ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Arkansas Alternate Portfolio Assessment for Students with Disabilities Grade 9 Mathematics

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

Table of Contents

PAGE

General Information
Introduction 1
This Administration Manual and Teacher Handbook 2
Contact Information 2
Schedule of Events for the Arkansas Alternate Portfolio Assessment 2
Determining Grade Designation 3
Student Identification Numbers 3

New for 2014
NEW—Exceptional Students Alternate Assessment Roster 4

Duties and Responsibilities of District and School Personnel
General Duties and Responsibilities 5
Special Education Coordinators 5
District Test Coordinators 5
Inventory and Distribute Materials 6
Request Additional Materials 6
School Test Coordinators 6
School Principals 6
Teachers 7
Other School Personnel 7

Guidelines for Students to be Assessed
Participation Guidelines for Students with Disabilities in Grade 9 Mathematics Not Enrolled in Algebra I or Geometry 8
Transfer Students 9
Transfers from Out-of-State 9
Transfers to Another District 9
Determination of Disability after the New School Year has Begun 9
Students with Disabilities AND with Limited English Proficiency 10
Private DDS-Licensed Day Service Center Students 10
Therapeutic Treatment Program Students 10
Homebound Students 10

Portfolio NOT Submitted
Students with Disabilities Who Cannot Participate in the State Assessment 11
Student Portfolio NOT Submitted 11

Arkansas Curriculum Frameworks
Accessing the Arkansas Curriculum Frameworks 12
Arkansas' Content Standards 13
Student Learning Expectations for Students with Disabilities 13

Table of Contents

Student Portfolios
Portfolio Forms 14
Portfolio Components 14
Appropriate Types of Entries 14
Types of Evidence 15
Work Sample or Permanent Product 15
A Series of Captioned Photographs 15
Digital Video and/or Audio Recording with Brief Script 15
Evidence Reminders for Grade 9 Mathematics 17
Plan the Entry 18
Collect the Evidence 20
Complete the Forms Correctly 20
Submit the Forms 22
Organize the Portfolio for Students in Grade 9 22
Sample of Completed Entry Slip 24

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

Scoring Student Portfolios
Scoring Procedures 29
Domain Definitions 30
Arkansas' Domain Scoring Rubric for Grade 9 Mathematics for Students with Disabilities 31
Nonscoreable Entries 32
2013–2014 Scoring Distribution for Portfolios for Grade 9 Students with Disabilities 33

Sample Entries 35

Appendix A: Forms for Students with Disabilities 134

Appendix B: Return Verification Access 147

Appendix C: LEA Number Information 149

Appendix D: Related Legislation
Assessment Provisions of the Individuals with Disabilities Education Act 151
NCLB 151
Section 504 of the Rehabilitation Act of 1973 151
IASA 151
IDEA 151

Appendix E: Allowable Accommodations for Augmented Benchmark, End-of-Course, and Grade 11 Literacy Examinations 153

Appendix F: Glossary 156

Appendix G: Arkansas Algebra I Mathematics Curriculum Framework 160

Appendix H: Arkansas Geometry Mathematics Curriculum Framework 164

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 9 Mathematics* allows for a collection of student work as evidence of student performance on tasks aligned to the Arkansas Curriculum Frameworks for Algebra I (see Appendix G) and Geometry (see Appendix H).

The Algebra I Framework is organized into the following five strands (categories):

- Language of Algebra
- Solving Equations and Inequalities
- Linear Functions
- Non-linear Functions
- Data Interpretation and Probability

The Geometry Framework is organized into the following five strands (categories):

- Language of Geometry
- Triangles
- Measurement
- Relationships between Two and Three Dimensions
- Coordinate Geometry and Transformations

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 strand in Algebra I and one entry for each strand in Geometry.

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 9 Mathematics 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 9 Mathematics*;
- 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 Algebra I and Geometry.

For the Arkansas Alternate Portfolio Assessment, students with disabilities in grade 9 are being assessed in Algebra I and Geometry 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 9 Mathematics*, 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 9 MATHEMATICS NOT ENROLLED IN ALGEBRA I OR GEOMETRY

The Individualized Education Program (IEP) team must determine if a student with disabilities receiving special education services will be enrolled in an Algebra I or Geometry class (or an equivalent course) or in a special education mathematics class. If the student is enrolled in an Algebra I or Geometry class (or an equivalent course), the student will be assessed with the statewide assessment for the End-of-Course Examinations, with or without state **allowable** accommodations. If the student with disabilities in grade 9 is enrolled in a mathematics course other than Algebra I or Geometry (or the equivalent), the student will participate in the Alternate Portfolio Assessment for Grade 9 Mathematics. 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 9 Mathematics is appropriate.

- The grade 9 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 Algebra I or Geometry (or an equivalent course).
- The student should be enrolled in a mathematics 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 mathematics and not Algebra I or Geometry (or an equivalent course) and who are also Limited English Proficient, a portfolio for Students with Disabilities in Grade 9 Mathematics 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 mathematics. A resource guide for students with disabilities was developed to assist Arkansas educators in understanding how to use the Arkansas framework documents for Mathematics 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 mathematics 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 Algebra I Mathematics Curriculum Framework*, and Appendix H for the *Arkansas Geometry Mathematics 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 9 mathematics 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.

Strands	Grade 9
Algebra I	
Language of Algebra	1 entry
Solving Equations and Inequalities	1 entry
Linear Functions	1 entry
Non-linear Functions	1 entry
Data Interpretation and Probability	1 entry
Geometry	
Language of Geometry	1 entry
Triangles	1 entry
Measurement	1 entry
Relationships between Two and Three Dimensions	1 entry
Coordinate Geometry and Transformations	1 entry
Total Number of Entries	**10 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 Algebra I and Geometry. **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 construct Platonic solids. A picture of the three-dimensional models 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 (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 follow an order of operations 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

Language of Geometry

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 9 MATHEMATICS

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, models of geometric shapes) 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 Algebra I and Geometry* 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 example below as a guide.

- SEI.2.AI.8 (Communicate real-world problems graphically, algebraically, numerically, and verbally): tasks must align to the SLE and the standard. Student work should involve solving equations and/or inequalities.

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 9 Mathematics

Student Name_____ **Grade**_____

Strand	SLE	Tasks (Three Tasks for Each Entry)	Types of Evidence
Language of Algebra			
Solving Equations and Inequalities			
Linear Functions			
Non-linear Functions			
Data Interpretation and Probability			
Language of Geometry			
Triangles			
Measurement			
Relationships between Two and Three Dimensions			
Coordinate Geometry and Transformations			

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 9 mathematics are **BLACK**. Only documentation sheets and Entry Slips specific to this student population may be used in the **BLACK 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 9 mathematics. 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 9 mathematics 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 9 mathematics. 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 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 **BLACK 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 9

The portfolios for students with disabilities in grade 9 mathematics 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

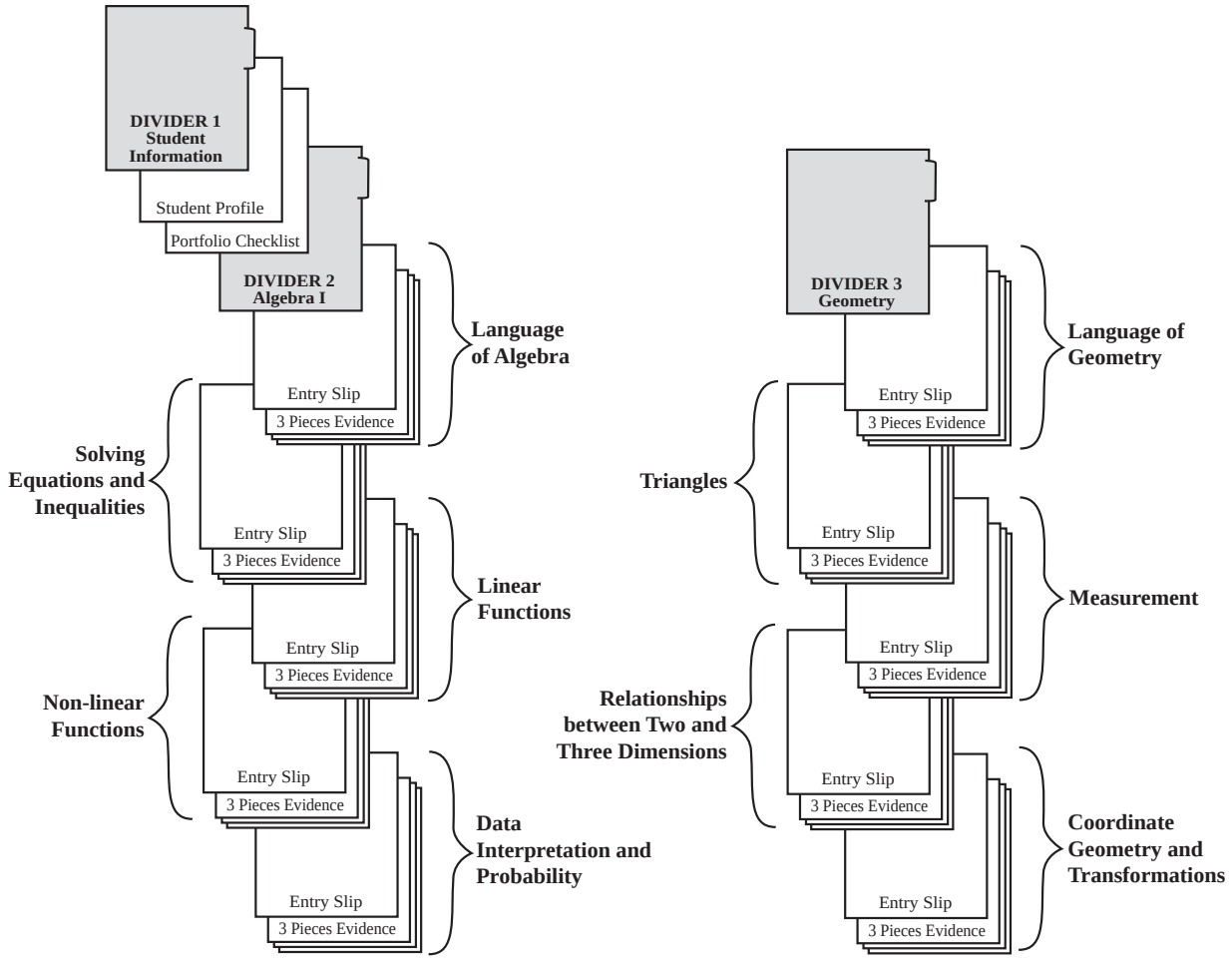
Divider Two—Algebra I

- Language of Algebra—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Solving Equations and Inequalities—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Linear Functions—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Non-linear Functions—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Data Interpretation and Probability—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip

Divider Three—Geometry

- Language of Geometry—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Triangles—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Measurement—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Relationships between Two and Three Dimensions—one (1) completed Entry Slip with three (3) pieces of evidence of student performance following the Entry Slip
- Coordinate Geometry and Transformations—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 9 Mathematics

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

Student Name: Sample Student

Entry Slip Completed by: Sample Teacher

Algebra I Strands (*check one*)

- ☐ Language of Algebra
- ☐ Solving Equations and Inequalities
- ☐ Linear Functions
- ☐ Non-linear Functions
- ☐ Data Interpretation and Probability

Geometry Strands (*check one*)

- ☐ Language of Geometry
- ☑ Triangles
- ☐ Measurement
- ☐ Relationships between Two and Three Dimensions
- ☐ Coordinate Geometry and Transformations

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

Content Standard #: Standard 02

Description: Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real-world situations.

Student Learning Expectation #: T.2.G.2

Description: Investigate the measures of segments to determine the existence of triangles.

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

Task 1: The student will be given straws of different lengths and will determine which straws will make a triangle.

Type of Evidence for Task 1: Series of Captioned Photographs

Task 2: The student will be given different length Twizzlers. She will then measure each piece to determine which measures will create a triangle.

Type of Evidence for Task 2: Series of Captioned Photographs

Task 3: The student will fill out a chart of different length segments to determine which will create a triangle. She will then draw the triangles using a ruler to measure correct segment lengths.

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):

While the student needed help at times to draw a straight line, she was able to complete all work independently.

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 **BLACK** 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 **BLACK** 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 **BLACK** 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 **BLACK** 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 (**BLACK** for grade 9 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 9 portfolios are in **BLACK BINDERS** and that 2013–2014 Student Demographic Information Forms have been used.

____ Verify that no incorrect student labels have been used. Grades 3–8 and 11 labels cannot be used with a black 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?
- 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 9 Mathematics 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.
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 9 STUDENTS WITH DISABILITIES

Below is a chart that details the total points that can be achieved for Grade 9 Mathematics in 2013–2014.

MATHEMATICS—Five (5) strands for Algebra I with one (1) entry for each
Five (5) strands for Geometry with one (1) entry for each

Domain	Scorers	No. of Entries	Domain Weight	Points Possible	Total Points
Performance	2	10	4	4	320 (57%)
Context	2	10	2	4	160 (29%)
Level of Assistance	2	10	1	4	80 (14%)
					560 total points

SAMPLE ENTRIES

Sample Entry 1: Algebra I

Annotation

Strand:	Language of Algebra
Standard 01:	Students will develop the language of algebra including specialized vocabulary, symbols, and operations.
LA.1.AI.1:	Evaluate algebraic expressions, including radicals, by applying the order of operations.

Performance: 4
The student's tasks are aligned to the student learning expectation. The evidence shows the student performing tasks related to order of operations. The student work was completed on three occasions, and was done well, which demonstrates mastery.

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
This is a well-documented entry. The photographs are included to explain how the student completed her work. It is a helpful addition to the three work samples. The work samples are all dated and scored.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 9 Mathematics

PLEASE PRINT

Student Name: Sample Entry 1

School: Sample School District: Sample District

Portfolio Beginning/End Dates: September 17 / January 22

Age: 14

Please check ALL that apply.

Diagnosis (no abbreviations):
Cri-du-Chat Syndrome, Turner Syndrome, Raynaud Syndrome, Intellectual Disability, Speech/language Disorder, Sensori-Neural Hearing Loss, Legally Blind

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

These might be helpful for but she does not tolerate them.

Communication

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

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

Assistive Technology
- [ ] Electronic
- [ ] Electronic high-tech
- [x] 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
- [x] Vision support
- [x] Physical therapy
- [ ] ESL services
- [x] Other: Nursing services

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
- [x] 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 NO
- [ ] Recognizes only basic shapes NO
- [x] Computes addition/subtraction
  - [x] with calculator
  - [ ] without calculator
- [ ] Computes multiplication/division
  - [ ] with calculator
  - [ ] without calculator

And hand over hand assistance

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

See Attached Sheet

Sample Entry 1: Algebra I

Student Profile

Student Profile
9th Grade Math Portfolio

is a 14 year old 9th grader at . She receives special education services in a self-contained classroom as a student with Multiple Disabilities. has diagnoses of Cri-du-Chat Syndrome, Turner Syndrome, Raynaud Syndrome, mental retardation, sensori-neural hearing loss. does not tolerate hearing aids. She has a past history of taking out the aids and chewing them, causing a choking risk. At this time there are no hearing aids prescribed for her. She requires assistance for all areas of personal care. Vision testing showed that is legally blind. However, she does have some vision. uses a wheelchair for mobility. has a very, very short attention span.

is functionally non-verbal. At school she vocalizes several sounds and says the word "Momma". To communicate choices she picks from a choice of two answers by touch or by pulling a card off her wheelchair tray or choice board. Due to her vision, choices are read to , except when she is reading Community Signs. These are very large. also uses simple communication devices such as a Big Mack or the Big Talk Triple Play

In English, participates with the class to write and read a daily journal entry. During journal time activates a Big Mack to say, "Today is Friday, January 11 ." After the journal has been written she activates a Big Talk Triple Play to read each sentence of the journal (one activation reads a sentence). Then she activates the Big Mack to read the word of the day. Later students complete a typed copy of the journal and glue it in their personal journals. writes her journal, with assistance, by saying the day of the week, month, year and word of the day. She does this by choosing one of two answers that are placed on her wheelchair tray and read to her. She is accurate with the information most days. She writes her answers in her journal by gluing the answers in place, with hand over hand assistance. She also writes her name and the date using name and date stamps with hand over hand assistance. Even on this very familiar task requires frequent redirection using both verbal and physical prompts. In reading is working on a group of Outdoor and Indoor Community Signs. At times she is quite accurate (75%). Some days she will miss every sign, due to inattention. These signs are large and in color, including signs such as a STOP sign and a YIELD sign. Beyond these signs, does not read at all, not letters, not picture symbols, not PECS. She uses real items or must make a choice based on a combination of seeing the choice and hearing her options read/spoken to her. Her literacy skills are at the low Preschool level. It is difficult to say how much of this is due to her lack of vision.

In math, participates in a variety of math activities for the portfolio. She will participate with staff or tutors to do the assignments. In a more common activity of simple addition, participates to add two one digit numbers using a talking calculator and hand over hand assistance. Next she selects the answer from a choice of two answers that are read to her. Then she writes her answer using number stamps and hand over hand assistance. always requires both verbal and physical prompts to complete her assignments. She does not appear to recognize any number or the concept of amount to numeral (number sense). Her math skills are at the low preschool level.

STUDENT PROFILE

participates to the maximum extent in classroom activities, although she requires maximum physical assistance to participate. She plays games with the class, such as Community Sign Bingo, My Plate or Uno. It is very important to realize that it takes a long time to complete an assignment, often due to short attention span. A short assignment is still very challenging to her! She requires verbal cues and verbal prompting as well as physical prompts to stay on task and remember the question and her answer choices. For all physical activities, such as recording her answers or activating a communication device with multiple options, needs hand over hand assistance and/or physical prompts.

Sample Entry 1: Algebra I

Entry Slip

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 9 Mathematics

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

Student Name: Sample Entry 1

Entry Slip Completed by: Sample Teacher

Algebra I Strands (*check one*)

- [x] Language of Algebra
- [ ] Solving Equations and Inequalities
- [ ] Linear Functions
- [ ] Non-linear Functions
- [ ] Data Interpretation and Probability

Geometry Strands (*check one*)

- [ ] Language of Geometry
- [ ] Triangles
- [ ] Measurement
- [ ] Relationships between Two and Three Dimensions
- [ ] Coordinate Geometry and Transformations

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

Content Standard #: Standard 01

Description: Students will develop the language of algebra including specialized vocabulary, symbols, and operations.

Student Learning Expectation #: LA.1.AI.1

Description: Evaluate algebraic expressions, including radicals, by applying the order of operations.

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

Task 1: 9/17 Student was asked to apply the order of operations as she worked pairs of math problems. Pairs had the same numerals and signs, but parentheses were moved.

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

Task 2: 9/18 Student was asked to apply the order of operations as she worked pairs of math problems. Pairs had the same numerals and signs, but parentheses were moved.

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

Task 3: 9/19 Student was asked to apply the order of operations as she worked pairs of math problems. Pairs had the same numerals and signs, but parentheses were moved.

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):

See photos with the second piece of evidence that shows the system used. Although this looks like only a few problems, the length of the assignment was appropriate for Student because she had to solve for the parentheses and the full problem.

100%

SEP 17

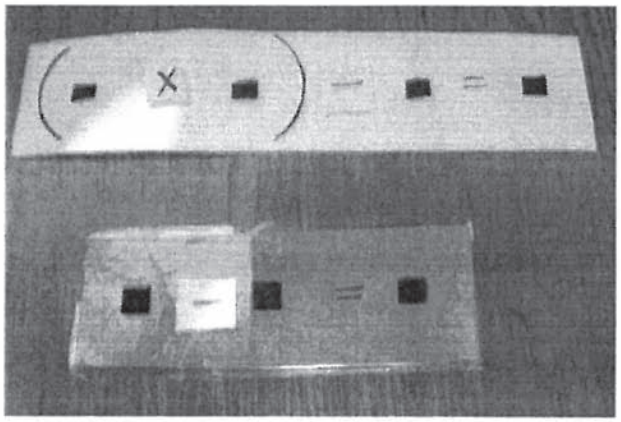
Name _____ Date _____

(4 x 2) - 1 = 7

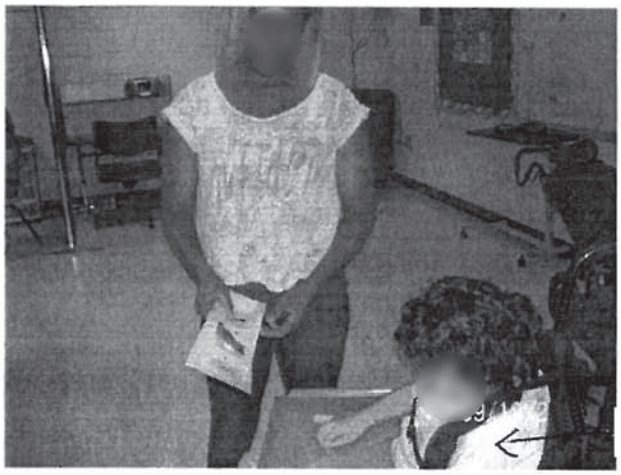
4 x (2 - 1) = 4

LA.1.AI.1
September 18 Evidence 2

was asked to apply the rules for order of operations by completing two math problems that required her to complete the portion in parentheses first. The problems were in a pair, using the same numbers but with parentheses in different places. The worksheet is included as evidence.



1) She was shown a white jig with the problem written on the jig. She was asked to rewrite the problem by solving for the parenthesis first and finding the number to be placed on the purple jig. Then she was to determine the final answer.



2) In the photo above 's peer tutor reads the problem as written on the worksheet and the larger jig. "(5 - 2) x 2 = ___"

3) works with the peer tutor to solve for the parenthesis, "5 – 2". Together they enter the numbers in a talking calculator.

4) After learning that 5 – 2 is 3, correctly selects 3 to solve for the problem inside the parenthesis.

5) Now is rewriting the problem. She helped place the 3 on the math frame. In the photo she is helping to move the 2 as the girls rewrite the problem on the frame (just as students do with a pencil in algebra).

6) worked with the peer tutor to solve for 3 x 2 =____, using the calculator. In the photo above, She correctly selects 6 as the answer.

7) participates with the peer tutor to write her answer using the number stamp. Both problems were completed in this same way.

successfully applied the rules for order of operations by successfully completing the two math problems and recording her answer on the worksheet using a number stamp. The worksheet is included as additional evidence.

100%

SEP 1 8

Name_____ **Date**_____

$(5 - 2) \times 2 =$ 6

$5 - (2 \times 2) =$ 1

Evidence 2 continued

100%

Name _____ Date SEP 19 _____

$(3 + 2) \times 2 =$ 10

$3 + (2 \times 2) =$ 7

Evidence 3

Sample Entry 2: Algebra I

Annotation

Strand:	Solving Equations and Inequalities
Standard 02:	Students will write, with and without appropriate technology, equivalent forms of equations, inequalities, and systems of equations and solve with fluency.
SEI.2.AI.5:	Solve real-world problems that involve a combination of rates, proportions, and percents.

Performance: 4
The student performs tasks aligned to the student learning expectation on three occasions (10/12, 10/13, and 11/23). The student counts and records the numbers of each item (or number of boys and girls) present in the classroom. The student then states the comparison as a ratio and as a percent. The student completes his work with 100% accuracy on three separate occasions, thus showing mastery.

Context: 4
The tasks and materials are age-appropriate, 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.

General Comments:
It is understood that the student is comparing real items found in the classroom, not the number of items shown in the photograph on the work sample.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 9 Mathematics

PLEASE PRINT

Student Name: Sample Entry 2

School: Sample School District: Sample District

Portfolio Beginning/End Dates: August - February

Age: 15

Please check ALL that apply.

Diagnosis (no abbreviations):
Traumatic Brain Injury

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
- [x] Other: Transportation

Type of Prompting
- [ ] 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
- [x] 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: Pre K
- [ ] Recognizes only numbers 0–10
- [x] 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:

Student received a Traumatic Brain Injury at the age of 8 months. He is a very distractible eighth grader. He has trouble staying on task without direct instruction. Student struggles to write his name independently. He has trouble with certain patterns in math. He needs help and cueing with writing the alphabet and some numbers. He has trouble reading most sight words on a basic K-1 level. He can identify pennies but gets the other coins confused. Because of his diagnosis he has weakness in his left side extremities. He uses adaptive equipment to keep his paper in place in the classroom.
*(See attached page for measures of scaffolding)

SAMPLE ENTRY 2: ALGEBRA I

is a ninth grader. He needs high levels of scaffolding for activities such as ***working multiple step equations, working word problems, graphing reflections across the x-axis, comparing and contrasting inductive reasoning and deductive reasoning for making predictions, measuring segments to determine the existence of triangles, using formulas, and working with platonic solids.*** Types of scaffolding for these activities included but are not limited to working in small group, dotting or highlighting to trace, step by step modeling, extended time to complete assignments, use of calculator, use of the smart board as visual, and verbal prompting.

With other activities was able to complete work with lower levels of scaffolding. These included ***gathering data, creating function charts, examining data, constructing simple matrices, and working with transformations on figures in the coordinate plane***. On these activities, was able to work more independently with examples from direct instruction.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 9 Mathematics

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

Student Name: Sample Entry 2

Entry Slip Completed by: Sample Teacher

Algebra I Strands (*check one*)

- ☐ Language of Algebra
- ☑ Solving Equations and Inequalities
- ☐ Linear Functions
- ☐ Non-linear Functions
- ☐ Data Interpretation and Probability

Geometry Strands (*check one*)

- ☐ Language of Geometry
- ☐ Triangles
- ☐ Measurement
- ☐ Relationships between Two and Three Dimensions
- ☐ Coordinate Geometry and Transformations

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

Content Standard #: Standard 02

Description: Students will write, with and without appropriate technology, equivalent forms of equations, inequalities, and systems of equations and solve with fluency.

Student Learning Expectation #: SEI.2.AI.5

Description: Solve real-world problems that involve a combination of rates, proportions and percents.

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

Task 1: The student will compare the number of boys to girls within the class using ratio and percent (10-12)

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

Task 2: The student will compare the number of forks to spoons within a given group using ratio and percent. (10-13)

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

Task 3: The student will compare the number of towels to wash cloths in the classroom laundry using ratio and percent. (11-23)

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):

SEI.2.AI.5
Task 1
10/12
Mastery 100%

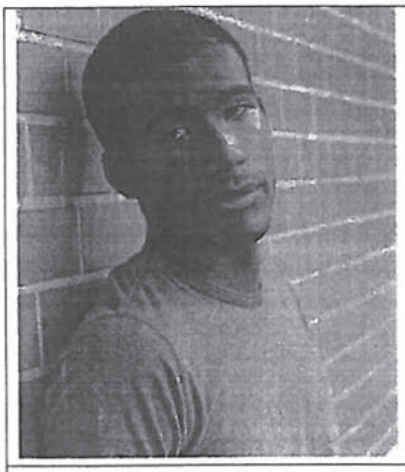
Name:_____

Date: 10/12

Student Learning Expectations: **SEI.2.AI.5** 100%

Solve real-world problems that involve a combination of rates, proportions and percents

Directions: Use the chart below to compare the number of boys to girls in the class.

		
	Boys	**Girls**
	15	3
ratio →	15 : 3	
percent →	83%	17%

SEI.2.AI.5
Task 2
10/13/
Mastery 100%

Name:_____

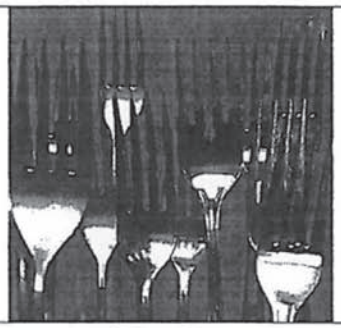
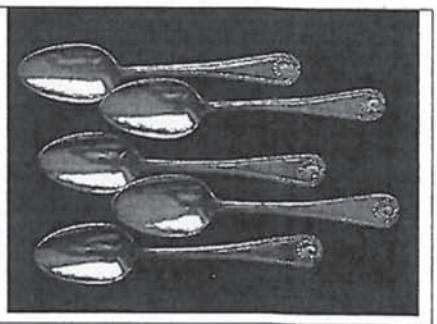
Date: 10/13/

Student Learning Expectations: **SEI.2.AI.5**

Solve real-world problems that involve a combination of rates, proportions and percents

100%

Directions: Use the chart below to compare the number of forks to spoons.

		
	Forks	**Spoons**
	1111	1111
ratio →	6	4
percent →	60%	40%

SEI.2.AI.5
Task 3
11/23/
Mastery 100%

Name:_____

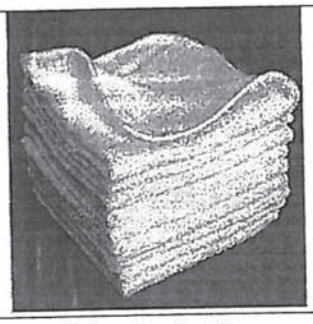
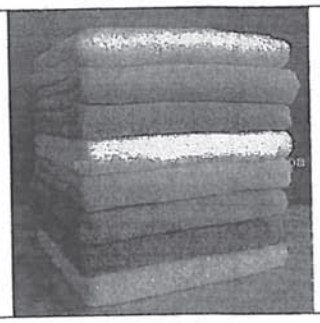
Date: 11-23

Student Learning Expectations: **SEI.2.AI.5**

Solve real-world problems that involve a combination of rates, proportions and percents

Directions: Use the chart below to compare the number of washcloths to towels in the classroom kitchen.

Great! 100%

	
Washcloths	**Towels**
11 ///////	2 ///
(8)	
8	3

ratio →

percent → 73% 27%

ANNOTATION

Strand: Linear Functions
Standard 03: Students will analyze functions by investigating rates of change, intercepts, and zeros.
LF.3.AI.1: Distinguish between functions and non-functions/relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data.

Performance: 4
The student's tasks are aligned to the student learning expectation. The evidence shows the student performing tasks related to whether graphs, data tables, and ordered pairs show functions or non-functions. The student work was completed on three occasions, and was done well, which demonstrates mastery.

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:
The five graphs for Task #3 show the plotted ordered pairs from the first page in that set of evidence (dated 10-7) where the student notes whether the ordered pairs form a function or non-function.

Sample Entry 3: Algebra I

Student Profile

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 9 Mathematics

PLEASE PRINT

Student Name: Sample Entry 3

School: Sample School District: Sample District

Portfolio Beginning/End Dates: 08/17 - 03/16

Age: 14

Please check ALL that apply.

Diagnosis (no abbreviations):
Autism/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
- [ ] Speech
- [ ] Sign Language
- [ ] Eye Gaze
- [x] Vocalization
- [ ] Blinking, or body movement
- [ ] Other:

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
- [ ] 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
- [x] 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
- [x] Requires physical prompting

Strengths in Literacy

Reading grade level: K.3
- [ ] 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: 1.2
- [ ] Recognizes only numbers 0–10
- [x] 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:

Student has a lot of difficulty with his social skills. He does not respond to classmates and peers in appropriate ways. He functions on a very low academic level. Student uses manipulates and the calculator to solve higher order mathematics problems. Student also has to have a teacher's aide to help him stay on task and to be able to complete his work in a timely manner. Student really struggles with handwriting and it will be obvious that his writing is very elementary. Student requires lots of assistance with word spelling and sentence structure. Student also struggles with counting money and telling time, independently. Student cannot do any kind of mental math. He requires verbal cues and assistance from the teacher and/or a calculator.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 9 Mathematics

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

Student Name: Sample Entry 3

Entry Slip Completed by: Sample Teacher

Algebra I Strands (*check one*)

- ☐ Language of Algebra
- ☐ Solving Equations and Inequalities
- ☑ Linear Functions
- ☐ Non-linear Functions
- ☐ Data Interpretation and Probability

Geometry Strands (*check one*)

- ☐ Language of Geometry
- ☐ Triangles
- ☐ Measurement
- ☐ Relationships between Two and Three Dimensions
- ☐ Coordinate Geometry and Transformations

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

Content Standard #: Standard 03

Description: Students will analyze functions by investigating rates of change, intercepts, and zeros.

Student Learning Expectation #: LF.3.AI.1

Description: Distinguish between functions and non-functions/relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data.

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

Task 1: Student will perform the pencil test method to determine if the graphs are functions or non-functions. He will determine which function by using a pencil to inspect the graph to verify if it crosses the X axis once or twice.

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

Task 2: Student will distinguish between function and non-function by inspecting the data tables with the given domain and range values.

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

Task 3: Student will determine between function and non-function by plugging the ordered pairs into a data table. He will then distinguish which data tables are functions and which ones are non-function.

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):

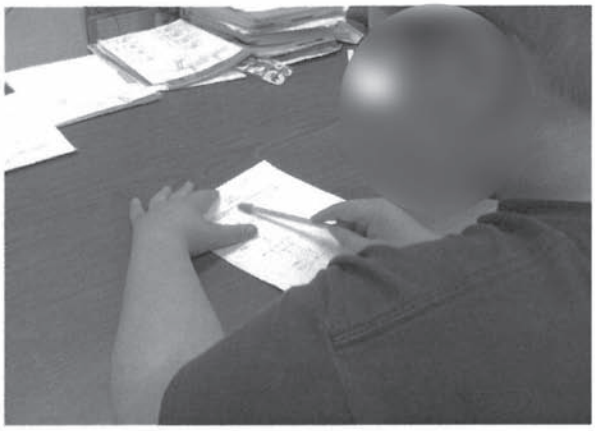
Student enjoyed the pencil test and it made it easier for him to understand. Once he understood the concept he excelled at all of the assigned tasks. He scored a 100% on all of his papers.

October 3

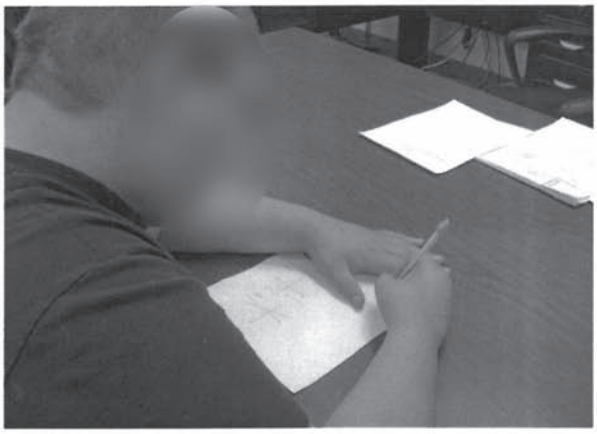
EVIDENCE #1
ALGEBRA Standard #3
SLE: LF.3.AI.1

CONTENT STANDARD #3: Students will analyze functions by investigating rates of change, intercepts, and zeros.

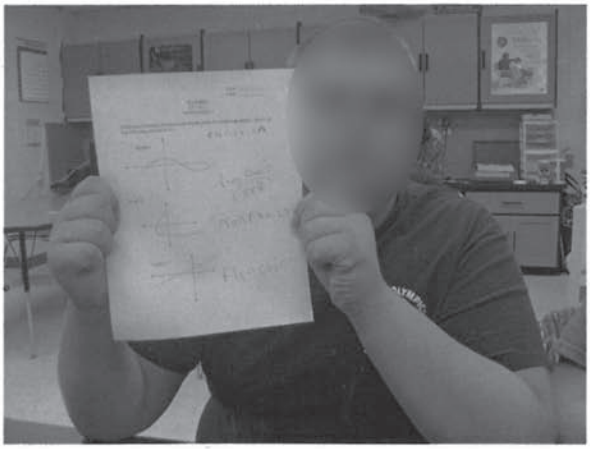
SLE: LF.3.AI.1-Students will distinguish between functions and non-functions/relations by inspecting graphs, ordered pairs, mapping diagrams, and/or tables of data.



has been taught to use a pencil to determine when a graph is a function or a non-function. He is inspecting his graph and will make a determination if the pencil crosses the "X" axis once or twice.



has determined his function. He is now labeling the graphs to be either a function or a non-function. Using this method made it very simple for .



is showing off his wonderful paper with a 100%. He is very proud of his independent work. Although, he still will not smile.

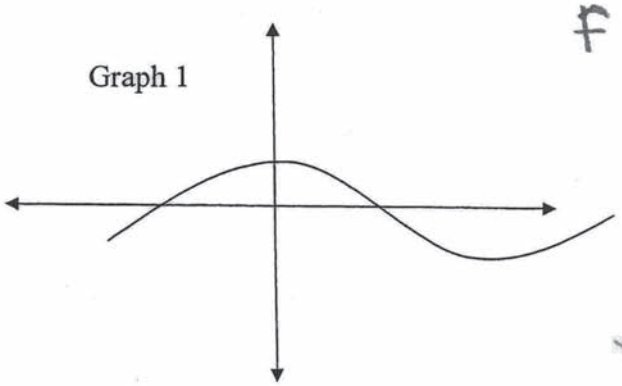
NAME: _____
DATE: 10 – 3

ALGEBRA
LF.3.Al.1
WORKSHEET 1

Distinguish between functions and non-functions by inspecting graphs: Select of the following are functions.

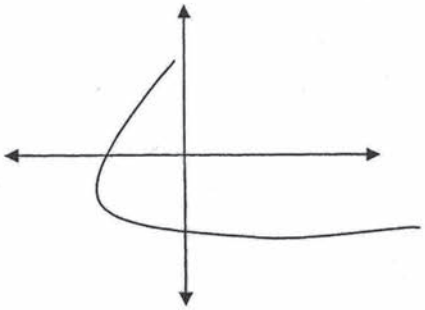
function

Graph 1



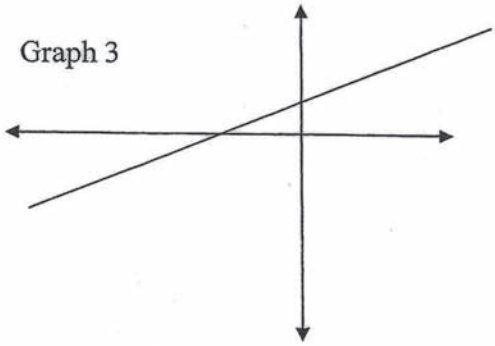
Very Good!
100%

Graph 2



nonfunction

Graph 3



function

ENTRY # 1
OCTOBER 3

SLE: LF.3.AI.1 – Distinguish between functions and non-functions / relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data

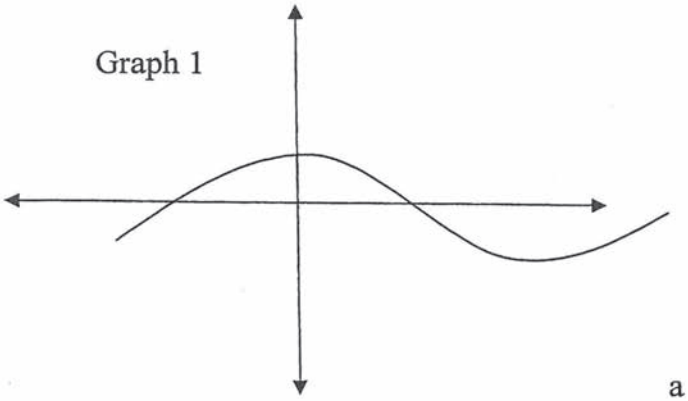
SLE: LF.3.AI.1 – Distinguish between functions and non-functions / relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data

ENTRY # 1
OCTOBER 3

ALGEBRA
LF.3.Al.1
WORKSHEET 1 - KEY

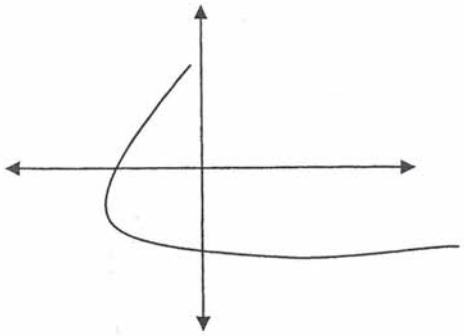
Distinguish between functions and non-functions by inspecting graphs: Select of the following are functions.

Graph 1

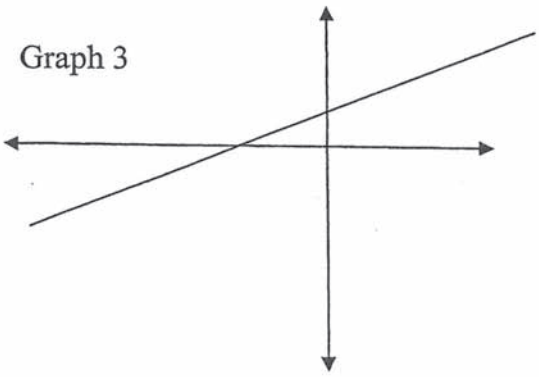


a

Graph 2



Graph 3



Answers
Graph 1 and
Graph 3 are
functions

SLE: LF.3.AI.1 – Distinguish between functions and non-functions / relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data

ENTRY # 2
OCTOBER 5

Domain = D
Range = R

NAME:
DATE: 10-15

ALGEBRA
LF.3.Al.1
WORKSHEET 2

Distinguish Between functions and non-functions by inspecting a table giving the domain and range values of a function..
Which of the following tables contain domain and range values of a function

1. D R

x	y
2	9
3	10
4	11
5	12
6	13

functions

2. D R

x	y
1	8
2	8
3	10
4	15
5	23

functions

3. D R

x	y
2	9
2	10
4	20
5	25
6	38

non-functions

4. D R

x	y
2	1
3	1
3	11
5	12
6	13

non-functions

ALGEBRA
LF.3.A1.1
WORKSHEET 2 - KEY

Distinguish Between functions and non-functions by inspecting a table giving the domain and range values of a function..
Which of the following tables contain domain and range values of a function

1.

x	y
2	9
3	10
4	11
5	12
6	13

ANSWERS - 1 AND 2 ARE FUNCTIONS
3 AND 4 ARE NOT FUNCTIONS

2.

x	y
1	8
2	8
3	10
4	15
5	23

3.

x	y
2	9
2	10
4	20
5	25
6	38

4.

x	y
2	1
3	1
3	11
5	12
6	13

SLE: LF.3.AI.1 – Distinguish between functions and non-functions / relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data

ENTRY # 3
OCTOBER 7

NAME: _____
DATE: 10-7

ALGEBRA
LF.3.Al.1
WORKSHEET 3

Distinguish Between functions and non-functions by inspecting ordered pairs. Which of the following set's of ordered pairs represent functions.

1. $\{(2,3),(5,4),(6,5),(7,6)(8,7)\}$ function

2.. $\{(2,3),(5,4),(2,5),(7,6)(8,7)\}$ non-function

Very Good B

3. $\{(2,3),(5,3),(6,5),(7,3)(8,7)\}$ function

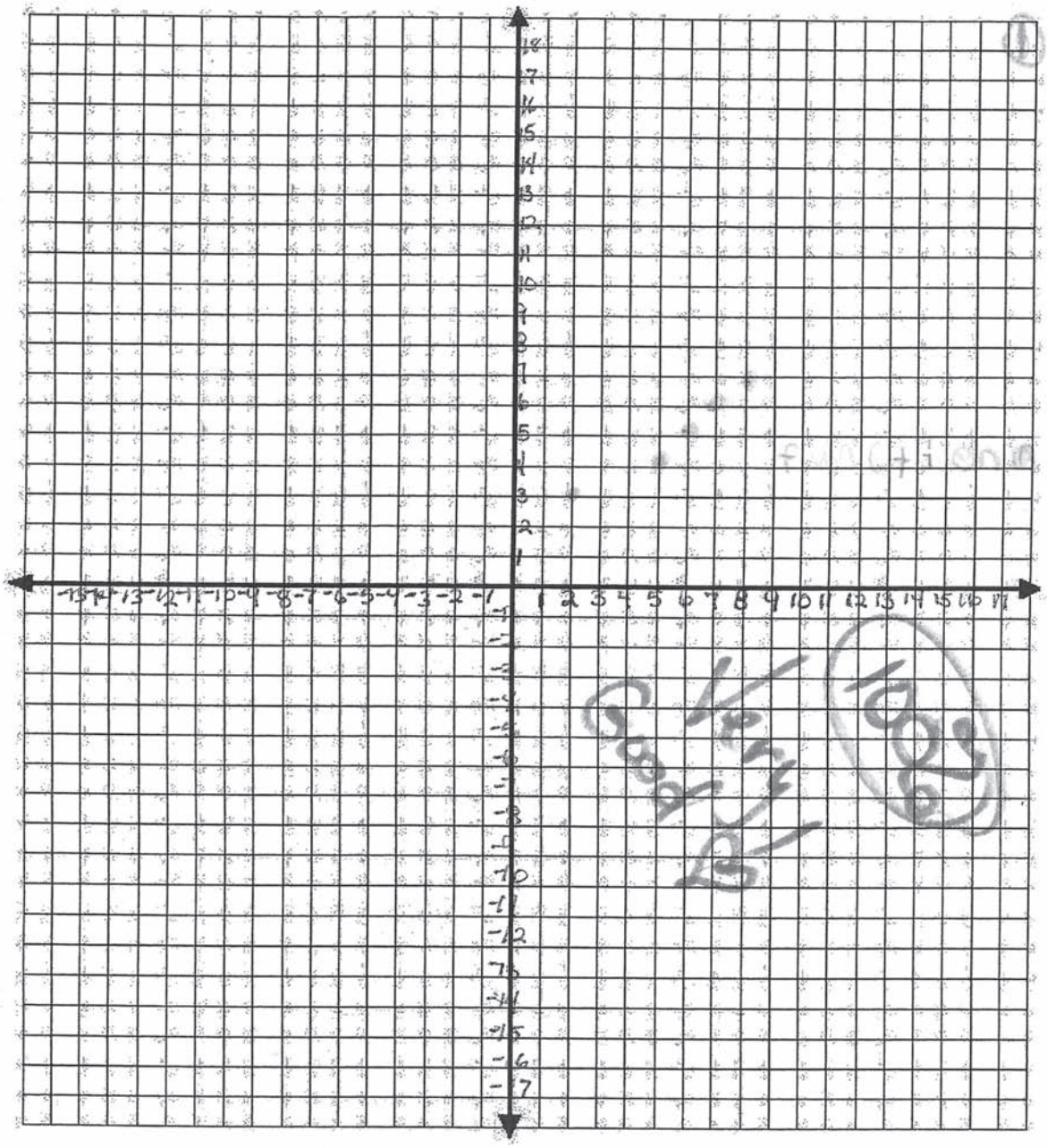
100%

4. $\{(5,-3),(6,-1),(5,4),(9,3)(-2,7)\}$ non-function

5. $\{(5,-3),(6,-1),(8,4),(9,3)(-2,7)\}$ function

10-7

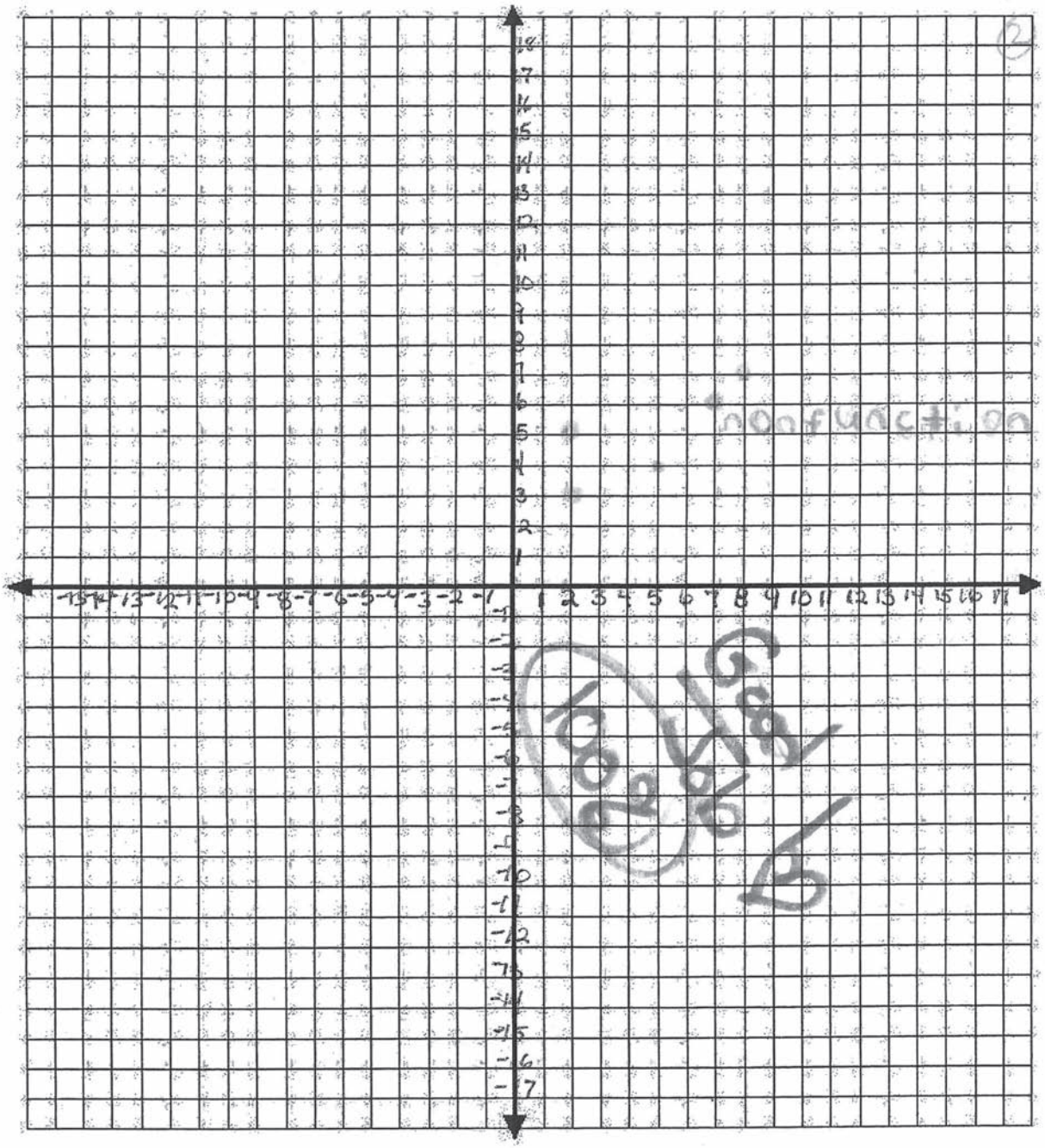
Page 1 of 1



SLE: LF.3.AI.1 – Distinguish between functions and non-functions / relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data

ENTRY # 3
OCTOBER 7

10-7

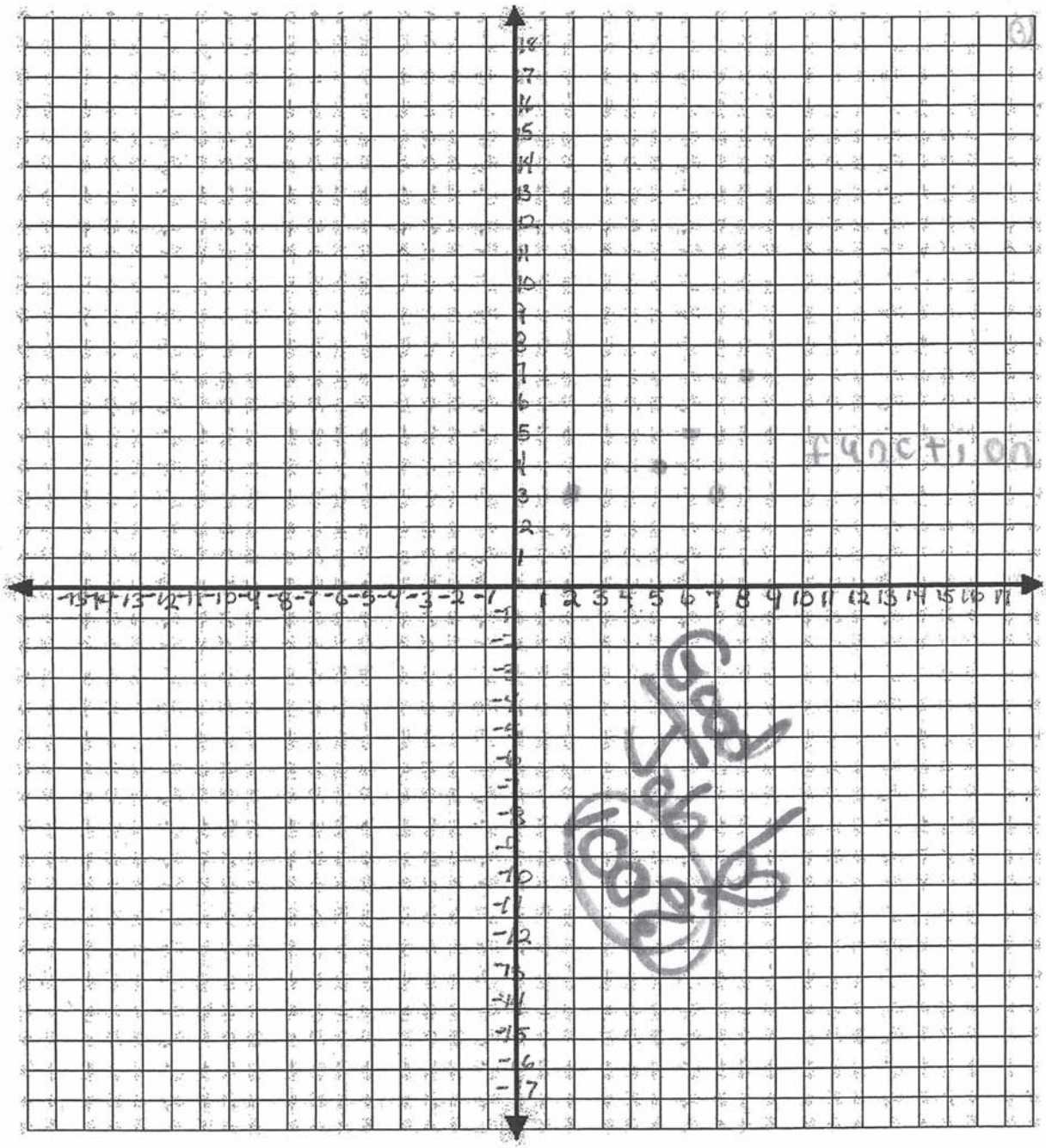


SLE: LF.3.AI.1 – Distinguish between functions and non-functions / relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data

ENTRY # 3
OCTOBER 7

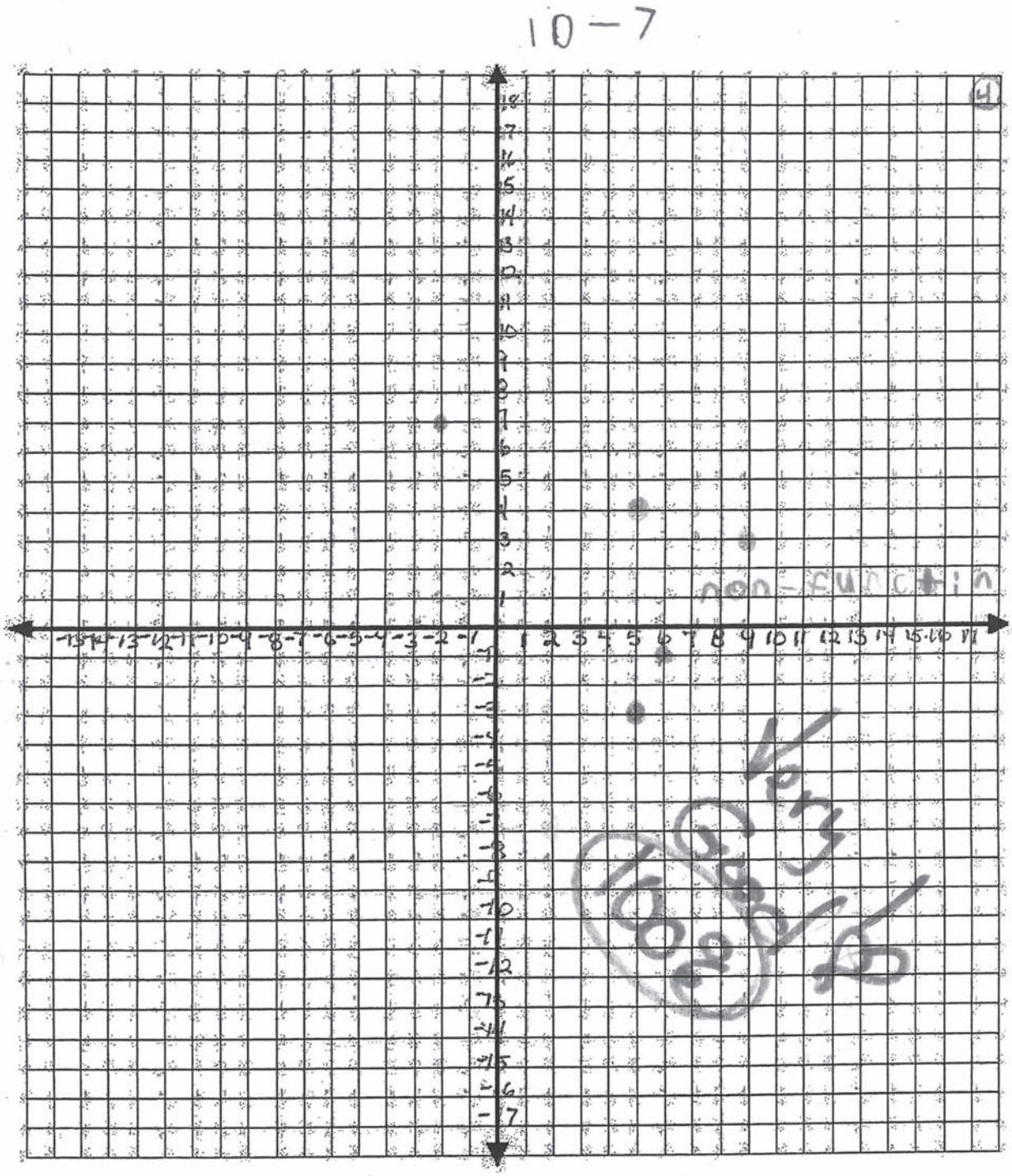
107

Page 1 of 1



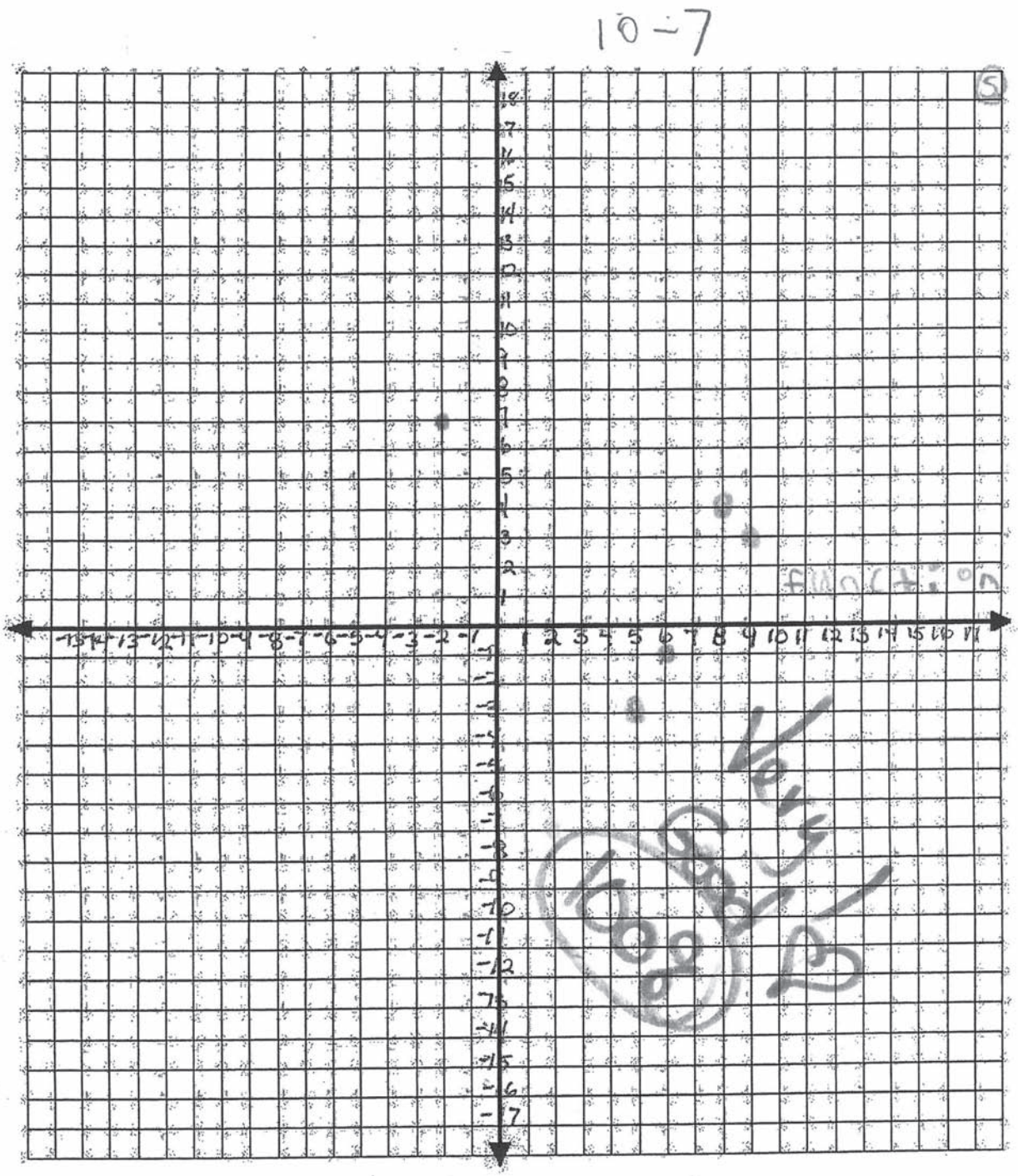
SLE: LF.3.AI.1 – Distinguish between functions and non-functions / relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data

ENTRY # 3
OCTOBER 7



SLE: LF.3.AI.1 – Distinguish between functions and non-functions / relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data

ENTRY # 3
OCTOBER 7



SLE: LF.3.AI.1 – Distinguish between functions and non-functions / relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data

ENTRY # 3
OCTOBER 7

ANNOTATION

Strand: Non-linear Functions
Standard 04: Students will compare the properties in the family of functions.
NLF.4.AI.2: Determine minimum, maximum, vertex, and zeros, given the graph.

Performance: 4
The student's tasks are aligned to the student learning expectation. The evidence clearly shows student work that is related to Non-linear Functions. On three different occasions, the student determines the zeros and vertex for each parabola and also states whether the vertex is a minimum or maximum. With three aligned and well done pieces of evidence this student has shown mastery of the subject.

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
As indicated by the teacher, the student performs these tasks independently without the need for verbal or physical prompting.

Sample Entry 4: Algebra I

Student Profile

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 9 Mathematics

PLEASE PRINT

Student Name: Sample Entry 4

School: Sample School District: Sample District

Portfolio Beginning/End Dates: September - February

Age: 15

Please check ALL that apply.

Diagnosis (no abbreviations):
Mental Retardation

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: 2nd
- ☐ 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:

Student uses a calculator to compensate for weak computational skills. He has difficulty applying abstract processes, such as generalization or transfer.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 9 Mathematics

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

Student Name: Sample Entry 4

Entry Slip Completed by: Sample Teacher

Algebra I Strands (*check one*)

- ☐ Language of Algebra
- ☐ Solving Equations and Inequalities
- ☐ Linear Functions
- ☑ Non-linear Functions
- ☐ Data Interpretation and Probability

Geometry Strands (*check one*)

- ☐ Language of Geometry
- ☐ Triangles
- ☐ Measurement
- ☐ Relationships between Two and Three Dimensions
- ☐ Coordinate Geometry and Transformations

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

Content Standard #: Standard 04

Description: Students will compare the properties in the family of functions.

Student Learning Expectation #: NLF.4.AI.2

Description: Determine minimum, maximum, vertex, and zeros, given the graph.

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

Task 1: Given a worksheet containing graphs, the student was asked to identify the vertex and zeros. Student was also asked to determine if the vertex was a minimum or maximum.

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

Task 2: Given a worksheet containing graphs, the student was asked to identify the vertex and zeros. Student was also asked to determine if the vertex was a minimum or maximum.

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

Task 3: Given a worksheet containing graphs, the student was asked to identify the vertex and zeros. Student was also asked to determine if the vertex was a minimum or maximum.

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?

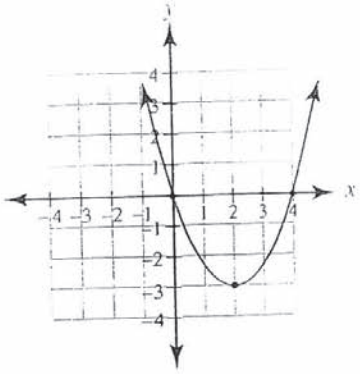
	Continuous	Frequent	Occasional	Never
Verbal	☐	☐	☐	☑
Physical	☐	☐	☐	☑

Reset Form

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

9th Grade Mathematics
High School
School District
CS 04 SLE NLF.4.A1.2
Name:
Date: 12/4/
100

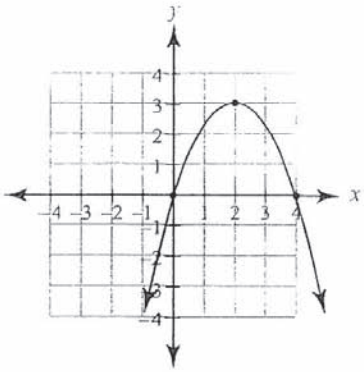
Use the graphs below to answer the questions.



What is the vertex of the graph?
(2, -3)

Is the vertex a minimum or maximum?
minimum

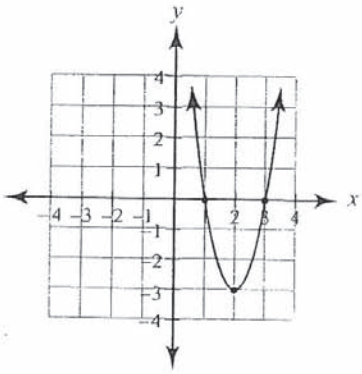
What are the zeros?
(0,0) (4,0)



What is the vertex of the graph?
(2, 3)

Is the vertex a minimum or maximum?
Maximum

What are the zeros?
(0,0) (4,0)



What is the vertex of the graph?
(2, -3)

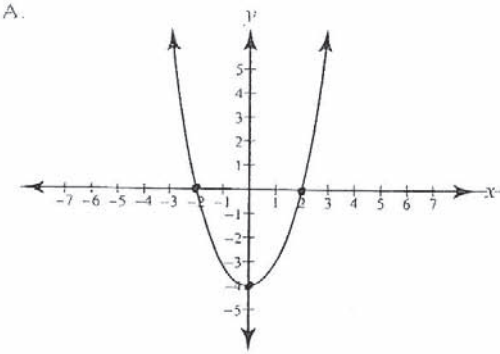
Is the vertex a minimum or maximum?
Minimum

What are the zeros?
(1,0) (3,0)

9th Grade Mathematics
High School
School District
CS 04 SLE NLF.4, A1.2
Name:
Date: 12/7/
100

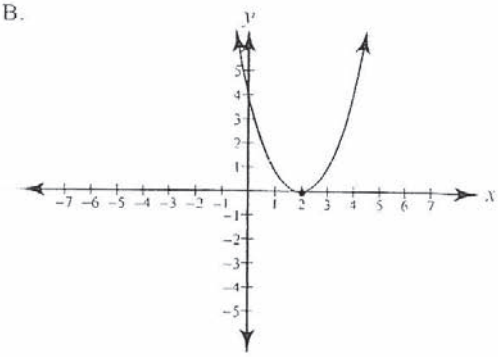
Use the graphs below to answer the questions.

A.



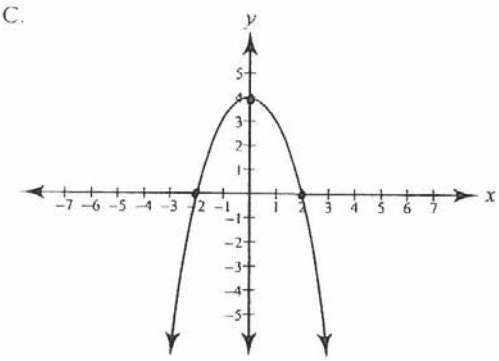
Vertex (0, -4)
Minimum or Maximum
Zeros (-2, 0)(2, 0)

B.



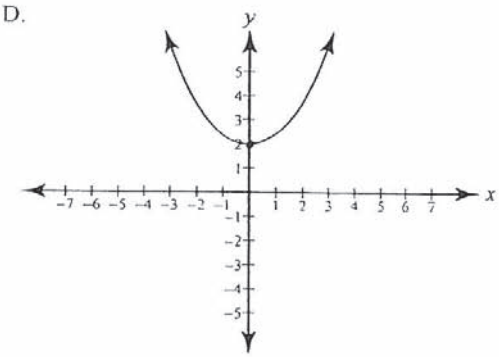
Vertex (2, 0)
Minimum or Maximum
Zeros (2,0)

C.



Vertex (0, 4)
Minimum or Maximum
Zeros (-2,0)(2,0)

D.



Vertex (0,2)
Minimum or Maximum
Zeros none

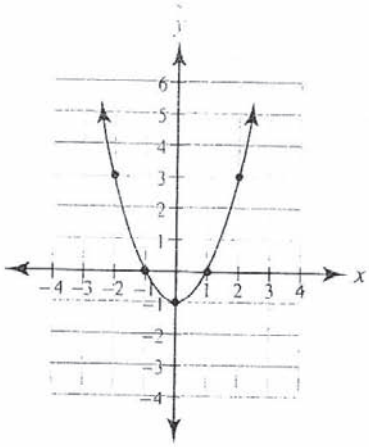
12-11-

100

9th Grade Mathematics
High School
School District
CS 04 SLE N.F.A.A1.2

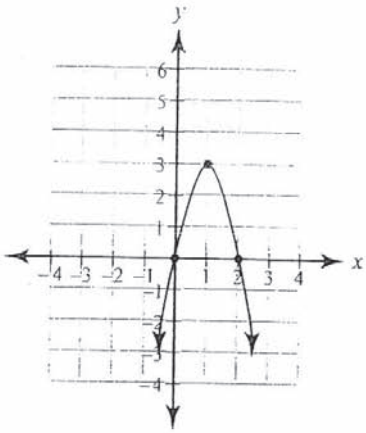
Use the graphs below to answer the questions.

A.



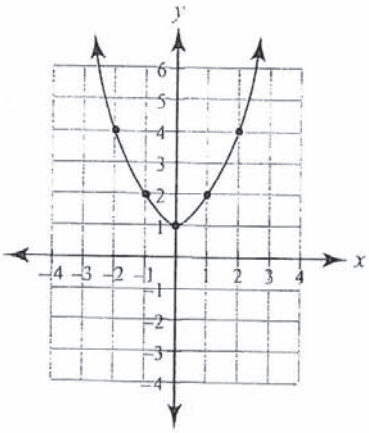
Vertex (0,-1)
Minimum or Maximum
Zeros (-1, 0)(1,0)

B.



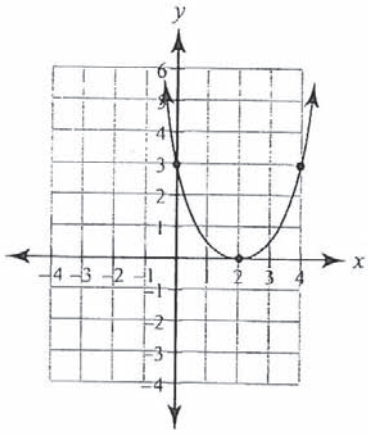
Vertex (1,3)
Minimum or Maximum
Zeros (0,0)(2,0)

C.



Vertex (0,1)
Minimum or Maximum
Zeros (none)

D.



Vertex (2,0)
Minimum or Maximum
Zeros (2,0)

ANNOTATION

Strand: Data Interpretation and Probability
Standard 05: Students will compare various methods of reporting data to make inferences or predictions.
DIP.5.AI.6: Construct and interpret a cumulative frequency histogram in real-life situations.

Performance: 4
The student's tasks are aligned to the student learning expectation. The evidence shows the student organizing data and constructing histograms for three different real-life situations (frequency of meteor falls, internet usage and roller coaster heights). The student performs this work on three separate occasions and does so with mastery.

Context: 4
The materials are age-appropriate, and the tasks are challenging and authentic.

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 5: Algebra I

Student Profile

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 9 Mathematics

PLEASE PRINT

Student Name: Sample Entry 5

School: Sample School District: Sample District

Portfolio Beginning/End Dates: September - March

Age: 15

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: Migrant

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: 2.7
- ☐ 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: 5.7
- ☐ 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:

Student is attentive to instruction as presented by the teacher and asks questions if he doesn't understand. Student occasionally has difficulty understanding math concepts and requires additional individualized assistance to complete his assignments.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 9 Mathematics

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

Student Name: Sample Entry 5

Entry Slip Completed by: Sample Teacher

Algebra I Strands (*check one*)

- ☐ Language of Algebra
- ☐ Solving Equations and Inequalities
- ☐ Linear Functions
- ☐ Non-linear Functions
- ☑ Data Interpretation and Probability

Geometry Strands (*check one*)

- ☐ Language of Geometry
- ☐ Triangles
- ☐ Measurement
- ☐ Relationships between Two and Three Dimensions
- ☐ Coordinate Geometry and Transformations

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

Content Standard #: Standard 05

Description: Students will compare various methods of reporting data to make inferences or predictions.

Student Learning Expectation #: DIP.5.AI.6

Description: Construct and interpret a cumulative frequency histogram in real-life situations.

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

Task 1: Student was instructed to use the data given to make a frequency table and histogram.

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

Task 2: Student was instructed to use the data given to make a frequency table and histogram.

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

Task 3: Student was instructed to use the data given to make a frequency table and histogram.

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):

NAME_____ DATE 10/16

100%

The data show the average numbers of meteors that fall per hour during 39 annual meteor showers. For example, in the first meteor shower, an average of 60 meteors falls, each hour.

60, 4, 1, 5, 5, 1, 40, 4, 5, 20, 2, 15, 8, 6, 21, 15, 20, 30, 3, 15, 10, 62, 25, 26, 50, 12, 20, 12, 15, 30, 10, 10, 20, 12, 12, 60, 10, 12, 20

FREQUENCY TABLE

1) Organize the data by using the intervals of 10, starting with 0-9.

2) Tally the data in each interval.

3) Write the frequency for each interval by the totaling the tally marks.

meteor showers

Interrals	tally	Frequency
0-9	~~IIII~~ ~~IIII~~ I	11
10-19	~~IIII~~ ~~IIII~~ III	13
20-29	~~IIII~~ III	8
30-39	II	2
40-49	I	1
50-59	I	1
60-69	III	3

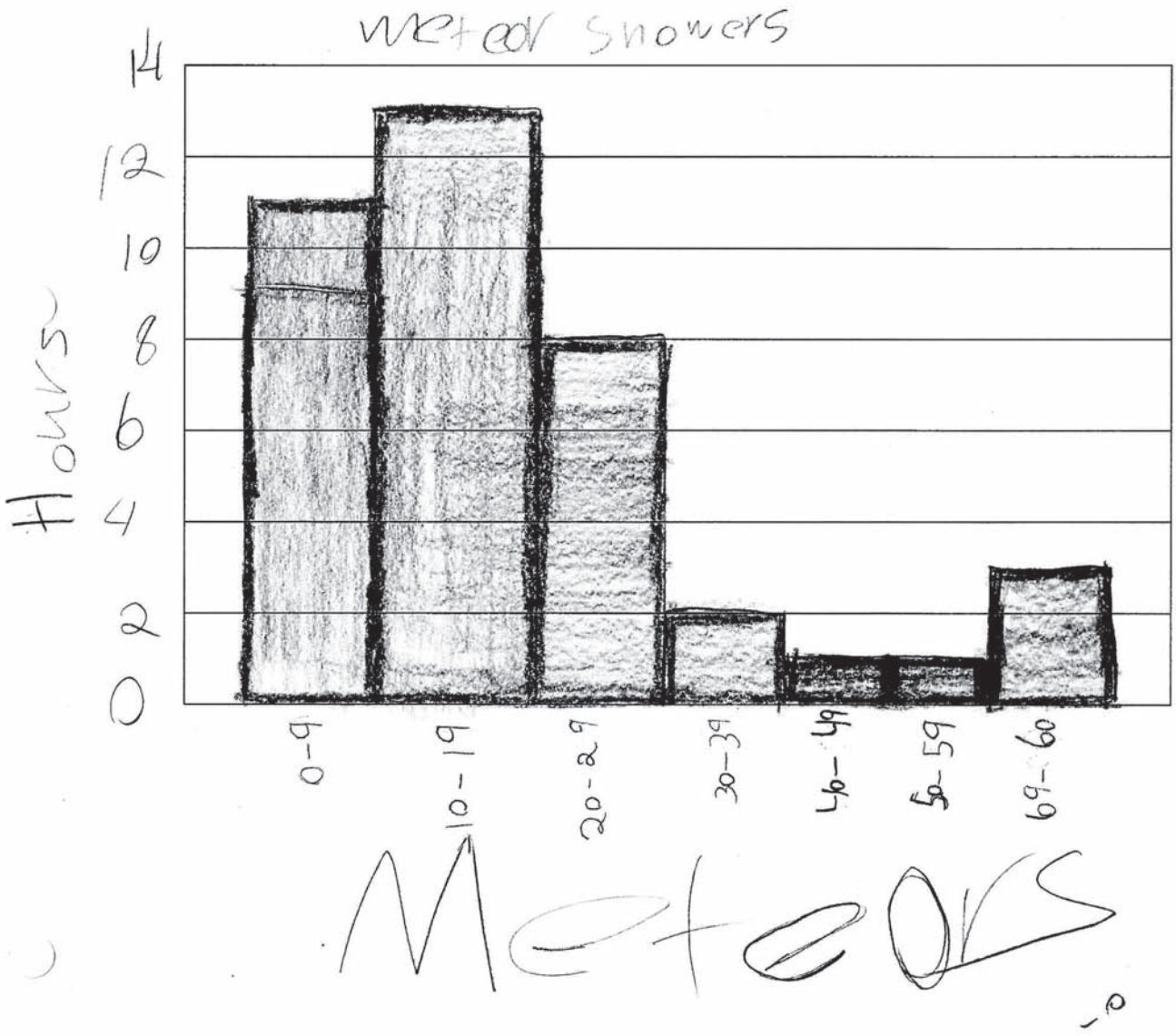
,0

HISTOGRAM

1) Label the horizontal and vertical axes. Start the vertical scale at 0 and end at 14. Use increments of 2.

2) Draw a bar to represent the frequency of each interval. The bars of neighboring intervals should touch.

3) Give your histogram a title.



NAME Key DATE

The data show the average numbers of meteors that fall per hour during 39 annual meteor showers. For example, in the first meteor shower, an average of 60 meteors falls, each hour.

60, 4, 1, 5, 5, 1, 40, 4, 5, 20, 2, 15, 8, 6, 21, 15, 20, 30, 3, 15, 10, 62, 25, 26, 50, 12, 20, 12, 15, 30, 10, 10, 20, 12, 12, 60, 10, 12, 20

FREQUENCY TABLE

1) Organize the data by using the intervals of 10, starting with 0-9.

2) Tally the data in each interval.

3) Write the frequency for each interval by the totaling the tally marks.

Number of Meteors	Tally	Frequency
0-9	~~IIII~~ ~~IIII~~ I	11
10-19	~~IIII~~ ~~IIII~~ III	13
20-29	~~IIII~~ III	8
30-39	II	2
40-49	I	1
50-59	I	1
60-69	III	3

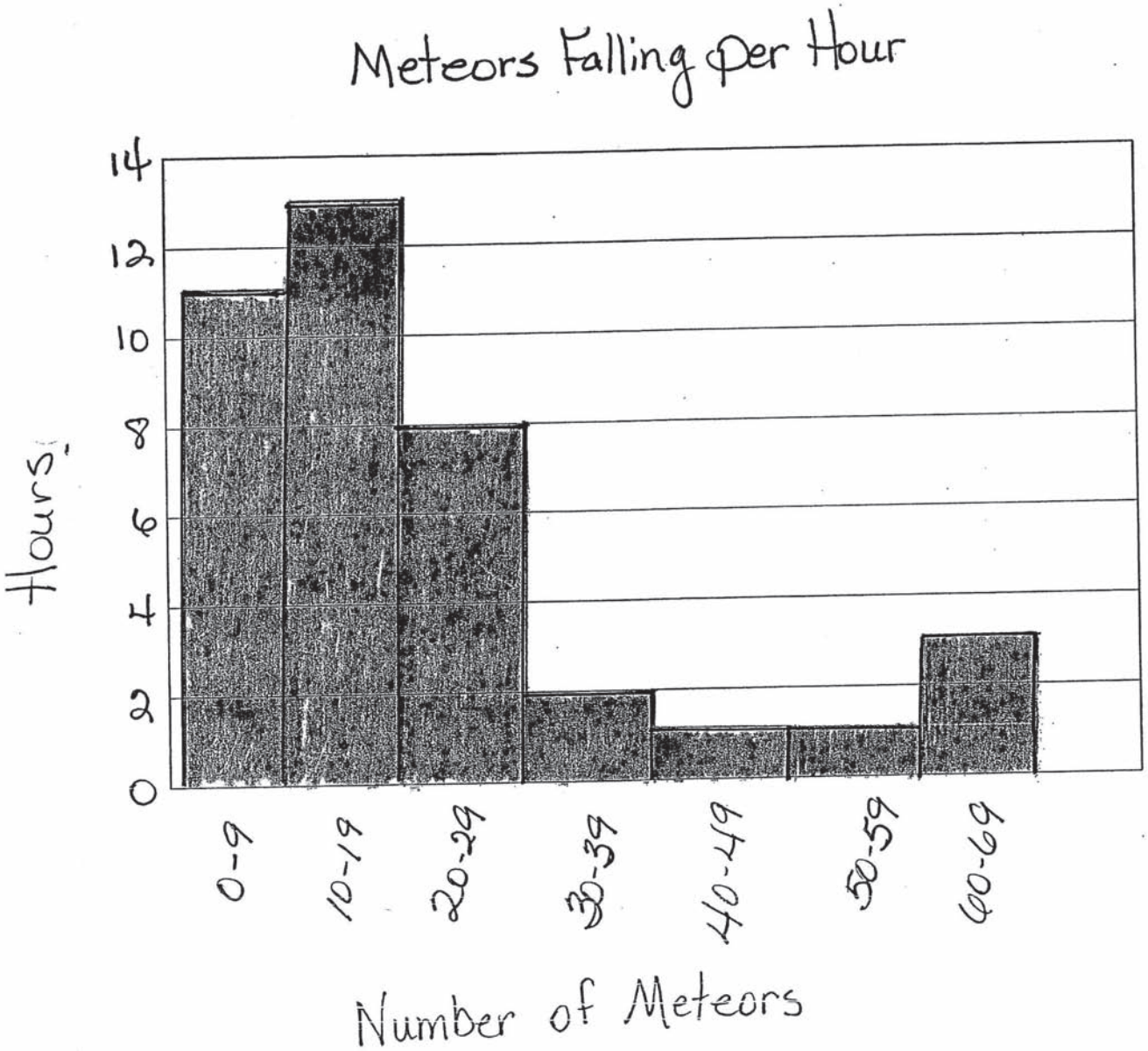
Key

HISTOGRAM

1) Label the horizontal and vertical axes. Start the vertical scale at 0 and end at 14. Use increments of 2.

2) Draw a bar to represent the frequency of each interval. The bars of neighboring intervals should touch.

3) Give your histogram a title.



NAME_____ DATE 10/12

100%

The data show the number of hours 30 students in a class spent in the Internet in a week.

4, 2.5, 5.7, 1.8, 3.7, 5.4, 5.5, 11.6, 3.7, 6.5, 2, 10, 0.5, 4.5, 5, 9.5, 2.1, 4.5, 7.5, 2.5, 8, 1, 9, 4.2, 8, 7, 3, 7, 5, 6

FREQUENCY TABLE:

1) Organize the data by using intervals of 0-1.9, 2-3.9, 4-5.9, 6-7.9, 8-9.9, 10-11.9

2) Tally the data in each interval.

3) Write the frequency for each interval by totaling the tally marks.

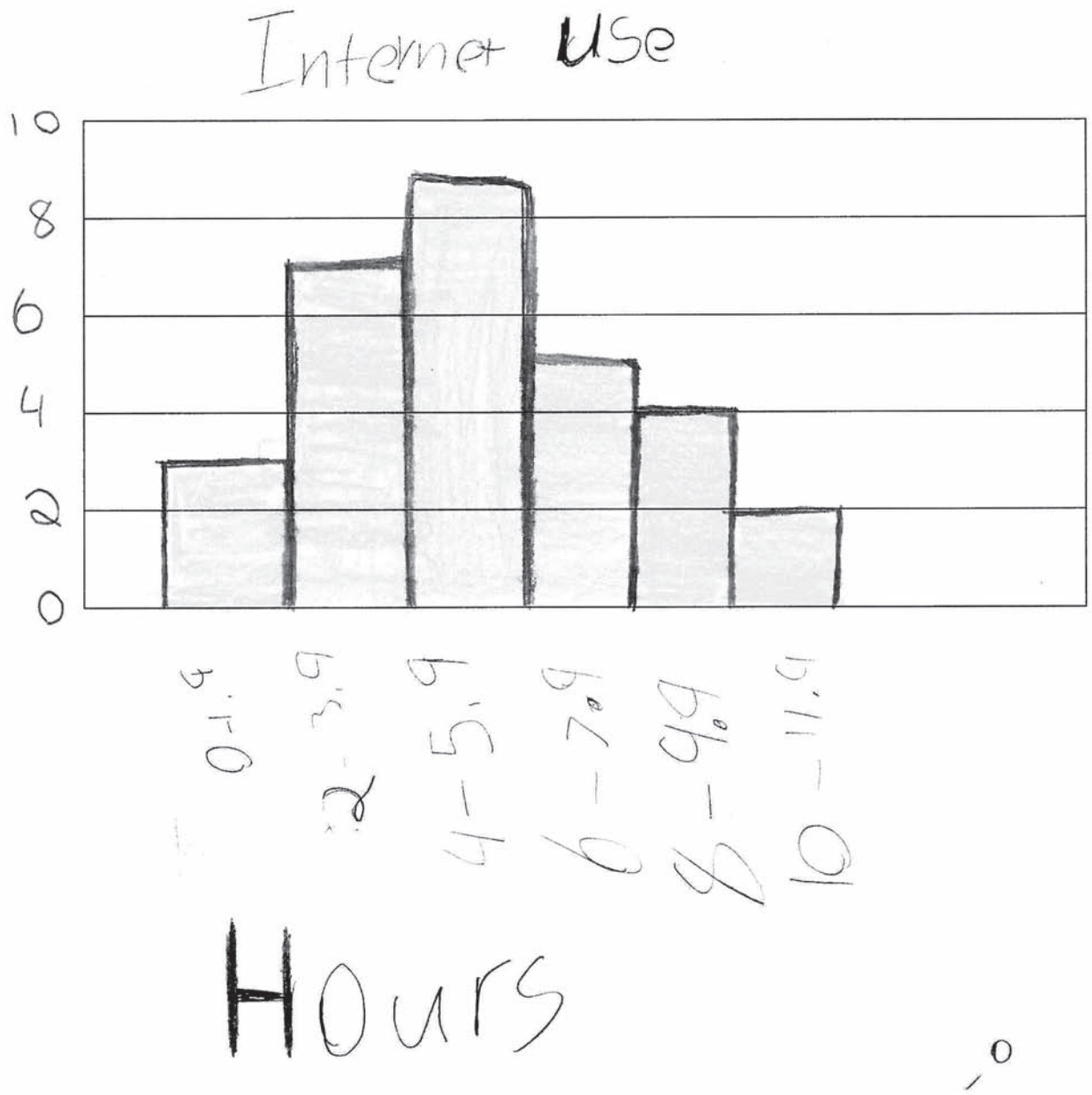
Intervoul	Tally	Frequency
0-1.9	III	3
2-3.9	卌 II	7
4-5.9	卌 IIII	9
6->9	卌	5
8-9.-9	IIII	4
10-11-.9	II	2

HISTOGRAM:

1) Label the horizontal and vertical axes. Start the vertical scale at 0 and end at 10. Use increments of 2.

2) Draw a bar to represent the frequency of each interval. The bars of neighboring intervals should touch.

3) Write a title.



NAME Key DATE

The data show the number of hours 30 students in a class spent in the Internet in a week.

4, 2.5, 5.7, 1.8, 3.7, 5.4, 5.5, 11.6, 3.7, 6.5, 2, 10, 0.5, 4.5, 5, 9.5, 2.1, 4.5, 7.5, 2.5, 8, 1, 9, 4.2, 8, 7, 3, 7, 5, 6

FREQUENCY TABLE:

1) Organize the data by using intervals of *0-1.9*, *2-3.9*, *4-5.9*, *6-7.9*, *8-9.9*

2) Tally the data in each interval.

3) Write the frequency for each interval by totaling the tally marks.

Hours per Week	Tally	Frequency
0-1.9	III	3
2-3.9	~~IIII~~ II	7
4-5.9	~~IIII~~ IIII	9
6-7.9	~~IIII~~	5
8-9.9	IIII	4
10-11.9	II	2

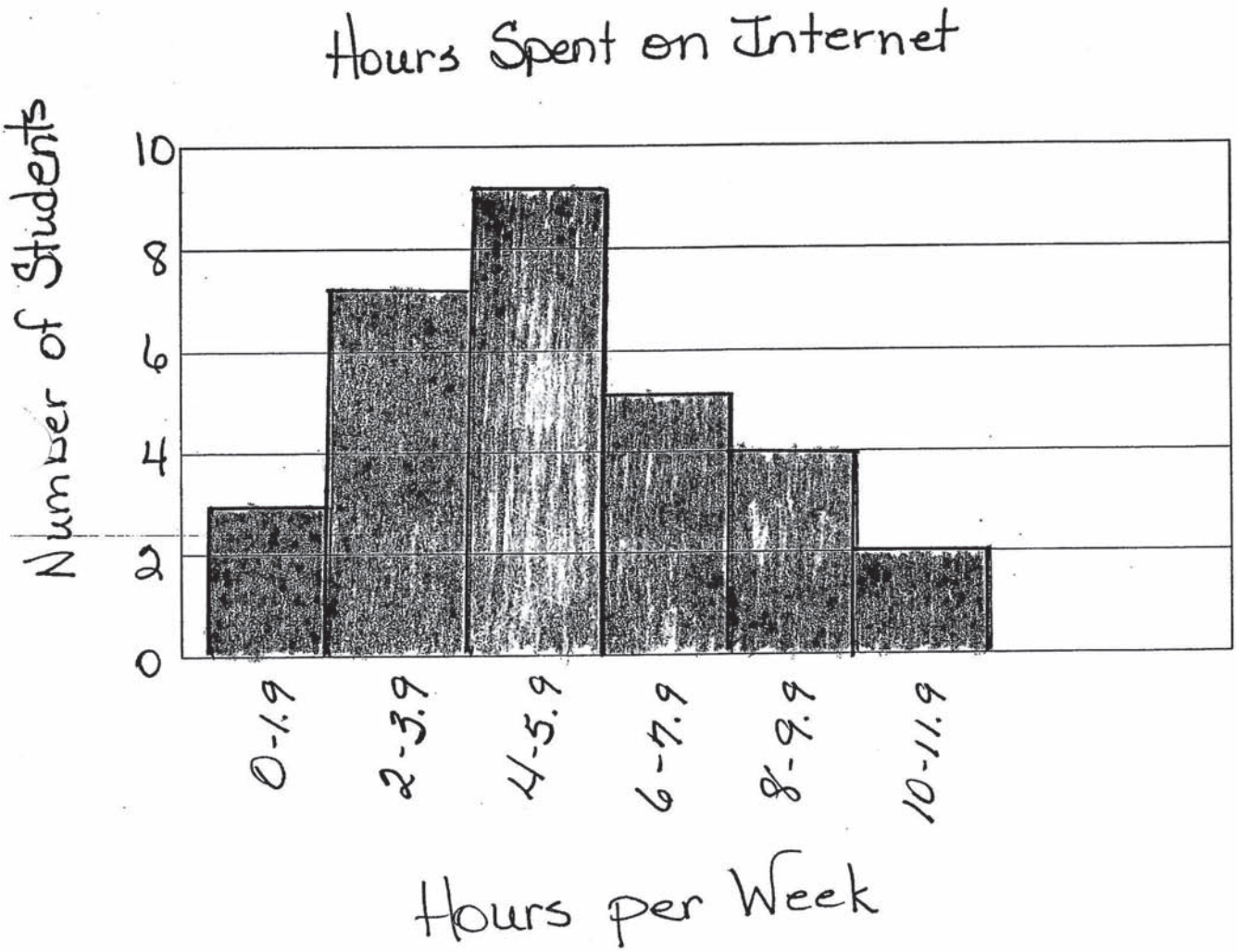
HISTOGRAM:

Key

1) Label the horizontal and vertical axes. Start the vertical scale at 0 and end at 10. Use increments of 2.

2) Draw a bar to represent the frequency of each interval. The bars of neighboring intervals should touch.

3) Write a title.



NAME_____ DATE 10/18

The data show the heights, on meters, of the tallest roller coasters in the world. Make a frequency table and histogram of the data.

66.4, 94.5, 68.3, 115, 62.5, 97, 66.4, 126.5, 63.4, 74.7, 63.4, 70.1, 66.4, 64.9, 63.7, 79, 63.4, 63.1, 62.5, 61.9, 71.6

100%

FREQUENCY TABLE:

1) Chose intervals of equal size for the data beginning with 60-69.9 and ending with 120-129.9

2) Tally the data in each interval. Use tally marks to record each occurrence of height in its interval.

3) Write the frequency for each interval by totaling the tally marks.

interval	tally	Frequecy
60-69.9	卌 卌 III	13
70-79.9	IIII	4
80-89.9		0
90-99.9	II	2
100-109.9		0
110-119.9	I	1
120-129.9	I	1

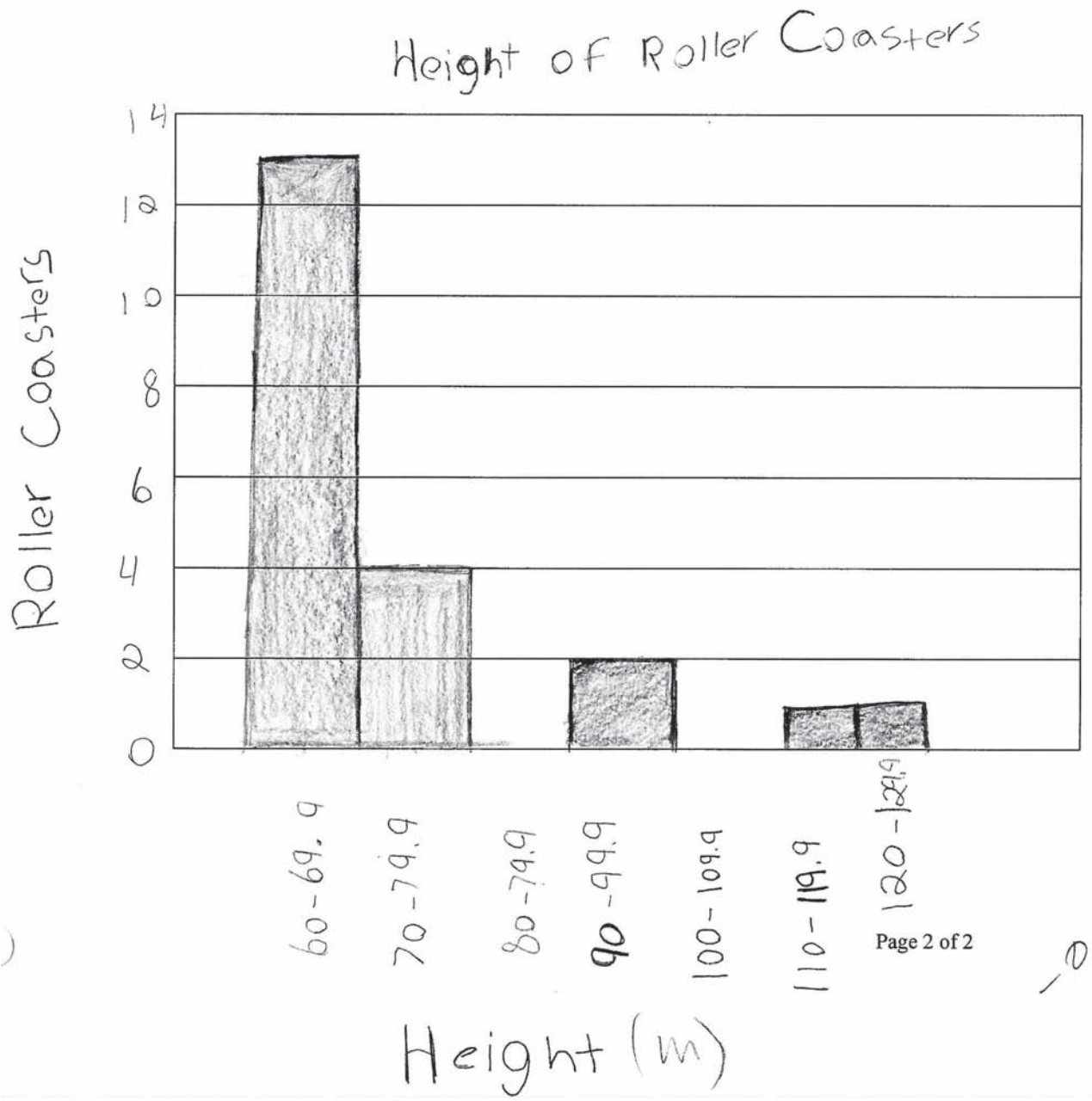
-0

ROLLER COASTER HISTOGRAM:

1) Label the horizontal and vertical axes. Start the vertical scale at 0 and end at 14. Use increments of 2.

2) Draw a bar to represent the frequency of each interval. The bars of neighboring intervals should touch.

3) Write a title.



Name Key Date

The data show the heights, in meters, of the tallest roller coasters in the world. Make a frequency table and histogram of the data.

66.4, 94.5, 68.3, 115, 62.5, 97, 66.4, 126.5, 63.4, 74.7, 63.4,

70.1, 66.4, 64.9, 63.7, 79, 63.4, 63.1, 62.5, 61.9, 71.6

FREQUENCY TABLE:

1) Chose intervals of equal size for the data beginning with 60-69.9 and ending with 120-129.9.

2) Tally the data in each interval. Use tally marks to record each occurrence of height in its interval.

3) Write the frequency for each interval by totaling the tally marks.

Height (meters)	Tally	Frequency
60 - 69.9	~~IIII~~ ~~IIII~~ III	13
70 - 79.9	IIII	4
80 - 89.9		0
90 - 99.9	II	2
100 - 109.9		0
110 - 119.9	I	1
120 - 129.9	I	1

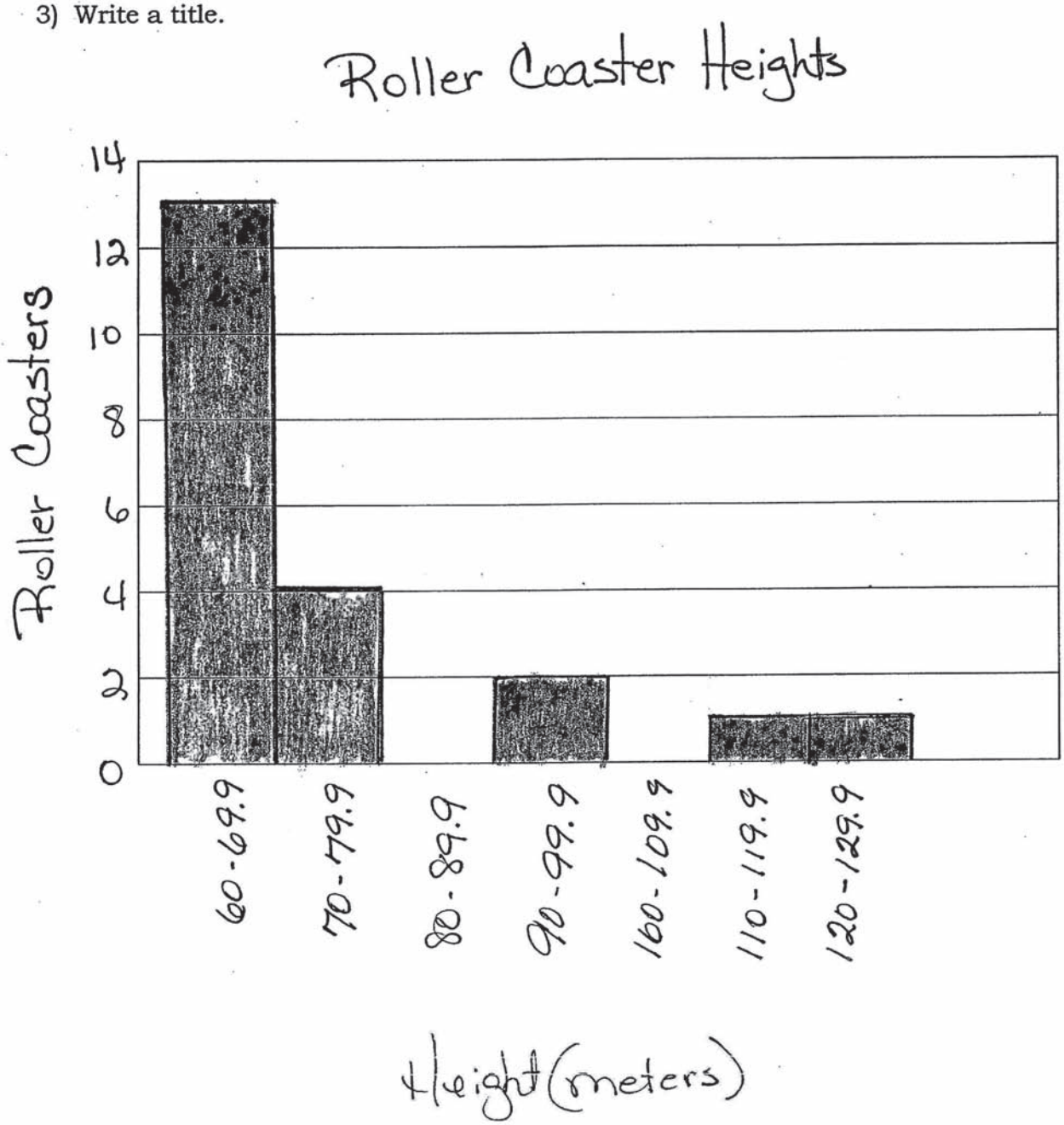
Key

ROLLER COASTER HISTOGRAM

1) Label the horizontal and vertical axes. Start the vertical scale at 0 and end at 14. Use increments of 2.

2) Draw a bar to represent the frequency of each interval. The bars of neighboring intervals should touch.

3) Write a title.



Sample Entry 6: Geometry

Annotation

Strand:	Language of Geometry
Standard 01:	Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.
LG.1.G.2:	Represent points, lines, and planes pictorially with proper identification, as well as basic concepts derived from these undefined terms, such as segments, rays, and angles.

Performance: 4
The student is asked to identify and draw points, lines, planes, and angles. The student does so accurately on three different occasions. The tasks align to the student learning expectation. The student work is scored.

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, the student performs these tasks independently without the need for assistance beyond that which is listed on the Student Profile.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 9 Mathematics

PLEASE PRINT

Student Name: Sample Entry 6

School: Sample School District: Sample District

Portfolio Beginning/End Dates: 8/12 - 3/14

Age: 15

Please check ALL that apply.

Diagnosis (no abbreviations):
Speech Impaired

Type of class
- [x] 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
- [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: 3
- [ ] 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: 3
- [ ] 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:

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 9 Mathematics

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

Student Name: Sample Entry 6

Entry Slip Completed by: Sample Teacher

Algebra I Strands (*check one*)

- ☐ Language of Algebra
- ☐ Solving Equations and Inequalities
- ☐ Linear Functions
- ☐ Non-linear Functions
- ☐ Data Interpretation and Probability

Geometry Strands (*check one*)

- ☑ Language of Geometry
- ☐ Triangles
- ☐ Measurement
- ☐ Relationships between Two and Three Dimensions
- ☐ Coordinate Geometry and Transformations

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

Content Standard #: Standard 01

Description: Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.

Student Learning Expectation #: LG.1.G.2

Description: Represent points, lines, and planes pictorially with proper identification, as well as basic concepts derived from these undefined terms, such as segments, rays, and angles.

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

Task 1: The student will identify a point, plane, line, and angle by looking at an example of each and writing the correct name of the figure on a line beside it.

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

Task 2: The student will identify a point, plane, line, and angle by looking at a real world example of each and writing the correct name of the figure on a line beside it.

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

Task 3: The student will identify a point, plane, line, and angle by looking at an example of each and drawing an example of their own under each correct term.

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):

Name _____
Date 10-25

Use the word bank below to label each of the items given.

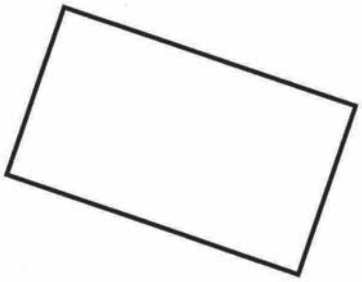
point
~~plane~~

~~line~~
angle

100%

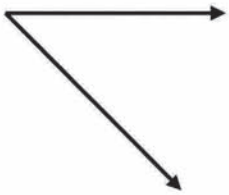
1. line

2. plane



3. point

4. angle



L.G.1.G.2

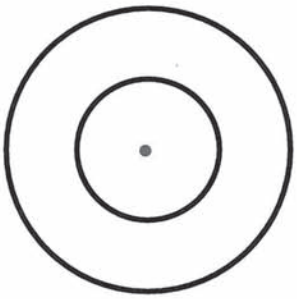
Name_____ Date 11-1

Label the Point, Line, Plane or Angle shown in red on each real world item.

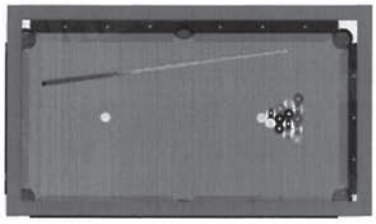
100%

1. Angle

2. line



3. point



4. Plane

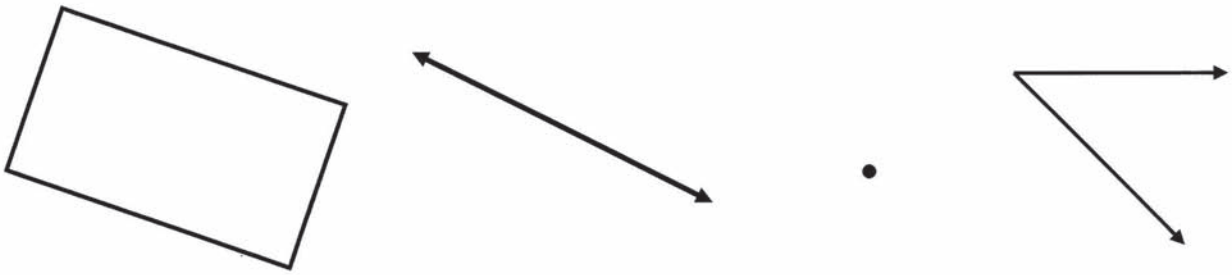
LG.1.G.2

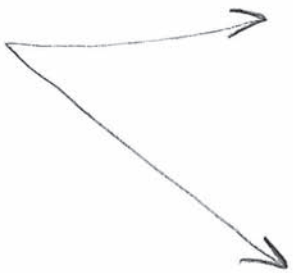
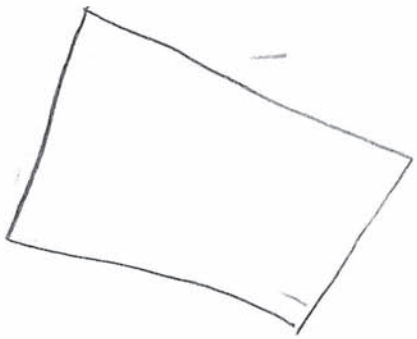
Name_____

Date 11-9

100%

Draw each of the following items in the box with the correct term.



1. Line	2. Point
3. Angle 	4. Plane 

LG.1.G.2

Sample Entry 7: Geometry

Annotation

Strand:	Triangles
Standard 02:	Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real-world situations.
T.2.G.2:	Investigate the measures of segments to determine the existence of triangles.

Performance: 4
The student performs aligned tasks on three separate occasions. The student is using segments of different lengths to create triangles. In the Resource Guide, creating a triangle using segments aligns at the less complex level for this student learning expectation. The student work is evaluated by the teacher and the evidence is dated.

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, the student performs these tasks independently without the need for assistance beyond that which is listed on the Student Profile.

General Comments:
The third piece of evidence is a work sample which includes photographs of "anglegs". "Anglegs" are different colored plastic segments that can be snapped together to create shapes. It may be hard to see in a black and white photograph, but the sets that the student correctly marks contain three segments that, when connected, can create a triangle. In the unmarked sets, one of the segments is not long enough to create a triangle.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 9 Mathematics

PLEASE PRINT

Student Name: Sample Entry 7

School: Sample School District: Sample District

Portfolio Beginning/End Dates: September 17 - January 22

Age: 14

Please check ALL that apply.

Diagnosis (no abbreviations):
Cri-du-Chat Syndrome, Turner Syndrome, Raynaud Syndrome, Intellectual Disability, Speech/language Disorder, Sensori-Neural Hearing Loss, Legally Blind

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

These might be helpful for but she does not tolerate them.

Communication

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

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

Assistive Technology
- [ ] Electronic
- [ ] Electronic high-tech
- [x] 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
- [x] Vision support
- [x] Physical therapy
- [ ] ESL services
- [x] Other: Nursing services

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
- [x] 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 NO
- [ ] Recognizes only basic shapes NO
- [x] Computes addition/subtraction
  - [x] with calculator
  - [ ] without calculator

  And hand over hand assistance
- [ ] Computes multiplication/division
  - [ ] with calculator
  - [ ] without calculator

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

SAMPLE ENTRY 7: GEOMETRY

STUDENT PROFILE

Student Profile
9th Grade Math Portfolio

is a 14 year old 9th grader at . She receives special education services in a self-contained classroom as a student with Multiple Disabilities. has diagnoses of Cri-du-Chat Syndrome, Turner Syndrome, Raynaud Syndrome, mental retardation, sensori-neural hearing loss. does not tolerate hearing aids. She has a past history of taking out the aids and chewing them, causing a choking risk. At this time there are no hearing aids prescribed for her. She requires assistance for all areas of personal care. Vision testing showed that is legally blind. However, she does have some vision. uses a wheelchair for mobility. has a very, very short attention span.

is functionally non-verbal. At school she vocalizes several sounds and says the word "Momma". To communicate choices she picks from a choice of two answers by touch or by pulling a card off her wheelchair tray or choice board. Due to her vision, choices are read to , except when she is reading Community Signs. These are very large. also uses simple communication devices such as a Big Mack or the Big Talk Triple Play

In English, participates with the class to write and read a daily journal entry. During journal time activates a Big Mack to say, "Today is Friday, January 11 ." After the journal has been written she activates a Big Talk Triple Play to read each sentence of the journal (one activation reads a sentence). Then she activates the Big Mack to read the word of the day. Later students complete a typed copy of the journal and glue it in their personal journals. writes her journal, with assistance, by saying the day of the week, month, year and word of the day. She does this by choosing one of two answers that are placed on her wheelchair tray and read to her. She is accurate with the information most days. She writes her answers in her journal by gluing the answers in place, with hand over hand assistance. She also writes her name and the date using name and date stamps with hand over hand assistance. Even on this very familiar task requires frequent redirection using both verbal and physical prompts. In reading is working on a group of Outdoor and Indoor Community Signs. At times she is quite accurate (75%). Some days she will miss every sign, due to inattention. These signs are large and in color, including signs such as a STOP sign and a YIELD sign. Beyond these signs, does not read at all, not letters, not picture symbols, not PECS. She uses real items or must make a choice based on a combination of seeing the choice and hearing her options read/spoken to her. Her literacy skills are at the low Preschool level. It is difficult to say how much of this is due to her lack of vision.

In math, participates in a variety of math activities for the portfolio. She will participate with staff or tutors to do the assignments. In a more common activity of simple addition, participates to add two one digit numbers using a talking calculator and hand over hand assistance. Next she selects the answer from a choice of two answers that are read to her. Then she writes her answer using number stamps and hand over hand assistance. always requires both verbal and physical prompts to complete her assignments. She does not appear to recognize any number or the concept of amount to numeral (number sense). Her math skills are at the low preschool level.

STUDENT PROFILE

participates to the maximum extent in classroom activities, although she requires maximum physical assistance to participate. She plays games with the class, such as Community Sign Bingo, My Plate or Uno. It is very important to realize that it takes a long time to complete an assignment, often due to short attention span. A short assignment is still very challenging to her! She requires verbal cues and verbal prompting as well as physical prompts to stay on task and remember the question and her answer choices. For all physical activities, such as recording her answers or activating a communication device with multiple options, needs hand over hand assistance and/or physical prompts.

Sample Entry 7: Geometry

Entry Slip

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 9 Mathematics

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

Student Name: Sample Entry 7

Entry Slip Completed by: Sample Teacher

Algebra I Strands (*check one*)

- ☐ Language of Algebra
- ☐ Solving Equations and Inequalities
- ☐ Linear Functions
- ☐ Non-linear Functions
- ☐ Data Interpretation and Probability

Geometry Strands (*check one*)

- ☐ Language of Geometry
- ☑ Triangles
- ☐ Measurement
- ☐ Relationships between Two and Three Dimensions
- ☐ Coordinate Geometry and Transformations

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

Content Standard #: Standard 02

Description: Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real-world situations.

Student Learning Expectation #: T.2.G.2

Description: Investigate the measures of segments to determine the existence of triangles.

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

Task 1: 10/8 Student determined the existence of triangles based on the number of sides by sorting shapes with the class. Then she made 3 triangles using manipulatives.

Type of Evidence for Task 1: Series of Captioned Photographs

Task 2: 10/9 Student worked with the teacher to make 3 triangles using a geoboard. Then she answered the question, "Is this a triangle?", using BigMack switches.

Type of Evidence for Task 2: Series of Captioned Photographs

Task 3: 10/10 Student was asked to determine the existence of triangles by identifying which set of 3 segments would make a triangle. See below.

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):

On task 3 for each pair she had matching manipulatives to use to determine the answer. The manipulatives, "anglegs", matched the sets for each question. The worksheet is made from pictures of these manipulatives.

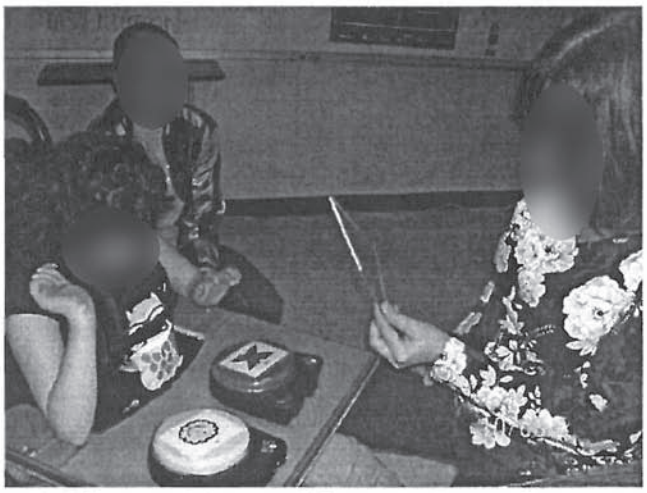
October 8
EVIDENCE 1

was asked to investigate the measure of segments to determine the existence of triangles by identifying shapes that were and were not triangles and by making triangles using manipulatives.

1) participates in the class discussion. Here she activates the BigMack switch to say, "A triangle has 3 sides and 3 angles."

2) was given a shape and asked to tell the class if it was a triangle or not by placing it on the correct side of the board. She worked with a peer tutor to correctly put the square on the side that said, "Not a triangle."

3) Then was asked to make 3 triangles with the teacher. Above: they work together to press together the anglegs and make a triangle. After the photo she correctly said, "Yes," with the BigMack switch to indicate this was a triangle.



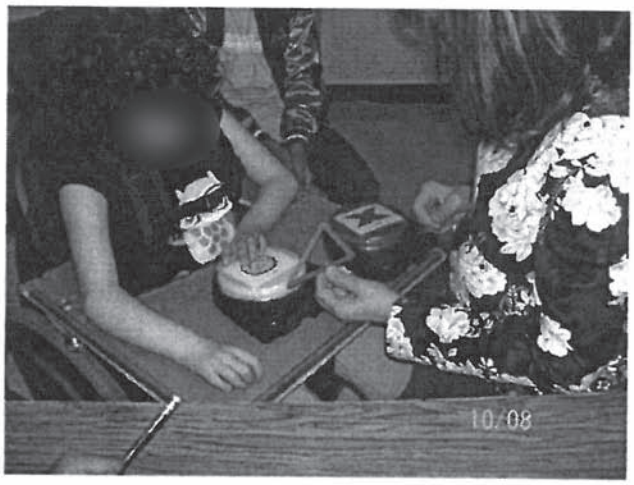
4) After making a different shape for the teacher asked her if the shape was a triangle. correctly activated the BigMack to say, "No." In the photo, her left hand has just come up from the red NO switch.

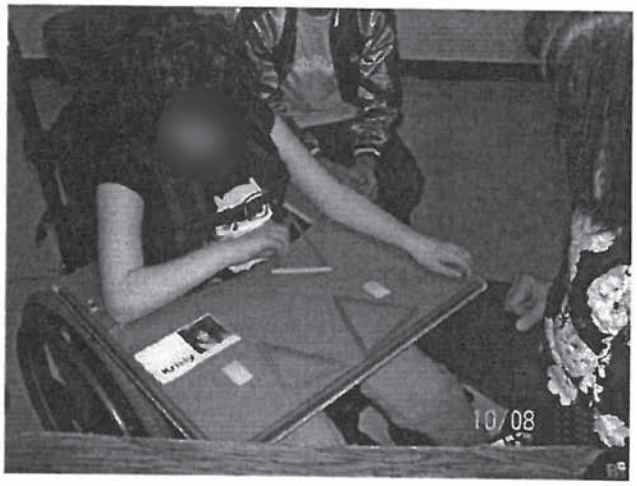
5) participates with the teacher to make her second triangle.

6) When the teacher asked is this a triangle, activated the Yellow BigMack switch to say, "Yes."

7) This time the teacher showed 3 Anglegs (manipulatives used to make the triangles) to be used for the last triangle. watches attentively.

8) She worked with the teacher to snap the Anglegs together to make the 3rd triangle.





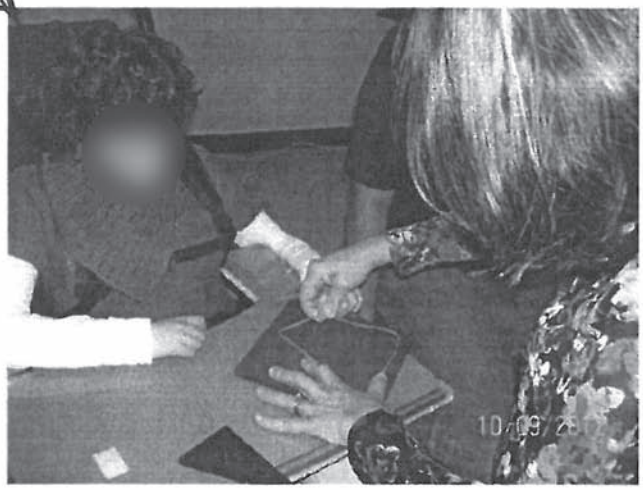
9) Again the teacher asked, "Is this a triangle?" correctly activated the switch to say, "Yes."

10) In the photo above shows the triangles she made with the teacher. She has successfully made 3 triangles!

successfully investigated the measure of segments to determine the existence of triangles by identifying triangles in the group lesson and by making and identifying triangles as she worked with the teacher.

October 9
EVIDENCE 2

was asked to make 3 triangles using geoboards and rubber bands. She worked with the teacher. The teacher put the rubber bands on the geoboard in a square or rectangle and worked with to make the shape into a triangle. The geoboard triangles were modeled after plastic triangles that are in the pictures. After making the each triangle, was asked, "Is this a triangle?"



1) works with the teacher to maker her first triangle.

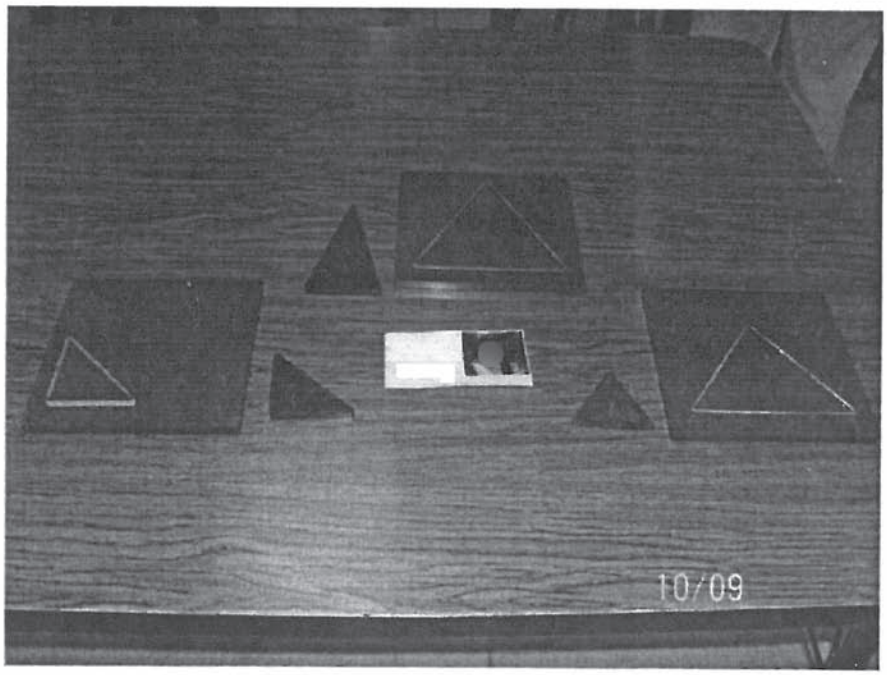
2) correctly answers, "Yes," to the question, "Is this a triangle?" She has identified her 1st triangle.

3) works with the teacher to make her 2nd triangle.

4) She correctly says, "Yes," using the BigMack switch. She has identified the 2nd triangle.

5) works with the teacher to complete her 3rd triangle.

6. She correctly identifies the 3rd triangle by activating the switch to say, "yes."



7. Above: Here are 's 3 geoboard triangles with the corresponding model triangles. She has successfully completed the assignment.

8. successfully investigated the measure of segments to determine the existence of triangles by working with the teacher to make triangles with rubber bands and geoboards and by correctly answering yes to the question, "Is this a triangle?".

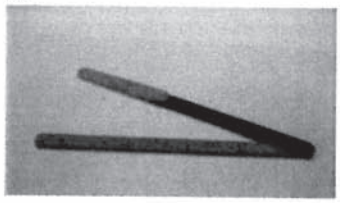
Evidence 3

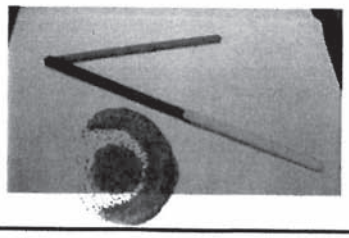
Name_____ **Date** OCT 10

In each pair of line segments, mark the set that will make a triangle.

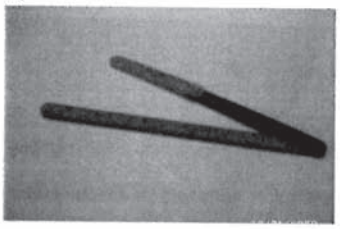
100%

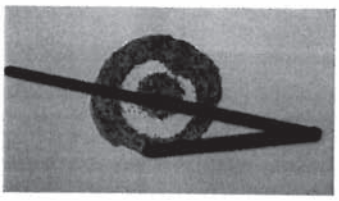
1.



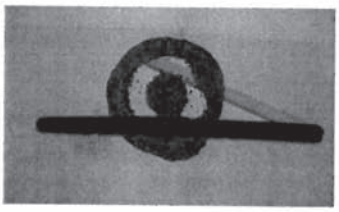


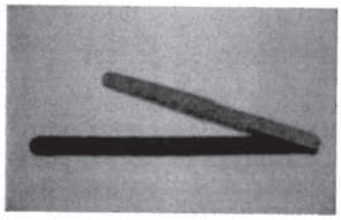
2.



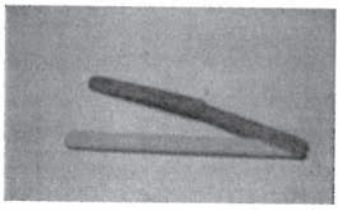


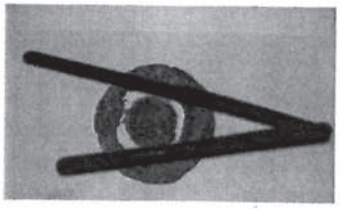
3.



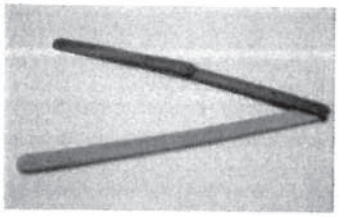


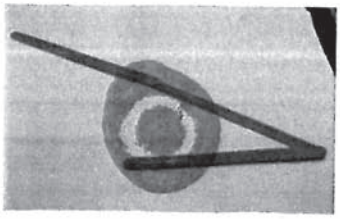
4.





5.





ANNOTATION

Strand: Measurement
Standard 03: Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area, and volume.
M.3.G.2: Apply, using appropriate units, appropriate formulas to solve application problems involving polygons, prisms, pyramids, cones, cylinders, spheres as well as composite figures, expressing solutions, in both exact and approximate forms.

Performance: 4
The student is asked to solve perimeter problems and to compare the perimeters of various objects. The student receives one hundred percent on three occasions, thus achieving a four in performance.

Context: 4
The student performs tasks that are authentic, using materials that are age-appropriate. The aligned tasks present an appropriate challenge, given the student's profile.

Level of Assistance: 4
As indicated on the Entry Slip, the student does not require assistance in the performance of these tasks.

General Comments:
Note that the units for the perimeter of each object are included for each problem.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 9 Mathematics

PLEASE PRINT

Student Name: Sample Entry 8

School: Sample School District: Sample District

Portfolio Beginning/End Dates: 8/12 - 3/14

Age: 15

Please check ALL that apply.

Diagnosis (no abbreviations):
Autism

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
- [ ] 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
- [ ] 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: 5
- [ ] 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: 2
- [ ] Recognizes only numbers 0–10
- [ ] Recognizes only basic shapes
- [x] Computes addition/subtraction
  - [ ] with calculator [x] 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 use of calculator for multi-digit addition and subtraction problems.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 9 Mathematics

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

Student Name: Sample Entry 8

Entry Slip Completed by: Sample Teacher

Algebra I Strands (*check one*)

- ☐ Language of Algebra
- ☐ Solving Equations and Inequalities
- ☐ Linear Functions
- ☐ Non-linear Functions
- ☐ Data Interpretation and Probability

Geometry Strands (*check one*)

- ☐ Language of Geometry
- ☐ Triangles
- ☑ Measurement
- ☐ Relationships between Two and Three Dimensions
- ☐ Coordinate Geometry and Transformations

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

Content Standard #: Standard 03

Description: Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area, and volume.

Student Learning Expectation #: M.3.G.2

Description: Apply, using appropriate units, appropriate formulas to solve application problems involving polygons, prisms, pyramids, cones, cylinders, spheres as well as composite figures, expressing solutions in both exact and approximate forms.

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

Task 1: The student will solve problems involving calculating perimeter and then comparing perimeter sizes.

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

Task 2: The student will solve problems involving calculating perimeter and then comparing perimeter sizes.

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

Task 3: The student will solve problems involving calculating perimeter and then comparing perimeter sizes.

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	☐	☐	☐	☑

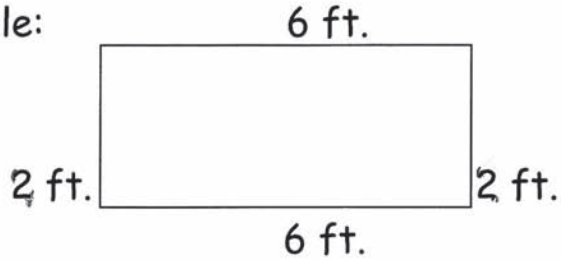
Reset Form

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

Name_____ Date 12-2

Find the Perimeter in Feet

Example:

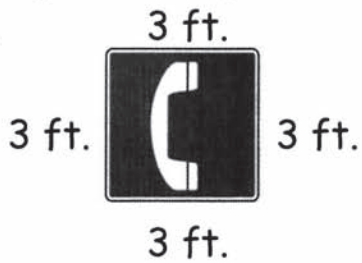


2 ft. + 6 ft. + 2 ft. + 6 ft. = 16 feet

Complete the problems below to find the perimeter.

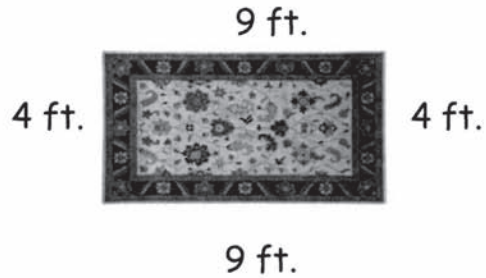
100%

1.



3 + 3 + 3 + 3 = 12 feet

2.



9 + 9 + 4 + 4 = 26 feet

3. What is the perimeter of the smaller object? 12 feet

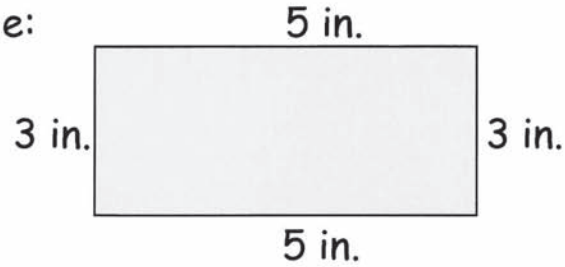
M.3.G.2

Name_____ Date 12-12

Find the Perimeter in inches

100%

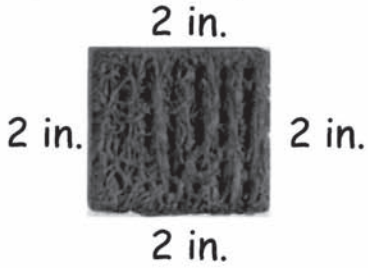
Example:



3 in. + 5 in. + 3 in. + 5 in. = 16 inches

Complete the problems below to find the perimeter.

1.



2 + 2 + 2 + 2 = 8 inches

2.

2 + 5 + 2 + 5 = 14 inches

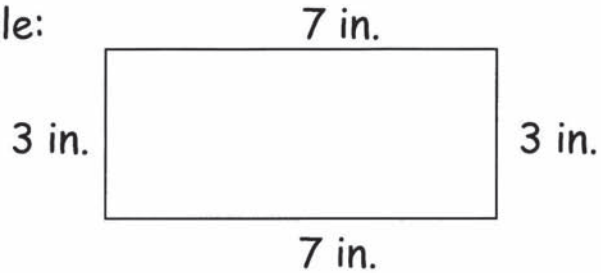
3. What is the perimeter of the larger object? 14 inches

M.3.G.2

Name_____ Date 1-25

Find the Perimeter

Example:

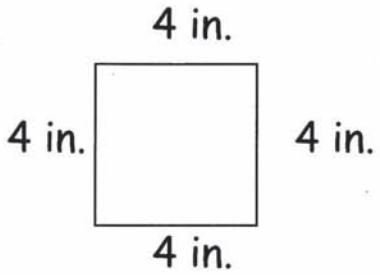


100%

3 in. + 7 in. + 3 in. + 7 in. = 20 inches

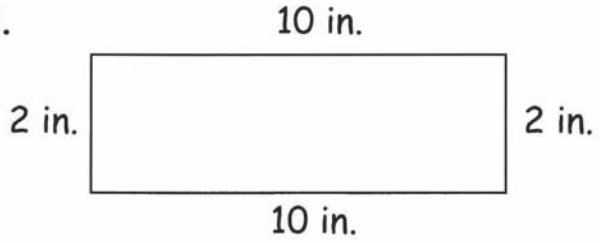
Complete the problems below to find the perimeter.

1.



4 + 4 + 4 + 4 = 16 inches

2.



10 + 10 + 2 + 2 = 24 inches

3. What is the perimeter of the smaller object? 16 inches

M.3.G.2

ANNOTATION

Strand:	Relationships between Two and Three Dimensions
Standard 04:	Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.
R.4.G.1:	Explore and verify the properties of quadrilaterals.

Performance: 4
The student displays mastery of skills aligned with properties of quadrilaterals. The tasks are embedded in instruction, and the student is engaged in each task on three different occasions.

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 9 Mathematics

PLEASE PRINT

Student Name: Sample Entry 9

School: Sample School District: Sample District

Portfolio Beginning/End Dates: September-March

Age: 15

Please check ALL that apply.

Diagnosis (no abbreviations):
Autism and Speech/Language Impairment

Type of class
- [x] 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
- [x] Reads and comprehends basic words

Strengths in Math

Math grade level:_____
- [ ] Recognizes only numbers 0–10
- [ ] 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:
He likes to stay on schedule. If things change, it confuses and upsets him.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 9 Mathematics

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

Student Name: Sample Entry 9

Entry Slip Completed by: Sample Teacher

Algebra I Strands (*check one*)

- ☐ Language of Algebra
- ☐ Solving Equations and Inequalities
- ☐ Linear Functions
- ☐ Non-linear Functions
- ☐ Data Interpretation and Probability

Geometry Strands (*check one*)

- ☐ Language of Geometry
- ☐ Triangles
- ☐ Measurement
- ☑ Relationships between Two and Three Dimensions
- ☐ Coordinate Geometry and Transformations

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

Content Standard #: Standard 04

Description: Students will analyze characteristics and properties of two and three dimensional geometric shapes and develop mathematical arguments about geometric relationships.

Student Learning Expectation #: R.4.G.1

Description: Explore and verify the properties of quadrilaterals.

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

Task 1: The student will participate in group lessons identifying quadrilaterals on the chalkboard, thus demonstrating that they recognize objects with 4 sides as quadrilaterals.

Type of Evidence for Task 1: Series of Captioned Photographs

Task 2: The student will photograph quadrilaterals in our classroom.

Type of Evidence for Task 2: Series of Captioned Photographs

Task 3: The student will identify quadrilaterals on a worksheet.

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

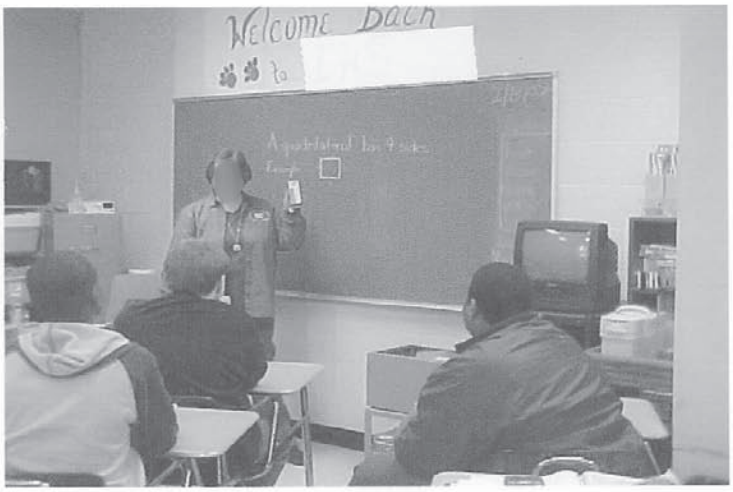
Level of Assistance (check all that apply). What is the level of assistance required after the introduction of the lesson/activity is completed?

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

Reset Form

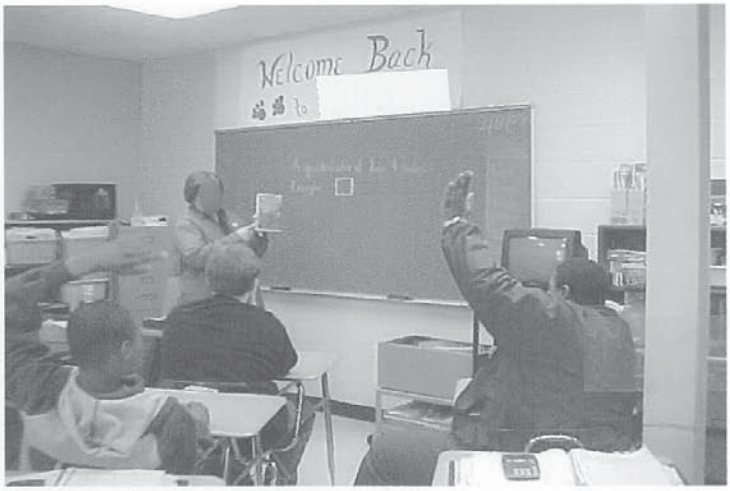
Comments (anything else that will help the scorer understand this entry):

2/8



Today our class is learning that a *quadrilateral* has four sides.
said that an eraser is a *quadrilateral*.

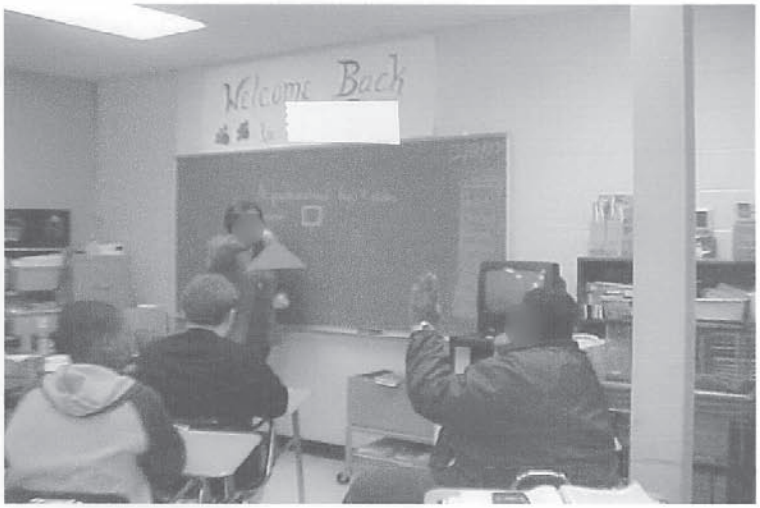
ask if a video would be a *quadrilateral* and someone raised their hand and said " yes ".

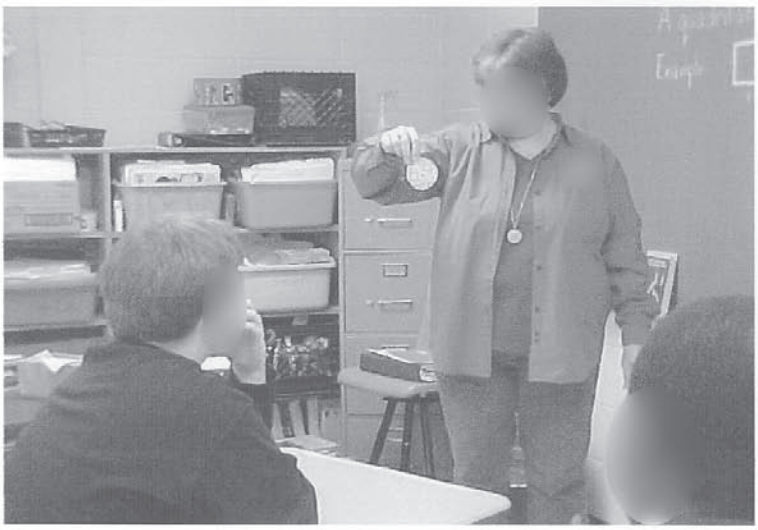


When ask if a book was a *quadrilateral*, he raised his hand and said " yes ".

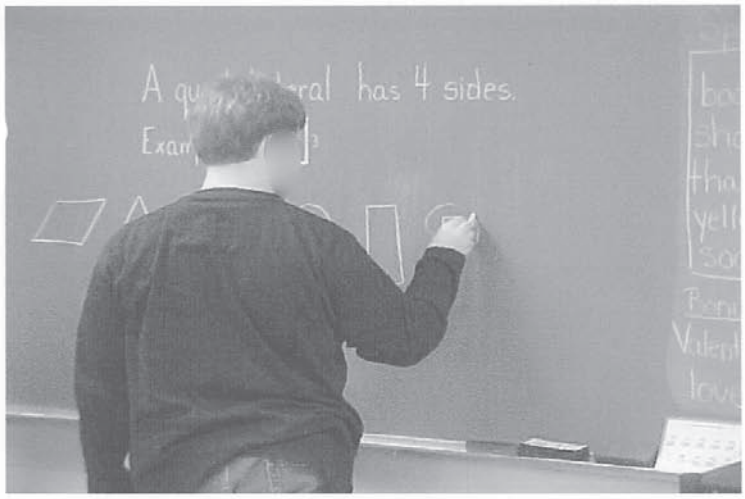
ask if the book had 4 sides and he counted the sides to be sure. He was correct --- a book is a *quadrilateral.*

We also looked at a triangle and decided that it was not a *quadrilateral* because it only had 3 sides.



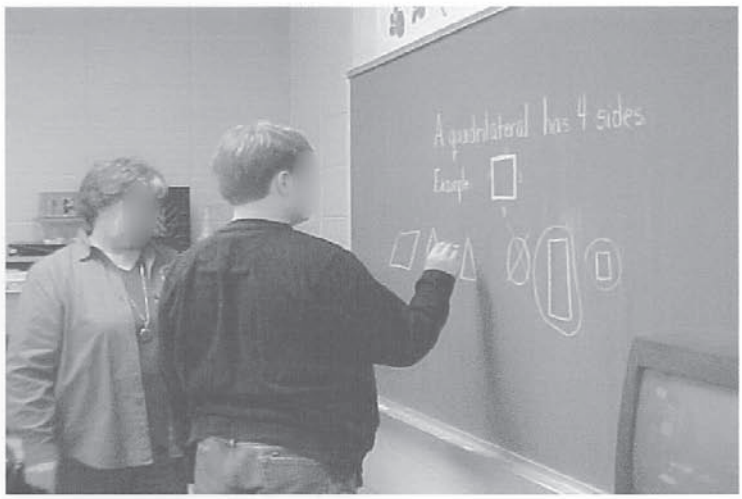


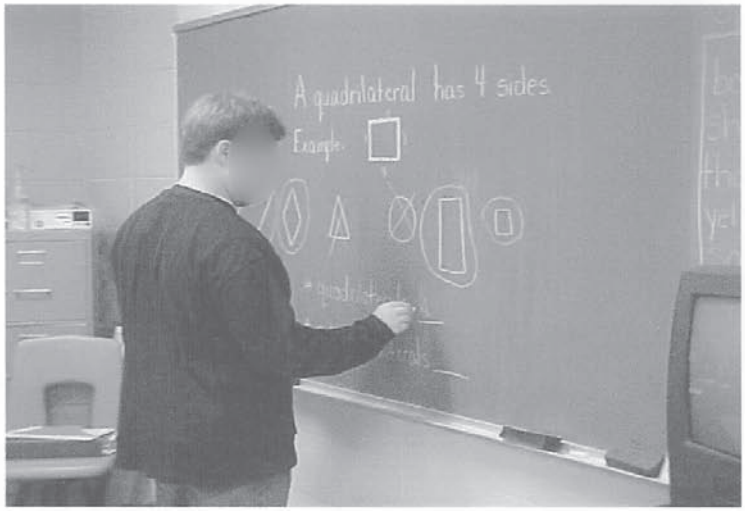
We also looked at a circle and decided that it was not a *quadrilateral.*



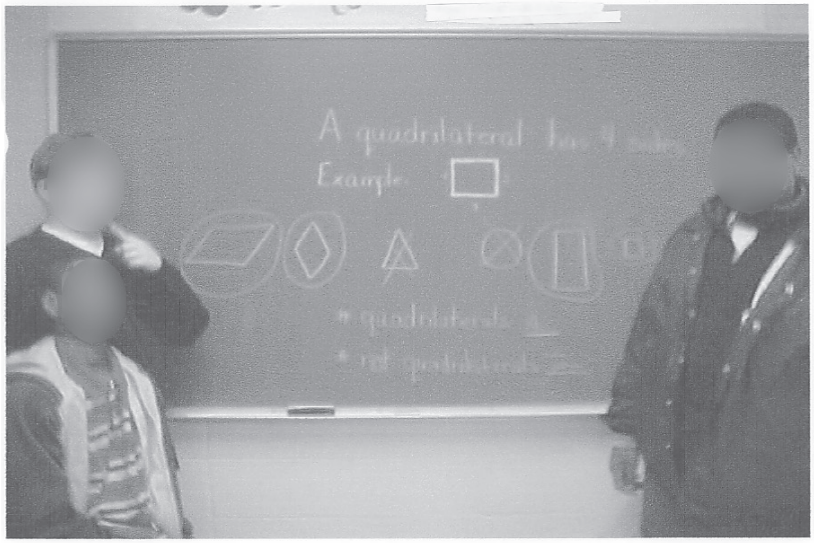
Next we took turns going to the board and circling shapes that were *quadrilaterals*. He circled a square.

Then we had to put an X on the shapes that were not *quadrilaterals* and we decided that a triangle and a circle were not *quadrilaterals*.





He recorded our findings for us. He said that we had 4 shapes that were *quadrilaterals* and 2 shapes that were not *quadrilaterals*. " Great Job !"



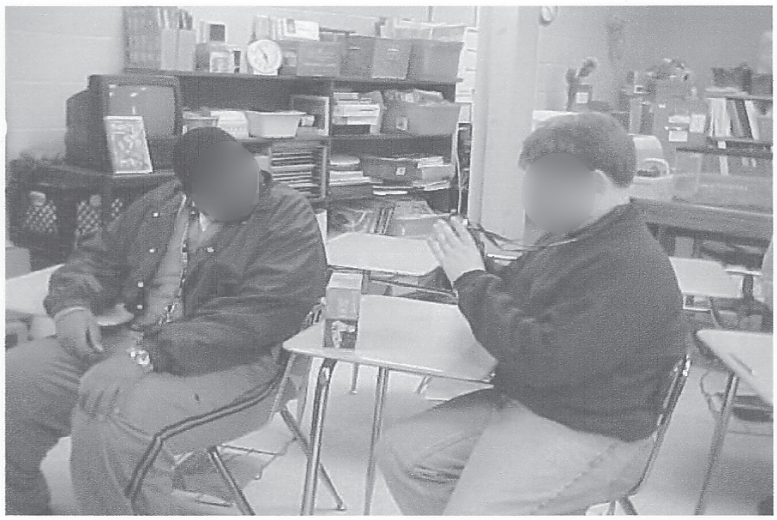
Everyone worked together today and did a fantastic job learining about *quadrilaterals*. Tomorrow we will see if we can find some *quadrilaterals* in our classroom.

2/11

explains today's math assignment. She tells students that everyone is to look around the classroom and find 4 *quadrilaterals*. Then each student will get to use the digital camera to take a picture of the 4 *quadrilaterals* they found in our room.

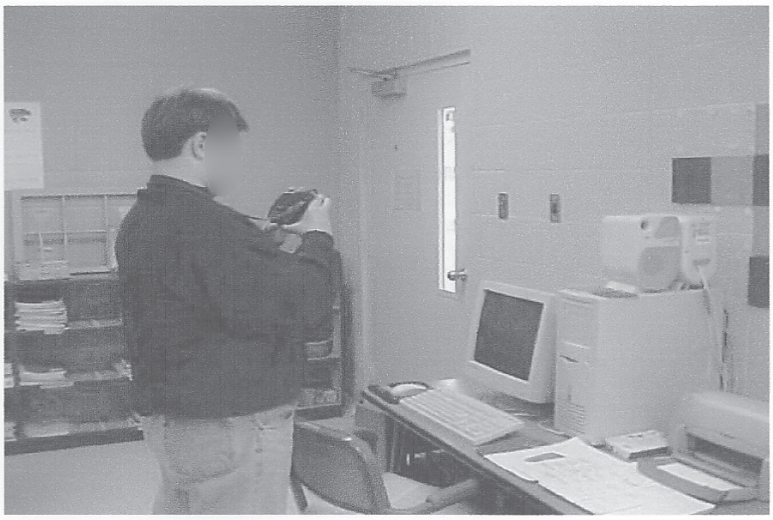
Now it's his turn to take pictures.

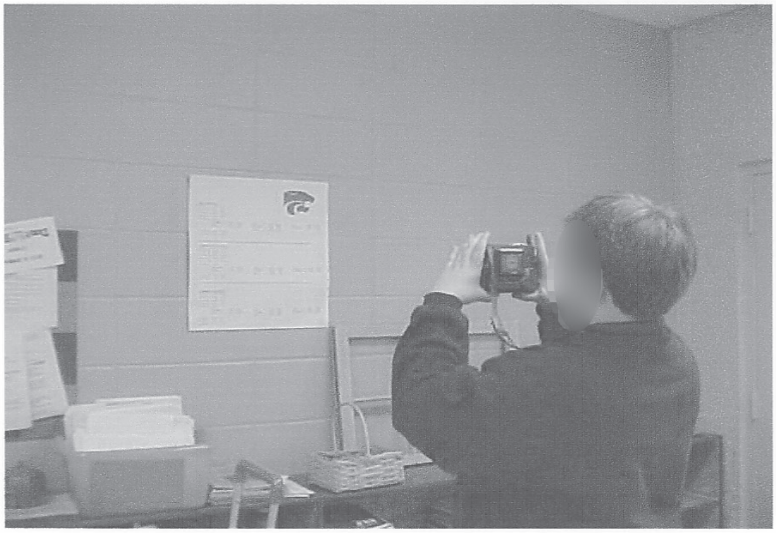
Mrs. reminds him that he has to take pictures of 4 *quadrilaterals*. He is really excited about getting to use the camera at school. Photography is his hobby !



He goes to work immediately. He takes a picture of a puzzle box.

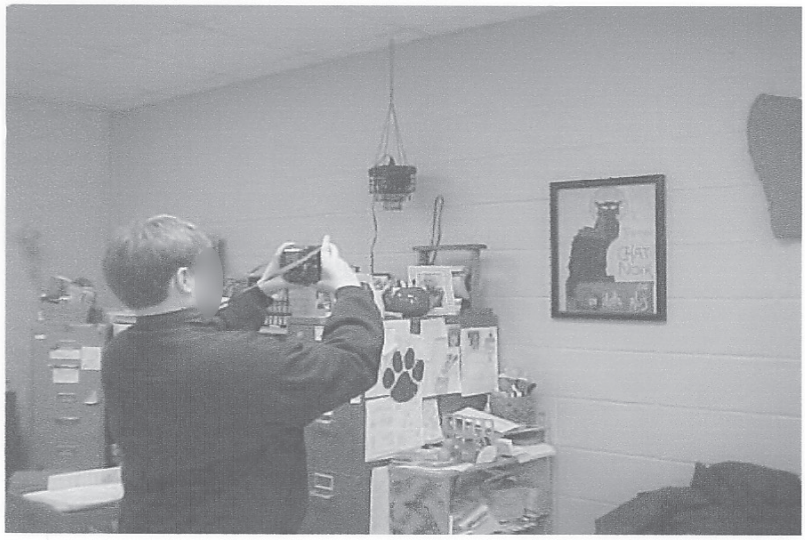
He also thinks the computer screen is a *quadrilateral* because he counted 4 sides.





For his third *quadrilateral*, he takes a picture of our bell schedule poster on the wall.

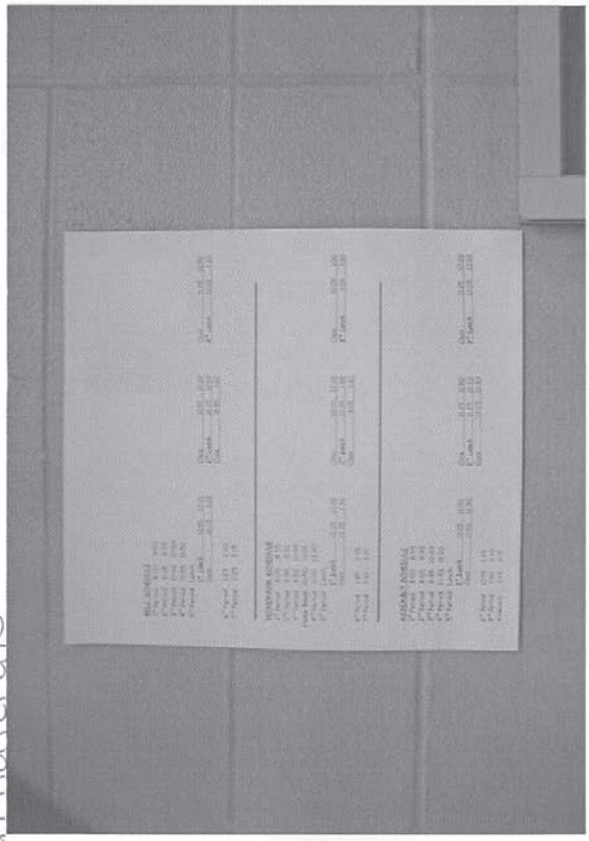
SAMPLE ENTRY 9: GEOMETRY



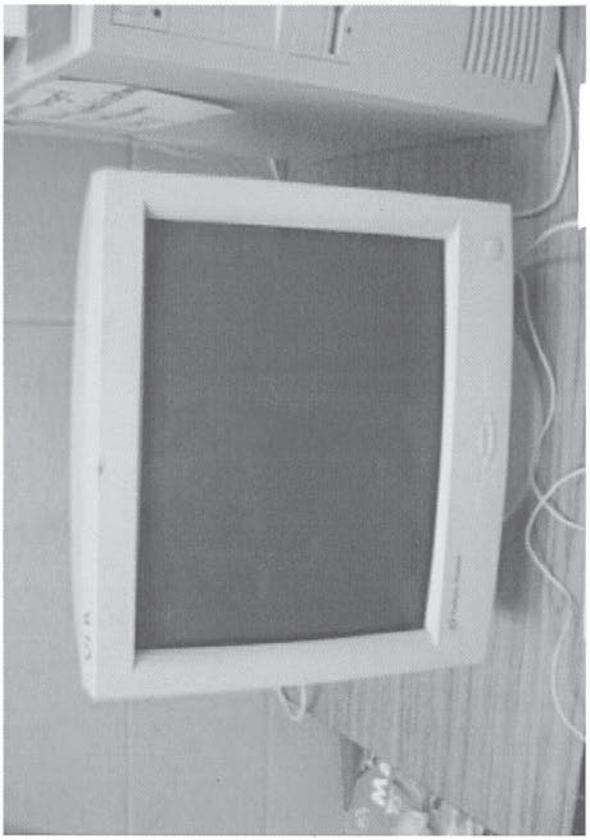
His last quadrilateral snapshot was our lovely cat print on the wall. He was successful in finding and photography 4 *quadrilaterals* in our classroom. Good Job -- you get an " A+ " !

Good Job

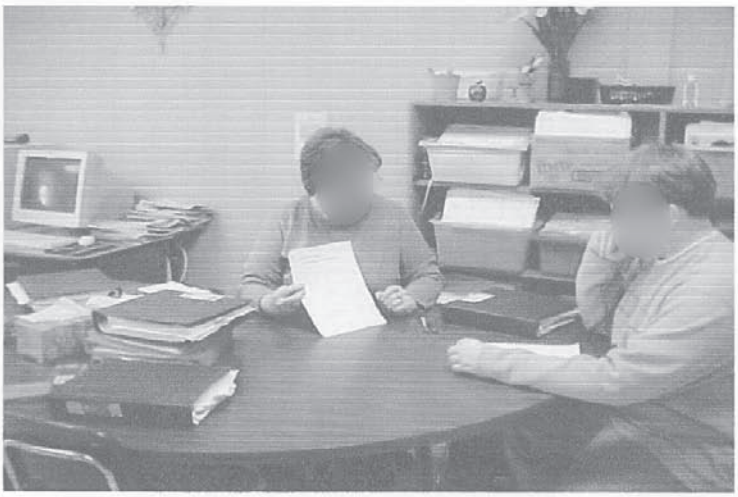
100%/A+



Quadrilaterals

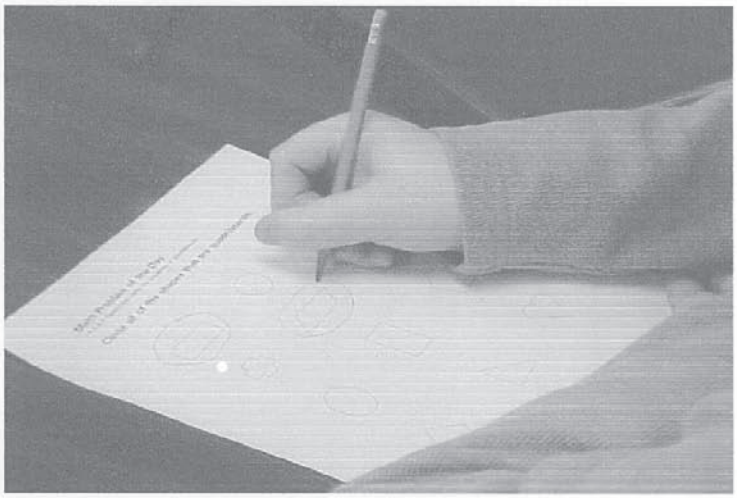


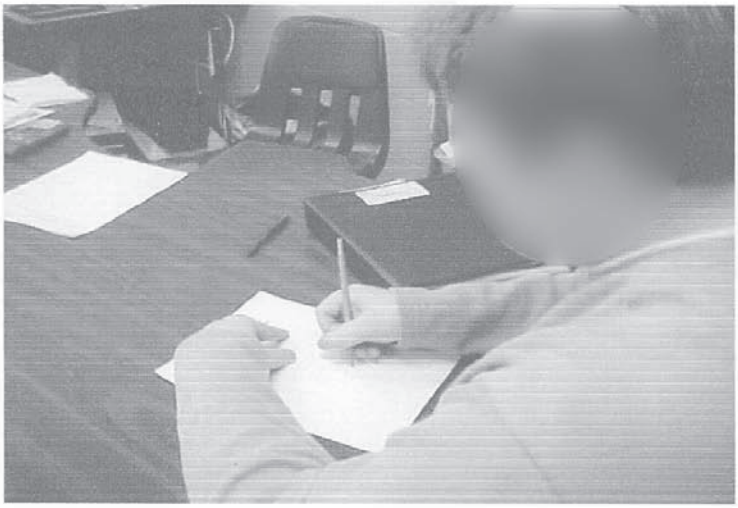
2/16



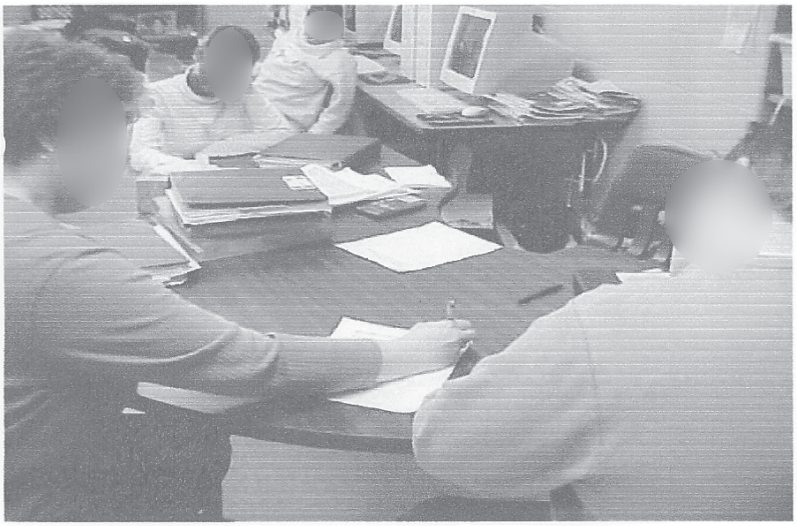
Mrs. ___ reviews with him what a quadrilateral is and she goes over the directions on his worksheet, explaining that he is to circle all of the shapes that are quadrilaterals.

So far, he is doing great.



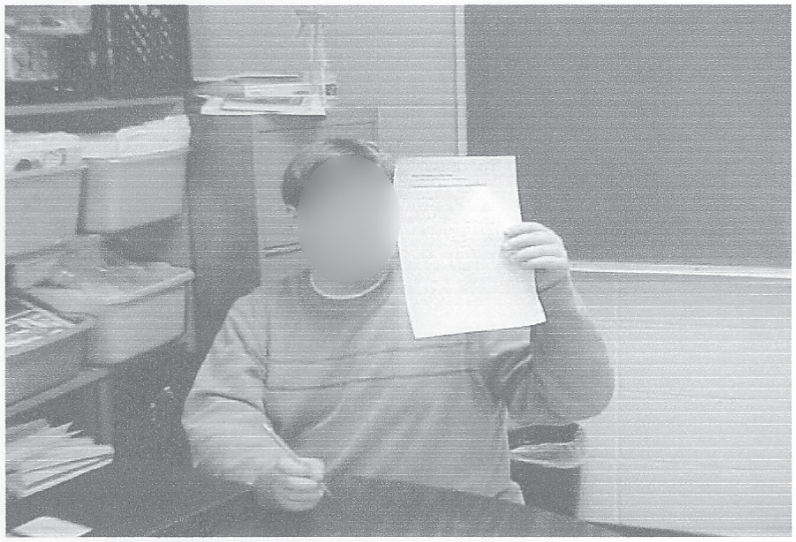


Looks like he's almost finished.



He did Super ! He made 100 %.

He is very proud of his work, and so is Mrs. ___ !



2/16

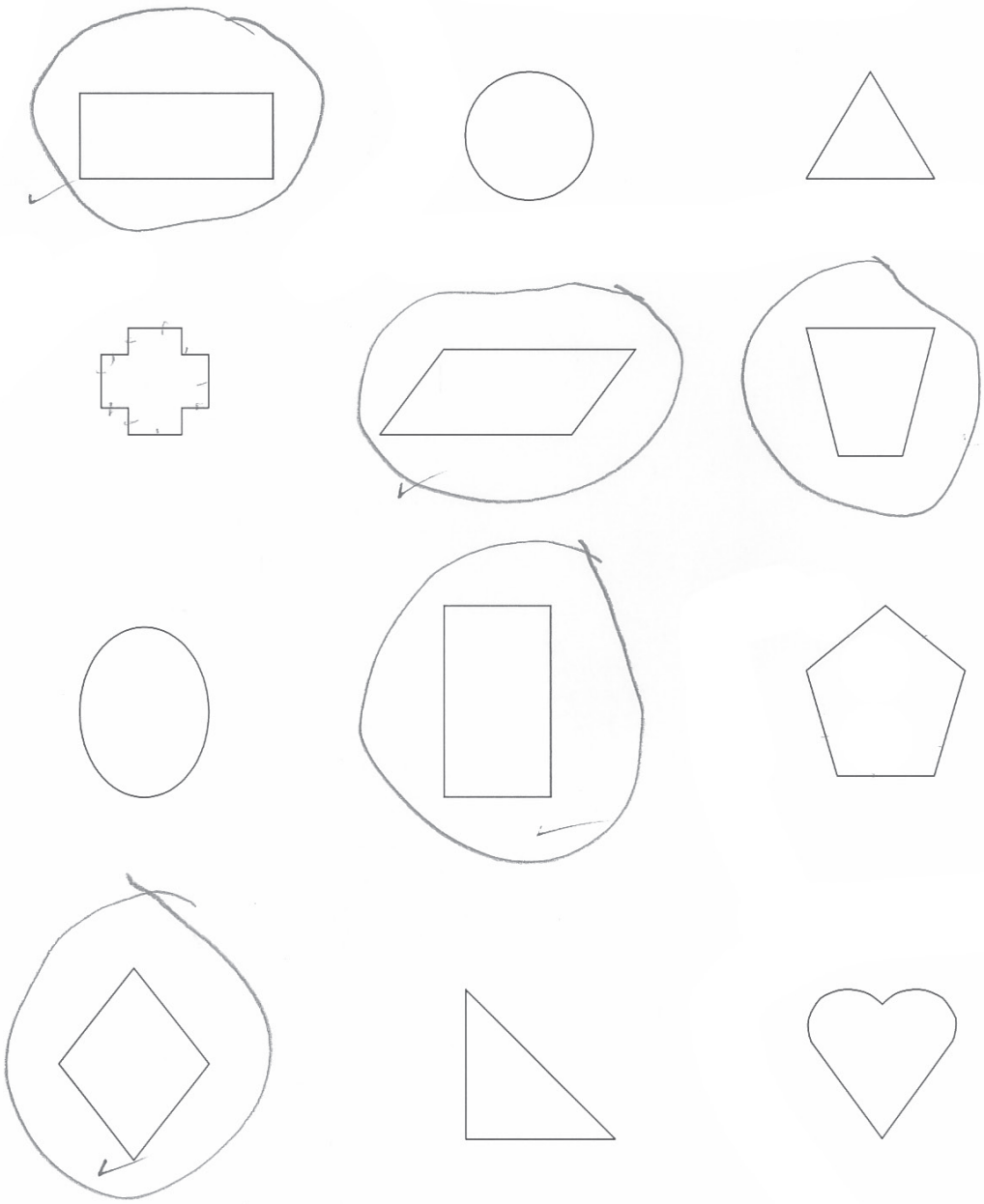
100%

Super!

Math Problem of the Day

(R.4.G.1 Explore and verify the properties of quadrilaterals)

Circle all of the shapes that are quadrilaterals.



ANNOTATION

Strand:	Coordinate Geometry and Transformations
Standard 05:	Students will specify locations, apply transformations, and describe relationships using coordinate geometry.
CGT.5.G.7:	Draw and interpret the results of transformations and successive transformations on figures in the coordinate plane.

Performance: 4
The student is asked to draw reflections and translations of triangles on the coordinate plane. The student does so with 100% accuracy on three occasions (2/7, 2/8, and 2/11). These tasks align with the student learning expectation.

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, the student does not require assistance in the performance of these tasks.

Sample Entry 10: Geometry

Student Profile

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grade 9 Mathematics

PLEASE PRINT

Student Name: Sample Entry 10

School: Sample School District: Sample District

Portfolio Beginning/End Dates: October 4th to February 28th

Age: 16

Please check ALL that apply.

Diagnosis (no abbreviations):
Student has a Specific Learning Disability in the areas of Written Expression, Oral Expression, Listening Comprehension, Reading, and Mathematics.

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: 3.2
- ☐ 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: 1.2
- ☐ 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 Sheet.

has difficulty understanding any change from the norm and will shut down and won't work if she becomes too frustrated. Her handwriting, spelling, and word reading skills are good but she comprehends a lot less than she is able to read. She also has difficulty formulating a question and putting her thoughts down on paper. is able to add and subtract only one digit numbers about 80% of the time. She is easily confused and will often forget what she is supposed to be doing after only a few moments. She requires concepts to be broken down into very basic segments and requires a lot of repetition to learn a skill. needs to use manipulatives and visual aids whenever possible. Concepts such as time and money are very difficult for to grasp because they require her to be able to perform several steps at one time and she gets confused. needs a lot of one on one support and often has to redo assignments because she has gotten confused on what she is supposed to be doing. Much of 's instruction is geared toward helping her gain basic skills that she will need in everyday life.

Sample Entry 10: Geometry

Entry Slip

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 9 Mathematics

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

Student Name: Sample Entry 10

Entry Slip Completed by: Sample Teacher

Algebra I Strands (*check one*)

- ☐ Language of Algebra
- ☐ Solving Equations and Inequalities
- ☐ Linear Functions
- ☐ Non-linear Functions
- ☐ Data Interpretation and Probability

Geometry Strands (*check one*)

- ☐ Language of Geometry
- ☐ Triangles
- ☐ Measurement
- ☐ Relationships between Two and Three Dimensions
- ☑ Coordinate Geometry and Transformations

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

Content Standard #: Standard 05

Description: Students will specify locations, apply transformations and describe relationships using coordinate geometry.

Student Learning Expectation #: CGT.5.G.7

Description: Draw and interpret the results of transformations and successive transformations on figures in the coordinate plane.

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

Task 1: The student was asked to draw the result of reflections across the x-axis and y-axis on figures in the coordinate plane.

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

Task 2: The student was asked to draw the result of translations on figures in the coordinate plane.

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

Task 3: The student was asked to draw the result of translations on figures in the coordinate plane.

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):

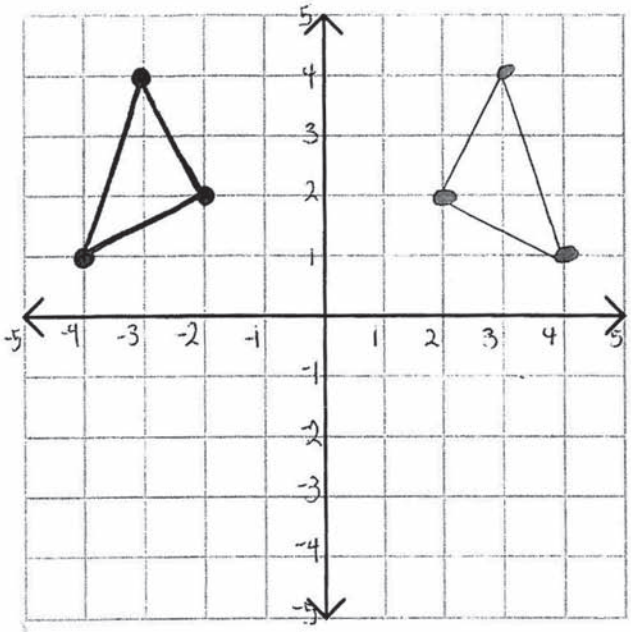
The student was allowed to use a ruler to help draw the figures in these tasks.

Transformations WS 1

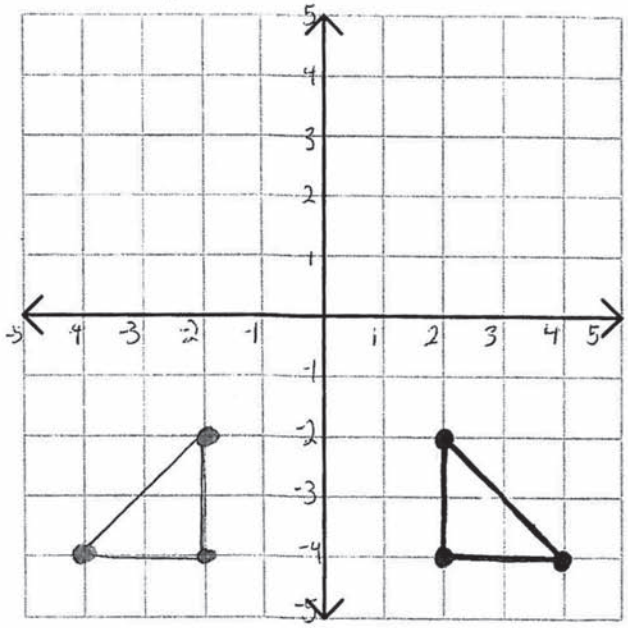
-0
100%

Name: _____ **Date:** 2-7

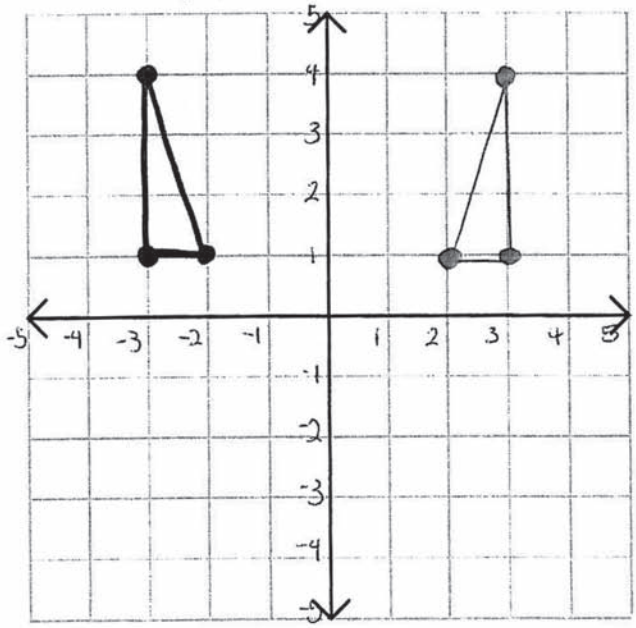
1. Reflect the triangle over the y-axis.



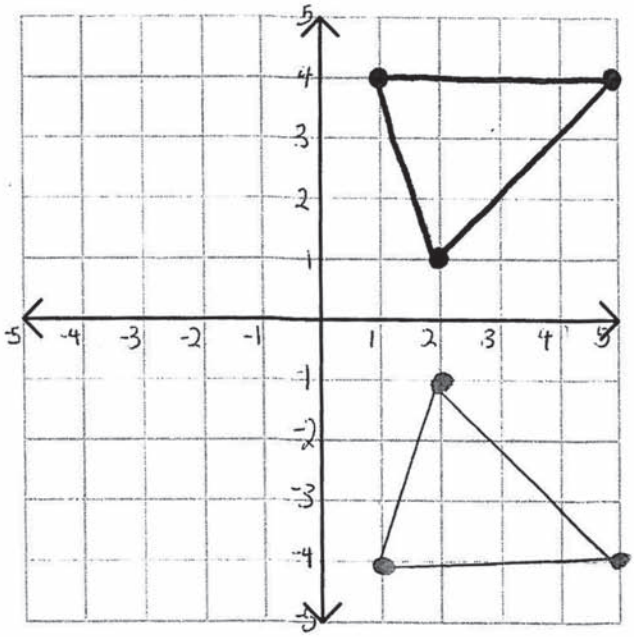
2. Reflect the triangle over the y-axis.



3. Reflect the triangle over the y-axis.



4. Reflect the triangle over the x-axis.

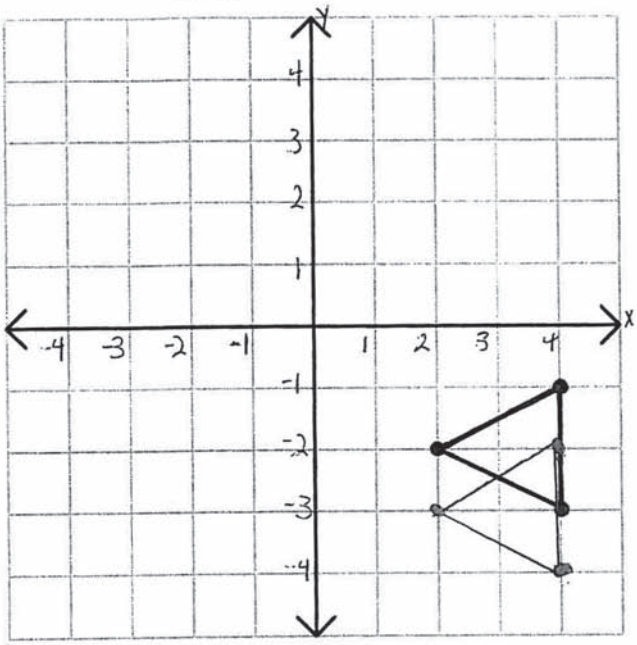


Transformations WS 2

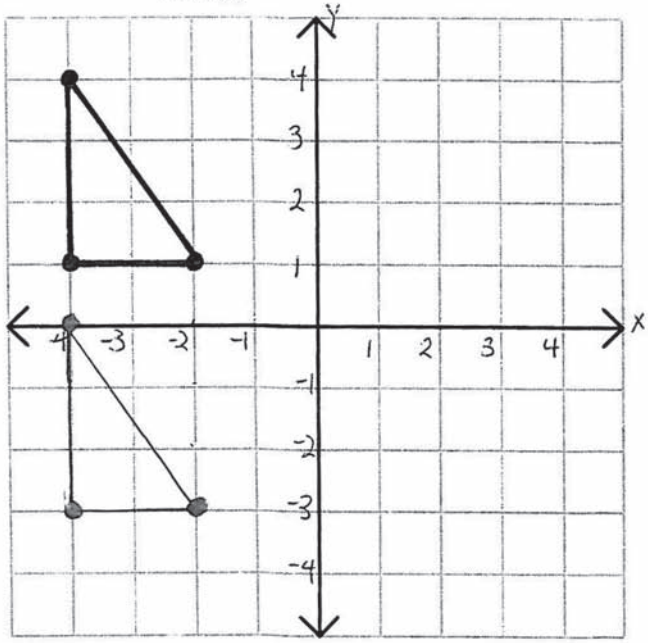
-0 100%

Name: _____ **Date:** 2-8

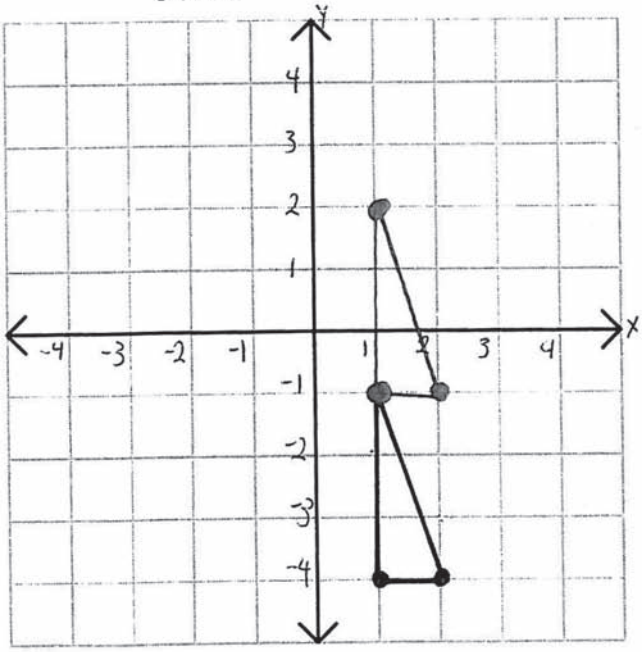
1. Translate the triangle down 1 unit.



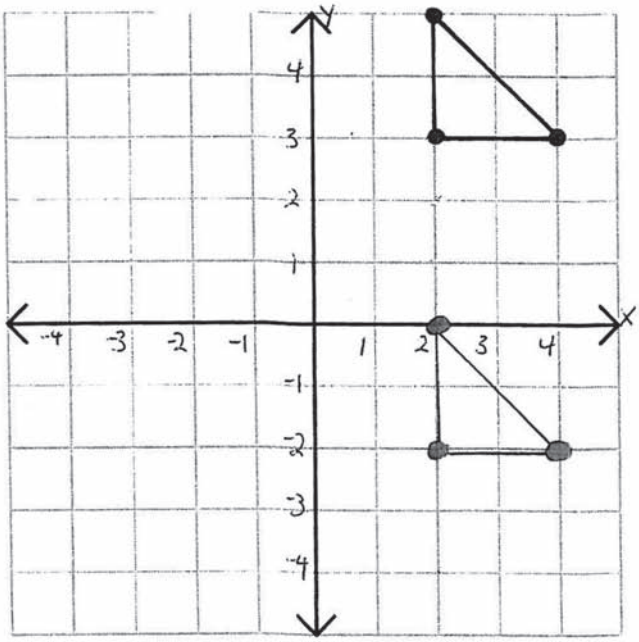
2. Translate the triangle down 4 units.



3. Translate the triangle up 3 units.



4. Translate the triangle down 5 units.



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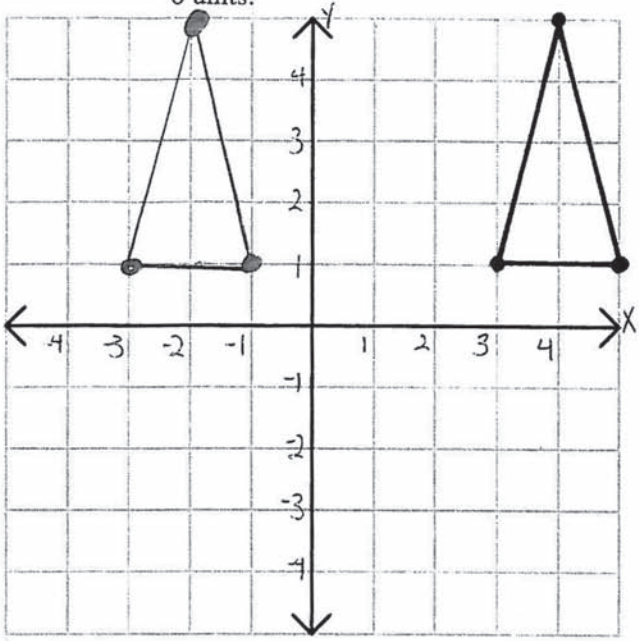
Transformations WS 3

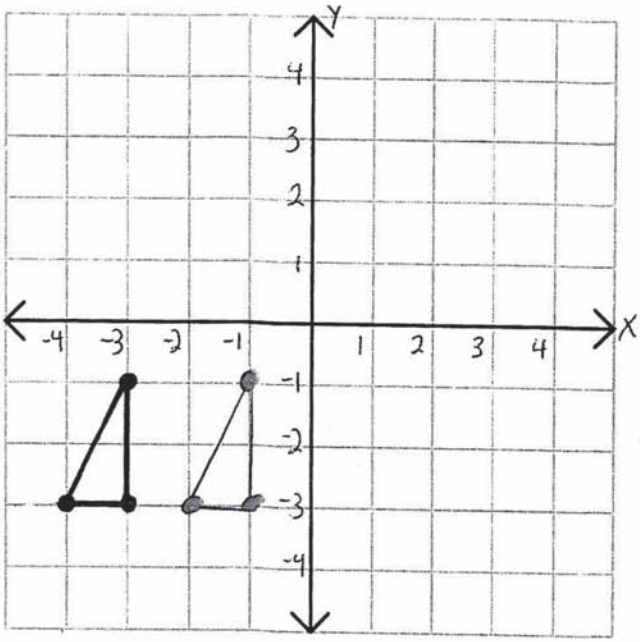
-0
100%

Name: _____ **Date:** 2-11

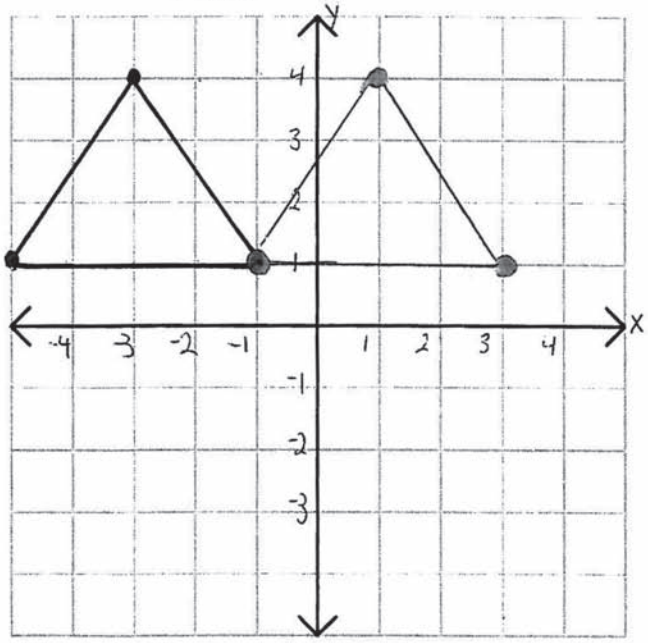
1. Translate the triangle left 6 units.



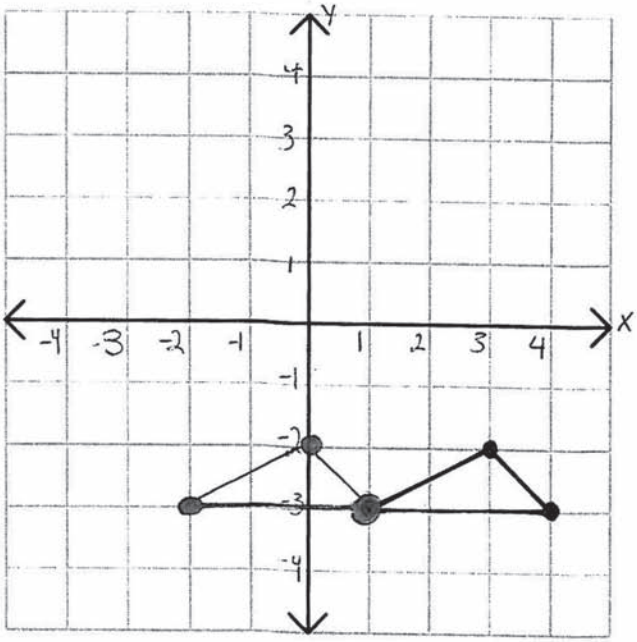
2. Translate the triangle right 2 units.



3. Translate the triangle right 4 units.



4. Translate the triangle left 3 units.



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APPENDICES

Appendix A: Forms for Students with Disabilities

PAGE

Form

Entry Slip 135
Student Profile 137
Portfolio Checklist 139
Verification of Evidence in Portfolio 141
Arkansas Alternate Portfolio Assessment for Students with Disabilities Affidavit 143
Alternate Portfolio Assessment Transfer Form 145

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 9 Mathematics

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

Student Name:_____

Entry Slip Completed by:_____

Algebra I Strands (*check one*)

- ☐ Language of Algebra
- ☐ Solving Equations and Inequalities
- ☐ Linear Functions
- ☐ Non-linear Functions
- ☐ Data Interpretation and Probability

Geometry Strands (*check one*)

- ☐ Language of Geometry
- ☐ Triangles
- ☐ Measurement
- ☐ Relationships between Two and Three Dimensions
- ☐ Coordinate Geometry and Transformations

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 9 Mathematics

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 9 Mathematics

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 Algebra I or Geometry course in grade 9 and will therefore participate in the Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 9 Mathematics 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 Mathematics (1 entry per strand).

Algebra I

- ☐ Language of Algebra
- ☐ Solving Equations and Inequalities
- ☐ Linear Functions
- ☐ Non-linear Functions
- ☐ Data Interpretation and Probability

Geometry

- ☐ Language of Geometry
- ☐ Triangles
- ☐ Measurement
- ☐ Relationships between Two and Three Dimensions
- ☐ Coordinate Geometry and Transformations

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 strand for Algebra I and Geometry 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 settings or occasions.

2013–2014 Arkansas Alternate Portfolio Assessment

Verification of Evidence in Portfolio

Students with Disabilities: Grade 9 Mathematics

(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
Algebra I								
Language of Algebra								
Solving Equations and Inequalities								
Linear Functions								
Non-linear Functions								
Data Interpretation and Probability								
Geometry								
Language of Geometry								
Triangles								
Measurement								
Relationships between Two and Three Dimensions								
Coordinate Geometry and Transformations								

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.

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DO NOT COPY

DO NOT WRITE BEYOND THIS AREA

DO NOT WRITE BEYOND THIS AREA

QAI12596

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: Language of Algebra
Content Standard 1: Students will develop the language of algebra including specialized vocabulary, symbols, and operations.

LA.1.AI.1	Evaluate *algebraic expressions*, including radicals, by applying the order of operations
LA.1.AI.2	Translate word phrases and sentences into *expressions, equations*, and *inequalities*, and vice versa
LA.1.AI.3	Apply the laws of (integral) *exponents* and *roots*
LA.1.AI.4	Solve problems involving *scientific notation,* including multiplication and division
LA.1.AI.5	Perform *polynomial* operations (addition, subtraction, multiplication) with and without manipulatives
LA.1.AI.6	Simplify *algebraic fractions* by *factoring*
LA.1.AI.7	Recognize when an expression is undefined
LA.1.AI.8	Simplify *radical expressions* such as $\frac{3}{\sqrt{7}}$
LA.1.AI.9	Add, subtract, and multiply simple radical expressions like $3\sqrt{20} + 7\sqrt{5}$ and $4\sqrt{5} * 2\sqrt{3}$

Strand: Solving Equations and Inequalities
Content Standard 2: Students will write, with and without appropriate technology, equivalent forms of equations, inequalities, and systems of equations and solve with fluency.

SEI.2.AI.1	Solve multi-step equations and inequalities with rational *coefficients* • numerically (from a table or guess and check) • algebraically (including the use of manipulatives) • graphically • technologically
SEI.2.AI.2	Solve systems of two linear equations • numerically (from a table or guess and check) • algebraically (including the use of manipulatives) • graphically • technologically
SEI.2.AI.3	Solve linear *formulas* and *literal equations* for a specified *variable* (Ex: Solve for p in I = prt.)
SEI.2.AI.4	Solve and graph simple *absolute value equations* and *inequalities* (Ex: $\|x\| = 5$, $\|x\| \leq 5$, $\|x\| > 5$)
SEI.2.AI.5	Solve real-world problems that involve a combination of rates, *proportions* and percents
SEI.2.AI.6	Solve problems involving *direct variation* and indirect *(inverse) variation* to model rates of change
SEI.2.AI.7	Use coordinate geometry to represent and/or solve problems (midpoint, length of a line segment, and *Pythagorean Theorem*)
SEI.2.AI.8	Communicate real-world problems graphically, algebraically, numerically and verbally

Strand: Linear Functions
Content Standard 3: Students will analyze functions by investigating rates of change, intercepts, and zeros.

LF.3.AI.1	Distinguish between *functions* and non-functions/*relations* by inspecting graphs, ordered pairs, *mapping diagrams* and/or *tables* of data
LF.3.AI.2	Determine *domain* and *range* of a relation from an algebraic expression, graphs, set of ordered pairs, or table of data
LF.3.AI.3	Know and/or use *function notation*, including evaluating functions for given values in their domain
LF.3.AI.4	Identify *independent variables* and *dependent variables* in various representational modes: words, symbols, and/or graphs
LF.3.AI.5	Interpret the rate of change/*slope* and intercepts within the context of everyday life [Ex: telephone charges based on base rate (*y-intercept*) plus rate per minute (slope)]
LF.3.AI.6	Calculate the slope given • two points • the graph of a line • the equation of a line
LF.3.AI.7	Determine by using slope whether a pair of lines are parallel, perpendicular, or neither
LF.3.AI.8	Write an equation in *slope-intercept*, *point-slope*, and *standard* forms given • two points • a point and y-intercept • *x-intercept* and y-intercept • a point and slope • a table of data • the graph of a line
LF.3.AI.9	Describe the effects of parameter changes, slope and/or y-intercept, on graphs of linear functions and vice versa

Strand: Non-linear Functions
Content Standard 4: Students will compare the properties in the family of functions.

NLF.4.AI.1	Factoring polynomials • greatest common factor • *binomials* (difference of squares) • *trinomials*
NLF.4.AI.2	Determine *minimum, maximum, vertex*, and *zeros*, given the graph
NLF.4.AI.3	Solve *quadratic equations* using the appropriate methods with and without technology • *factoring* • *quadratic formula* with real number solutions
NLF.4.AI.4	Recognize function families and their connections including *vertical shift* and *reflection* over the *x-axis* • quadratics (with rational coefficients) • *absolute value* • *exponential functions*
NLF.4.AI.5	Communicate real-world problems graphically, algebraically, numerically and verbally

Strand: Data Interpretation and Probability

Content Standard 5: Students will compare various methods of reporting data to make inferences or predictions.

DIP.5.AI.1	Construct and use *scatter plots* and *line of best fit* to make *inferences* in real-life situations
DIP.5.AI.2	Use simple matrices in addition, subtraction, and scalar multiplication
DIP.5.A1.3	Construct simple matrices for real-life situations
DIP.5.AI.4	Determine the effects of changes in the data set on the measures of *central tendency*
DIP.5.AI.5	Use two or more graphs (i.e., *box-and-whisker, histograms, scatter plots*) to compare *data* sets
DIP.5.AI.6	Construct and interpret a cumulative frequency *histogram* in real-life situations
DIP.5.AI.7	Recognize *linear functions* and non-linear functions by using a table or a graph
DIP.5.AI.8	Compute simple *probability* with and without replacement
DIP.5.AI.9	Recognize patterns using *explicitly* defined and *recursively* defined linear functions
DIP.5.AI.10	Communicate real-world problems graphically, algebraically, numerically and verbally
DIP.5.AI.11	Explain how sampling methods, bias, and phrasing of questions in data collection impact the conclusions
DIP.5.AI.12	Recognize when arguments based on data confuse correlation with causation

Strand: Language of Geometry
Content Standard 1: Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.

LG.1.G.1	Define, compare and contrast *inductive reasoning* and *deductive reasoning* for making predictions based on real-world situations • *Venn diagrams* • *matrix logic* • *conditional statements* (statement, *inverse*, *converse*, and *contrapositive*) • *figural patterns*
LG.1.G.2	Represent *points*, *lines*, and *planes* pictorially with proper identification, as well as basic concepts derived from these undefined terms, such as segments, rays, and *angles*
LG.1.G.3	Describe relationships derived from geometric figures or figural patterns
LG.1.G.4	Apply, with and without appropriate technology, definitions, *theorems*, properties, and *postulates* related to such topics as *complementary*, *supplementary*, *vertical angles*, *linear pairs*, and angles formed by *perpendicular* lines
LG.1.G.5	Explore, with and without appropriate technology, the relationship between angles formed by two lines cut by a *transversal* to justify when lines are *parallel*
LG.1.G.6	Give justification for conclusions reached by deductive reasoning State and prove key basic theorems in geometry (i.e., the Pythagorean theorem, the sum of the measures of the angles of a triangle is 180˚, and the line joining the midpoints of two sides of a triangle is parallel to the third side and half its length)

Strand: Triangles
Content Standard 2: Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the *Pythagorean Theorem* and trigonometric ratios to solve problems in real-world situations.

T.2.G.1	Apply *congruence* (SSS …) and *similarity* (AA ...) correspondences and properties of figures to find missing parts of geometric figures and provide logical justification
T.2.G.2	Investigate the measures of segments to determine the existence of triangles (*triangle inequality theorem*)
T.2.G.3	Identify and use the special segments of triangles (*altitude*, *median*, angle *bisector*, *perpendicular bisector*, and *midsegment*) to solve problems
T.2.G.4	Apply the *Pythagorean Theorem* and its converse in solving practical problems
T.2.G.5	Use the *special right triangle* relationships (30˚-60˚-90˚ and 45˚-45˚-90˚) to solve problems
T.2.G.6	Use *trigonometric ratios* (*sine, cosine, tangent*) to determine lengths of sides and measures of angles in right triangles including *angles of elevation* and *angles of depression*
T.2.G.7	Use similarity of right triangles to express the *sine*, *cosine*, and *tangent* of an angle in a right triangle as a ratio of given lengths of sides

Strand: Measurement

Content Standard 3: Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area, and volume.

M.3.G.1	Calculate probabilities arising in geometric contexts (Ex: Find the probability of hitting a particular ring on a dartboard.)
M.3.G.2	Apply, using appropriate units, appropriate formulas (*area, perimeter, surface area*, *volume*) to solve application problems involving *polygons*, *prisms*, *pyramids, cones*, *cylinders, spheres* as well as composite figures, expressing solutions in both exact and approximate forms
M.3.G.3	Relate changes in the measurement of one *attribute* of an object to changes in other attributes (Ex: How does changing the *radius* or height of a cylinder affect its surface area or volume?)
M.3.G.4	Use (given similar geometric objects) proportional reasoning to solve practical problems (including scale drawings)
M.3.G.5	Identify and apply properties of and theorems about *parallel* and *perpendicular* lines to prove other theorems and perform basic Euclidean constructions

Strand: Relationships between Two and Three Dimensions

Content Standard 4: Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

R.4.G.1	Explore and verify the properties of *quadrilaterals*
R.4.G.2	Solve problems using properties of polygons: • sum of the measures of the *interior angles* of a *polygon* • interior and *exterior angle measure of a regular polygon* or *irregular polygon* • number of sides or angles of a polygon
R.4.G.3	Identify and explain why figures *tessellate*
R.4.G.4	Identify the attributes of the five *Platonic Solids*
R.4.G.5	Investigate and use the properties of angles (*central* and *inscribed*) *arcs*, *chords*, *tangents*, and *secants* to solve problems involving *circles*
R.4.G.6	Solve problems using inscribed and *circumscribed* figures
R.4.G.7	Use *orthographic drawings* (top, front, side) and *isometric drawings* (corner) to represent three-dimensional objects
R.4.G.8	Draw, examine, and classify *cross-sections* of three-dimensional objects
R.4.G.9	Explore non-Euclidean geometries, such as spherical geometry and identify its unique properties which result from a change in the parallel postulate

Strand: Coordinate Geometry and Transformations

Content Standard 5: Students will specify locations, apply transformations and describe relationships using coordinate geometry.

CGT.5.G.1	Use *coordinate geometry* to find the distance between two points, the *midpoint of a segment*, and the *slopes* of parallel, perpendicular, horizontal, and vertical lines
CGT.5.G.2	Write the equation of a line parallel to a line through a given point not on the line
CGT.5.G.3	Write the equation of a line perpendicular to a line through a given point
CGT.5.G.4	Write the equation of the perpendicular bisector of a line segment
CGT.5.G.5	Determine, given a set of points, the type of figure based on its properties (*parallelogram*, *isosceles triangle*, trapezoid)
CGT.5.G.6	Write, in standard form, the equation of a circle given a graph on a coordinate plane or the center and radius of a circle
CGT.5.G.7	Draw and interpret the results of transformations and successive *transformations* on figures in the coordinate plane • *translations* • *reflections* • *rotations* (90˚, 180˚, clockwise and counterclockwise about the origin) • *dilations* (scale factor)

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