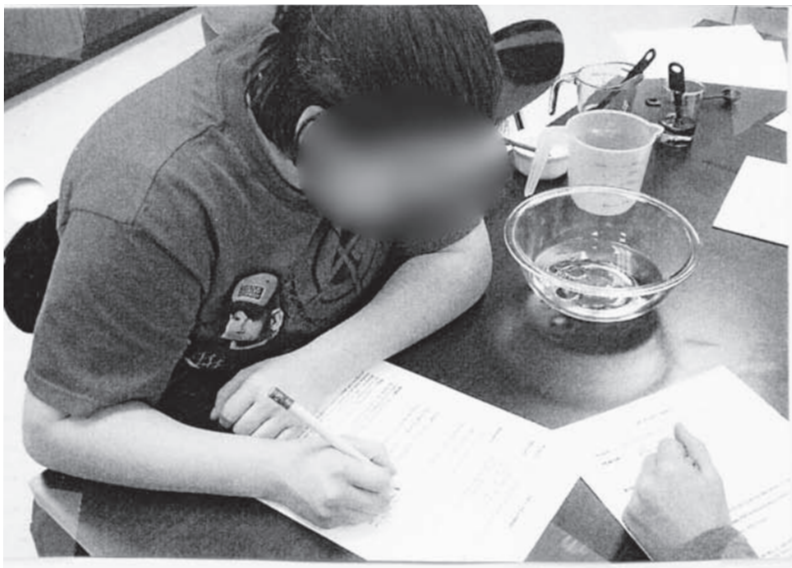
Strand: Ecology and Behavioral Relationships
Content Standard 9
EBR.9.B.1



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

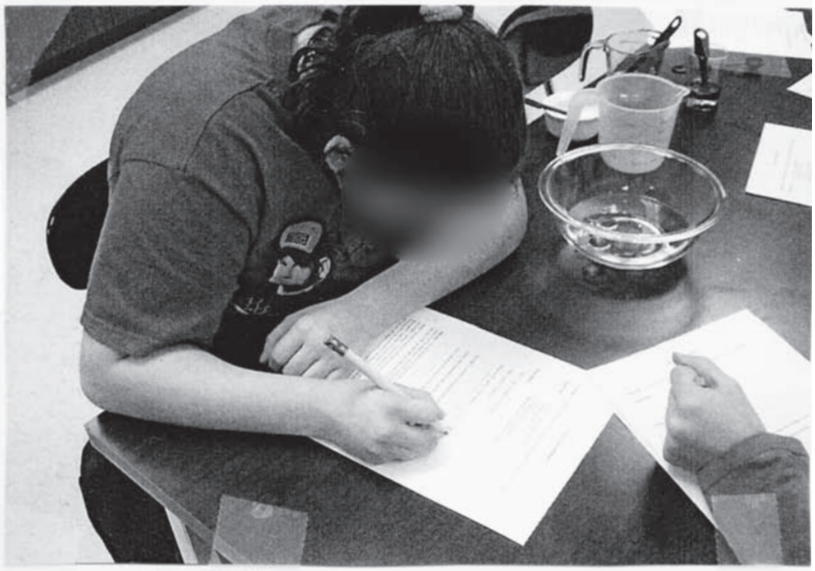


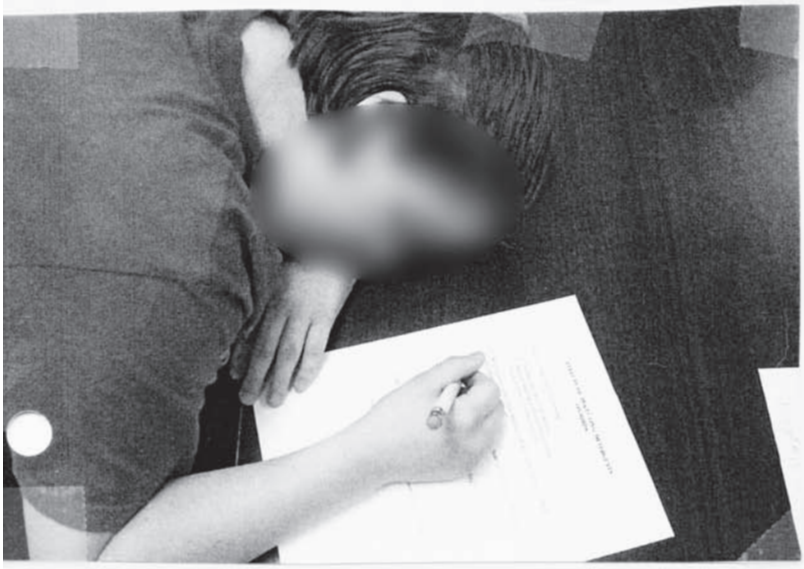
Sample Entry 9



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

100%

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

OILY FEATHERS

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)

Worksheet "Oily Feathers" independently & successfully completed by in order to demonstrate the effects of polluting detergents on 11-06- in lab room.

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.

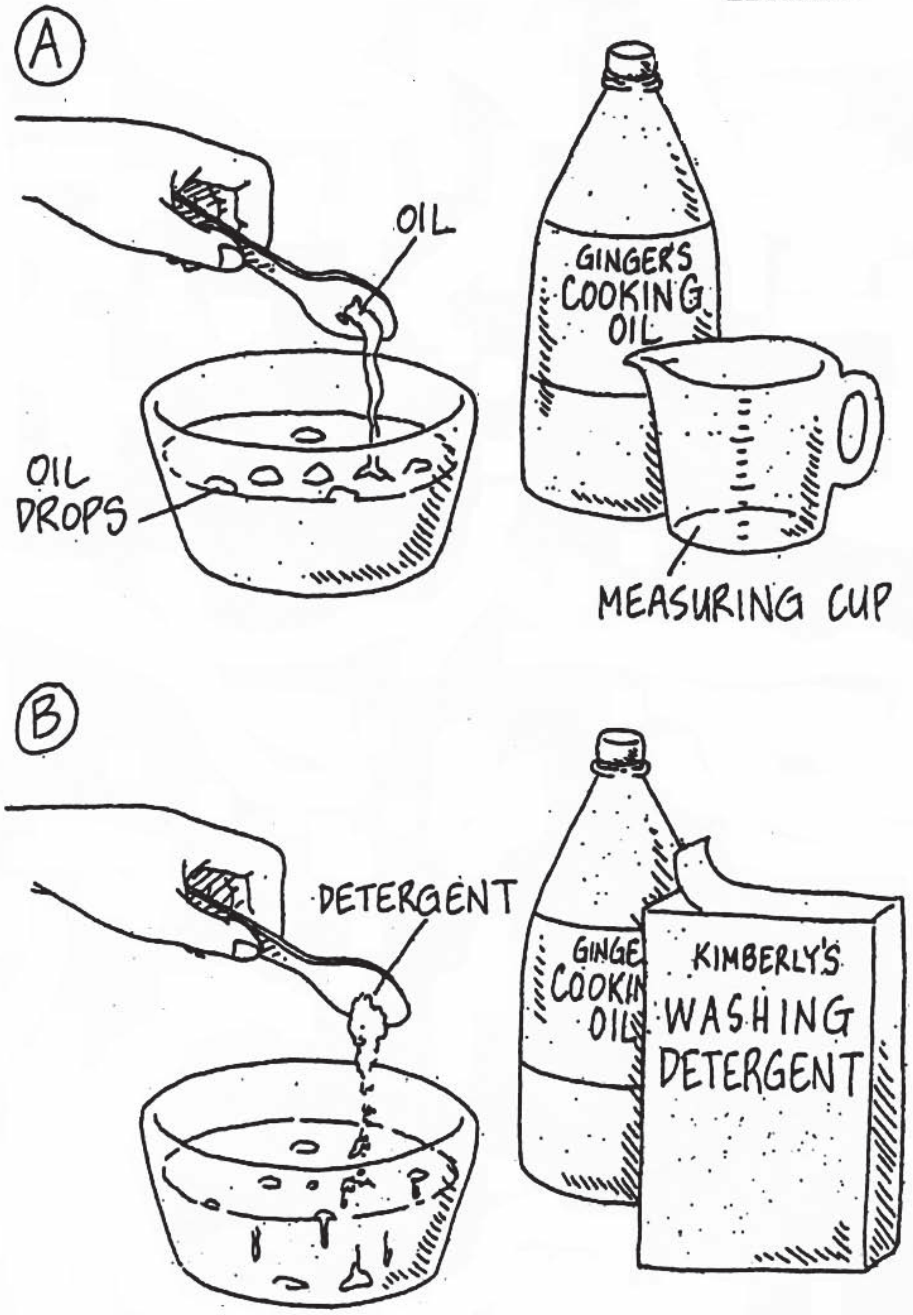
Again observe the surface of the water. the Oil has Brokns into a lot of little Spots.

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

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

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

OILY FEATHERS

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:

Answer key for worksheet "Oily Feathers".

Pour 1 cup of water into the bowl.

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.

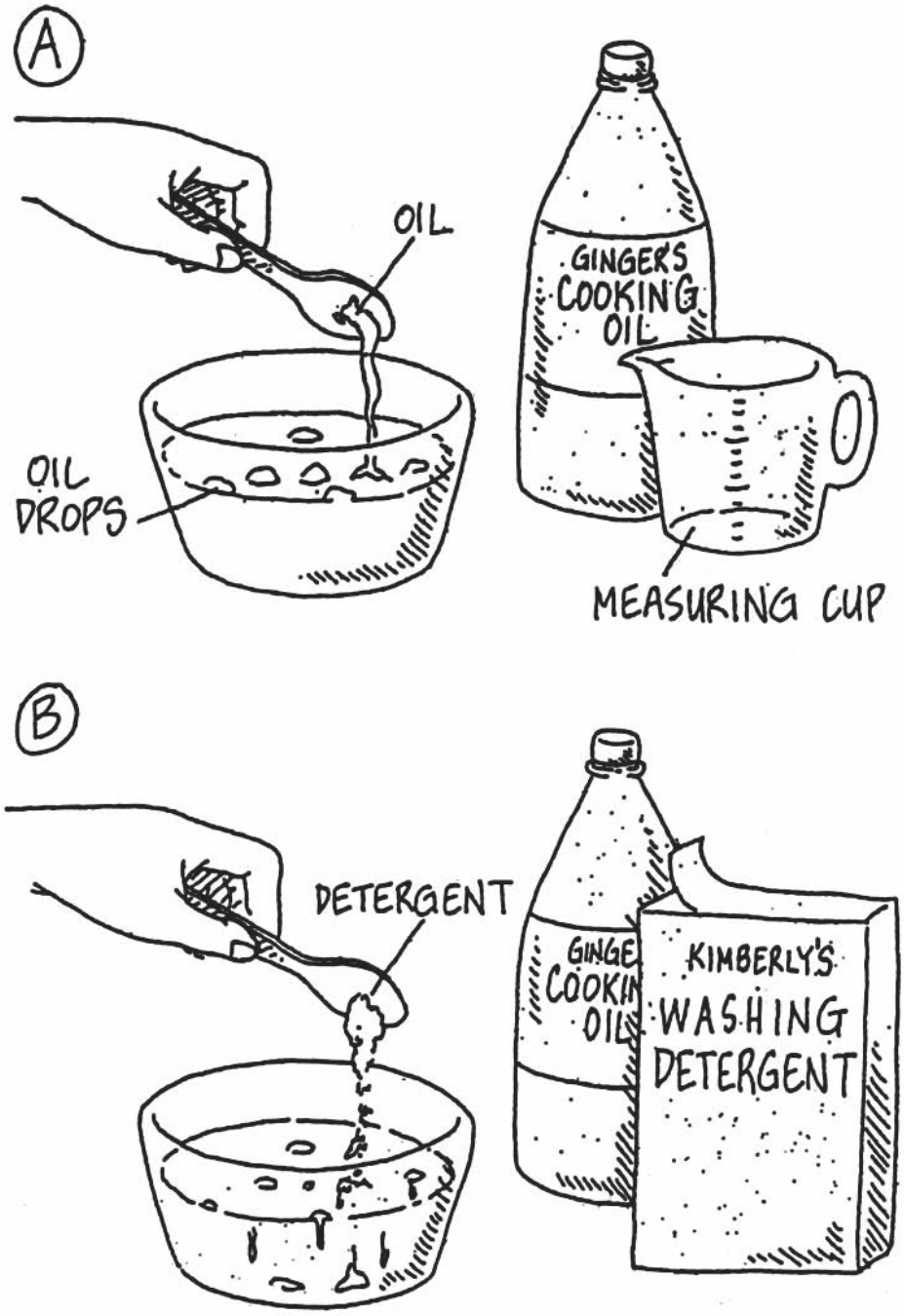
Again observe the surface of the water. The oil has broken up into a lot of small spots.

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

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



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.

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

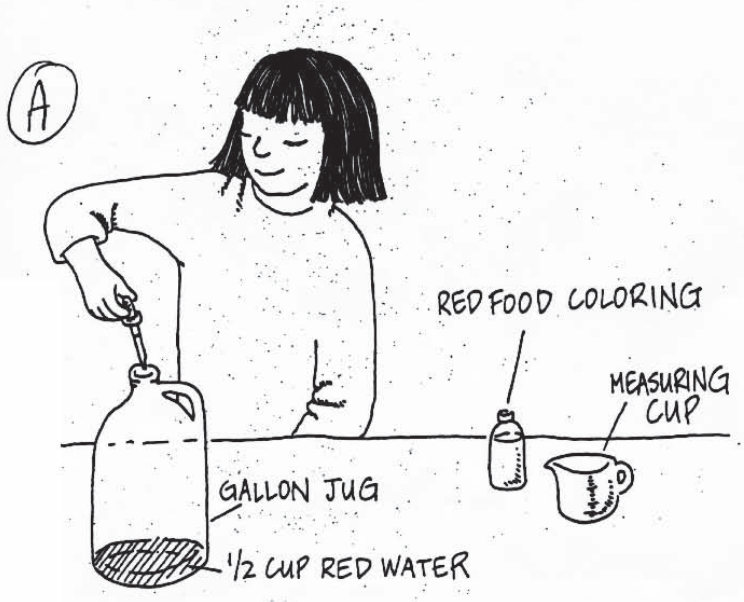
Instructions for Pollution activity independently & successfully participated in on 11-07- in the lab room.

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.

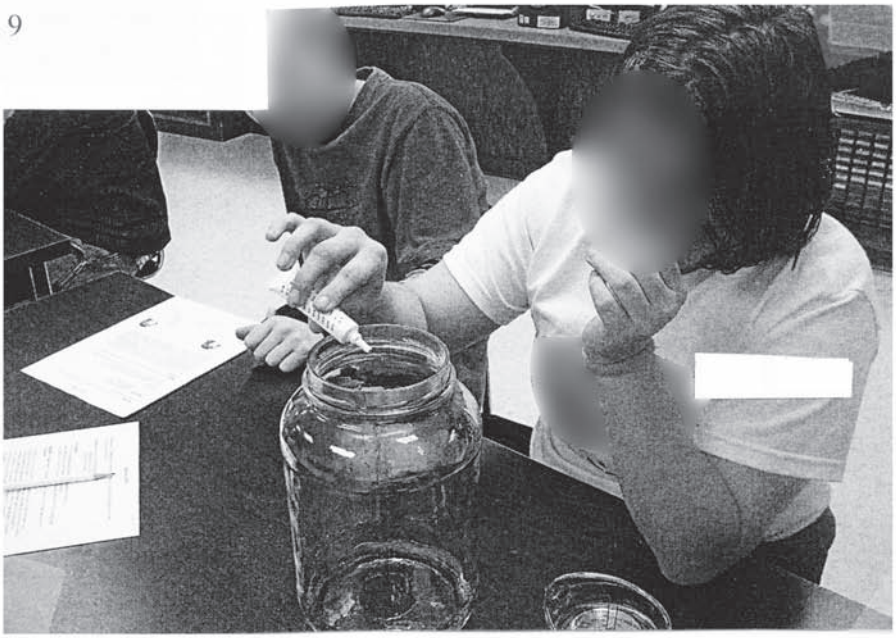
Results: It takes about 7 measuring cups of clear water to make the red color disappear.

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.

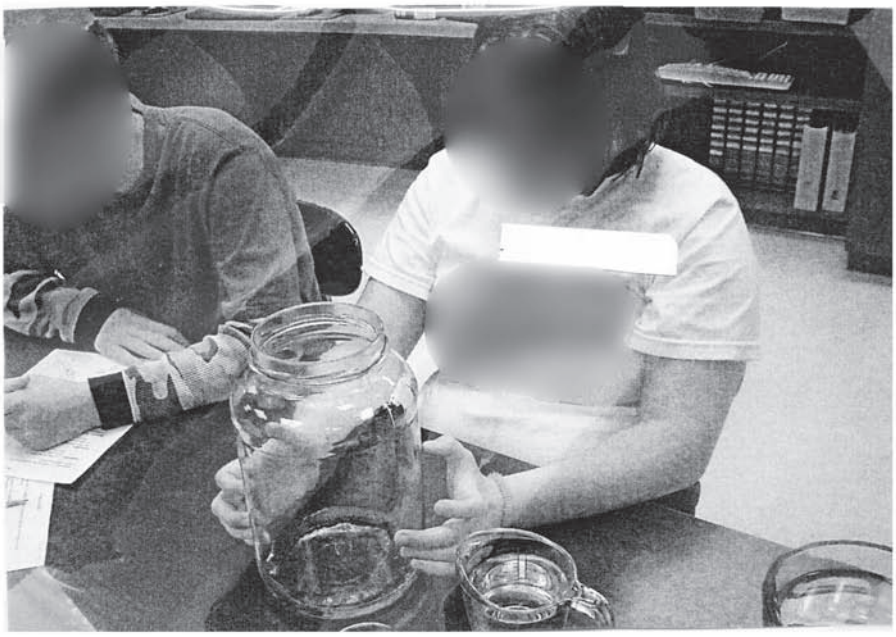


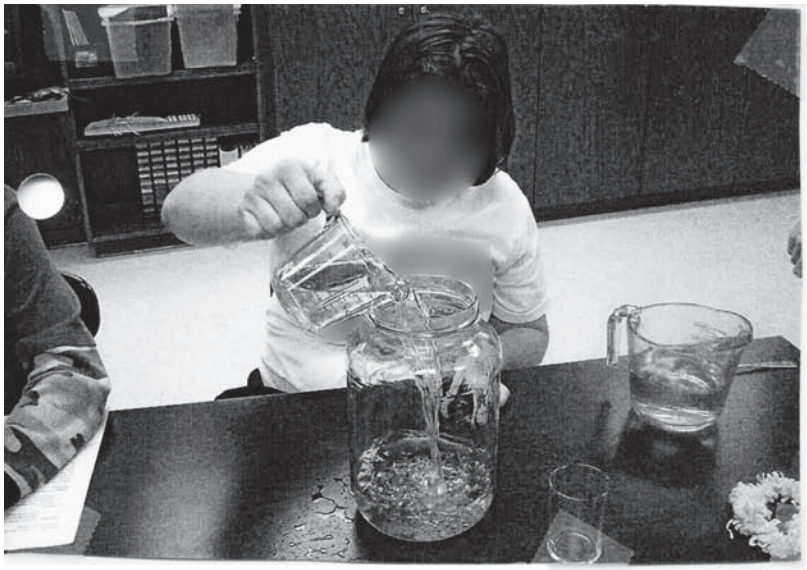
SAMPLE ENTRY 9

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.



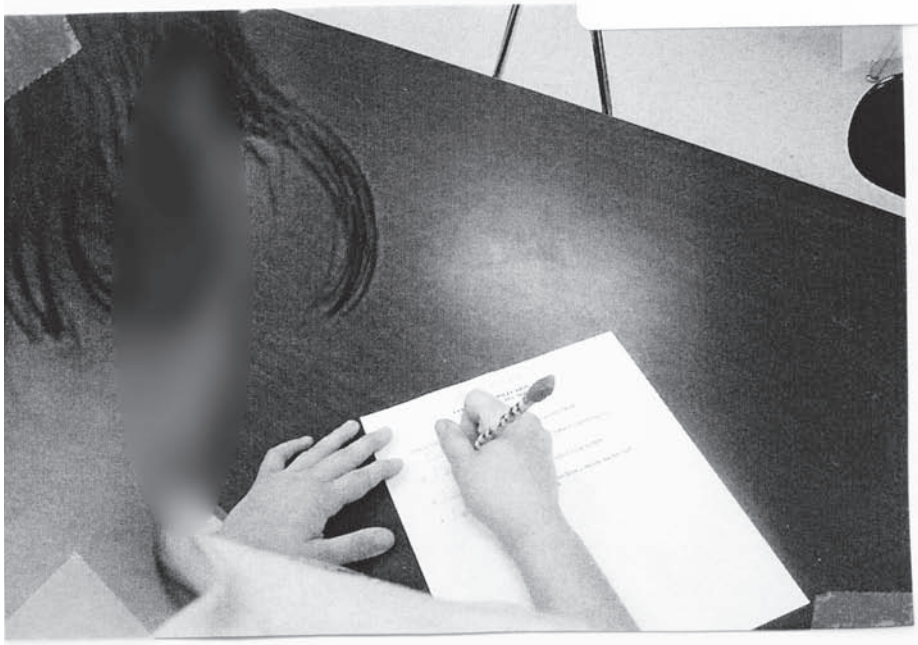


Strand: Ecology and Behavioral Relationships
Content Standard 9
EBR.9.B.1

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.

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

Form

Entry Slip 139
Student Profile 141
Portfolio Checklist 143
Verification of Evidence in Portfolio 145
Arkansas Alternate Portfolio Assessment for Students with Disabilities Affidavit 147
Alternate Portfolio Assessment Transfer Form 149

2013–2014 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	☐	☐	☐	☐
Physical	☐	☐	☐	☐

Reset Form

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

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 10 Science

PLEASE PRINT

Student Name:_____

School:_____ District:_____

Portfolio Beginning/End Dates:_____

Age:_____

Please check ALL that apply.

Diagnosis (no abbreviations):

Type of class

- ☐ Self-contained
- ☐ Resource
- ☐ Other:_____

Cognitive Skills

- ☐ Needs organizers, schedules, visuals, and manipulatives
- ☐ Needs assistance to focus

Special Factors

- ☐ Uses magnifiers for sight
- ☐ Uses hearing devices
- ☐ Needs behavioral supports

Communication

What is the student's means of communication?

- ☐ Nonverbal ☐ Point
- ☐ Speech ☐ Sign Language
- ☐ Eye Gaze ☐ Vocalization
- ☐ Blinking, or body movement
- ☐ Other:_____

Low-tech Communication System

- ☐ Communication Cards (PECS)
- ☐ Pictures, symbols, or manipulatives

Assistive Technology

- ☐ Electronic ☐ Electronic high-tech
- ☐ Low-tech ☐ Physical
- ☐ Other:_____

Fine Motor Skills

- ☐ Limited ability to use upper extremities (switch access or eye gaze only)
- ☐ Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard)
- ☐ No use of extremities

Mobility

- ☐ Uses a manual wheelchair with assistance
- ☐ Uses a manual wheelchair without assistance
- ☐ Uses an electric wheelchair
- ☐ Walks with adaptive equipment
- ☐ Totally immobile

Supportive Services

- ☐ One-to-one aide
- ☐ Speech therapy
- ☐ Occupational therapy
- ☐ Sign language interpreter
- ☐ Vision support
- ☐ Physical therapy
- ☐ ESL services
- ☐ Other:_____

Type of Prompting

- ☐ Uses above systems to make choices
- ☐ Needs verbal cues to make choices
- ☐ Requires hand-over-hand assistance
- ☐ Requires verbal prompting
- ☐ Requires physical prompting

Strengths in Literacy

Reading grade level:_____

- ☐ Needs text-on-tape or computer
- ☐ Uses alternate methods for writing (e.g., word processor, scribe)
- ☐ Recognizes basic picture symbols
- ☐ Recognizes/identifies letters
- ☐ Reads and comprehends basic words

Strengths in Math

Math grade level:_____

- ☐ Recognizes only numbers 0–10
- ☐ Recognizes only basic shapes
- ☐ Computes addition/subtraction
  - ☐ with calculator ☐ without calculator
- ☐ Computes multiplication/division
  - ☐ with calculator ☐ without calculator

Unique characteristics of student (not included in above choices) that would help to understand challenges:

2013–2014 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.

2013–2014 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:**_____

Strand/Entry	SLE Used	Completion Date	Entry Slip	Photos	Video	Audio	Paper	Three Pieces
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								

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

Arkansas Alternate Portfolio Assessment for Students with Disabilities
AFFIDAVIT

District/School Information
District Name:
School Name:

Assessment Level (mark all that apply)
◯ Grade 3
◯ Grade 4
◯ Grade 5
◯ Grade 6
◯ Grade 7
◯ Grade 8
◯ Grade 9 Mathematics
◯ Grade 10 Science
◯ Grade 11 Literacy

LEA Number								
		–			–			
0	0		0	0		0	0	0
1	1		1	1		1	1	1
2	2		2	2		2	2	2
3	3		3	3		3	3	3
4	4		4	4		4	4	4
5	5		5	5		5	5	5
6	6		6	6		6	6	6
7	7		7	7		7	7	7
8	8		8	8		8	8	8
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.

33686172

DO NOT WRITE BEYOND THIS AREA

DO NOT WRITE BEYOND THIS AREA

QAI12596

DO NOT COPY

ACTAAP
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.

2013–2014 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 17, 2014**.
- 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 13-14**" 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

Appendix C: LEA Number Information

LEA numbers for the 2013–2014 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.

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.

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
1 TRAN*	**a teacher transfers answers from the student's test booklet to an answer document** This means that the student must write all answers in the test booklet. This must be done in an individual setting. The student may **not** 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.)
2 REC*	**a teacher records the student's verbal responses and places them into his/her answer document** 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 Grade 11 Literacy Examinations. 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.)
3 SIGN	**directions signed for a student with a hearing impairment**
4 PREF	**preferential seating (study carrel)**
5 SMGT	**small group testing**
6 INT	**individual testing**
7 RMT/RWT/RST*	**reading of the math/writing/science test** **Important:** *No portion of the reading test may be read to any student!*
8 MD	**magnifying devices**
9 NB	**noise buffer**
10 IS	**individualized scheduling**

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

Code	Definition
11 ET	**extended time** **Important:** *All testing scheduled for a given day must be completed by the conclusion of that school day.*
12 LPT*	**Large Print test booklet** 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.
13 BT*	**Braille test booklet** There are no Braille answer documents. The teacher will transcribe the student's answers into a standard answer document.
14 AB	**abacus**

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
1 LEP - ET	**extended time** **Important:** *All testing scheduled for a given day must be completed by the conclusion of that school day.*
2 LEP - WTWD	**word-to-word dictionary** 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.
3 LEP - IS	**individualized scheduling**
4 LEP - PREF	**preferential seating (study carrel)**
5 LEP - SMGT	**small group testing**
6 LEP - INT	**individual testing**
7 LEP - RMT/RWT/RST*	**reading of the math/writing/science test in English** **Important:** *No portion of the reading test may be read to any student!*
8 LEP - NB	**noise buffer**

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

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

- Homebound 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.

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).

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.

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.

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: • *carbohydrates* • *proteins* • *enzymes* • *lipids* • *nucleic acids*
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: • surface tension • *adhesion* • *cohesion* • *polarity* • *pH*
MC.1.B.4	Explain the role of energy in chemical reactions of living systems: • *activation energy* • *exergonic reactions* • *endergonic reactions*

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 *ecosystems*
MC.2.B.2	Compare and contrast *prokaryotes* and *eukaryotes*
MC.2.B.3	Describe the role of sub-cellular structures in the life of a cell: • *organelles* • *ribosomes* • *cytoskeleton*
MC.2.B.4	Relate the function of the *plasma* (*cell) membrane* 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 *autotrophs* and *heterotrophs*
MC.2.B.7	Compare and contrast *active transport* and *passive transport mechanisms*: • *diffusion* • *osmosis* • *endocytosis* • *exocytosis* • *phagocytosis* • *pinocytosis*
MC.2.B.8	Describe the main events in the *cell cycle*, including the differences in plant and animal cell division: • *interphase* • *mitosis* • *cytokinesis*
MC.2.B.9	List in order and describe the stages of mitosis: • *prophase* • *metaphase* • *anaphase* • *telophase*
MC.2.B.10	Analyze the meiotic maintenance of a constant *chromosome* number from one generation to the next
MC.2.B.11	Discuss *homeostasis* using *thermoregulation* as an example

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 *mitochondria* and *chloroplasts*
MC.3.B.2	Describe and model the conversion of stored energy in organic molecules into usable cellular energy (ATP): • *glycolysis* • *citric acid cycle* • *electron transport chain*
MC.3.B.3	Compare and contrast *aerobic* and *anaerobic respiration*: • *lactic acid fermentation* • *alcoholic fermentation*
MC.3.B.4	Describe and model the conversion of light energy to chemical energy by photosynthetic organisms: • *light dependent* reactions • *light independent* reactions
MC.3.B.5	Compare and contrast *cellular respiration* and *photosynthesis* 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 *laws* and *principles* of *inheritance*: • *dominance* • *segregation* • *independent assortment*
HE.4.B.3	Use the *laws* of probability and *Punnett squares* to predict *genotypic* and *phenotypic ratios*
HE.4.B.4	Examine different modes of inheritance: • *sex linkage* • *codominance* • *crossing over* • *incomplete dominance* • *multiple alleles*
HE.4.B.5	Analyze the historically significant work of prominent geneticists
HE.4.B.6	Evaluate *karyotypes* for abnormalities: • monosomy • trisomy

Strand: Heredity and *Evolution*
Content Standard 5: Students shall investigate the molecular basis of genetics.

HE.5.B.1	Model the components of a *DNA nucleotide* and an *RNA nucleotide*
HE.5.B.2	Describe the Watson-Crick *double helix model* of *DNA*, using the *base-pairing rule* (*adenine-thymine*, *cytosine-guanine*)
HE.5.B.3	Compare and contrast the structure and function of *DNA* and *RNA*
HE.5.B.4	Describe and model the processes of replication, *transcription*, and *translation*
HE.5.B.5	Compare and contrast the different types of *mutation* events, including *point mutation*, *frameshift mutation*, *deletion*, and *inversion*
HE.5.B.6	Identify effects of changes brought about by *mutations*: • beneficial • harmful • neutral

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 *evolution* with Darwin's *theory* of *evolution* by *natural selection*
HE.6.B.2	Recognize that *evolution* involves a change in allele frequencies in a *population* across successive generations
HE.6.B.3	Analyze the effects of *mutations* and the resulting *variations* within a *population* in terms of *natural selection*
HE.6.B.4	Illustrate *mass extinction* events using a time line
HE.6.B.5	Evaluate *evolution* in terms of evidence as found in the following: • fossil record • *DNA* analysis • *artificial selection* • morphology • embryology • viral *evolution* • geographic distribution of related *species* • *antibiotic* and *pesticide resistance* in various organisms
HE.6.B.6	Compare the processes of *relative dating* and *radioactive dating* to determine the age of fossils
HE.6.B.7	Interpret a *Cladogram*

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 *domains*: • Bacteria • Archaea • Eukarya
CDL.7.B.2	Differentiate the characteristics of the six kingdoms: • Eubacteria • Archaea • Protista • *Fungi* • Plantae • Animalia
CDL.7.B.3	Identify the seven major taxonomic categories: • kingdom • phylum • class • order • family • *genus* • *species*
CDL.7.B.4	Classify and name organisms based on their similarities and differences applying *taxonomic nomenclature* using *dichotomous keys*
CDL.7.B.5	Investigate Arkansas' *biodiversity* using appropriate tools and *technology*
CDL.7.B.6	Compare and contrast the structures and characteristics of *viruses* (*lytic* and *lysogenic cycles*) with non-living and living things
CDL.7.B.7	Evaluate the medical and economic importance of *viruses*
CDL.7.B.8	Compare and contrast life cycles of familiar organisms • sexual reproduction • asexual reproduction • metamorphosis • *alternation of generations*
CDL.7.B.9	Classify *bacteria* according to their characteristics and adaptations
CDL.7.B.10	Evaluate the medical and economic importance of *bacteria*
CDL.7.B.11	Describe the characteristics used to classify protists: • plant-like • animal-like • *fungal*-like
CDL.7.B.12	Evaluate the medical and economic importance of protists
CDL.7.B.13	Compare and contrast *fungi* with other eukaryotic organisms
CDL.7.B.14	Evaluate the medical and economic importance of *fungi*
CDL.7.B.15	Differentiate between *vascular* and *nonvascular plants*
CDL.7.B.16	Differentiate among cycads, gymnosperms, and angiosperms

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: • roots • stems • leaves • flowers
CDL.7.B.18	Relate the structure of plant tissue to its function • epidermal • ground • vascular
CDL.7.B.19	Evaluate the medical and economic importance of plants
CDL.7.B.20	Identify the symmetry of organisms: • radial • bilateral • asymmetrical
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 *biotic factors* of *ecosystems*
EBR.8.B.2	Compare and contrast the characteristics of *biomes*
EBR.8.B.3	Diagram the carbon, nitrogen, phosphate, and water cycles in an *ecosystem*
EBR.8.B.4	Analyze an *ecosystem's* energy flow through food chains, food webs, and *energy pyramids*
EBR.8.B.5	Identify and predict the factors that control *population*, including *predation*, *competition*, crowding, water, nutrients, and shelter
EBR.8.B.6	Summarize the symbiotic ways in which individuals within a *community* interact with each other: • *commensalism* • *parasitism* • *mutualism*
EBR.8.B.7	Compare and contrast *primary succession* with *secondary succession*
EBR.8.B.8	Identify the properties of each of the five levels of *ecology*: • organism • *population* • *community* • *ecosystem* • *biosphere*

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 *population* growth and *technology* on the environment/*biosphere*
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, *epidemics*, *pandemics*, ozone depletion, UV radiation, natural resources, use of *technology*, and public policy)

Suggested Biology Labs

Strand	Suggested Laboratory or Activity
Molecules and Cells	test for organic compounds (starch, sugar, and *lipids*) *photosynthesis* fermentation lab/cellular Respiration test for variables that affect *enzymes* *diffusion* lab *osmosis* lab view microscopic cells *adhesion* and *cohesion* lab chromatography *meiosis* lab/*mitosis* lab
Heredity and *Evolution*	paper lab-*transcription* replication/*protein synthesis* Mendelian genetic lab probability lab analysis of karotype *DNA* isolation radioactive decay *natural selection* and adaptation fossil lab
Classification and Diversity	*biodiversity*-scavenger hunt use of dichotomous keys (birds, mammals, trees, flowers) comparative animal anatomy lab plant anatomy lab (root, stem, leaf, seed) *fungi* lab (mushroom)
***Ecology* and Behavioral Relationships**	water analysis soil analysis build a *biome*

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201

QAI12594 G10-THAM AR1401

QAI12594