ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Arkansas Alternate Portfolio Assessment for Students with Disabilities Grades 3–8 and 11

Administration Manual and Teacher Handbook 2013–2014

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

Arkansas Department of Education
2013–2014

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INTRODUCTION

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

The *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grades 3–8 and 11* allows for a collection of student work as evidence of student performance on tasks aligned to the Arkansas Curriculum Frameworks in the areas of English Language Arts (grades 3–8 and 11), Mathematics (grades 3–8), and Science (grades 5 and 7). (See Appendices G, H, and I.)

The English Language Arts standards (grades 3–8 and 11) are organized into the following four strands (categories):

- Oral and Visual Communication
- Writing
- Reading
- Inquiring/Researching (**not** assessed in the alternate portfolio)

The Mathematics standards (grades 3–8) are organized into the following five strands (categories):

- Number and Operations
- Algebra
- Geometry
- Measurement
- Data Analysis and Probability

The Science standards (grades 5 and 7) are organized into the following four strands (categories):

- Nature of Science (**not** assessed in the alternate portfolio)
- Life
- Physical
- Earth and Space

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 8–12 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 three entries of student work for each of the three strands in English Language Arts (grades 3–8 and 11), two entries for each of the five strands in Mathematics (grades 3–8), and two entries for each of the three strands in Science (grades 5 and 7).

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 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 Grades 3–8 and 11*;
- 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.

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 Grades 3–8 and 11*, 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 32–35 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 THE REGULAR ASSESSMENTS

The Individualized Education Program (IEP) team must determine if a student with disabilities receiving special education services will participate in assessments under standardized conditions, with or without state **allowable** accommodations, or if the student will participate in the Arkansas Alternate Portfolio Assessment. Decision-makers start from the premise that **all** students, including **all** students with disabilities, are to participate to the extent possible in the regular assessment rather than in the Alternate Portfolio Assessment. 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 **standardized** assessment is inappropriate.

The IEP team's decision-making process should be guided by the following criteria:

- The student must have 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, present levels of educational performance, skill levels, and learning characteristics.
- Decisions must be made at the IEP meeting that precedes the next school year's administration of any statewide assessment.

The student's IEP team should consider these factors:

1. Can the student work independently?
2. Can the student work effectively with 25–30 other students in the room?
3. Can the student work effectively for 30–60 minutes?
4. Can the student listen to and follow oral directions?
5. Can the student answer open-response questions or write at least a paragraph on paper-pencil tests?
6. Can the student take multiple-choice tests?
7. Can the student use a "bubble sheet" answer format?
8. Can the student operate a calculator?
9. Has the student received instruction in areas to be tested?
10. Has the student been taught to read or to use taped books?

If the IEP team answers "NO" to any question(s) 1–10, the team must consider which, if any, accommodations are needed by the student.

The IEP team must have addressed the following considerations when deciding how a special education student will participate in testing.

REGULAR ASSESSMENT

Does the student's IEP contain specific accommodations for use during testing?

- If the student's IEP does not contain accommodations, the student will participate in the standardized assessment without accommodations.
- If the student's IEP contains specific accommodations, the IEP team must have done the following:

1. Identified the accommodation(s), as stated in the student's IEP, for use during testing. (Reminder: Only those accommodations listed in the student's IEP may be considered for use during the standardized testing.)
2. Decided if there are portions of the standardized test during which a specific accommodation should not be allowed and ensured that the Test Administrator knows when the accommodation is not permitted.
3. Determined if the student's IEP accommodation(s) is compatible with the allowable accommodations for the Augmented Benchmark, End-of-Course, and *Grade 11 Literacy Examinations*. If it is not listed as an allowable accommodation, the ADE Office of Student Assessment must be contacted to determine if an exception may be granted.

ALTERNATE ASSESSMENT

Significant Cognitive Disability (SCD) Eligibility Criteria for Alternate Portfolio Assessment

For some students with disabilities, their level of cognitive ability and adaptive behavior skills may prevent attainment of the academic content and achievement standards that are designated at each grade level for all students. Under NCLB, such students may meet the criteria established by the state to be considered as students with a "significant cognitive disability" and may be assessed with an alternate assessment based on alternate standards.

All students with disabilities 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 those 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 Arkansas Alternate Portfolio Assessment in grades 3–8 and 11 is designed for and administered to those students with disabilities who have been determined by their IEP teams to be students with significant cognitive disabilities. The decision for a student's participation in the Alternate Portfolio Assessment is an IEP team decision based on the defined needs and associated academic/behavioral performance deficiencies of the student. It is not a decision made by the school administration.

Guidelines for Students to be Assessed

The term "significant cognitive disability" is not a new separate category of disability. It is a designation given to a small number of students with disabilities to determine their participation in the statewide student assessment program. For a student to be classified as having a significant cognitive disability for purposes of participation in the Alternate Portfolio Assessment, **all** of the following statements must be true as determined by the student's IEP team:

- The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are significantly below age expectation, even with program modifications, adaptations, and accommodations.
- The student's course of study is primarily functional and life-skills oriented.
- The student requires extensive direct instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and functional skills necessary for application in school, work, home, and community environments.
- The student demonstrates severe and complex disabilities and poor adaptive skill levels (determined to be significantly below age expectations by that student's comprehensive assessment) that essentially prevent the student from meaningful participation in the standard academic core curriculum or achievement of the academic content standards established at grade level.
- The student's disability causes dependence on others for many, if not all, daily living needs, and the student is expected to require extensive ongoing support in adulthood.
- 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.

Guidelines for Students to be Assessed

Students with Disabilities AND with Limited English Proficiency

Students with disabilities who are also Limited English Proficient and meet the guidelines for participation must participate in the Arkansas Alternate Portfolio Assessment.

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. A resource guide for students with disabilities was developed to assist Arkansas educators in understanding how to use the Arkansas framework documents for English Language Arts, Mathematics, and Science to select age-appropriate student learning expectations and tasks for assessing this population of students. This guide is located on the ADE website for assessment.

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

A student's current IEP goals should guide an IEP team's selection of the student learning expectations used to assess progress toward 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 English Language Arts Curriculum Framework*, Appendix H for the *Arkansas Mathematics Curriculum Framework*, and Appendix I for the *Arkansas Science Curriculum Framework*.

ARKANSAS' CONTENT STANDARDS

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

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

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

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

STUDENT LEARNING EXPECTATIONS FOR STUDENTS WITH DISABILITIES

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

Is the student learning expectation

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

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

Student Portfolios

Portfolio Forms

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

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

Make sure that all forms you use are for the 2013–2014 grades 3–8 and 11 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	Grades 3, 4, 6, 8	Grades 5, 7	Grade 11
Literacy			
Oral and Visual Communication	3 entries	3 entries	3 entries
Writing	3 entries	3 entries	3 entries
Reading	3 entries	3 entries	3 entries
Mathematics			
Number and Operations	2 entries	2 entries	
Algebra	2 entries	2 entries	
Geometry	2 entries	2 entries	
Measurement	2 entries	2 entries	
Data Analysis and Probability	2 entries	2 entries	
Science			
Life		2 entries	
Physical		2 entries	
Earth and Space		2 entries	
Total Number of Entries	**19 Entries**	**25 Entries**	**9 Entries**

APPROPRIATE TYPES OF ENTRIES

Each entry should be a reflection of the student's work performance on tasks related to the selected student learning expectation. Each type of data collected is considered a "type of evidence." Multiple types of evidence for an entry documenting student performance on multiple occasions or in multiple settings help strengthen the demonstration of the student's performance.

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 English Language Arts, Mathematics, and Science. **Each entry should consist of three (3) pieces of evidence that demonstrate skills related to those described in the student learning expectation. It is required that one of the three pieces of evidence for an entry be of a different type.** For example, for a math entry, the first piece of evidence may be a work sample, the second piece of evidence may be a series of captioned photographs, and the third piece of evidence may be another work sample.

TYPES OF EVIDENCE

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

Work Sample or Permanent Product

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

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

A Series of Captioned Photographs

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

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

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

Digital Video and/or Audio Recording with Brief Script

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

Submit the following types of media*:

- CD
- DVD
- USB flash drive

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

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

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).

Number and Operations **Entry #2**

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 GRADES 3–8 AND 11

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. Remember that the requirement for grades 3–8 and 11 is to include at least **two** different types of evidence in each entry.

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 Task Sheet. Do not write a skill on the Task Sheet that is not shown in the work. ❏ If the permanent product (e.g., poster, model of the solar system) is too large or another reason prevents its submission, one photograph of the final product is fine. However, there must be evidence that the student created it. Please label photograph as Permanent Product. ❏ Grade the work/product or provide an answer key or any information that will allow the correctness of the student response to be verified.

Series of Captioned Photographs	❏ Be certain that the task is related to the student learning expectation.
	❏ Ensure that the pictures **(at least two)** clearly show the student participating and completing the task(s) as described on the Task Sheet.
	❏ 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 Task Sheet. ❏ 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 Task Sheet. ❏ 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 English Language Arts, Mathematics, and Science* for help in understanding the standards and for task suggestions. Consult with general education colleagues as they are great resources for materials you can adapt to fit the needs of your student.

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

- OV.1.5.1 (Develop vocabulary from content area texts): This SLE is under Standard 1, Speaking. Tasks must include oral communication (or the student's communication method) rather than written worksheets developing vocabulary.

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).

Please note that for speaking SLEs, written work is supplemental to evidence that actually shows students speaking. The best types of evidence for speaking activities are digital video and/or digital audio with a script. Captioned photographs can work if the annotations are very descriptive and if the photos clearly illustrate the assessed skill. It is helpful if quotation marks are included to document what the student actually said.

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 in different settings.
- 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 Sheets (available on the ADE website) as shown on the following pages. They are structured to provide guidance in selecting the content standard and SLE for each entry, planning the tasks and types of evidence, and keeping track of settings for each entry. 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)

English Language Arts—Grades 3–8 and 11

Student Name_____ **Grade**_____

Content Area	Entry	Standard	SLE	Tasks (Three Tasks for Each Entry)	Types of Evidence	Setting
Oral/ Visual	1:					
	2:					
	3:					
Reading	1:					
	2:					
	3:					
Writing	1:					
	2:					
	3:					

Reminders: Remember to integrate a variety of settings throughout the instructional activities. Use only age-appropriate materials.

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

Mathematics—Grades 3–8

Student Name_____ **Grade**_____

Content Area	Entry	Standard	SLE	Tasks (Three Tasks for Each Entry)	Types of Evidence	Setting
Number and Operations	1:					
	2:					
Algebra	1:					
	2:					
Geometry	1:					
	2:					
Measurement	1:					
	2:					
Data Analysis and Probability	1:					
	2:					

Reminders: Remember to integrate a variety of settings throughout the instructional activities. Use only age-appropriate materials.

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

Science—Grades 5 and 7

Student Name_____ **Grade**_____

Content Area	Entry	Standard	SLE	Tasks (Three Tasks for Each Entry)	Types of Evidence	Setting
Life	1:					
	2:					
Physical	1:					
	2:					
Earth and Space	1:					
	2:					

Reminders: Remember to integrate a variety of settings throughout the instructional activities. Use only age-appropriate materials.

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 grades 3–8 and 11 are **WHITE**. Only documentation sheets, Entry Slips, and Task Sheets specific to this student population may be used in the **WHITE BINDERS**.

Be certain to obtain the correct binder and portfolio forms (see page 16 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 grades 3–8 and 11. 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 grades 3–8 and 11 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.**

Participant Validation Form—this form must be completed to validate the student's participation in the Alternate Portfolio Assessment. The completed form must be placed directly behind divider one (Student Information) in the student portfolio.

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 39) 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 grades 3–8 and 11. A sample of a completed Entry Slip can be found on page 30.
  - **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 English Language Arts, Mathematics, and Science 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.
  - The student learning expectation **must be** at the appropriate grade level.
  - Choose **one** student learning expectation per Entry Slip.
  - Do **not** use the same student learning expectation more than once.

Task Sheet—a Task Sheet must be completed for each entry. It is considered a continuation of the Entry Slip. This form must be completed in order for an entry to be scored.

- Complete the Task Sheet for each entry and include it in the portfolio after the Entry Slip. A sample of a completed Task Sheet can be found on page 31.
  - **Please note that the Task Sheet 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 Task Sheet because the evidence types have been programmed into the form.
- 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 Task Sheet is not the place to include the student's score or 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 29. 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 **WHITE BINDER** behind the appropriate divider. Review the illustrations in the manual on page 29 for assistance.
- Share the portfolio with a colleague to check for accurate forms and complete entries.

ORGANIZE THE PORTFOLIO FOR STUDENTS IN GRADES 3–8 AND 11

The portfolios for students with disabilities in grades 3–8 and 11 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 **(Grades 3–8 and 11)**

- Completed Participant Validation Form
- Completed Student Profile for Students with Disabilities
- Completed Portfolio Checklist for Students with Disabilities

Divider Two—Literacy **(Grades 3–8 and 11)**

- Oral and Visual Communication—three (3) completed Entry Slips/Task Sheets with three (3) pieces of evidence of student performance following each Entry Slip/Task Sheet
- Writing—three (3) completed Entry Slips/Task Sheets with three (3) pieces of evidence of student performance following each Entry Slip/Task Sheet
- Reading—three (3) completed Entry Slips/Task Sheets with three (3) pieces of evidence of student performance following each Entry Slip/Task Sheet

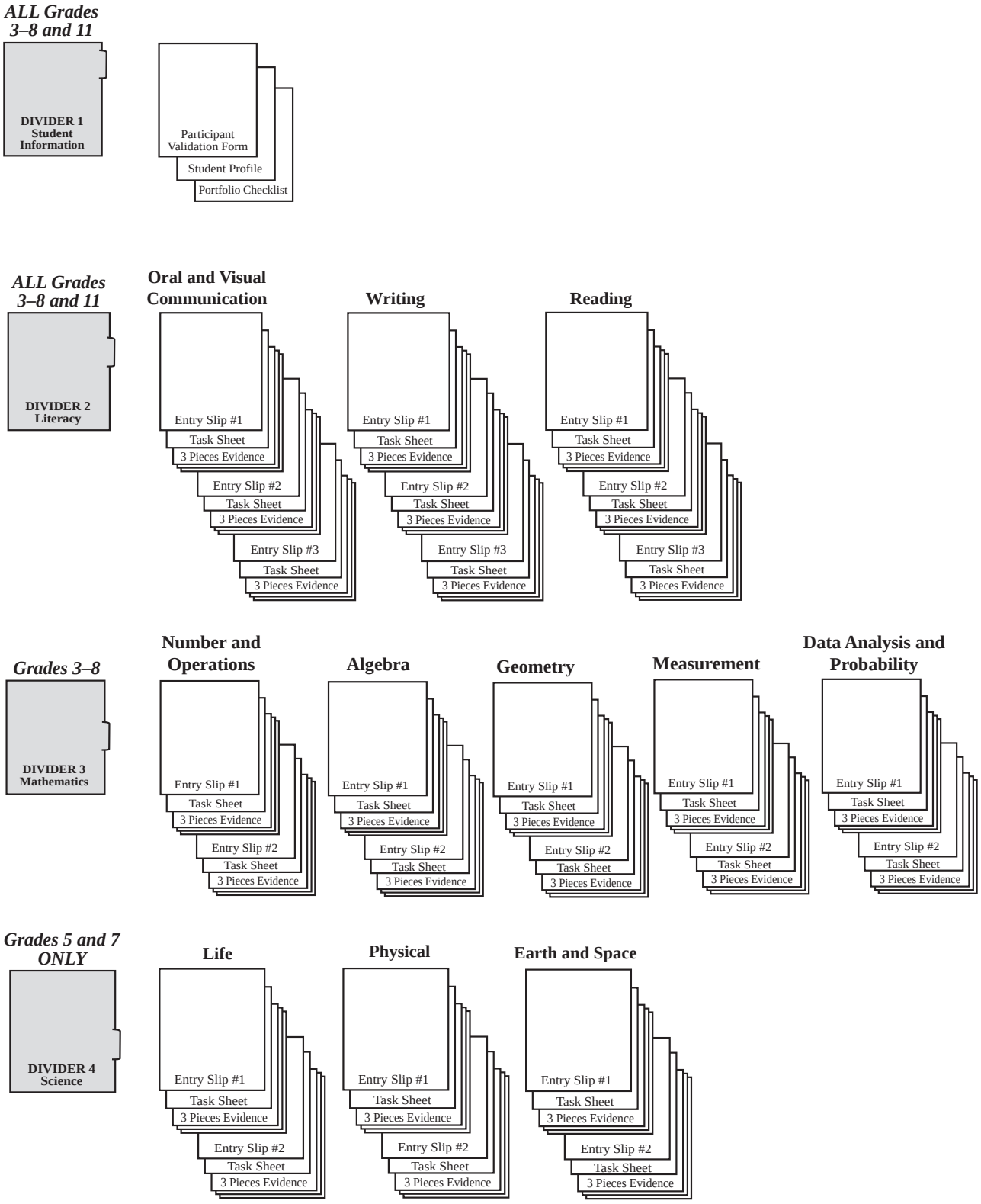
Divider Three—Mathematics **(Grades 3–8 only)**

- Number and Operations—two (2) completed Entry Slips/Task Sheets with three (3) pieces of evidence of student performance following each Entry Slip/Task Sheet
- Algebra—two (2) completed Entry Slips/Task Sheets with three (3) pieces of evidence of student performance following each Entry Slip/Task Sheet
- Geometry—two (2) completed Entry Slips/Task Sheets with three (3) pieces of evidence of student performance following each Entry Slip/Task Sheet
- Measurement—two (2) completed Entry Slips/Task Sheets with three (3) pieces of evidence of student performance following each Entry Slip/Task Sheet
- Data Analysis and Probability—two (2) completed Entry Slips/Task Sheets with three (3) pieces of evidence of student performance following each Entry Slip/Task Sheet

Divider Four—Science **(Grades 5 and 7 only)**

- Life—two (2) completed Entry Slips/Task Sheets with three (3) pieces of evidence of student performance following each Entry Slip/Task Sheet
- Physical—two (2) completed Entry Slips/Task Sheets with three (3) pieces of evidence of student performance following each Entry Slip/Task Sheet
- Earth and Space—two (2) completed Entry Slips/Task Sheets with three (3) pieces of evidence of student performance following each Entry Slip/Task Sheet

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: Grades 3–8 and 11

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

Student Name: Sample Student

Grade: 4 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☑	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 13:Systems of Measurement

Description: Students shall identify and use units, systems and processes of measurement.

Student Learning Expectation #: M.13.4.5

Description: Apply money concepts in contextual situations.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

SAMPLE OF COMPLETED TASK SHEET

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Student

Evidence: #1 **Date:** 12/15 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

The student was to compare prices and determine which store had the better buy.

The student will write his answers on the work sample.

Setting: Classroom

Evidence: #2 **Date:** 12/16 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence:

Brief description of the task related to the SLE:

The student was to select the grocery items on his list that had better value.

He will select the items and put them in his cart.

Setting: Walmart

Evidence: #3 **Date:** 01/15 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

The student wanted to purchase a gift. He looked up stores on the internet and compared the prices of the item he wanted to purchase.

The student wrote the prices for the item from several stores and circled the name of the store that had the best price.

Setting: Computer Center

Submitting the Portfolios

Teacher Responsibilities

After teachers have collected and organized the portfolios according to the specifications in this manual, they should ensure that everything is labeled properly and placed in the **WHITE** 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 **WHITE** 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 34 for verifying that forms are filled out completely and accurately, that information on the forms is legible, and that the contents of the **WHITE** 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 34 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 **WHITE** 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.**

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 (**WHITE** for students with disabilities in grades 3–8 and 11).

____ Make sure the contents of the binder are organized correctly per the instructions on page 28 and the illustration on page 29 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 Participant Validation Form is filled out completely and accurately.

____ 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 3–8 and 11 portfolios are in **WHITE BINDERS** and that 2013–2014 Student Demographic Information Forms have been used.

____ Verify that no incorrect student labels have been used. Verify that all student labels for 3–8 and 11 portfolios in **WHITE** binders list student grades of 3–8 or 11 only. Grade 9 and 10 labels cannot be used with a white 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.

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 there two different types of evidence?
- Are the tasks aligned to the SLE and Content Standard?
- Are the tasks performed on different dates and/or in different settings?
- 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?

Settings are the observed environments in which tasks are administered/performed. Each content area (Mathematics, Literacy, and Science) as a whole (not individual entries) is scored once for Settings. For example, out of the 30 pieces of evidence for Mathematics, four different settings are required to achieve a score of "4." When scoring Settings, these are the considerations:

- Is the student in a setting for a particular purpose? For example, the student would not complete a math worksheet in the lunchroom unless working on calculating the amount of money needed for lunch which would require the use of the lunch menu and prices.
- Is the setting a distinct location? For example, the chalkboard, student desk, and blue table are not considered different settings. The library, math center, and hallway are different settings.

ARKANSAS' DOMAIN SCORING RUBRIC 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 in multiple settings or on multiple occasions with at least 2 different types of evidence.*
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.
Settings (Scored once considering all portfolio entries for a content area—ELA, Math, or Science.)	Student performs all tasks in a single physical setting (e.g., classroom).	Student performs tasks in two different settings.	Student performs tasks in three different settings.	Student performs tasks in four or more different settings.

*** An entry cannot be scored a "4" in Performance if it does not consist of at least two (2) different <u>types</u> of evidence.**

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/Task Sheet)

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 and/or Task Sheet are missing or an invalid Entry Slip is used.
ES-G There are no tasks on the Task Sheet.

MP (Missing Piece)

MP-A The entry is missing.
MP-B The Entry Slip/Task Sheet 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.
NS-D The student learning expectation is not at the student's grade level.

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 STUDENTS WITH DISABILITIES

Below are charts that detail the total points that can be achieved for English Language Arts, Mathematics, and Science.

ENGLISH LANGUAGE ARTS—Three (3) strands with three (3) entries for each

Domain	Scorers	No. of Entries	Domain Weight	Points Possible	Total Points
Performance	2	9	4	4	288 (53.33%)
Context	2	9	2	4	144 (26.66%)
Level of Assistance	2	9	1	4	72 (13.33%)
Settings	1	9	1	4	36 (6.66%)
					540 total points

MATHEMATICS—Five (5) strands with two (2) entries for each

Domain	Scorers	No. of Entries	Domain Weight	Points Possible	Total Points
Performance	2	10	4	4	320 (53.33%)
Context	2	10	2	4	160 (26.66%)
Level of Assistance	2	10	1	4	80 (13.33%)
Settings	1	10	1	4	40 (6.66%)
					600 total points

SCIENCE—Three (3) strands with two (2) entries for each

Domain	Scorers	No. of Entries	Domain Weight	Points Possible	Total Points
Performance	2	6	4	4	192 (53.33%)
Context	2	6	2	4	96 (26.66%)
Level of Assistance	2	6	1	4	48 (13.66%)
Settings	1	6	1	4	24 (6.66%)
					360 total points

SAMPLE ENTRIES

Sample Entry 1: Literacy

Annotation

Strand: Oral and Visual Communication
Standard 01: **Speaking:** Students shall demonstrate effective oral communication skills to express ideas and to present information.
OV.1.8.6: Contribute appropriately to class discussion.

Performance: 4
For all three tasks, the student uses his communication device to speak to other students and his peers about snow, cats and dogs, and the food pyramid. There are three types of evidence included in this entry: a video with a script, a series of captioned photographs, and student work. The student work serves as a source for the student's discussion about the topic. The student performs these activities on three separate occasions. This student has demonstrated mastery of this skill.

Context: 4
The student uses age-appropriate materials and is engaged in meaningful, challenging activities.

Level of Assistance: 4
The student does not require physical or verbal prompting other than that which is described on the Student Profile.

General Comments:
This is a speaking SLE which requires the student to "speak." This student uses his communication device to share ideas with his peers. The student work is supplemental material that shows student comprehension and prepares him to communicate his ideas to his class.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 1

School: Sample School District: Sample District

Portfolio Beginning/End Dates: August 26 - February 17

Age: 13 Grade (check one): ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☑ 8 ☐ 11

Please check ALL that apply.

Diagnosis (no abbreviations):

Mental retardation, mild cerebral palsy, complex-partial seizure disorder, speech/language disorder

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: very limited speech

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: Pre K

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

Strengths in Math

Math grade level: Pre K

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

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

see attached sheet

Sample Entry 1: Literacy

Student Profile

Student Profile

is a 13 year old male with mild cerebral palsy, complex-partial seizure disorder, cognitive impairment and a speech/language impairment. He uses some words and phrases in the classroom. However, his speech is significantly behind that of his peers. Most things he says are one or two word utterances. When looking for a friend, he frequently asks, "Where he go?" The language of the home is . It is not possible at this point to get a good measure of 's English and . However, he appears to comprehend the English used in the special education classroom. This is evidenced by his ability to follow simple commands. He willingly uses the communication devices to participate in classroom activities and will follow simple commands to complete activities. He is especially successful in domestic and/or work related activities. He has a DynaVox, but is not able to use it in a functional manner. He uses a few pictures to make requests of the teacher (primarily the walk icon to request a walk).

's behavior in the classroom can be very challenging. However, he responds well to sensory activities such as swinging and walking in the hallway. He is frequently aggressive (multiple times daily). He has a behavior plan. completes tasks as requested. However, this is more teacher-directed than self-directed. He will work fairly well for student helpers. When he is able to focus on his work, his aggressive behaviors decrease. This is significant for the portfolio because both his behaviors and his cognitive abilities contribute to his need for continuous prompting, both physical and verbal. Because of his limited fine motor skills he may also require physical assistance or even hand over hand assistance for some tasks.

participates in a variety of math activities. He frequently does 1 digit addition with the calculator, but requires continuous prompting and some physical assistance to do this. New activities in any area, including math, require significant amounts of prompting and some assistance.

reads some Boardmaker symbols, such as walk. This is demonstrated in using the symbols to make requests. He reads some community signs. He does not read these verbally. He can find many requested signs when playing bingo. He is also successful in pointing to the correct sign on request. For example, "Which sign says STOP?" is not 100% accurate with this, but is making significant progress. When tested this year, he identified only a very few letters and no words. He participates in reading activities through the use of communication devices.

writes by stamping his name and the date. He also is able to select choices and help glue them on a worksheet. Another method of writing for him is the bingo marker. After he has selected from a couple of choices, records his answer by stamping his choice with a bingo marker. Someone is always close to be sure he marks the choice he picked, another time when he may need prompting or physical assistance. He is beginning to trace his name, but has difficulty with this.

always needs someone, either staff or a peer tutor, to work with him to do his school work. He requires frequent to constant prompting, both verbal and physical and physical assistance for new tasks or for tasks that require fine motor skills.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 1

Grade: 8 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☑
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 01:Speaking

Description: Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learning Expectation #: OV.1.8.6

Description: Contribute appropriately to class discussion.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

Sample Entry 1: Literacy

Task Sheet

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 1

Evidence: #1 **Date:** 02/08 **Type of Evidence:** Digital Video with Script
Additional Evidence:

Brief description of the task related to the SLE:

Student was asked to contribute appropriately to a class discussion by talking with his peers about the possibility of snow. The class was developing a journal entry for the day. Each student was to say something about snow or snow days. Comments would be combined to write the class journal entry. He was to speak, using a communication device, and listen to his peers speak.
Student activated the Big Talk Triple Play switch to make two statements about the weather. First he said, "The weatherman thinks it might snow again tonight. We might get 2 to 4 inches of snow." Then he responded to the teacher to say, "If we have that much snow, I bet we don't have school tomorrow." He listened to the comments of others in the discussion.

Setting: English class

Evidence: #2 **Date:** 02/16 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: work sample

Brief description of the task related to the SLE:

Student was asked to listen to the teacher read the book Wild Cats, by Diane Muldrow. He was to contribute to class discussion by activating a Communication Builder to talk about cats and by placing a characteristic of one of the cats in the correct category. Then he was to complete a worksheet that summarized three of the cats. After the worksheet he was to use a device to make three statements.
Student contributed to the class discussion in the following ways. He activated the communication device to talk about cats. He listened to the book and then placed his characteristic with the correct cat. He correctly completed the worksheet and activated the communication device to make three statements.

Setting: lifeskills/inclusion speech therapy

Evidence: #3 **Date:** 02/17 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence: series of captioned photographs

Brief description of the task related to the SLE:

Student was asked to contribute to a class discussion by talking about the food pyramid. He was asked to use a communication device to talk about the pyramid and to complete two sentence frames. He was asked to share the two sentences with the group using another communication device.

Student participated in the class discussion by activating the communication device and by placing food on the food pyramid. He also completed his sentence frames and shared his answer with the class.

Setting: lifeskills

Evidence 1

OV.1.8.6
February 8,

was asked to contribute appropriately to a class discussion by talking with his peers about the possibility of snow. The class was working on the daily journal entry. The information in the conversation was used to write the daily journal entry. Students were asked to speak to each other using simple communication devices. was using a Big Talk Triple Play switch. He was given two things to say, more than the other students. The information on the switch was gained from talking with parents and from the weather forecast. This may appear to be a simple activity, but it is not. It required students to sit as their peers talked and to talk when it was their turn. You will notice that the communication devices were taken away from students after they spoke. This is because it is difficult for some of the students to activate on their device. was doing well, activating his device and only his device. However, another student kept activating 's device, so it was moved after he finished. This was a challenging and successful activity! was listening to the teacher and responding to her questions. He also listened to the other students. He contributed appropriately by activating his device to speak two times, as requested.

VIDEO TRANSCRIPT:

is sitting on the left side of the video to the front of the screen. He is wearing a black t-shirt with a white long sleeved shirt under it.

Background information: Last week we only attended school one day because of snow. This is Tuesday and the weatherman is predicting another large snowstorm.

Teacher: , tell us what you heard about the weather.

: The weatherman thinks it might snow again tonight. We might get 2 to 4 inches of snow.

Teacher: That's a lot of snow! What might happen if we get a lot of snow?

, what else were you going to tell me?

: If we have that much snow, I bet we don't have school tomorrow.

Teacher: I bet you're right!

, what were you going to tell me?

: I don't like snow. I hope it does NOT snow tonight.

Teacher: Oh, you don't like snow. I'm sorry, .

Peer tutor: How about you, ? What do you think about the snow?

: If it snows, I will ask my momma to go make donuts in the church parking lot. I love to spin!

(Another student makes loud noises. Those are happy noises, but the noise covers up what is trying to say. The teacher tries to quiet the student by rubbing his shoulders, which sometimes works, and by telling him, "shhh.")

Teacher: , it's 's turn. , tell us again. We didn't hear all of it.

Peer tutor: Will you tell us again.

Teacher: It's your turn to talk.

: If it snows, I will ask my momma to go make donuts in the church parking lot. I love to spin!

Teacher: I heard that's what you did last week and that you had fun! And that you were signing spin.

: If we do have any more snow days, we will be going to school way into the summer.

Sample Entry 1: Literacy

The journal entry that was written from today's conversation is at the end of the video. It says:

Today is Tuesday, February 8, 20 . The weatherman thinks we will get 2 to 4 inches of snow. does not like snow. likes to do donuts and spin.

Evidence 2

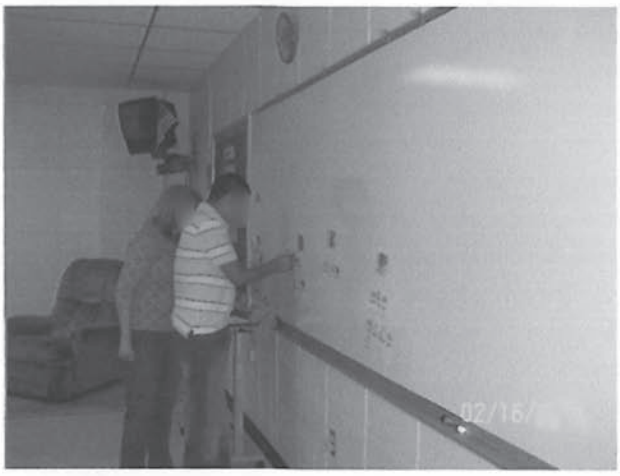
2/16/
OV.1.8.6

was asked to contribute to a class discussion concerning Wild Cats. The teacher read the book, Wild Cats, by Diane Muldrow. He was to contribute to the class discussion by activating a Communication Builder to talk about cats and by placing a characteristic of one of the cats in the correct category. Then he was to complete a worksheet that summarized three of the wild cats. Finally, he was to discuss leopards using a Big Talk Triple Play communication device.

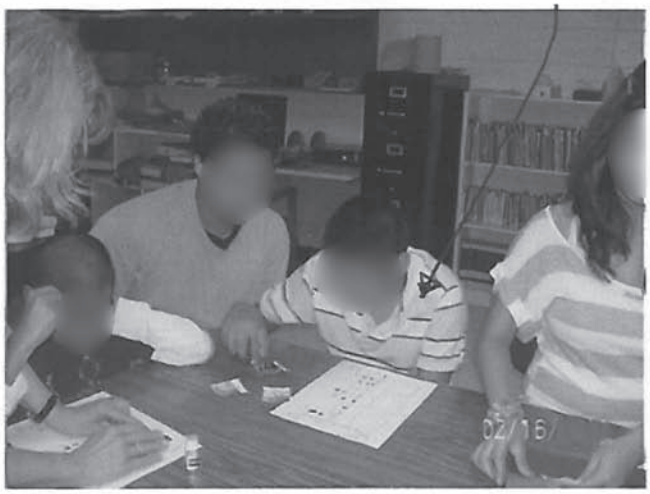
1. participated with the class in a discussion regarding wildcats. The teacher read the book WILDCATS to the class, pausing often for input from students.

2) Here activates the communication builder to discuss LIONS. He says, "The lion is often called the King of the Beasts. I can grow up to 10 feet long."

3) Later in the book was asked to tell the class about cheetahs. He activated the device to say, "The cheetah can run FAST."



4)After the book was finished, the class grouped characteristics of three of the wildcats. Above, correctly identifies the phrase "do not roar" as a characteristic of leopards.



5) Next students completed a worksheet, Wildcats in Pictures and Words. This worksheet is included. worked on this part of the activity with the peer tutor who is beside him.

6) Finally, the class worked together to discuss what they had learned. In the photo above correctly tells the class, "The leopard is the smallest of the big cats. They do not roar and they have spots.

successfully contributed to the class discussion by activating a Communication Builder to talk about wildcats and by placing a characteristic of one of the cats in the correct category. He completed a worksheet that summarized three of the wild cats (included). Finally, he discussed leopards using a Big Talk Triple Play communication device.

2/16/

This is the overlay used on the Communication Builder for the book Wildcats.

Cougar: The cougar is our school mascot.

Tiger: The tiger is the biggest wildcat of all.

Jaguar: A jaguar is very strong. It is a good swimmer and catches turtles and fish.

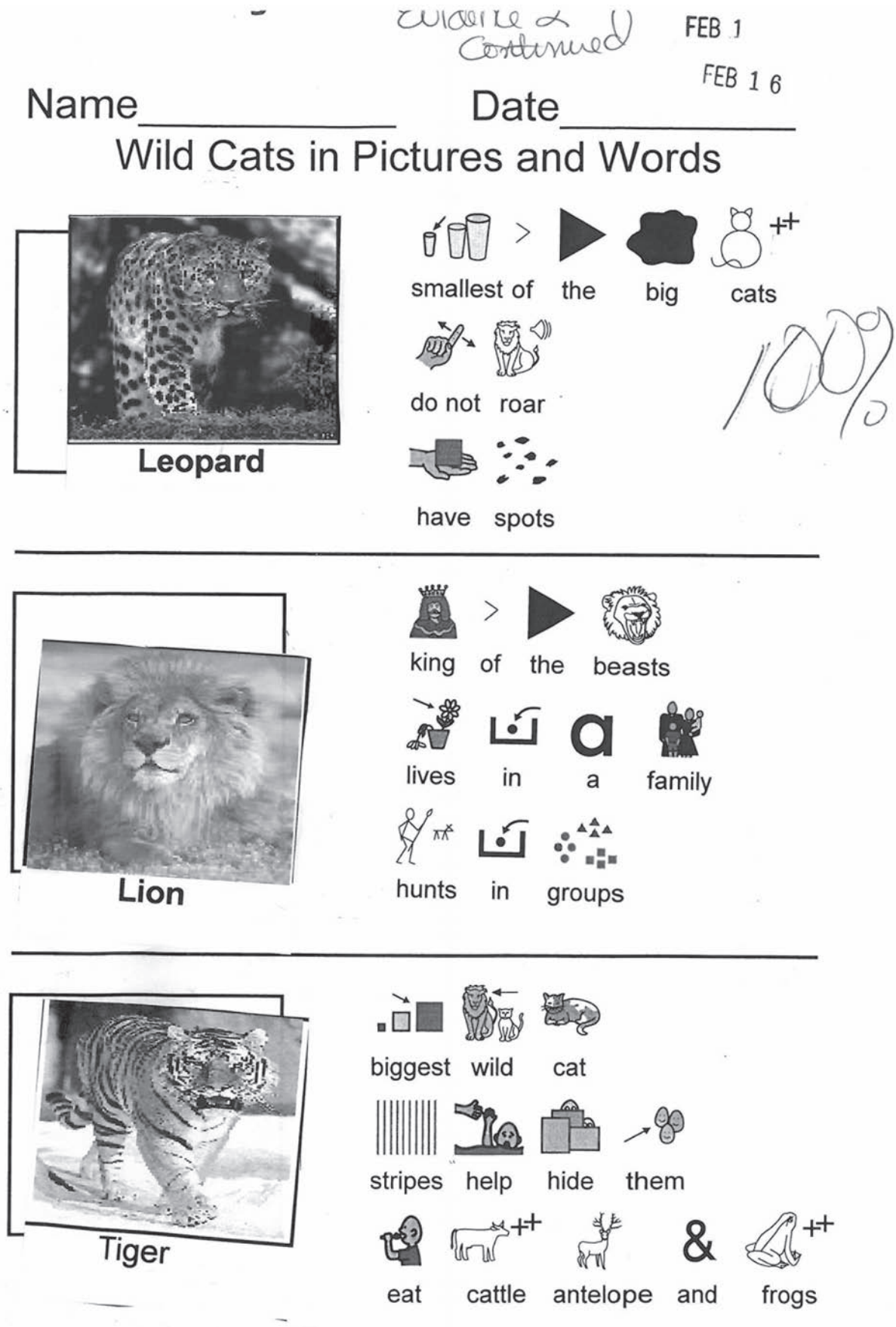
Pride: A pride is a family group of wildcats.

Cheetah: The cheetah can run fast.

Lion: The lion is often called the King of the Beasts. It can grow up to 10 feet long.

Leopard: A leopard is the smallest of the big cats. Leopards are good climbers.

Cub: A baby wildcat is a cub.



Wildlife & Continued

FEB 1

FEB 16

Name_____ Date_____

Wild Cats in Pictures and Words

Leopard

smallest of the big cats

do not roar

have spots

100%

Lion

king of the beasts

lives in a family

hunts in groups

Tiger

biggest wild cat

stripes help hide them

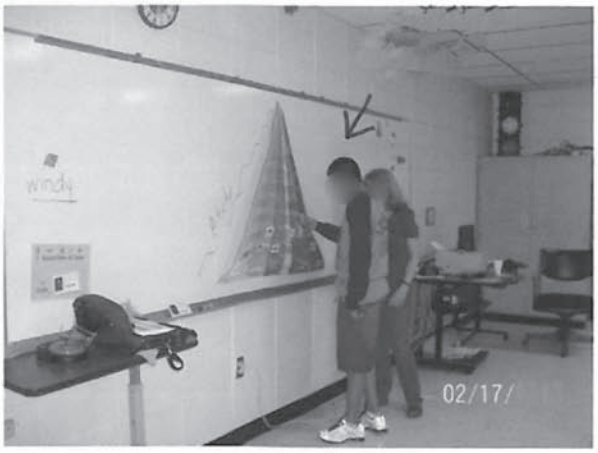
eat cattle antelope and frogs

Evidence 3

Feb 17, 20
OV.1.8.6

was asked to contribute to a class discussion by talking about the food pyramid. He was asked to use a communication device to talk about the pyramid and to complete two sentence frames about his favorite food. After completing the sentence frames he was to share the information with the class. He was also asked to tell the class what food group an item of food was in by placing the food in the correct place on the food pyramid.

1) talks to the class by activating the communication builder to say, "Vegetables: Vegetables are foods like carrots, broccoli or salads." He also talked to the group about fruits and oils.



2) tells the class that an apple is in the fruit group by placing it in the correct place on the food pyramid.

3) He worked with peers to complete the worksheet. Here he tells them that a hamburger is his favorite food by choosing from a page of pictures.

4) activates the switch to say, "My favorite food is a hamburger. It's in the meat group and the grains group on the food pyramid."

He successfully contributed to the class discussion by talking about food groups, placing fish on the food pyramid, completing the sentence frames and by telling the class about his favorite food.

Sample Entry 1: Literacy

ANNOTATION

Strand: Oral and Visual Communication
Standard 02: **Listening:** Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.
OV2.5.2: Establish purpose for listening.

Performance: 4
For each task, the student listens in order to make decisions during his school day: his lunch selection, his snack choice, his free time activity. Series of captioned photographs and student work capture his ability to listen for a purpose which is to make decisions. Tasks are completed on three occasions.

Context: 4
The student performs authentic, challenging tasks using age-appropriate materials.

Level of Assistance: 4
The student accomplishes his work independently without the need for physical or verbal prompting beyond that which is indicated on the Student Profile.

General Comments:
The student shows he is listening by making his choices. It is clear in each piece of evidence that it is a listening activity and that the student is listening for an established reason.

Sample Entry 2: Literacy

Student Profile

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 2

School: Sample School District: Sample District

Portfolio Beginning/End Dates: August 19 - March 18

Age: 11 Grade (check one): ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 11

Please check ALL that apply.

Diagnosis (no abbreviations):
Tuberous sclerosis, Autism, Epilepsy, Mentally Retarded, Quadraparesis

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: limited hand (one)

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: 6 mo.
- ☐ 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: 6 mo.
- ☐ 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 in the beginning stages of PECS and learning to use a low technology communication device and progress is extremely slow. He is not easily motivated to attempt to do anything. Everything he does has to be hand over hand. He laughs and smiles when you talk to him or he hears something he thinks is funny. He has frequent seizures which hinders his learning and keeps him fatigued. He has had a rough beginning of the year with seizures daily and stomach problems. We are having to watch him closely. He has to be helped at all times to attempt any kind of work or play.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 2

Grade: 5 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☑	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 02:Listening

Description: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

Student Learning Expectation #: OV.2.5.2

Description: Establish purpose for listening.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

Sample Entry 2: Literacy

Task Sheet

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 2

Evidence: #1 **Date:** 09/17 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence:

Brief description of the task related to the SLE:

The student was asked to demonstrate effective listening skills in an informal setting to establish a purpose for listening by listening to his choices for lunch for the day. He will choose which lunch he would like.

The student successfully demonstrated that he established a purpose for listening by listening attentively to the paraprofessional tell him what his lunch choices are for the day. He then had to choose what he wanted for lunch and he chose the pizza for lunch.

Setting: Lunch table in the kitchen

Evidence: #2 **Date:** 09/22 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence: Series of Captioned Photographs

Brief description of the task related to the SLE:

The student was asked to demonstrate effective listening skills in a classroom setting by establishing the purpose for listening was to decide what snacks he would like for that day.

The student was asked to listen to his choices for snack for the day. He was given a worksheet and had to circle which snack he would like. He had to choose from two choices. He successfully demonstrated effective listening skills and that he had established a purpose for listening.

Setting: Self-contained classroom

Evidence: #3 **Date:** 09/24 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence:

Brief description of the task related to the SLE:

The student was asked to demonstrate effective listening skills to establish a purpose for listening to the paraprofessional by studying the free choice board and making his choice on what he wanted to do during free choice time.

The student was asked to look over the free choice board so he could make the choice of what he wanted to do during free choice time and he chose the jungle animals and dinosaurs. The student successfully demonstrated effective listening in an informal setting to facilitate communication that established a purpose for listening.

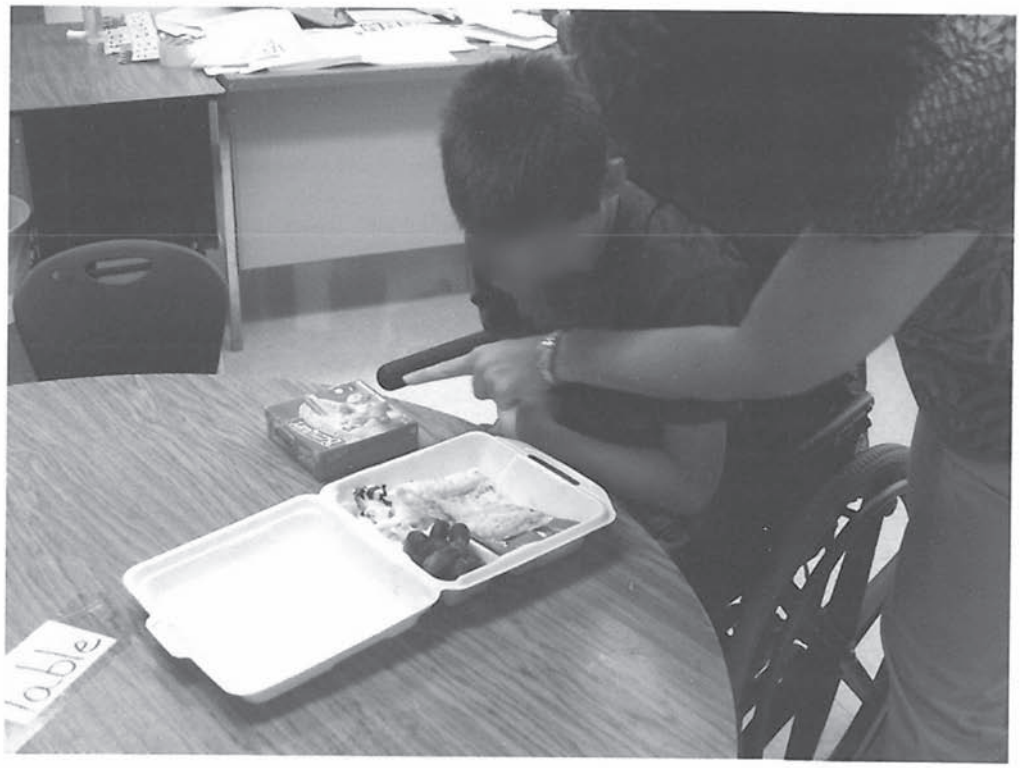
Setting: Self-contained classroom

EV# 1

9/17/

Strand: Oral and Visual Communication
Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.



OV. 2.5.2
Establish purpose for listening.

is listening to the teacher explain to him that he has to make the decision what he would like for lunch today. She is telling him that he can have a chicken pot pie or he can have the school lunch which is pizza. He is located at our lunch table.

Ev# 1

9/17/

Strand: Oral and Visual Communication
Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

OV. 2.5.2
Establish purpose for listening.

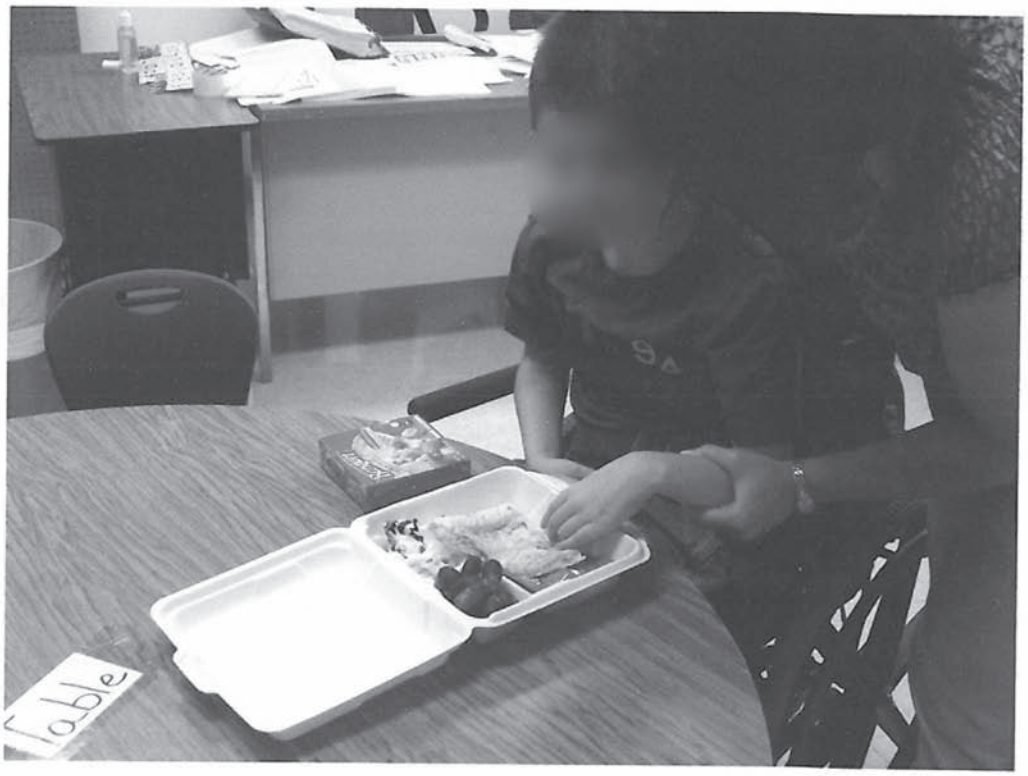
The teacher is asking which lunch he would like and he is debating on whether he wants chicken pot pie or pizza and grapes.

Ev #1

9/17/

Strand: Oral and Visual Communication
Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.



OV. 2.5.2
Establish purpose for listening.

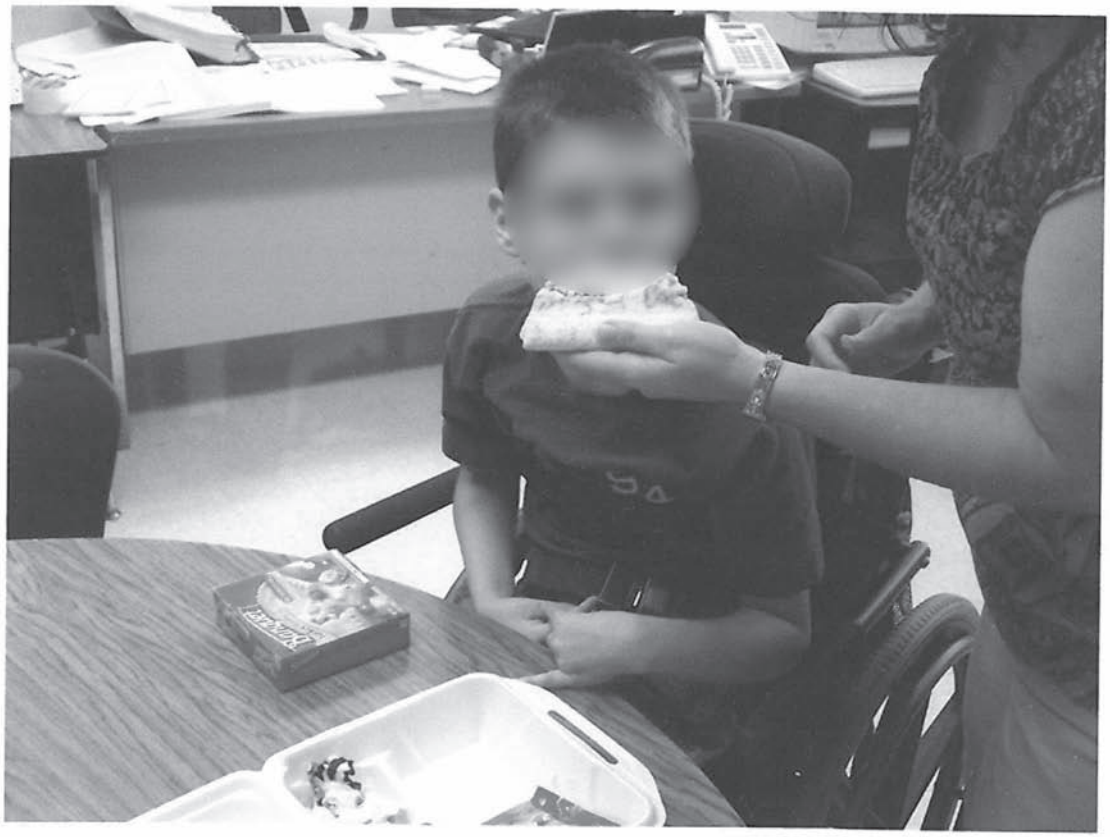
has chosen the pizza for his lunch. He has established his purpose for listening.

ENT 1

9/17/

Strand: Oral and Visual Communication
Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.



OV. 2.5.2
Establish purpose for listening.

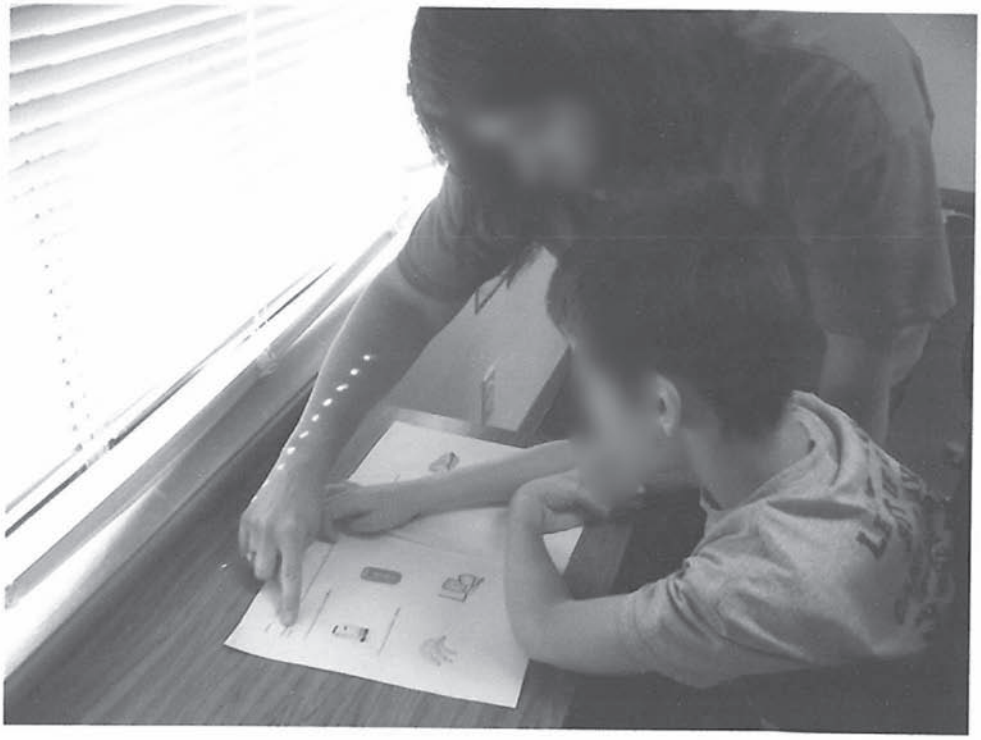
was ready to eat as soon as he had chosen his lunch choice for the day. He wanted the cheese pizza and is taking a bite of it. was successful in communicating his purpose for listening by choosing the pizza.

EV.#2

9/22/

Strand: Oral and Visual Communication
Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

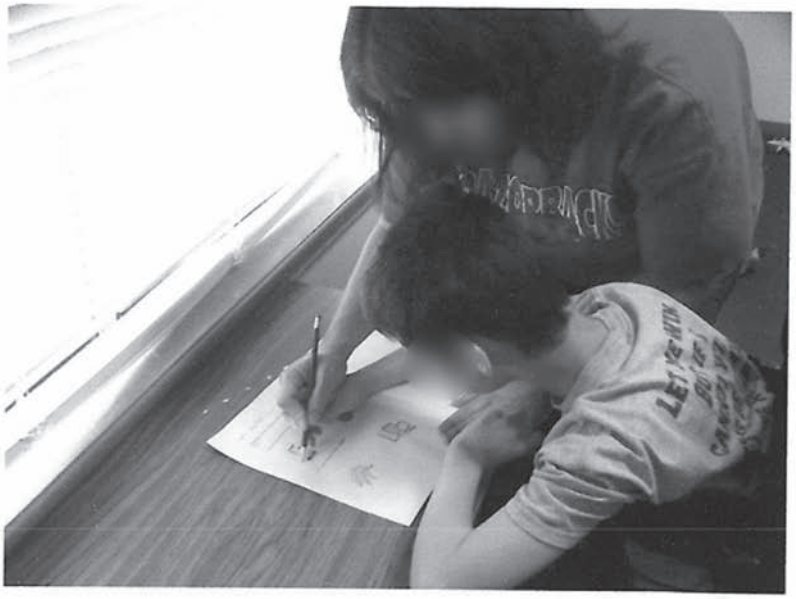


OV. 2.5.2
Establish purpose for listening.

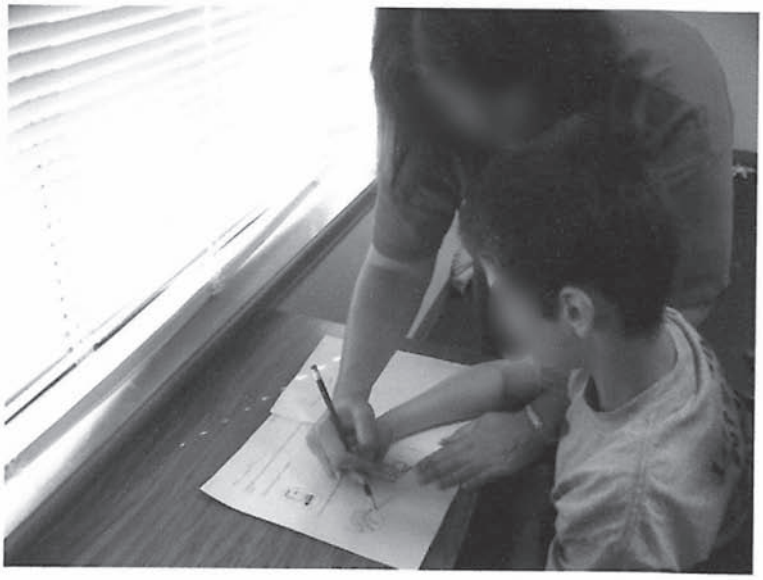
The student is listening to the paraprofessional explain that she needs him to listen to her for the purpose of choosing which snacks he would like. He is attentively listening to her. He is in the self-contained classroom.

Ev. #2

9/22/



The paraprofessional is asking him if wanted milk or a soda for his snack. has chosen milk. He has correctly established his purpose for listening by choosing a snack.

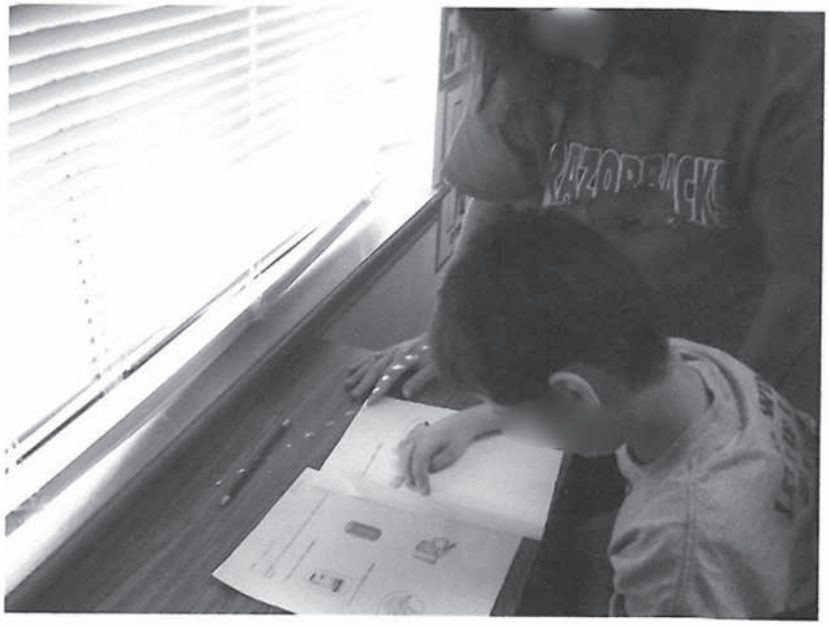


was asked to choose from bananas and cheese. He has made his decision by circling bananas for his answer.

Ev #2

9/22/

The student chooses cookies over crackers.



The student has successfully listened to the paraprofessional to establish his purpose for listening which was to give her his snack choice. He has circled his choices for snack which are: milk, banana, and cookies.

OV.1.3.3 9/22/ Ev#2

Name:_____

Directions: Circle your choice from each set that you would like to have for snack.

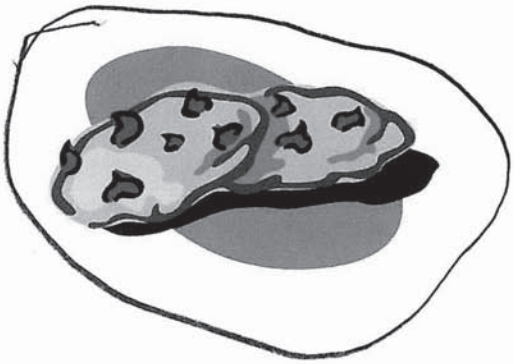
1. Choose between MILK and **SODA.**

100

2. Choose between **fruit** or **cheese.**

9/22/ Ev. #2

3. Choose between **crackers** or **cookies.**



Ev. # 3

9/24/

Strand: Oral and Visual Communication
Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

OV. 2.5.2
Establish purpose for listening.

The student was asked to demonstrate effective listening skills in an informal setting to facilitate communication for free time by selecting from the free choice board. The student is looking over the free choice board as the paraprofessional is telling that he can choose books, blocks, cars, playdoh, jungle animals and dinosaurs, little people, and different balls. He is located in the self-contained room.

Ev. #3

9/24/

has chosen the jungle animals and dinosaurs.

He is giving his free choice card to the paraprofessional. He is ready to have free choice time and play with the animals.

CV. #3

9/24/

The student has chosen the jungle animals and dinosaurs for free choice time. He is playing with his favorite dinosaur. The student successfully demonstrate effective listening skills in an informal setting to facilitate communication which was his choice for free time.

ANNOTATION

Strand:	Writing
Standard 04:	**Process:** Students shall employ a wide range of strategies as they write, using the writing process appropriately.
W.4.11.15:	Use available technology for all aspects of the writing process.

Performance: 4
The student demonstrates the skill of using technology with each piece of evidence: the internet to locate weather information, the photo kiosk to order pictures, and the computer to type a letter. There are two different types of evidence: captioned series of photographs showing the student in the midst and completion of tasks and final work products.

Context: 4
The student uses age-appropriate materials, and the tasks are challenging and authentic: meaningful, functional, and related to the real world.

Level of Assistance: 4
The student does not need prompting other than that which he receives on a daily basis as stated on the Student Profile.

General Comments:
The skills presented in this entry are real-life skills that will help this student move toward independence.

Sample Entry 3: Literacy

Student Profile

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 3

School: Sample School District: Sample District

Portfolio Beginning/End Dates: 9/22 - 3/8

Age: 18 Grade (check one): ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☑ 11

Please check ALL that apply.

Diagnosis (no abbreviations):
autism

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

Strengths in Math

Math grade level: 1st
- ☐ 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 next page

STUDENT PROFILE

is an 18 year old male that attends Community Based Instruction program. This is a functional based program that teaches life skills to students with special needs. is a junior in high school.

Autism is 's disability. He struggles greatly in all academic areas. uses pictures to communicate. He can speak but it is not very frequently. He will mimic others. requires hand-over-hand assistance to complete most tasks. can trace and sort items by color and size. often points to things he wants.

In regards to his behavior, requires a lot of prompting and physical assistance. He needs physical prompts to walk, eat, use the restroom and perform several work related tasks.

enjoys hanging out with his peers and eating lunch in the cafeteria. He likes being in social situations although he doesn't talk much himself. often laughs and smiles at others.

Sample Entry 3: Literacy

Entry Slip

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 3

Grade: 11 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☑	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 04:Process

Description: Students shall employ a wide range of strategies as they write, using the writing process appropriately.

Student Learning Expectation #: W.4.11.15

Description: Use available technology for all aspects of the writing process.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

TASK SHEET

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 3

Evidence: #1 **Date:** 11/03 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

The student was asked to use the internet to find information needed to answer questions on a worksheet regarding the weather.

The student will successfully use the internet by typing in the given web address and use the site to find the requested information.

Setting: computer center

Evidence: #2 **Date:** 02/24 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence:

Brief description of the task related to the SLE:

The student was asked to use the computer located at the Wal-Mart Photo Center to order prints from a recent Special Olympic event.

The student will follow the directions as prompted on the screen and enter the correct information in order to print the pictures.

Setting: Wal-Mart

Evidence: #3 **Date:** 02/02 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

The student was asked to use the computer to type a letter to a friend.

The student will open a Word document and type and print a letter to a friend/relative.

Setting: computer center

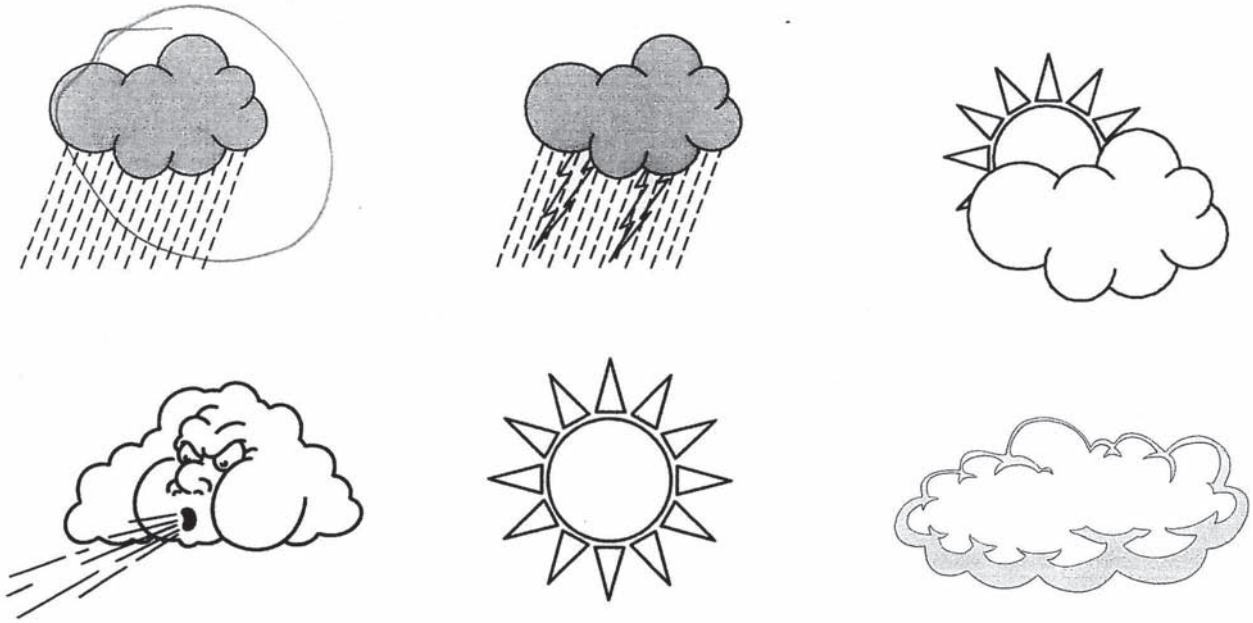
100%

Today's Weather

Name: _____ Date: 11-3-

Directions: Use the internet to find the following weather information.

1. What is the high for today? 67°
2. What is the low for today? 44°
3. What is the current temperature? 52°
4. The weather today is .....



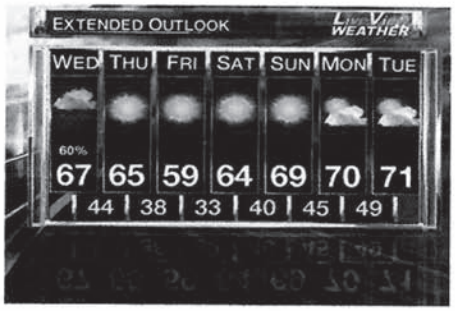
todaysthv.com | KTHV | Little Rock, AR - Weathe - Flash Player Installation Page 1 of 1

CURRENT CONDITIONS FOR

Rain
52°F
Feels Like: 52°F
Wind: 12mph
Humidity: 100%
Updated:09:53

CDT

city or zip code GO



Hot Stock Pick - NACF
Green Energy Clean Fuels.Profit From Renewable Energy
Look...

Mortgage Rates Hit 2.67%
If you owe under $729k you probably qualify for Obama's Refi...
More info...

TODAY: iPads for $123.74?
Alert: iPads are being auctioned on QuiBids.com for 95% off today.
Look...

* This is a print-out of the information obtained from the internet.

http://www.todaysthv.com/weather/default.aspx?menuid=47 11/3

Ordering Pictures Using A Photo Kiosk

went to Wal- Mart to order prints of pictures. First, he placed the SD card in computer. Next, he used the technology provided by the photo center to order the prints.

correctly entered all the necessary information to place the order and chose the pictures he wished to print.

Finally, was successful with using the available technology to order pictures and accepted the final printout of the order.

2/24/

100%

2-2-

Dear Ms. K ,

I miss you. Get well soon.

Your Friend,

Sample Entry 4: Literacy

Annotation

Strand:	Reading
Standard 11:	**Vocabulary, Word Study, and Fluency:** Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.
R.11.8.3:	Add content words to sight vocabulary.

Performance: 4
The student adds words to his vocabulary by accessing signs around the school, pictures, and word banks. The series of captioned photographs and student work provide evidence of his performance. Mastery is shown on multiple occasions with two types of evidence.

Context: 4
The student accesses age-appropriate materials and performs tasks that are challenging and authentic.

Level of Assistance: 4
The student does not require physical or verbal prompting to perform activities independently.

General Comments:
While observation sheets or rating scales are not scoreable as stand alone evidence, including an observation sheet with scoreable evidence is acceptable. However, we look at the work the student produces to determine scores.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 4

School: Sample School District: Sample District

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

Age: 13 Grade (check one): ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☑ 8 ☐ 11

Please check ALL that apply.

Diagnosis (no abbreviations):
Autism

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: 1st
- ☐ 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: 1st
- ☐ 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 following page

Sample Entry 4: Literacy

Student Profile

Unique Characteristics

The student is a 13 year-old male student with autism.

The student receives special education services in the self-contained classroom for the majority of the school day. One 52-minute period of regular classroom involvement accompany his daily school schedule. School and personal needs require constant assistance and prompting. The use of one-on-one instruction helps to ensure that the student comprehends and/or masters the content area.

The student can identify several sight words. He can read basic words. He can access computer programs that are used frequently. He can identify colors and shapes. He can write legibly and sign his name. He can count and complete math computations with the use of a calculator.

Areas that challenge the student are listening attentively, reading (he is several grade levels below placement), reading comprehension, capitalization, punctuation, cursive writing, identifying change, math calculations (adding and subtracting one or two digit numbers), and accessing junior high environment independently.

The student receives related services in the areas of occupational therapy and speech therapy. He attends occupational therapy to improve fine motor skills. Speech therapy is attending to need to improve receptive and expressive vocabulary.

The student is a very pleasant child and very personable. He enjoys school and being with his peers. With continued one-on-one instruction, the student will be successful in obtaining his academic and personal goals.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 4

Grade: 8 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☑	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 11:Vocabulary, Word Study, and Fluency

Description: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectation #: R.11.8.3

Description: Add content words to sight vocabulary.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

Sample Entry 4: Literacy

Task Sheet

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 4

Evidence: #1 **Date:** 01/26 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence: Captioned Photos/Observation Sheet

Brief description of the task related to the SLE:

To read vocabulary words/pictures around the school environment (restroom, media center, exit, nurse's office, etc.).

Read and identified words/pictures around the school environment. Also marked checklist after finding words/pictures.

Setting: junior high environment

Evidence: #2 **Date:** 01/27 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence: Observation Sheet

Brief description of the task related to the SLE:

To use pictures and a word bank to help figure out the meaning of words.

Successfully matched the words in a word bank to the pictures provided. Understood the meaning of the words by completing this exercise.

Setting: self-contained classroom

Evidence: #3 **Date:** 01/28 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: Observation Sheet

Brief description of the task related to the SLE:

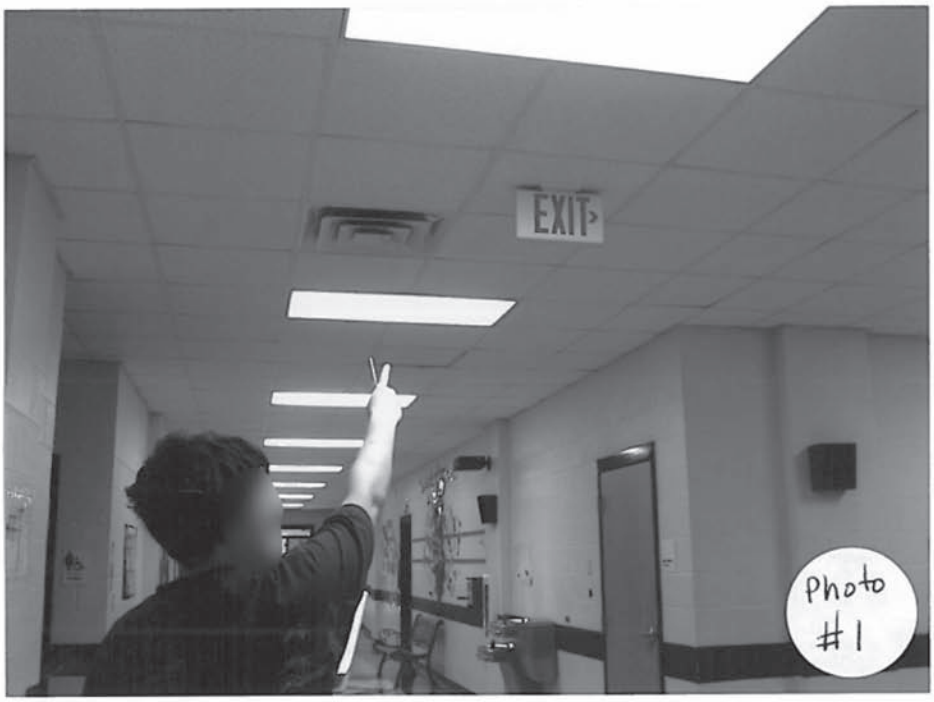
To derive meaning from survival words, signs, and logos.

Understood the meaning of survival words, signs, and logos.

Setting: self-contained classroom

01/26/

"Reading Vocabulary Words Around The School Environment"



In walking around the junior high hallway, the student found one of the many vocabulary words listed on his worksheet. Photo #1 shows the student as he points to and reads an "EXIT" sign.

Photo #2 shows the student checking off "EXIT" on his worksheet.

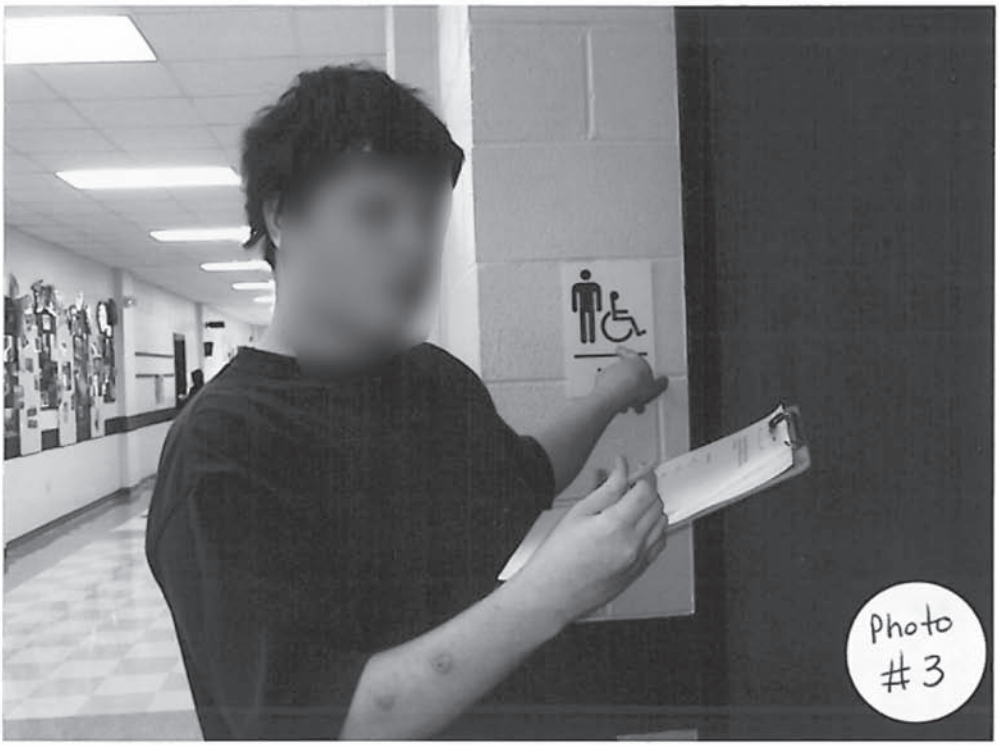


Photo #3 shows the student pointing to another vocabulary word that he had found. It is the "Men" restroom sign. The student said, "This is the Men's room."

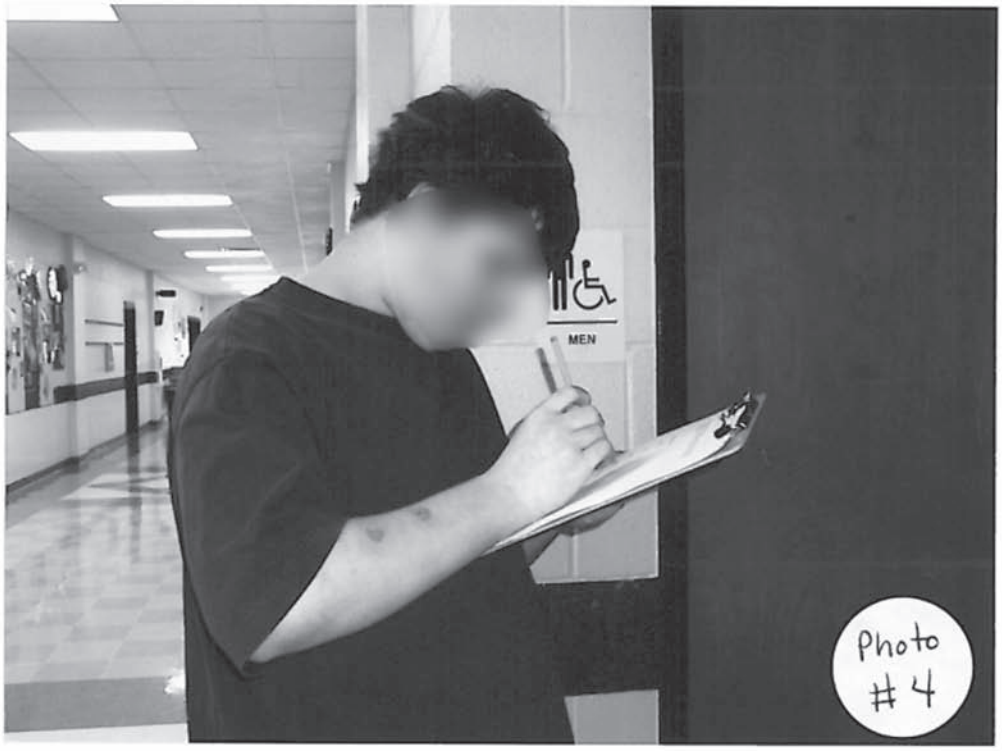


Photo #4 shows the student checking the vocabulary word "Men" off his worksheet. He then went searching for his next word.

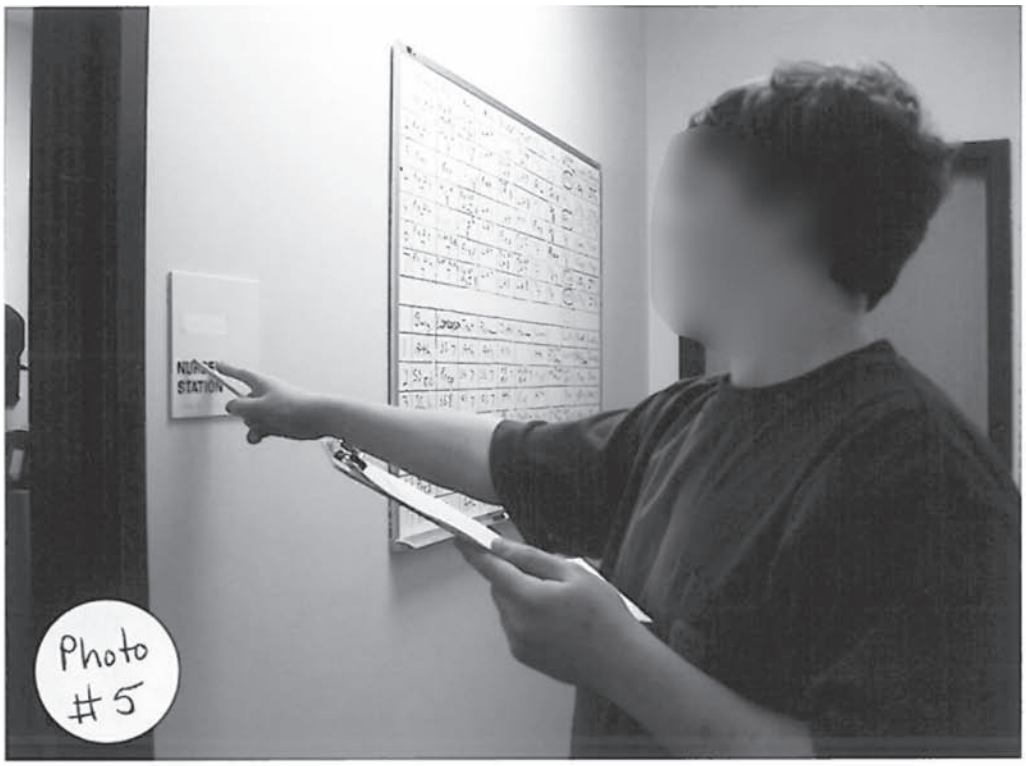


Photo #5 shows the student finding another vocabulary word. He says, "This is Nurse office. This sign says "Nurse." Right again.

Photo #6 shows the student checking the word "NURSE" off his list.

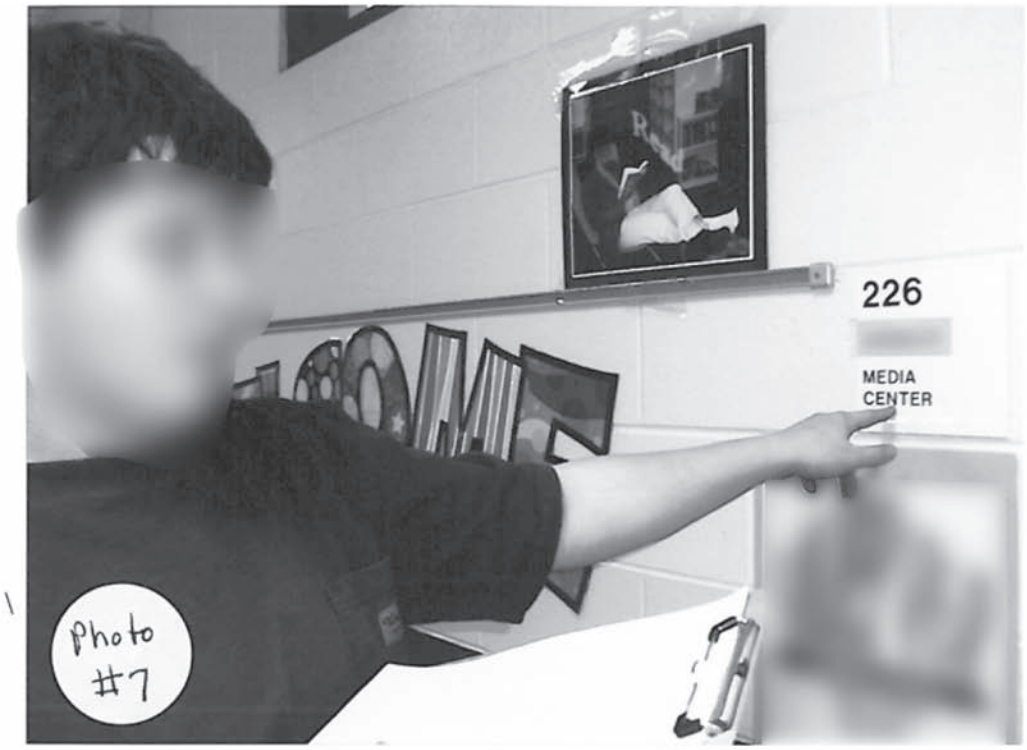


Photo #7 shows the student locating the last and final voculary word(s) on his worksheet. He says, "This is the Media Center where the computers are." Again, he is so right!

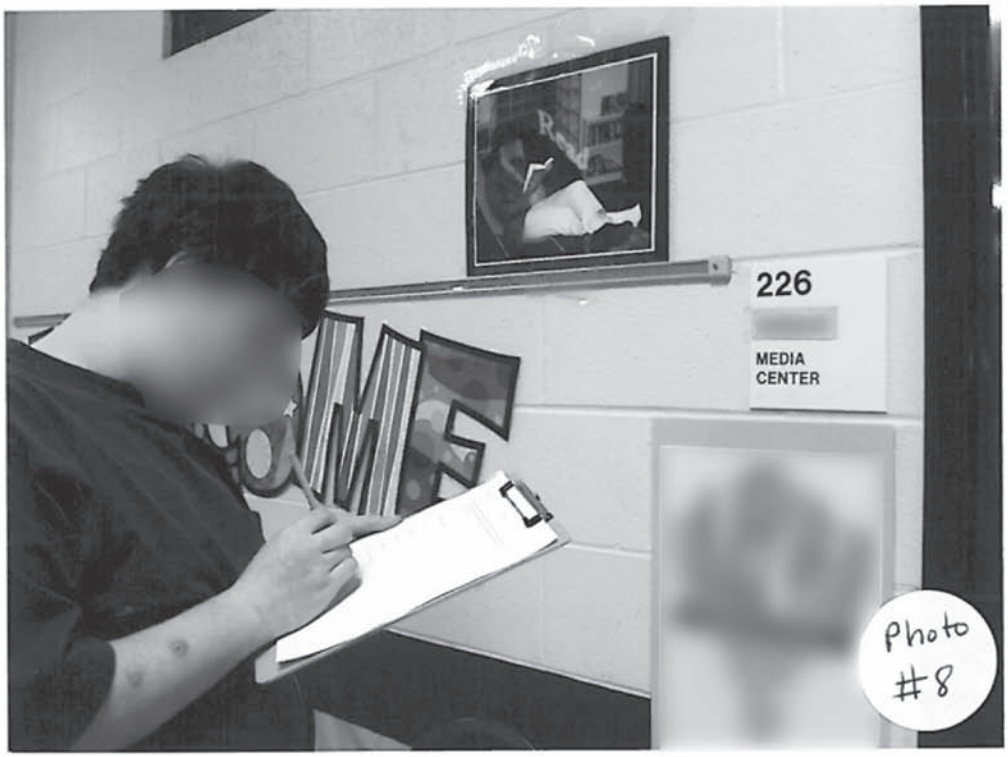


Photo #8 shows the student checking off "Media Center", his last word on his worksheet. He has found all the vocabulary words/signs that were listed on his worksheet. This task was completed successfully. He enjoyed walking around the junior high building.

Name _____ Date 1-26

Please locate the following everyday vocabulary words around the school environment. Place a check mark on your worksheet for every word you find. Good luck!

100%

Vocabulary Words:

Exit ✓

Nurse ✓

Math ✓

Cafeteria ✓

Men and /or Women ✓

Gymnasium ✓

Media Center ✓

located these words on signs found around the school environment. He checked them off as he found them.

SAMPLE ENTRY 4: LITERACY

Observer Rating Scale

Student: _____ **Date:** 1/26
Respondent: _____
Title: Teacher

Setting: junior high environment
Student Learning Expectation: R.11.8.3
Behavior being observed: To read vocabulary word/pictures around the school environment.

Instructions: Please rate this student with regards to the behavior stated above using the rubric listed below.

4 = Independent - student performs this skill accurately without instructional support or prompting.

3 = Functional Independence - student performs the skill with little instructional support using one of the following prompt levels: indirect verbal, gesture, or demonstration. Student performs this skill accurately in most instances but makes occasional errors.

2 = Supported Independence - student occasionally shows understanding or use of the skill with moderate levels (excluding physical prompts) of prompts. Student makes errors but occasionally performs skill accurately.

1 = Emergent - student is just beginning to show understanding or use of the skill with extensive instructional support with two or more prompts including physical . Student is unable to perform this skill accurately without assistance.

0 = Not Evident - there is no observable evidence of student performance of this skill.

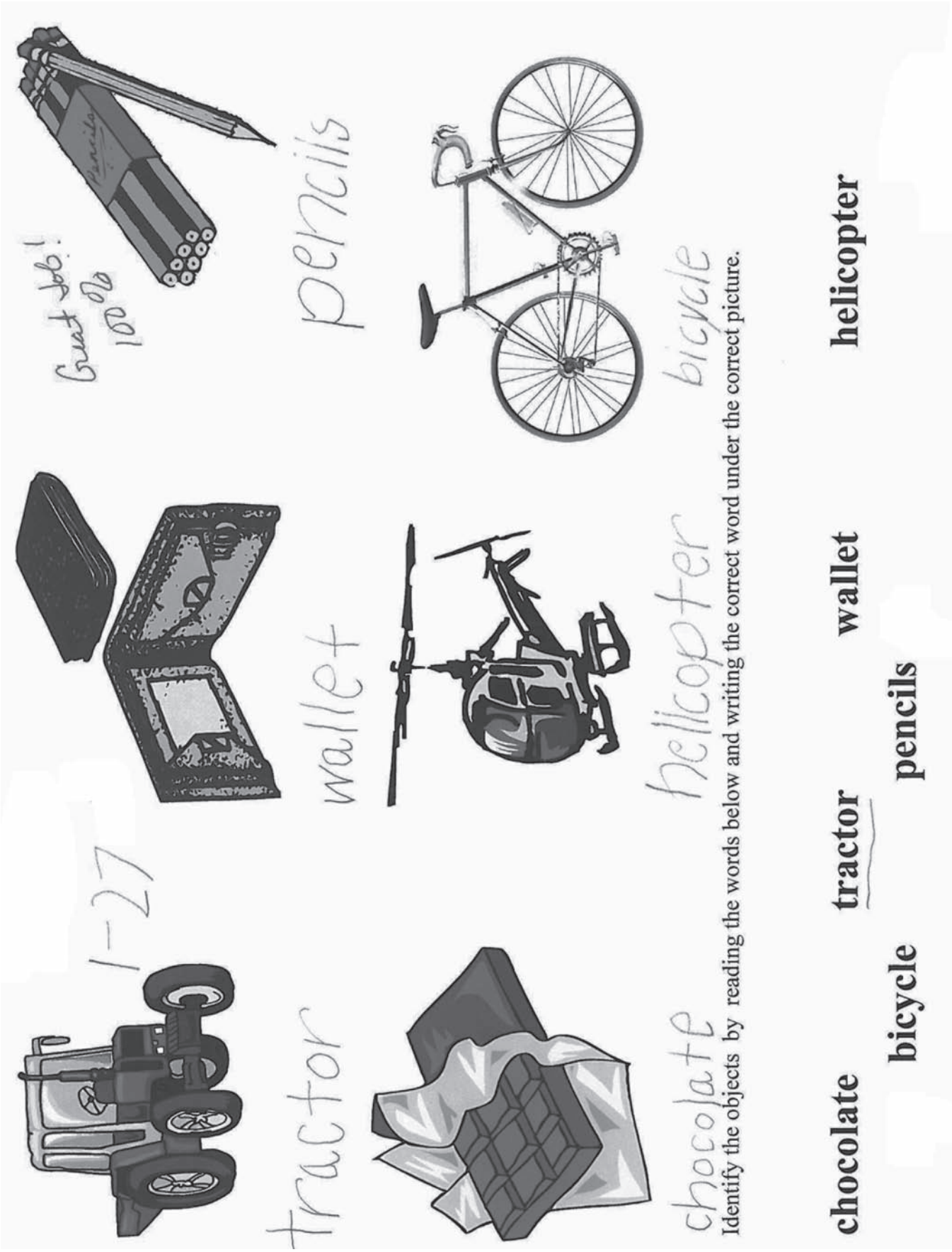
Skills observed:

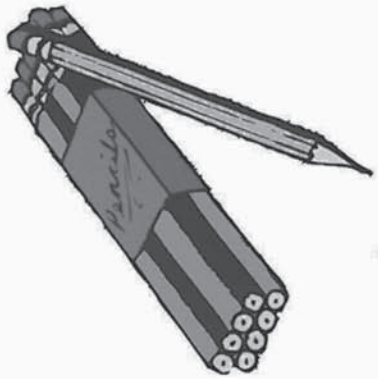
1. **Student participates appropriately in activity with/without peers.**
   0 1 2 3 (4)

2. **Student accepts feedback regarding behavior during activity.**
   0 1 2 3 (4)

3. Skills observed during the activity are beneficial to overall development of student: Circle response and state why. (YES) or No

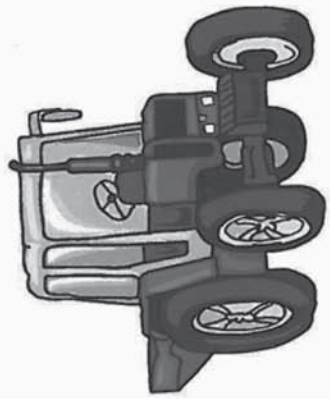
Comments: Good exercise for accessing areas of environment and learning to use informational signs.


1-27
Great Job!
100%
tractor
pencils
wallet
bicycle
chocolate
helicopter
Identify the objects by reading the words below and writing the correct word under the correct picture.
chocolate
bicycle
tractor
pencils
wallet
helicopter



Key

wallet



tractor

pencils

helicopter

chocolate

Identify the objects by reading the words below and writing the correct word under the correct picture.

chocolate **tractor** **wallet** **helicopter**

bicycle **pencils**

Observer Rating Scale

Student: _____ **Date:** 1/27
Respondent: _____
Title: Teacher

Setting: self-contained classroom
Student Learning Expectation: R.11.8.3
Behavior being observed: To use pictures and a word bank to help student figure out the meaning of words

Instructions: Please rate this student with regards to the behavior stated above using the rubric listed below.

4 = Independent - student performs this skill accurately without instructional support or prompting.

3 = Functional Independence - student performs the skill with little instructional support using one of the following prompt levels: indirect verbal, gesture, or demonstration. Student performs this skill accurately in most instances but makes occasional errors.

2 = Supported Independence - student occasionally shows understanding or use of the skill with moderate levels (excluding physical prompts) of prompts. Student makes errors but occasionally performs skill accurately.

1 = Emergent - student is just beginning to show understanding or use of the skill with extensive instructional support with two or more prompts including physical . Student is unable to perform this skill accurately without assistance.

0 = Not Evident - there is no observable evidence of student performance of this skill.

Skills observed:

1. **Student participates appropriately in activity with/without peers.**
   0 1 2 3 4

2. **Student accepts feedback regarding behavior during activity.**
   0 1 2 3 4

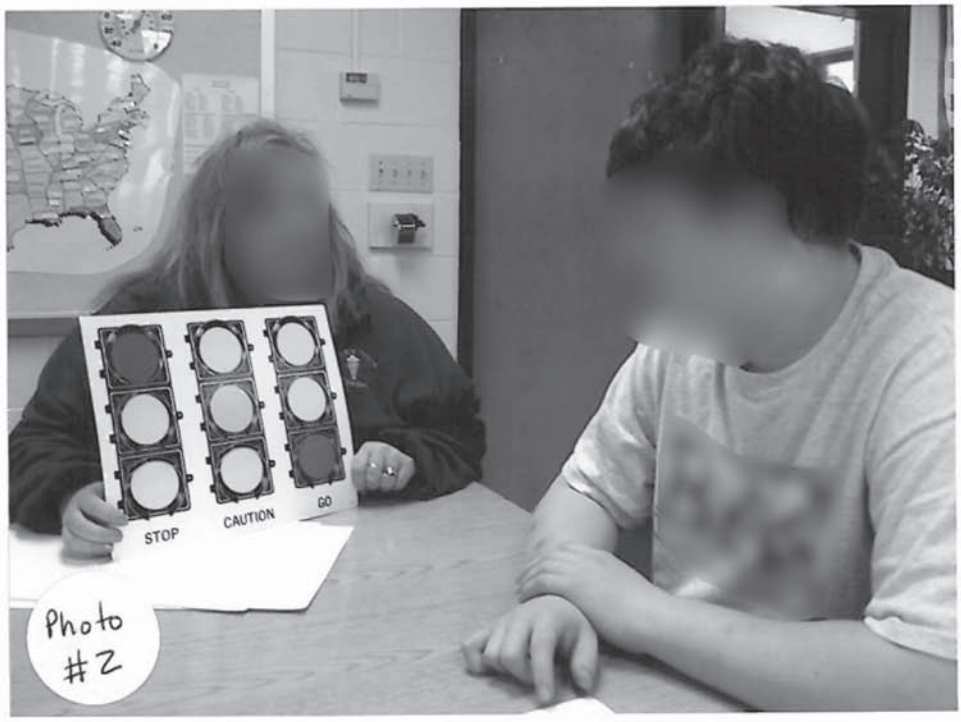
3. **Skills observed during the activity are beneficial to overall development of student: Circle response and state why. YES or No**

Comments: Good vocabulary practice exercise.

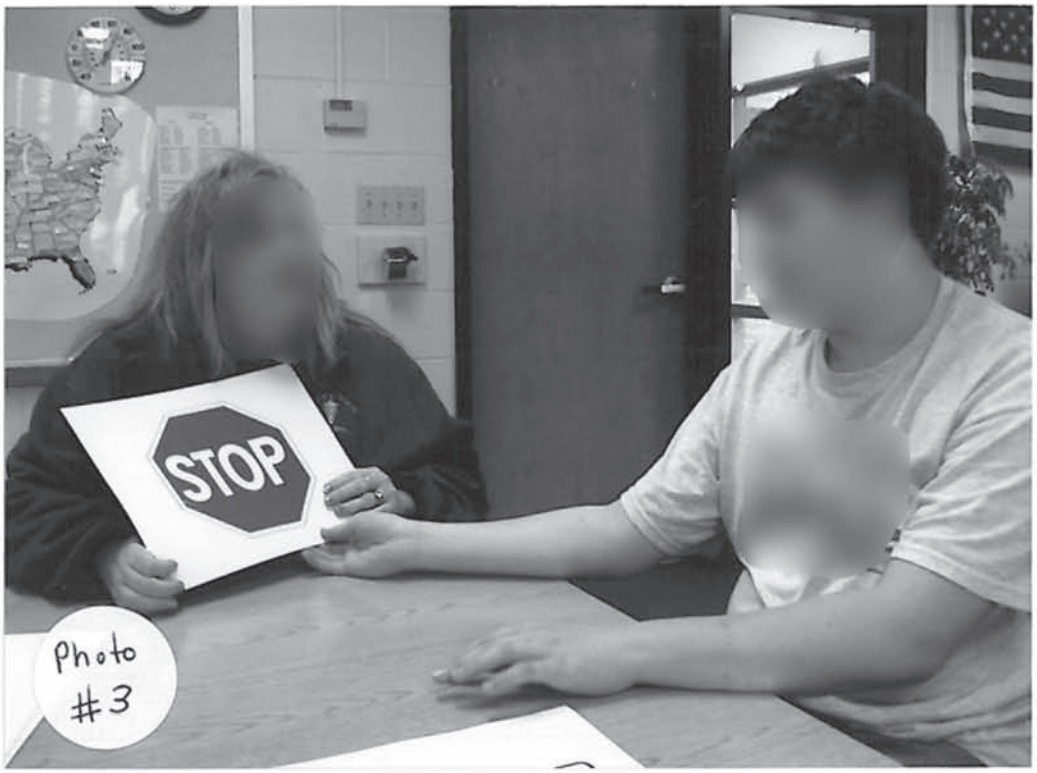
01/28

"Understanding Survival Words"

In photo #1, the student is reading the name of this survival sign to the classroom aide. The aide said, "What is the name of this sign and what does it mean?" The student answers, "This is recycle and it means to use over." The aid replies, "Good job!"



In photo #2, the student says, "This is a traffic light." He goes on to tell the aide, "Red is for stop, yellow means caution, and green means go"



In photo #3, the aide asks, "Student what is this sign and what does it mean?" Student said, "This is stop, it means not to move."

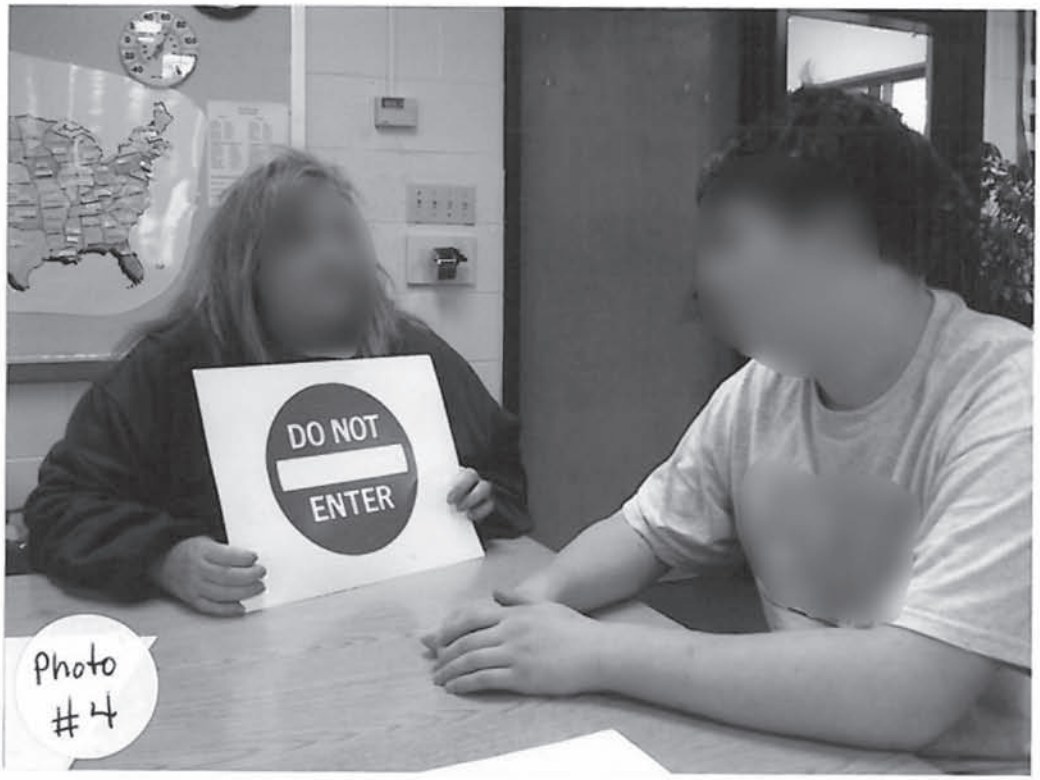


Photo #4 shows the aide asking, "What is this sign and what does it mean?" The student answered, "Do Not Enter, you can't go in there." The aide said, "Absolutely."

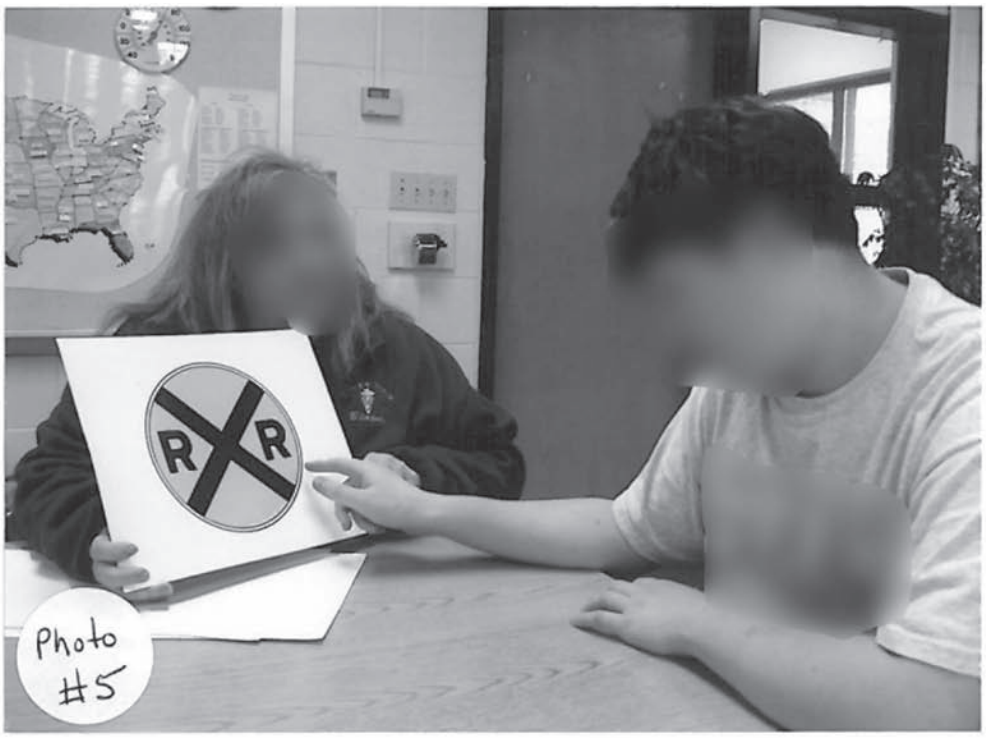


Photo #5 shows the student telling the aide what the sign means. He said, "Railroad crossing, careful when you cross the tracks." Great job again!!!

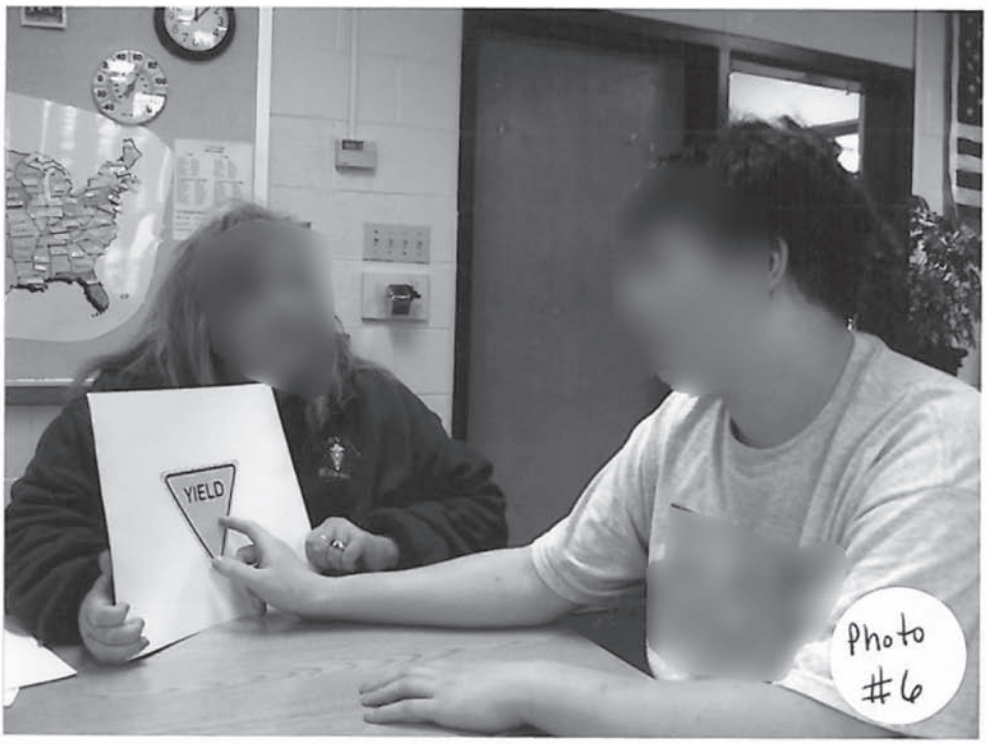


Photo #6 shows the student telling the aide, "This is yield." It means to slow down and watch for others cars." The aide said, "You did a great job listening in class."

The student did very well reading all the survival signs and telling what each meant.

Name _____ Date 1-28

Dr a line from the sign on the left to the correct definition on the right.

You did great!
100%

Raiload Crossing

Stop

Do Not Enter

Recycle

Men's Restroom

Yield

Traffic Signal

No Food or Drink

SAMPLE ENTRY 4: LITERACY

Name Key Date

Dr a line from the sign on the left to the correct definition on the right.

Observer Rating Scale

Student: _____ **Date:** 1/28

Respondent: _____

Title: Teacher

Setting: SELF-contained classroom

Student Learning Expectation: R.11.8.3

Behavior being observed: To derive meaning from survival words, signs, and logos.

Instructions: Please rate this student with regards to the behavior stated above using the rubric listed below.

4 = Independent - student performs this skill accurately without instructional support or prompting.

3 = Functional Independence - student performs the skill with little instructional support using one of the following prompt levels: indirect verbal, gesture, or demonstration. Student performs this skill accurately in most instances but makes occasional errors.

2 = Supported Independence - student occasionally shows understanding or use of the skill with moderate levels (excluding physical prompts) of prompts. Student makes errors but occasionally performs skill accurately.

1 = Emergent - student is just beginning to show understanding or use of the skill with extensive instructional support with two or more prompts including physical . Student is unable to perform this skill accurately without assistance.

0 = Not Evident - there is no observable evidence of student performance of this skill.

Skills observed:

1. **Student participates appropriately in activity with/without peers.**
   0 1 2 3 (4)

2. **Student accepts feedback regarding behavior during activity.**
   0 1 2 3 (4)

3. **Skills observed during the activity are beneficial to overall development of student: Circle response and state why. (YES) or No**

Comments: Good exercise for learning survival signs.

Sample Entry 5: Mathematics

Annotation

Strand: Number and Operations
Standard 01: **Number Sense:** Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.
NO.1.3.4: Represent fractions using words, numerals, and physical models.

Performance: 4
The student shows what he knows about fractions using a variety of materials to perform a variety of tasks. Cutting pizza into fractional parts, answering comparison questions about fractions, and shading in fractions of a whole demonstrate that this student has mastery of skills related to this student learning expectation. Included in this entry are the required two different types of evidence: work samples and the series of captioned photographs.

Context: 4
The student performs authentic, challenging tasks and uses age-appropriate materials.

Level of Assistance: 4
As indicated on the Entry Slip, this student does not require physical or verbal prompting in order to be successful in the completion of the activities.

General Comments:
Note that all fractions listed in each task can be found in the corresponding evidence.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 5

School: Sample School District: Sample District

Portfolio Beginning/End Dates: Aug 19 - Jan 10

Age: 8 Grade (check one): ☑ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 11

Please check ALL that apply.

Diagnosis (no abbreviations):
Autism

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: One to 4 aide

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: 1.7
- ☐ 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: 1.6
- ☐ 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 placed with the diagnosis of autism. He continues to receive speech services to address his deficits in receptive and expressive language. Student's understanding of language is very literal and he lacks comprehension of very simple concepts. Student has marked difficulty with appropriate responses. He is unable to ask and answer questions on grade level at this time. Although student's word decoding skills are adequate, he is significantly below grade level due to very poor reading comprehension abilities. Even though his decoding skills are a strength, his ability to comprehend basic words in text is a deficit area. He is able to relate less than

(continued on next page)

Continued

ten percent of the words he reads to the content.

It is necessary for the student to copy dictated words and sentences due to his extremely poor written expression skills. This allows him to verbalize his answers. Although his verbal skills are very low, they are still higher than his written expression skills. Copying dictated sentences/words is also necessary due to his inability to focus or remember what he has said. He also requires continuous assistance with handwriting skills because he has to be told to space in order for his work to be readable.

The student's math calculation skills, although significantly below grade level, are higher than his math reasoning skills, which makes application very difficult for him. Although he can add and subtract with the use of manipulatives or touch points and continuous re-reaching, he lacks the ability to know when each is required to solve open ended problems.

His acquisition of new skills is inhibited by his delayed communication and reasoning skills. Therefore, the student requires the use of models, visuals verbal prompting, and manipulatives to develop concepts.

Adaptive behavior results indicate communication abilities to be in the low range. Due to his inattentiveness, he requires continuous assistance and support to stay on task, complete assignments, and to minimize his inability to concentrate.

The student's disability of autism results in deficits in social and academic language skills which significantly impact his ability to obtain any academic skills requiring comprehension. It is necessary for the student to dictate his written work to use as a guide due to his deficits in written expression. He has extreme difficulty getting his ideas onto paper. When the student attempts to do work without dictation, his work does not show the information that he is trying to express. In order to communicate his thoughts and get the information into written form, continuous prompting and assistance is required.

Despite the student's difficulty with overall communication, pragmatic skills and academic language, he is a joy to have as a student. The student attempts his work and is very cooperative in the classroom, he just requires continuous prompting to attend to the task.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 5

Grade: 3 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☑	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 01:Number Sense

Description: Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

Student Learning Expectation #: NO.1.3.4

Description: Represent fractions using words, numerals and physical models.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

Sample Entry 5: Mathematics

Task Sheet

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 5

Evidence: #1 **Date:** 10/29 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: Work Sample/Permanent Product

Brief description of the task related to the SLE:

Student was asked to use a real world model representation to demonstrate his knowledge of the fraction concepts 1/4 and 1/2 and how they related to the representation of the whole.

After cooking a pizza in a real world activity, student demonstrated his knowledge of the fraction concept of 1/2 by cutting the pizza into two equal parts. He then demonstrated his knowledge of the fraction concept of 1/4 by cutting the pizza halves in half to make four equal parts.

Setting: Kitchen and Special Education Classroom

Evidence: #2 **Date:** 11/03 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: Work Sample/Permanent Product

Brief description of the task related to the SLE:

Student was asked to use manipulatives, models/visual representations, to demonstrate his knowledge of the fraction concepts 1/4, 1/3, and 1/2 and how they related to the representation of the whole and how they compared to each other.

Student cut out pizza pieces representing 1/4, 1/3, and 1/2 to use as manipulatives. He compared the pieces to determine which was smaller or larger and how many it would take to make a whole. Student used this method to answer the questions on the worksheet.

Setting: Special Education Classroom

Evidence: #3 **Date:** 11/05 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

Student was asked to complete a worksheet to demonstrate his understanding of the fractions representing 1/8, 1/4, 1/3, 2/3, 1/2 and 3/4 as they relate to parts of unit wholes.

Student demonstrated understanding of the fractions representing 1/8, 1/4, 1/3, 2/3, 1/2 and 3/4 as they relate to parts of unit wholes by completing a worksheet in which student shaded parts of a whole to visually represent each of the fractions in which he determined which fractional part was represented by a whole that was shaded.

Setting: Special Education Classroom

FRACTIONS

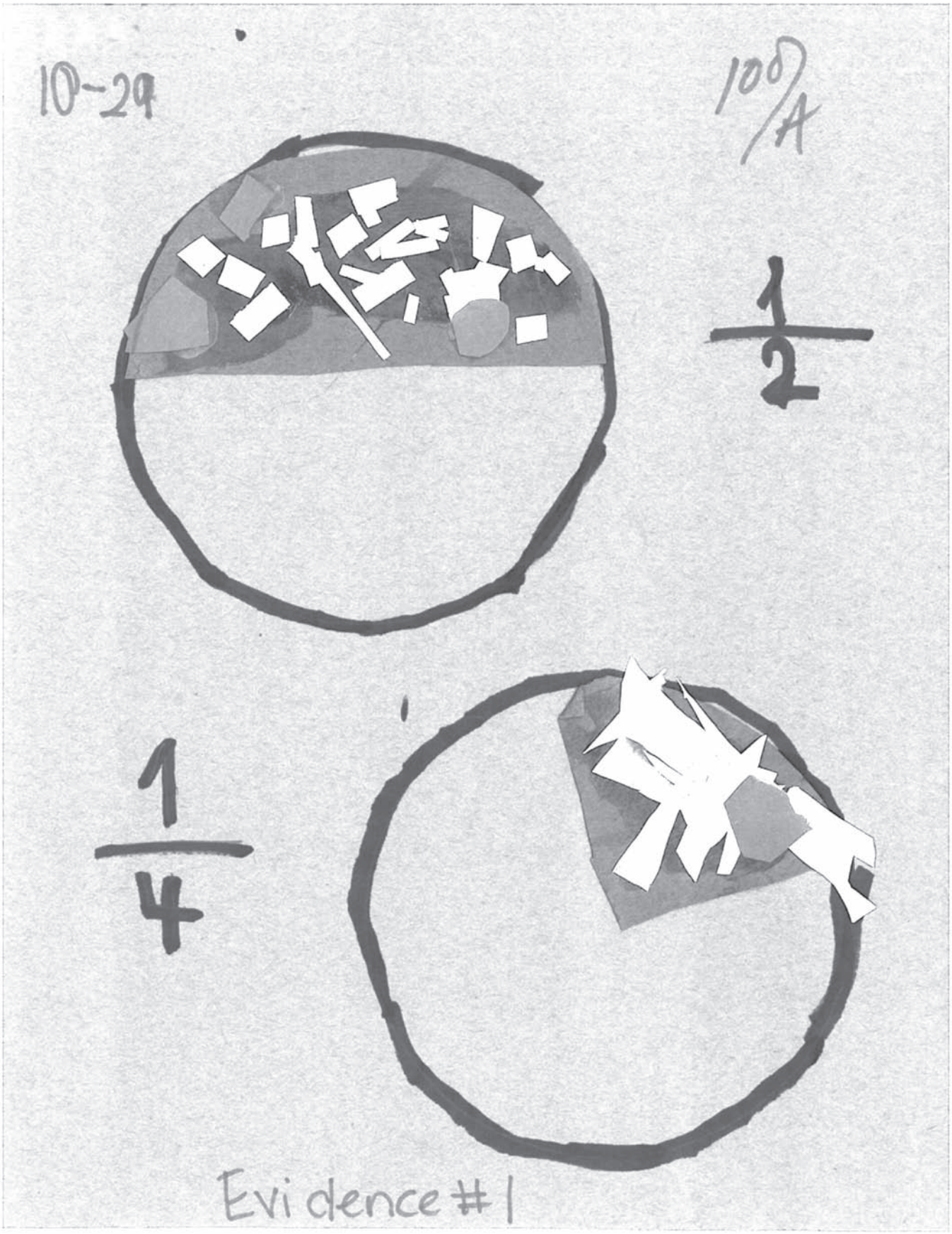
½ Cutting Pizza ¼

October 29

Evidence # 1

#1 He is using knowledge of fractions in a real world situation by cutting a pizza into two halves to show the representation of ½ and how it relates to the whole.
#2 He is cutting his pizza into fourths by cutting the halves in half to make four pieces of pizza. He is cutting four pieces that represent fourths to show that 4 fourths or four pieces of pizza are needed to make a whole pizza.

He completed the task of demonstrating his knowledge of ½ and ¼ in a real world activity both independently and successfully.


10-29
100/A
1/2
1/4
Evidence #1

FRACTIONS
Manipulatives

November 3

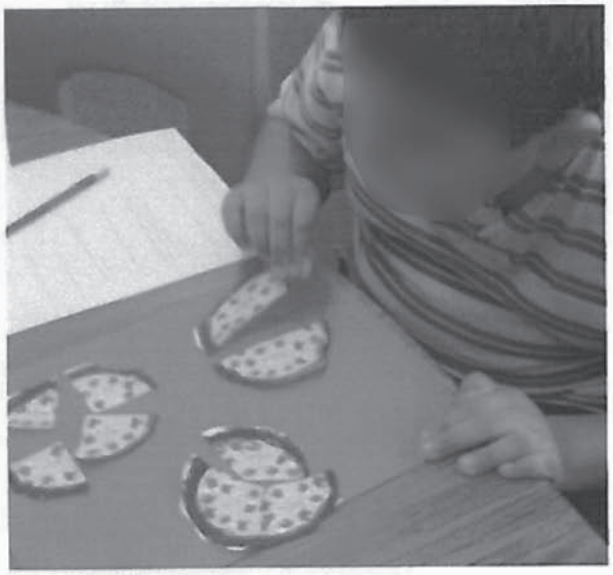
Evidence # 2

#1 + #2

He has cut out the fraction manipulatives and is using the manipulatives representing fourths, thirds, and halves of a pizza to compare relationships and to answer the questions on the fraction worksheet. He completed the task independently and successfully.

#1

#2



Name 11-3 Fractions

Fractions By The Slice

Compare the slices.
Answer the questions.

100/A

1. What is the smallest piece? $\frac{1}{4}$
2. What is the biggest piece? $\frac{1}{2}$
3. Which is more: $\frac{1}{2}$ or $\frac{1}{4}$? $\frac{1}{2}$
4. Which is less: $\frac{1}{2}$ or $\frac{1}{4}$? $\frac{1}{4}$
5. How many $\frac{1}{3}$s would it take to make a whole pizza? 3
6. How many $\frac{1}{4}$ pieces fit on a $\frac{1}{2}$ piece? 2
7. 1 2 3 4 Pam, Mark, Dan, and Pat bought a pizza. They cut it in equal pieces. Each one ate a piece. How much did each of them eat? $\frac{1}{4}$
8. Name the slices that are smaller than $\frac{1}{2}$. $\frac{1}{3}$, $\frac{1}{4}$

Evidence # 2

~~Bonus Box: On the back of this paper, draw a picture of your favorite type of pizza.~~

45

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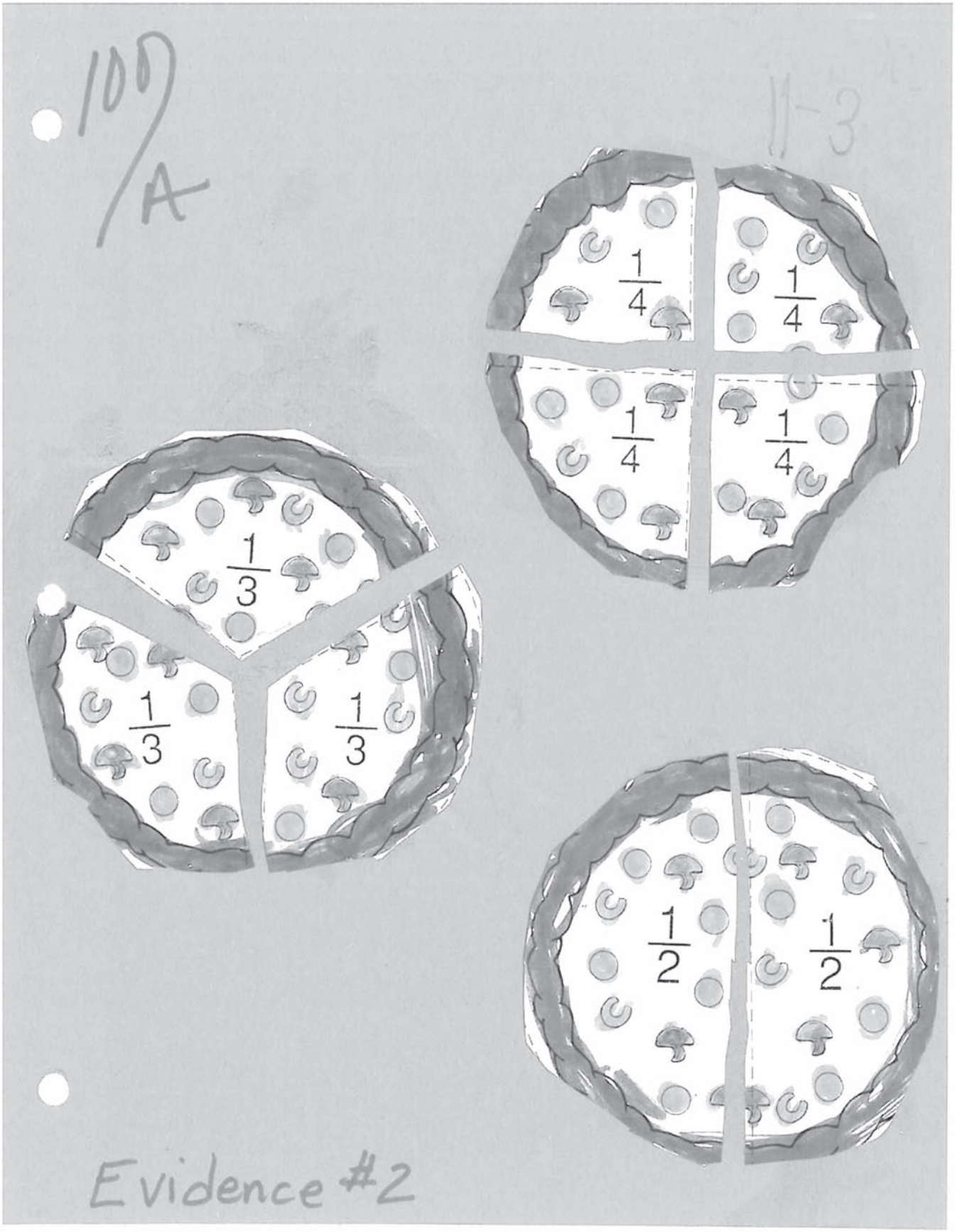
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Evidence #2

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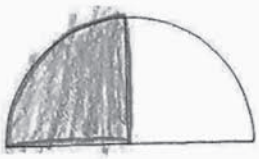
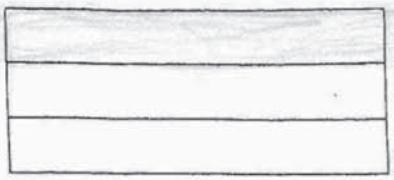
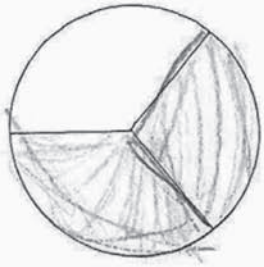
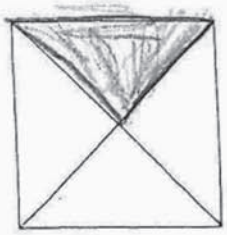
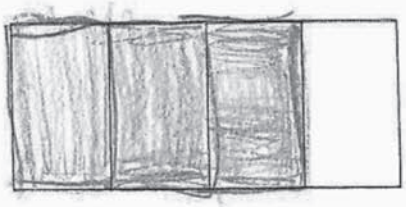
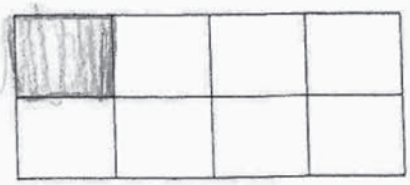
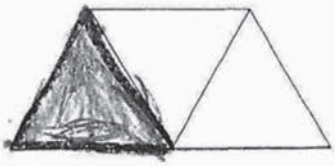
$\frac{1}{2}$ 	$\frac{1}{3}$ 
$\frac{2}{3}$ 	$\frac{1}{4}$ 
$\frac{3}{4}$ 	$\frac{1}{2}$
$\frac{1}{8}$ 	$\frac{1}{3}$ 

Evidence #3

5

EASY FRACTIONS

ANNOTATION

Strand:	Algebra
Standard 04:	**Patterns, Relations and Functions:** Students shall recognize, describe, and develop patterns, relations and functions.
A.4.6.2:	Interpret and write an algebraic rule for a one operation function table.

Performance: 4
The student skillfully performs three different tasks on three separate occasions. The tasks were all related to the student learning expectation. This demonstrates mastery as shown in the student work samples and in the series of captioned photographs.

Context: 4
The student uses materials that are age-appropriate and he performs tasks that are both challenging and authentic for him.

Level of Assistance: 4
As indicated on the Entry Slip, the student does not require verbal or physical prompting beyond instructions and natural cues.

General Comments:
The series of captioned photographs clearly shows the student interpreting the rule given and completing the task successfully. Each photograph is captioned to describe what the student is doing in the photograph.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 6

School: Sample School District: Sample District

Portfolio Beginning/End Dates: August 20 - February 25

Age: 11 Grade (check one): ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8 ☐ 11

Please check ALL that apply.

Diagnosis (no abbreviations):
Intellectual Disability

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

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

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

Communication

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

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

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

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

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

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

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

Strengths in Literacy

Reading grade level: 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
- ☐ 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 an 11 year old male in the sixth grade who attends a school that requires students to wear uniforms. The shirt colors are white, blue, hunter green, and maroon with khaki, blue, or black pants. He functions below grade level in all academic areas. His word recognition is on the third grade level, and math skills are on the third grade level also. Student is able to work independently. He does his best at any work given, although he experiences some difficulties. Student loves to draw. He participates in the general curriculum through labs, library, and physical education.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 6

Grade: 6 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☑	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 04:Patterns, Relations and Functions

Description: Students shall recognize, describe and develop patterns, relations and functions.

Student Learning Expectation #: A.4.6.2

Description: Interpret and write an algebraic rule for a one operation function table.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

Sample Entry 6: Mathematics

Task Sheet

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 6

Evidence: #1 **Date:** 09/18 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence:

Brief description of the task related to the SLE:

Student had to work a function table on the board using the rule given.

Setting: self-contained classroom

Evidence: #2 **Date:** 09/19 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

Student was given a worksheet. The directions were to complete the function with the given rule.

Setting: self-contained classroom

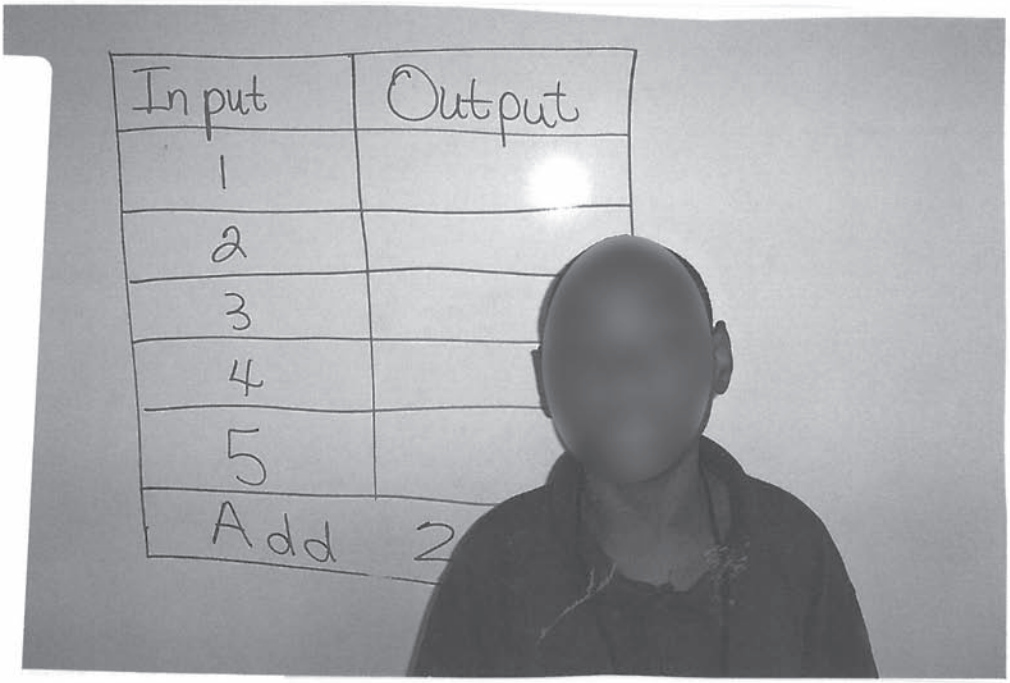
Evidence: #3 **Date:** 09/20 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

Student was given a worksheet. The directions were to complete the function table with the given two step rule.

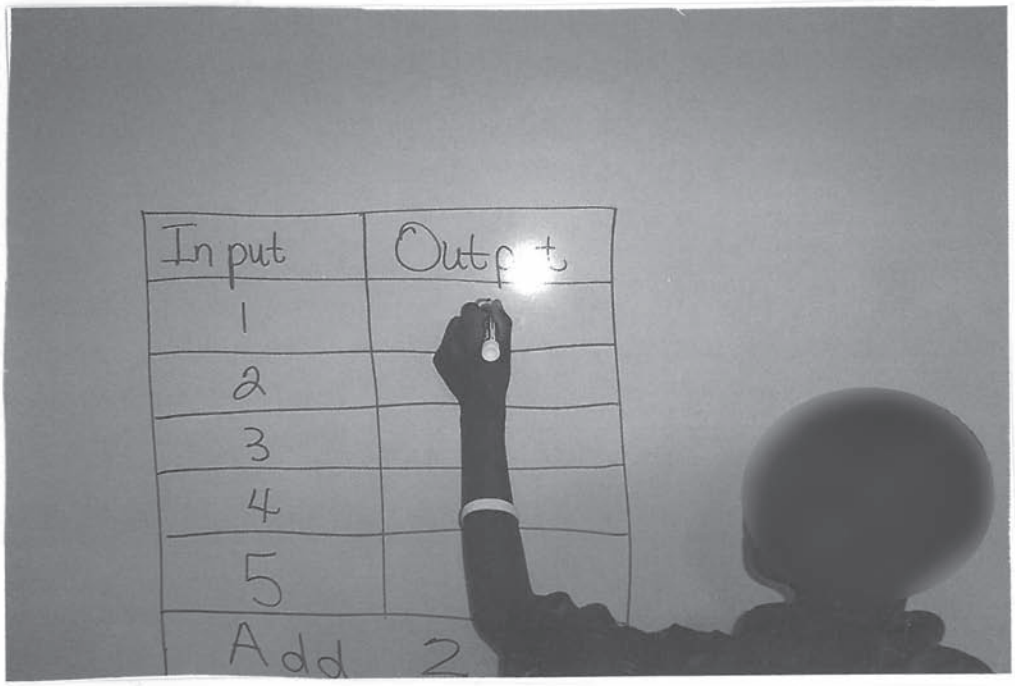
Setting: Math Lab

A.4.6.2 Evidence 1



Date: 09/18
A.4.6.2

standing at the board preparing to work the function table using the rule given.

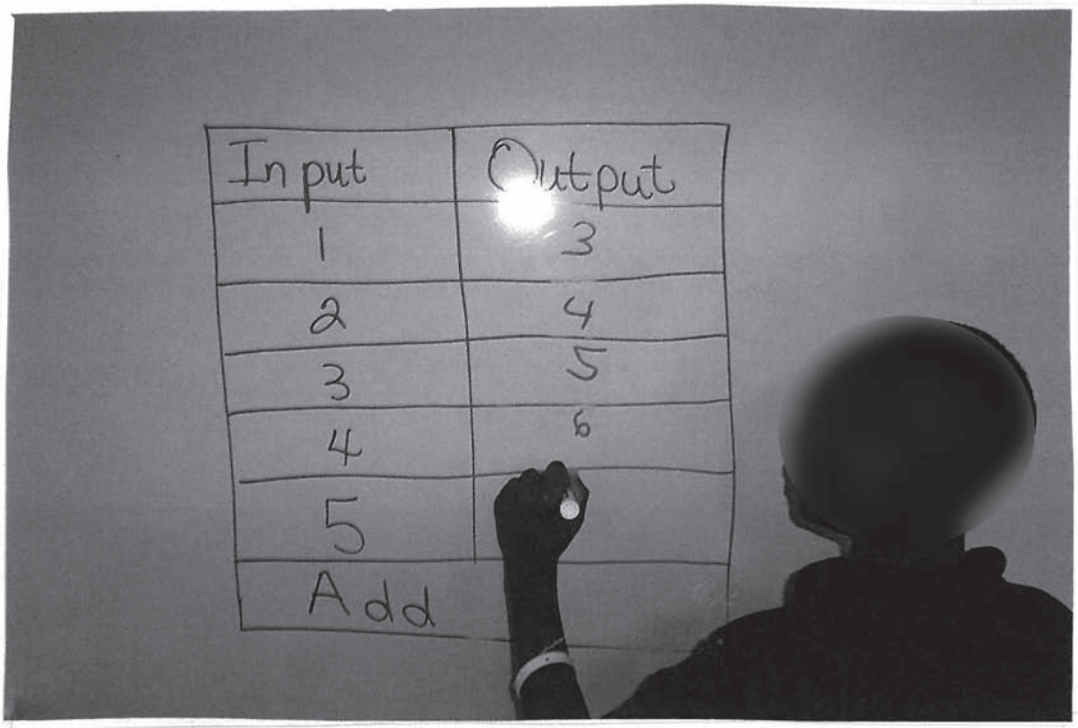


Date: 09/18
A.4.6.2

is writing the first answer on the function table.

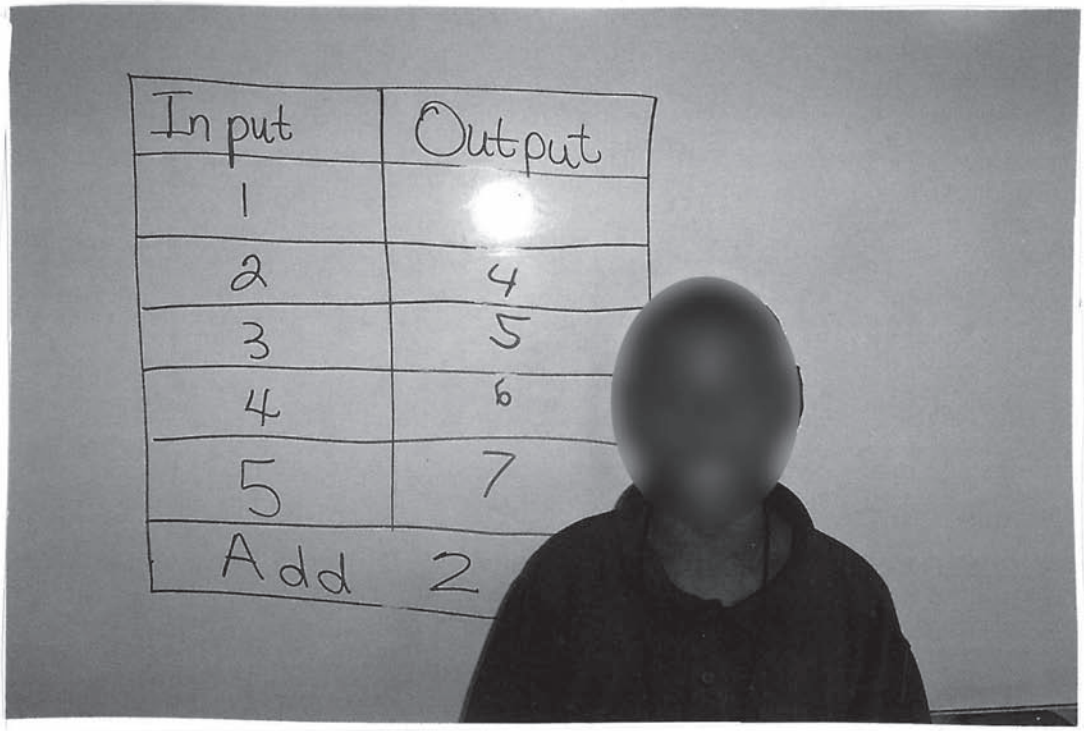
Date: 09/18
A.4.6.2

is writing the next answer on the function table.



Date: 09/18
A.4.6.2

completed the task.



Function Tables

100%

Complete the function table with the given rule.

Input	Rule	Output
X	X + 1	Y
0	0 +1	1
1	1+1	2
2	2+1	3
3	3+1	4
4	4+1	5

Input	Rule	Output
X	X- 2	Y
4	4-2	2
5	5-2	3

A.4.6.2 Evidence 2

Key

Function Tables

Complete the function table with the given rule.

Input	Rule	Output
X	X + 1	Y
0	0 +1	1
1	1 + 1	2
2	2 + 1	3
3	3 + 1	4
4	4 + 1	5

Input	Rule	Output
X	X- 2	Y
4	4 - 2	2
5	5 - 2	3

100%

Function Tables

Name: _____ Date: 9-20

Complete the function table for each equation.

(1) $y = x - 4$

x	y
-2	-6
4	0
5	1
6	2

(2) $y = x - 5$

x	y
-3	-8
-1	-6
5	0
6	1

(3) $y = x - 3$

x	y
-7	-10
-5	-8
-3	-6
3	0

(4) $y = x + 5$

x	y
-6	-1
-5	0
2	7
5	10

(5) $y = x - 6$

x	y
0	-6
4	-2
5	-1
9	3

(6) $y = x - 1$

x	y
-9	-10
-5	-6
-1	-2
6	5

(7) $y = x + 1$

x	y
-7	-6
2	3
3	4
8	9

(8) $y = x - 1$

x	y
2	1
5	4
6	5
9	8

(9) $y = x + 4$

x	y
-6	-2
-4	0
-1	3
7	11

(10) $y = x + 2$

x	y
-8	-6
-2	0
2	4
5	7

(11) $y = x - 2$

x	y
0	-2
5	3
6	4
7	5

(12) $y = x + 6$

x	y
-6	0
-2	4
5	11
7	13

A.4.6.2 Evidence 3

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Function Tables

ANSWER KEY

Complete the function table for each equation.

(1) $y = x - 4$

x	y
-2	-6
4	0
5	1
6	2

(2) $y = x - 5$

x	y
-3	-8
-1	-6
5	0
6	1

(3) $y = x - 3$

x	y
-7	-10
-5	-8
-3	-6
3	0

(4) $y = x + 5$

x	y
-6	-1
-5	0
2	7
5	10

(5) $y = x - 6$

x	y
0	-6
4	-2
5	-1
9	3

(6) $y = x - 1$

x	y
-9	-10
-5	-6
-1	-2
6	5

(7) $y = x + 1$

x	y
-7	-6
2	3
3	4
8	9

(8) $y = x - 1$

x	y
2	1
5	4
6	5
9	8

(9) $y = x + 4$

x	y
-6	-2
-4	0
-1	3
7	11

(10) $y = x + 2$

x	y
-8	-6
-2	0
2	4
5	7

(11) $y = x - 2$

x	y
0	-2
5	3
6	4
7	5

(12) $y = x + 6$

x	y
-6	0
-2	4
5	11
7	13

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ANNOTATION

Strand:	Geometry
Standard 09:	**Transformation of Shapes:** Students shall apply transformations and the use of symmetry to analyze mathematical situations.
G.9.4.1:	Determine the result of a transformation of a two-dimensional figure as a slide (translation), flip (reflection) or turn (rotation) and justify the answer.

Performance: 4
Captioned photographs and work samples illustrate the student's understanding of this student learning expectation. The work is completed on multiple occasions, and the student does a great job on his tasks.

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

Level of Assistance: 4
As documented in the Student Profile, he requires hand-over-hand to perform some activities. The student does not require prompting beyond this to be successful.

General Comments:
The Entry Slip and Task Sheet are correct and complete. The series of captioned photographs clearly identifies the student and shows the student working on his worksheets, which accompany the photographs. All of the evidence demonstrates the student's success.

Sample Entry 7: Mathematics

Student Profile

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 7

School: Sample School District: Sample District

Portfolio Beginning/End Dates: Sep-Mar

Age: 9 Grade (check one): ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 11

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

Strengths in Math

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

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

Diagnosis:
The student has been diagnosed with Viral Encephalopathy and associated developmental regression and seizure activity, Angelman's Syndrome, Periventricular Leukomalacia, and Mental Retardation.

Unique characteristics of student that would help to understand challenges:
He is a student who is easily distracted in all activities; including academic work, eating, and walking down the hall. He generally needs hand-over-hand assistance to complete his work however, he will occasionally hold and utilize a pencil, scissors, and glue independently. He will occasionally point to the correct number or letter when asked and given a choice between two objects, number/letter stamps, or cards.
He has leg braces that aid in his walking, he does occasionally fall.
requires total assistance for daily living skills including; toileting, eating, and self-care.
He needs assistance to complete all academic tasks. He has a severe speech/language delay. He makes vocalizations, points, or takes the listener to what he wants. He is just beginning to use the PECS system for communicating in speech therapy but, has not yet carried it over to other settings.

Reading – He generally requires hand-over-hand assistance to use a communication device (such as the; Tech Talk or Step-by-Step) to read a book or tell a story by matching the icons or pushing a button. He needs assistance to focus in listening to a reading activity. He can recognize his name when given a choice between two. He can recognize some letters but, is very inconsistent.
is learning to recognize Boardmaker pictures and photographs. He is learning to use the PECS (Picture Communication System) in communicating however, it has not yet been transferred from speech therapy class. He is learning to make choices at lunch and snack time using environmental print.

Writing – He generally requires hand-over-hand assistance to use a pencil, pen, marker, glue, bingo dauber, letter stamps, and keyboard. He is unable to write any words independently. He can choose his name when given a choice between two and will use a name tile or hand-over-hand assistance to write his name. He uses pictures to complete writing activities such as; journal pages, letters, and reports.
He is learning to sit and attend to tasks.

Math – He is learning to recognize basic colors and shapes. When two numbers are held at eye level and he is asked to touch the requested number he can occasionally choose the correct number. He requires hand-over-hand assistance in one-to-one correspondence in counting objects or items on paper. He is unable to add or subtract. For math activities he requires hand-over-hand assistance to use pen, pencil, marker, paper, paper cut-outs, glue, number stamps, manipulatives, scissors, and calculator.

Sample Entry 7: Mathematics

Entry Slip

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 7

Grade: 4 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☑	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 09:Transformation of Shapes

Description: Students shall apply transformations and the use of symmetry to analyze mathematical situations.

Student Learning Expectation #: G.9.4.1

Description: Determine the result of a transformation of a two-dimensional figure as a slide (translation), flip (reflection) or turn (rotation) and justify the answer.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

TASK SHEET

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 7

Evidence: #1 **Date:** 10/16 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: Work Sample/Permanent Product

Brief description of the task related to the SLE:

Student will determine the result of a transformation when completing a worksheet that involves slides, flips, and turns. Student will determine the result of a transformation when completing a worksheet that involves flips.

Student was given a worksheet with geometric patterns on it. He had to match the pattern blocks and then flip the pattern to show that the form remains unchanged when flipped.

Setting: CBI Math Center

Evidence: #2 **Date:** 10/21 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

Student will determine the result of a transformation when completing a worksheet that involves slides, flips, and turns.

Student was given a worksheet in which he had to determine the block that would come next in a slide, flip, or turn. He manipulated blocks on the worksheet in order to determine which block that he needed to circle.

Setting: CBI Math Center

Evidence: #3 **Date:** 10/22 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence: Series of Captioned Photographs

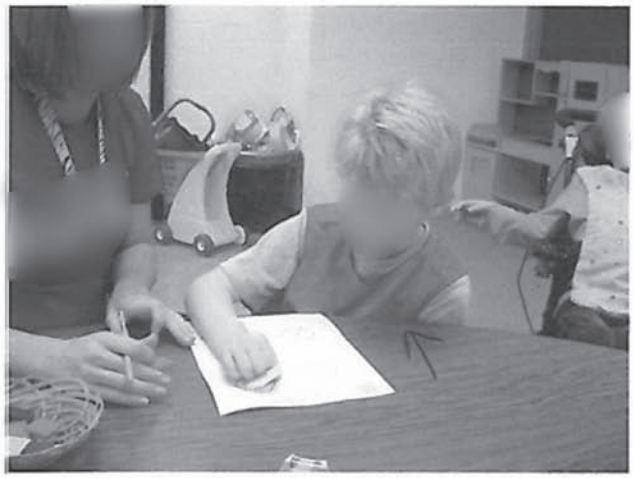
Brief description of the task related to the SLE:

Student will determine the result of a transformation when completing a worksheet that involves reflective symmetry.

Student was given a worksheet with reflective symmetry and a reflective glass. He was asked to sit the reflective glass on the edge of the shape and then make the pattern on the opposite shape by tracing the reflection.

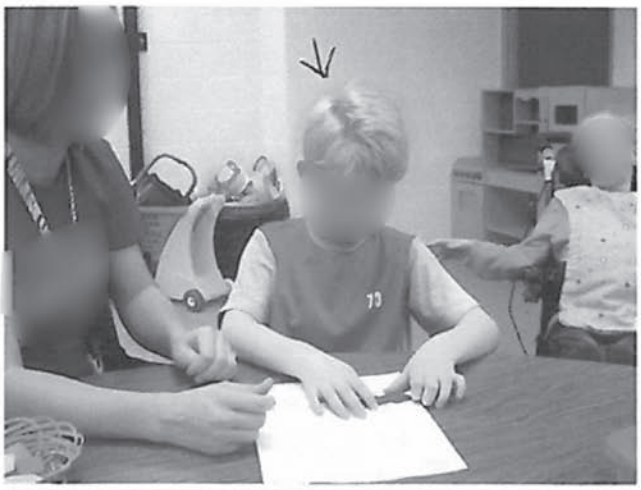
Setting: CBI Math Center

Geometry 9.4.1
Flips, Slides, Turns
Evidence 1
10-16

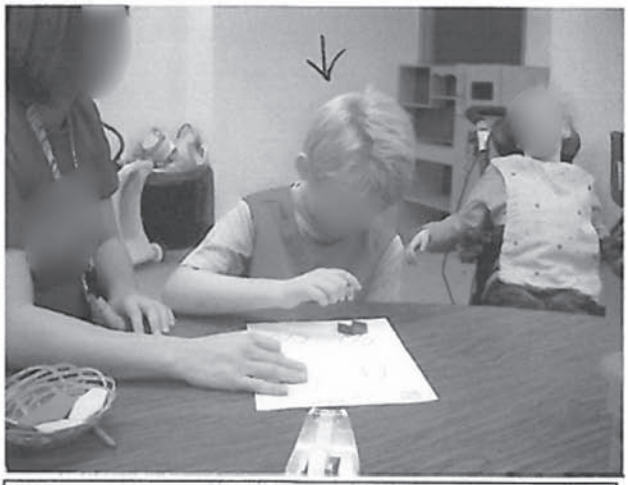


He is given a worksheet with a geometric pattern on it. He must match his pattern blocks to the pattern and then flip the pattern to draw the new shape. He is matching the shape. 1

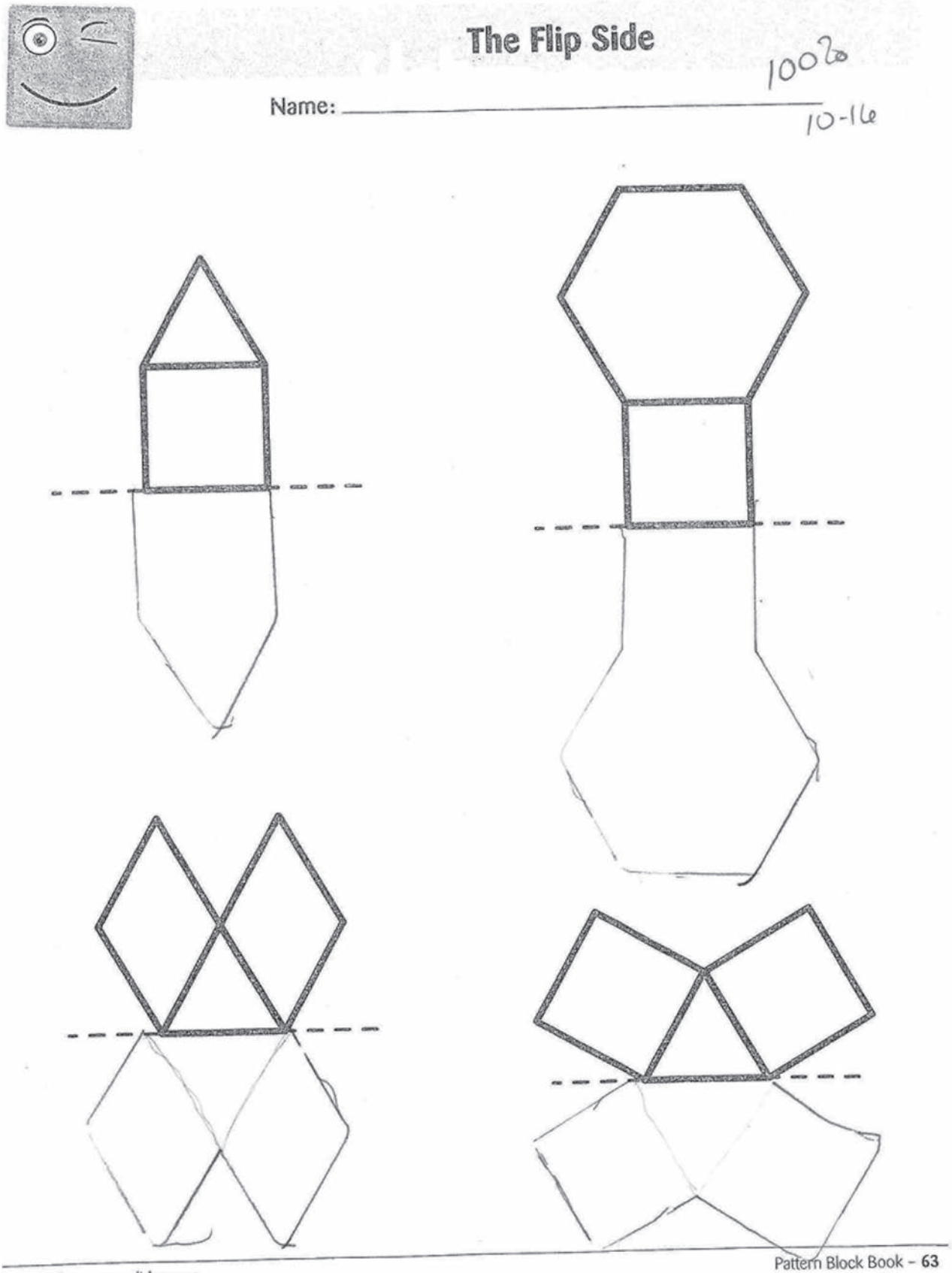
He draws around the blocks to make his flipped geometric pattern. 2



He continues to match the pattern blocks to his patterns. 3



He continues this process until he has finished the entire worksheet. He has successfully completed the geometry activity of showing that the form remains unchanged when it is flipped. 4



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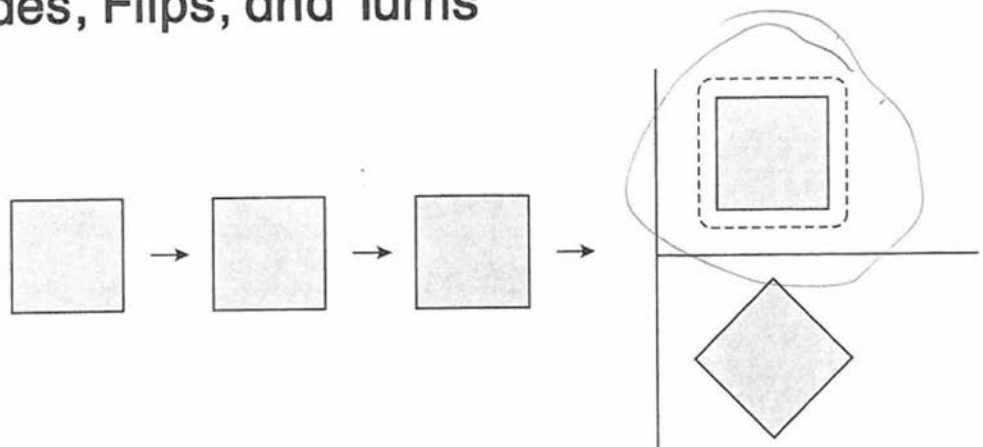
Name 10-21 10070

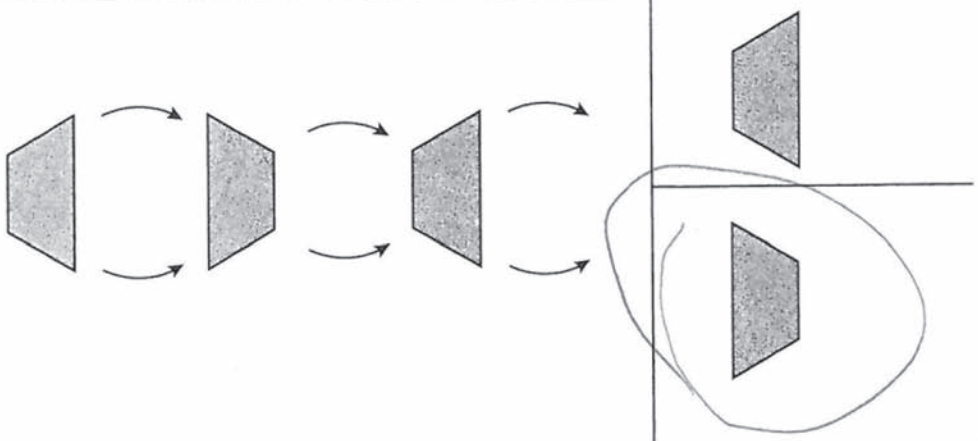
P 8-6

Slides, Flips, and Turns

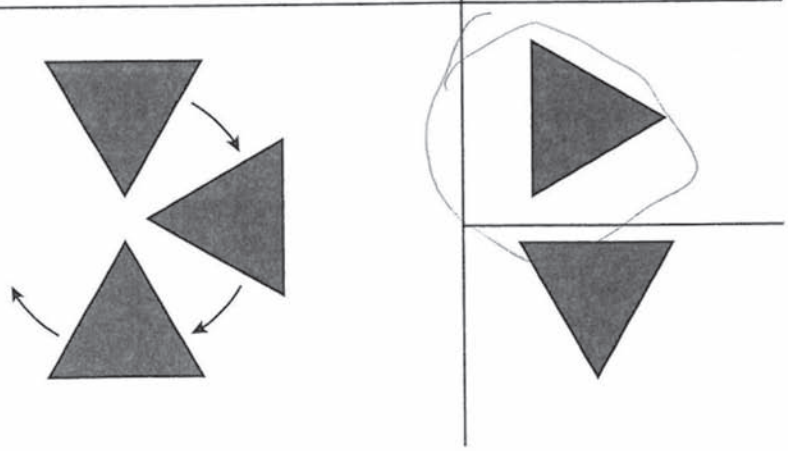
1



2



3



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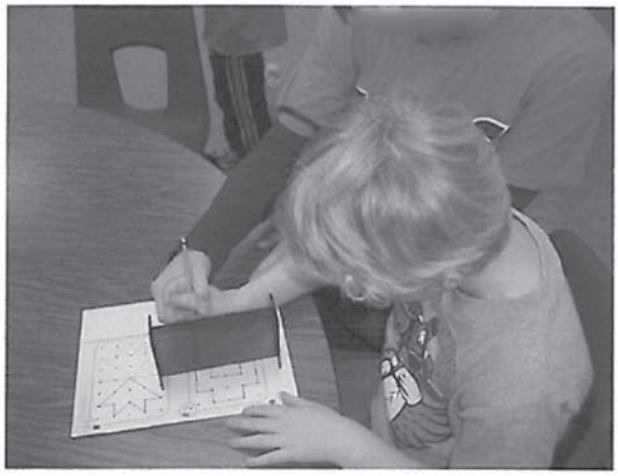
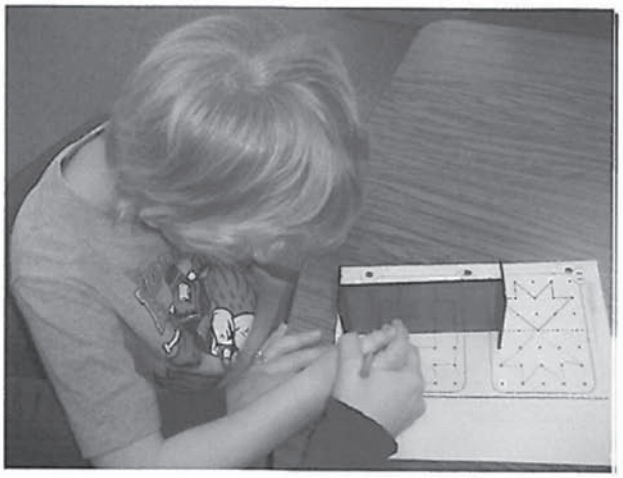
Directions In Exercise 1 have children circle the block that comes next when you slide it. In Exercise 2 have children circle the block that comes next when you flip it. In Exercise 3 have children circle the block that comes next when you turn it.

Use with Lesson 8-6. 89

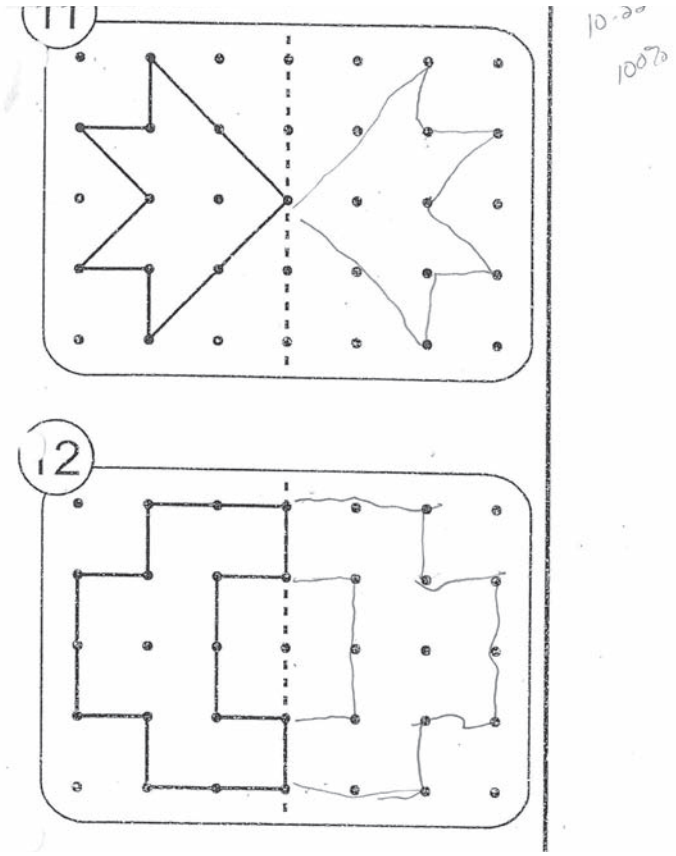
Geometry 9.4.1
Reflective Symmetry
Evidence 3
10/22

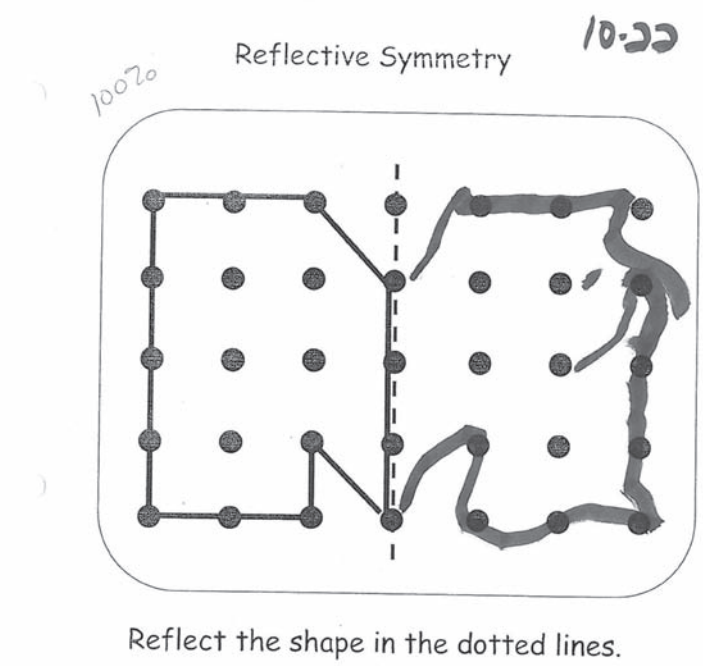


He is applying transformations to complete a worksheet on reflective symmetry. He is tracing the reflection of the geometric shape as it is shown through reflection on the opposite side of the reflective glass. 1



He continues tracing the geometric shapes as they are reflected in order to complete the worksheets. He has successfully completed the task of showing that the transformed shape remains unchanged through reflective symmetry. 2


11
12


Reflective Symmetry
Reflect the shape in the dotted lines.

ANNOTATION

Strand: Measurement
Standard 12: **Physical Attributes:** Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects.
M.12.6.1: Identify and select appropriate units and tools from both systems to measure.

Performance: 4
The student demonstrates mastery in his skills associated with selecting appropriate tools for measurement. The activities are performed on multiple occasions, there are two types of evidence, and the student is successful.

Context: 4
The student has access to age-appropriate materials to perform tasks that are challenging and authentic.

Level of Assistance: 4
The student does not require prompting beyond what is needed on a regular basis to be successful and independent.

General Comments:
This entry contains complete documentation and nicely done photographs. The student's tasks and performance are clearly stated.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 8

School: Sample School District: Sample District

Portfolio Beginning/End Dates: August 19 - March 10

Age: 12 Grade (check one): ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8 ☐ 11

Please check ALL that apply.

Diagnosis (no abbreviations):
Mental Retardation, Attention Deficit Hyperactivity Disorder

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: 1.5
- ☐ 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: 1.0
- ☐ 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:
Attached

STUDENT PROFILE

is a 6th grade student who receives educational services in a self-contained environment. He leaves the classroom for one block each day for elective classes. He is able to locate and travel to other classes on his own, but is removed from those general ed. classes from time to time due to disruptive behaviors. He has a primary handicapping condition of Mental Retardation and is medically treated for Attention Deficit Hyperactivity Disorder. Intellectual Assessments indicate sub average indicators of intellectual ability. Intelligence scales are consistently depressed in the extremely low range of cognitive functioning. Formal Assessments of Behavior indicate extremely low scores on measures of Anxiety, Learning Problems, Functional Communication, and Social Communication.

In the classroom, uses decoding of simple words fairly well and with average fluency, but struggles with comprehension and connections with what he reads. He gets distracted very easily and it is hard for him to stay attentive in class. He often requires redirection in order to stay on task and repetition of directions. He displays disruptive behaviors from time to time and extreme levels of restlessness. He benefits from short breaks and activities that allow for movement within or outside of the classroom.

STUDENT PROFILE

retains information best through the use of repetition, regular review of previously learned materials/skills, and prompts/cues as reminders. He has strong motor skills and enjoys outside activities such as P.E.

When reading… uses phonetics, picture cues, color, number, and other types of coding. When reading long sentences or paragraphs beyond his level… he follows along with his teacher. She stops at any words he may know or could possibly sound out himself. He has learned and continues to learn words by sight such as number words, months, days, shapes, colors, and some vocabulary words from the subject areas. He is beginning to do some simple addition without the use of touch math or aids but requires such for subtraction. He recognizes pennies, nickels, dimes and quarters and can identify the worth of each with fair consistency. He can count to 100 by 1's, 2's, 5's, and 10's with some assistance. He is able to tell time to the hour and half hour. He can operate a calculator and uses it often for various classroom activities…especially when multiple steps are involved. For some activities requiring writing, he dictates his response to his teacher and writes his dictated words in his own handwriting. He enjoys the computer and earns extra time for completing his work, and for good behavior.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 8

Grade: 6 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☑	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 12:Physical Attributes

Description: Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects.

Student Learning Expectation #: M.12.6.1

Description: Identify and select appropriate units and tools from both systems to measure.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

Sample Entry 8: Mathematics

Task Sheet

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 8

Evidence: #1 **Date:** 10/04 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: Photo of Finished Activity

Brief description of the task related to the SLE:

The student demonstrated his understanding and ability to select appropriate tools of measurement needed in real world situations.

Listened to measurement situations described by the teacher while examining an illustration for each. Identified the appropriate tool needed to measure in that particular situation and placed the illustration card by the actual measurement tool. Demonstrated the ability to select correct measuring tools in a variety of situations.

Setting: Math Lab/General Ed

Evidence: #2 **Date:** 10/05 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

Indicated the correct amount of units it would take when measuring a variety of items or in certain situations.

Looked at each picture on a worksheet. Followed along/read each sentence about how many units each would measure. Showed understanding by circling the correct of the three choices of answers for each situation.

Setting: Student Desk/Self-Contained Classroom

Evidence: #3 **Date:** 10/06 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: Work Sample/Permanent Product

Brief description of the task related to the SLE:

The student determined the cost for parcel postage by accurately locating the tools and measuring the length and weight of each parcel and then using a rate chart to find the cost of the postage.

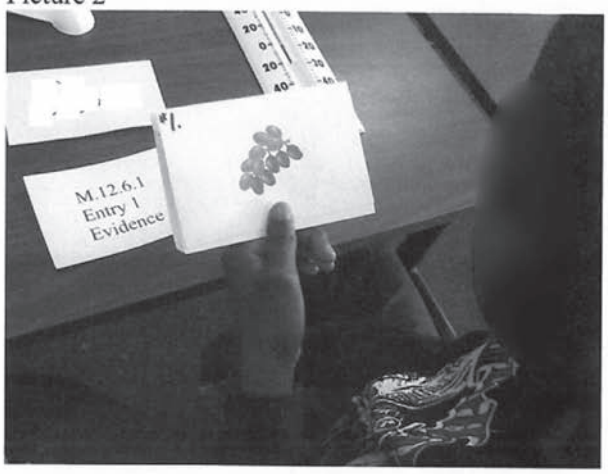
On the computer, used the mouse to click on "length" to locate ruler. Drug the cm. ruler in proper position over the pictured parcel on the screen. Correctly wrote the length on the worksheet provided. Clicked on "scales" in order to weigh, located the weight and entered it. Clicked on "rate", located the rate for the package and entered it.

Setting: Computer Center/Classroom

Strand: **Measurement**	
Content Standard **12**: **Physical Attributes**	**Entry 1**
Student Learning Expectation: **M. 12.6.1**	**Evidence 1**

Picture 1

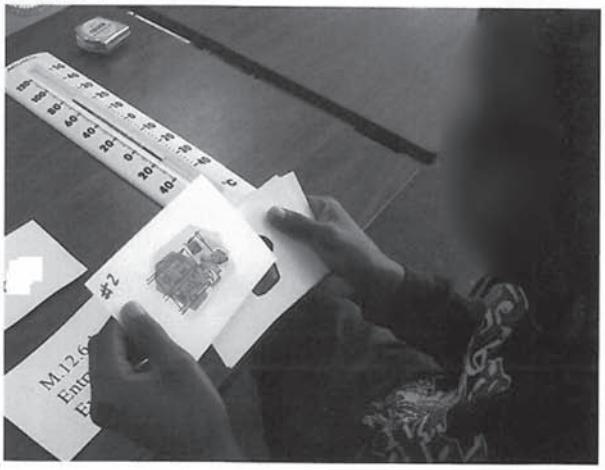
Picture 2



10/4/ has been studying measurement. In this activity he was to demonstrate his understanding and ability to select the appropriate tools needed in certain situations described to him by his teacher. He is listening to his instructions and looking over his materials in Picture #1. In Picture #2 he is looking at his first illustration and listening to the situation described by his teacher. He has correctly placed the first card on the food scale since the situation would require weighing the grapes in order to determine the price. In Picture #4 he is looking at the illustration of the second situation and listening to the description.

Picture 3

Picture 4



Strand: **Measurement**	
Content Standard **12**: **Physical Attributes**	**Entry 1**
Student Learning Expectation: **M.12.6.1**	**Evidence 1**

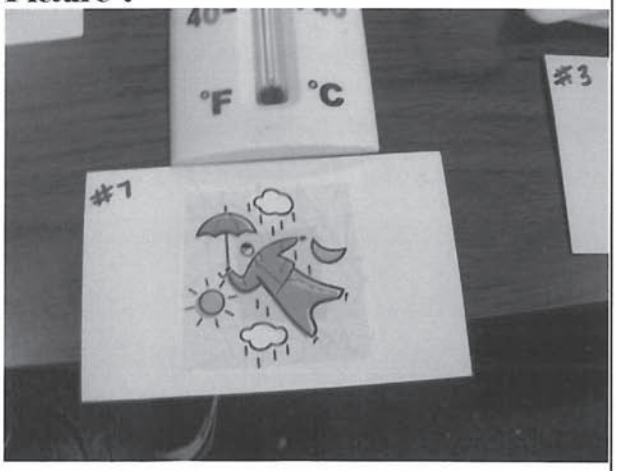
Picture 5

Picture 6

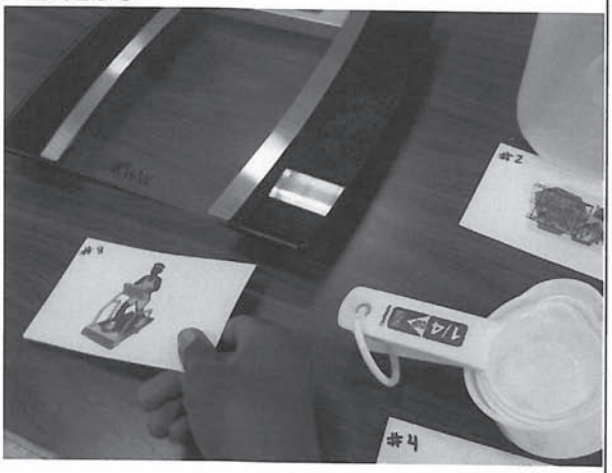
10/4/

He correctly places the illustration for situation number two next to the gallon jug so that "the Science teacher can measure water for her class aquarium." He continues with all of the illustration cards and oral descriptions. Three more examples are shown in Pictures 6-8. He demonstrated in this activity his understanding and ability to choose the proper measuring tool in different situations. The script for the measurement situations is included as is a picture of his final, graded activity.

Picture 7



Picture 8



#9
#2
#10
THE END
1/2
1/4
#3
#4
#6
#7
100!
#5
M.12.6.1
Entry 1
Evidence 1

Measurement Situations
(Oral Script)

1. A shopper is buying a bag of grapes. Grapes are $1.49 per pound. He needs to see how many pounds are in his bag.

2. The Science teacher is setting up a class aquarium. She needs to measure water to fill it with.

3. The baker is making cupcakes and his recipe calls for 3 tablespoons of brown sugar.

4. Mom is doing laundry. She needs 1 cup of detergent.

5. The doctor is seeing a patient. He must determine his body temperature in order to make a diagnosis.

6. The builder is building a back porch onto a house. He needs to measure his lumber.

7. The students are making a graph of the temperature changes over a month long span. They need to check the outside temperature each morning after watching Channel One news.

8. The members of a weight loss group come together once a week to discuss their diets and to see how much weight each of them has lost.

9. The math students are measuring angles and lines in inches and centimeters.

10. A group of friends are going to the movies. They are looking at the show times and need to determine what time they will need to leave since it takes 25 minutes to get to the theater.

Measurement Situations
(Oral Script)

Key

1. A shopper is buying a bag of grapes. Grapes are $1.49 per pound. He needs to see how many pounds are in his bag. (food scales)

2. The Science teacher is setting up a class aquarium. She needs to measure water to fill it with. (gallon jug)

3. The baker is making cupcakes and his recipe calls for 3 tablespoons of brown sugar. (measuring spoons)

4. Mom is doing laundry. She needs 1 cup of detergent. (measuring cup)

5. The doctor is seeing a patient. He must determine his body temperature in order to make a diagnosis. (body temp. thermometer)

6. The builder is building a back porch onto a house. He needs to measure his lumber. (tape measure)

7. The students are making a graph of the temperature changes over a month long span. They need to check the outside temperature each morning after watching Channel One news. (air temperature thermometer)

8. The members of a weight loss group come together once a week to discuss their diets and to see how much weight each of them has lost. (body weight scales)

9. The math students are measuring angles and lines in inches and centimeters. (ruler)

10. A group of friends are going to the movies. They are looking at the show times and need to determine what time they will need to leave since it takes 25 minutes to get to the theater. (clock)

9/9

M.12.6.1
Entry 1
Evidence 2

Name_____ Date 10/5/

Choose the Unit

Directions: Circle the measurement that uses the correct units.

1. About how much water will fill a bathtub?

20 cups 20 gallons 20 ounces

2. What is most likely the weight of a bicycle?

15 pounds 15 yards 15 ounces

3. About how far could it be from one side of town to the other?

15 centimeters 15 feet 15 miles

4. About how much sugar would you put in a cake?

2 quarts 2 cups 2 yards

10/51

Choose the Unit

5. Ten people are going to have a party. About how much punch will be needed?

5 meters 5 milliliters 5 liters

6. About how long is a skateboard?

2 pounds 2 yards 2 feet

7. About how tall is a flower?

8 yards 8 ounces 8 inches

8. About how much does a bowling ball weigh?

12 ounces 12 pounds 12 gallons

9. About how much medicine would a baby receive?

3 milliliters 3 liters 3 cups

Name Key Date

Choose the Unit

Directions: Circle the measurement that uses the correct units.

1. About how much water will fill a bathtub?

20 cups 20 gallons 20 ounces

2. What is most likely the weight of a bicycle?

15 pounds 15 yards 15 ounces

3. About how far could it be from one side of town to the other?

15 centimeters 15 feet 15 miles

4. About how much sugar would you put in a cake?

2 quarts 2 cups 2 yards

Choose the Unit

5. Ten people are going to have a party. About how much punch will be needed?

5 meters 5 milliliters 5 liters

6. About how long is a skateboard?

2 pounds 2 yards 2 feet

7. About how tall is a flower?

8 yards 8 ounces 8 inches

8. About how much does a bowling ball weigh?

12 ounces 12 pounds 12 gallons

9. About how much medicine would a baby receive?

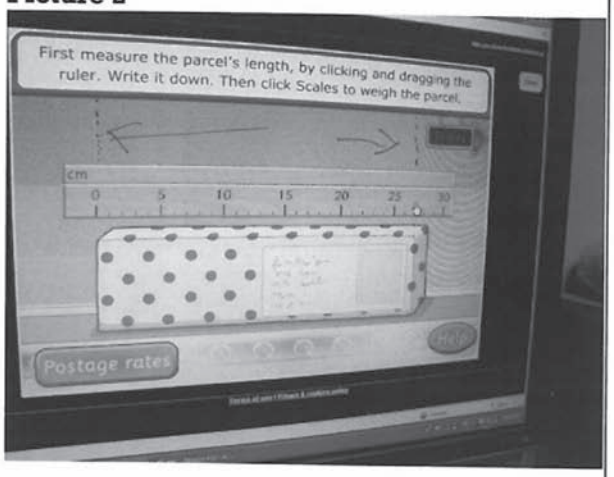
3 milliliters 3 liters 3 cups

Sample Entry 8: Mathematics

Strand: **Measurement**	
Content Standard **12**: **Physical Attributes**	**Entry 1**
Student Learning Expectation : **M.12.6.1**	**Evidence 3**

Picture 1

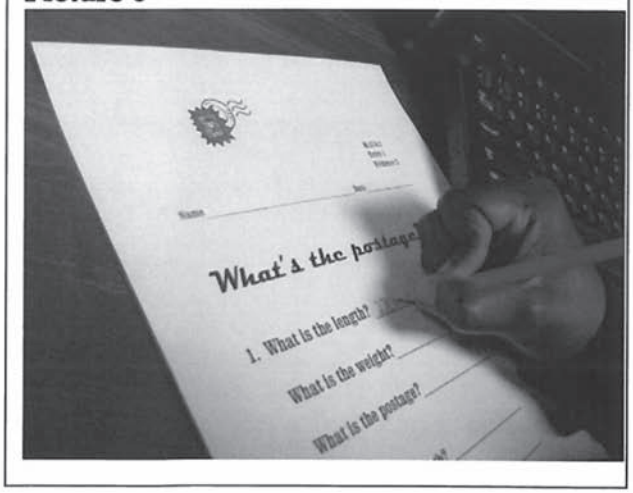
Picture 2



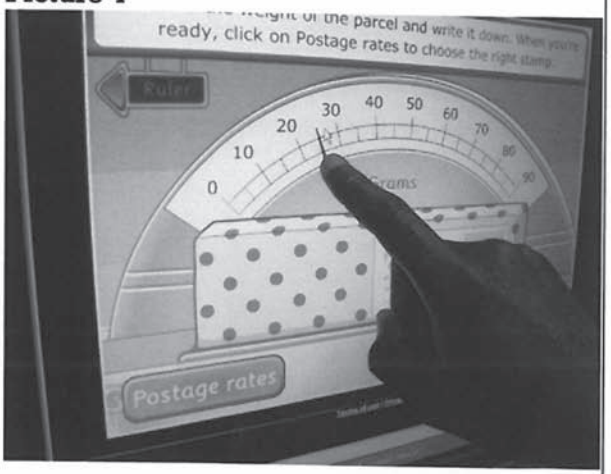
10/6/

In this measuring activity determined the cost for parcel postage by accurately measuring the length and weight of each parcel and then using a rate chart to find the cost for postage. In Picture #1 he is following along as the instructions on the screen are read by the teacher. He clicked on length and drug the mouse to properly place the cm ruler onto the package in Picture #2. He correctly wrote the length amount (27 cm) onto his worksheet in Picture #3. He then clicked on scales and pointed to where the arrow landed on the grams scale.

Picture 3

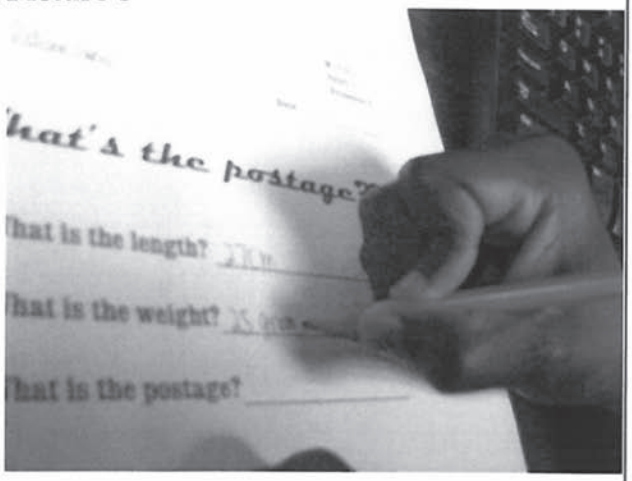


Picture 4

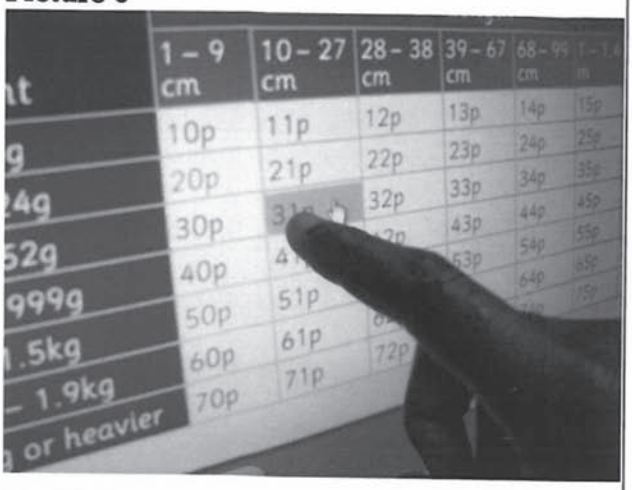


Strand: **Measurement**	
Content Standard **12**: **Physical Attributes**	**Entry 1**
Student Learning Expectation : **M.12.6.1**	**Evidence 3**

Picture 5

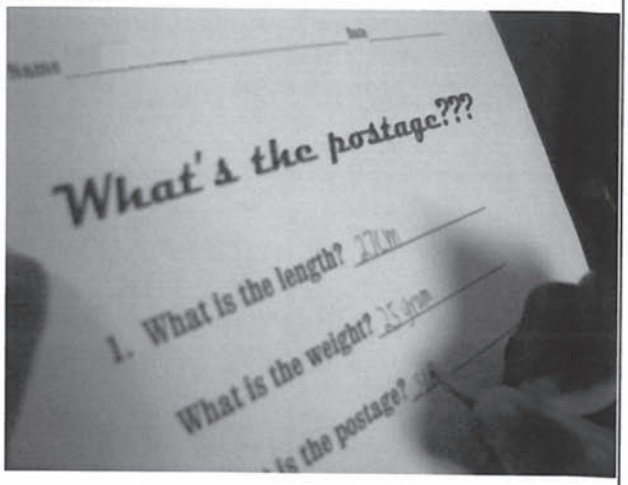


Picture 6



10/6/ In Picture #5 he is correctly entering the weight of 25 grams onto his worksheet. He clicks on the postage rate by locating the column that includes the length he measured for his parcel and the row for the weight. He points to the correct rate (31p) in Picture #6 and then writes it on his worksheet in Picture #7. He demonstrated his ability to use tools of measure with appropriate technology to solve real life problems. His graded worksheet and computerized printouts for the two items he measured are included.

Picture 7



6/6

M.12.6.1
Entry 1
Evidence 3

Name _____ Date 10/6/

What's the postage???

1. What is the length? 27cm

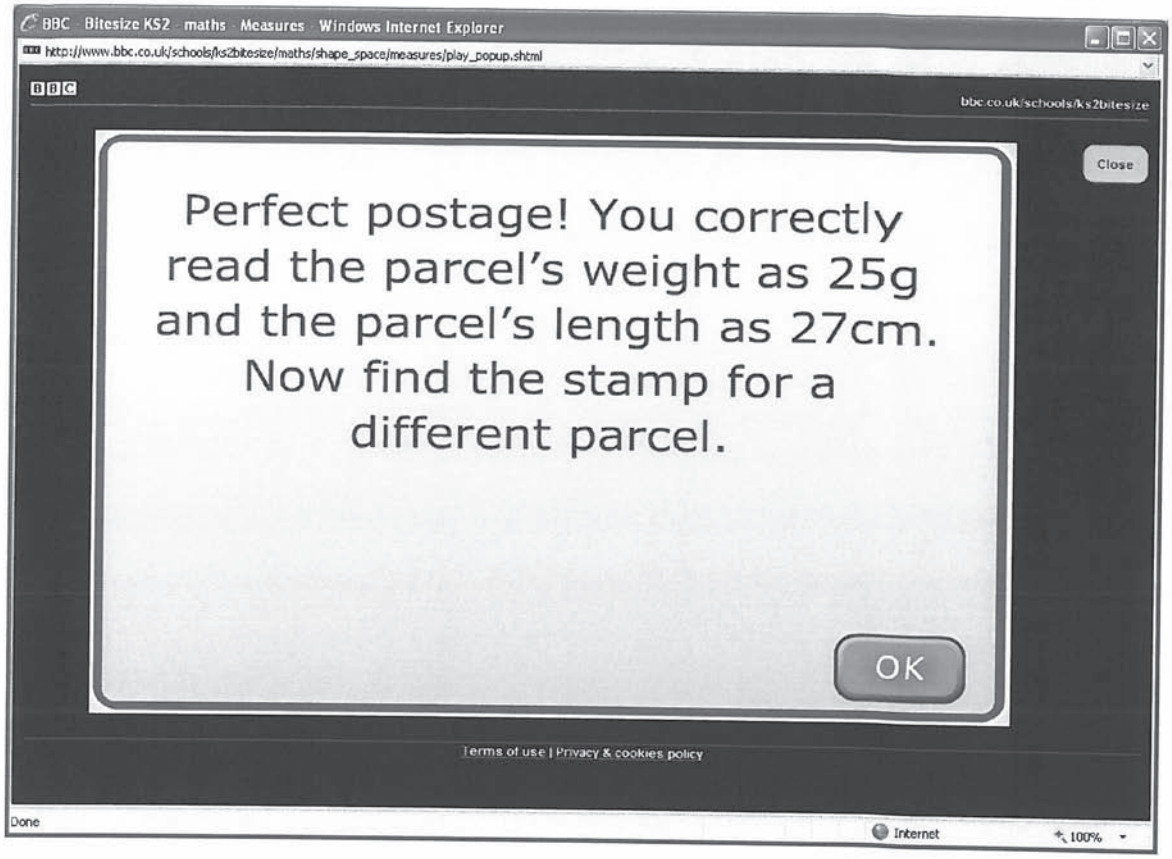
   What is the weight? 25 gram

   What is the postage? 31P

2. What is the length? 68cm

   What is the weight? 1.5 kg

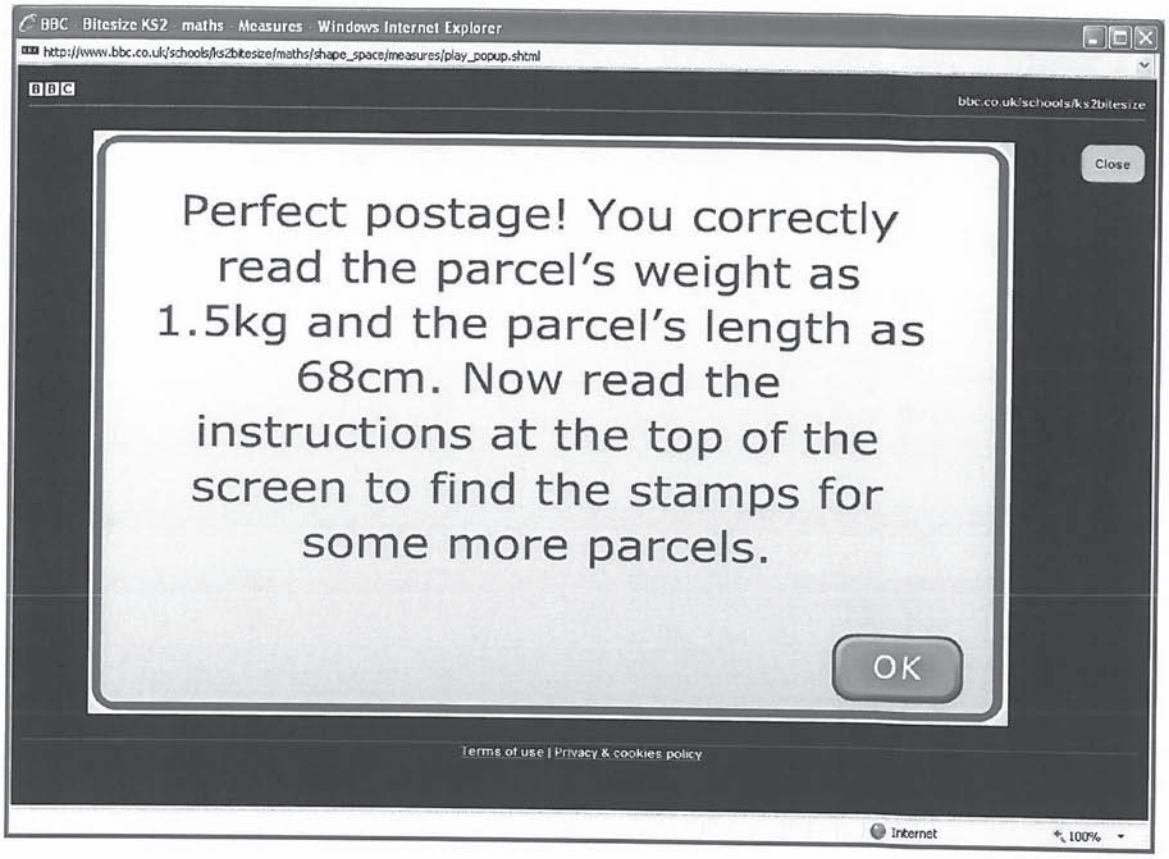
   What is the postage? 54P



M.12.6.1
Entry 1
Evidence 3

10/6/

#1



M.12.6.1
Entry 1
Evidence 3

10/6/

#2

ANNOTATION

Strand: Data Analysis and Probability
Standard 15: **Data Analysis:** Students shall select and use appropriate statistical methods to analyze data.
DAP.15.4.1: Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one.

Performance: 4
The student performs three different aligned tasks on three separate occasions. He demonstrates mastery as shown in the student work samples and in the series of captioned photographs.

Context: 4
The student uses materials that are age-appropriate for a 10-year-old. He performs tasks that are both challenging and authentic for him.

Level of Assistance: 4
As indicated on the Entry Slip, the student does not require verbal or physical prompting beyond instructions and natural cues.

General Comments:
The Entry Slip and Task Sheet are correct and complete. The series of captioned photographs clearly shows the student interpreting the graph and includes the specific questions with the student's specific answers notated. All of the evidence demonstrates the student's success.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 9

School: Sample School District: Sample District

Portfolio Beginning/End Dates: 9/26 - 2/15

Age: 10 Grade (check one): ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 11

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: K-1
- ☐ 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: K-1
- ☐ 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:

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 9

Grade: 4 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☑	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 15:Data Analysis

Description: Students shall select and use appropriate statistical methods to analyze data.

Student Learning Expectation #: DAP.15.4.1

Description: Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

Sample Entry 9: Mathematics

Task Sheet

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 9

Evidence: #1 **Date:** 10/18 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence:

Brief description of the task related to the SLE:

Student was asked to read a bar graph by pointing or saying the answers.

Student read a bar graph by pointing or saying the answers.

Setting: Classroom

Evidence: #2 **Date:** 11/17 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

Given a bar graph worksheet, Student was asked to read the graph along with his teacher and answer written questions.

Student read the graph along with his teacher and answered written questions.

Setting: Classroom

Evidence: #3 **Date:** 11/21 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

Given a bar graph worksheet, Student was asked to read the graph along with his teacher and answer written questions.

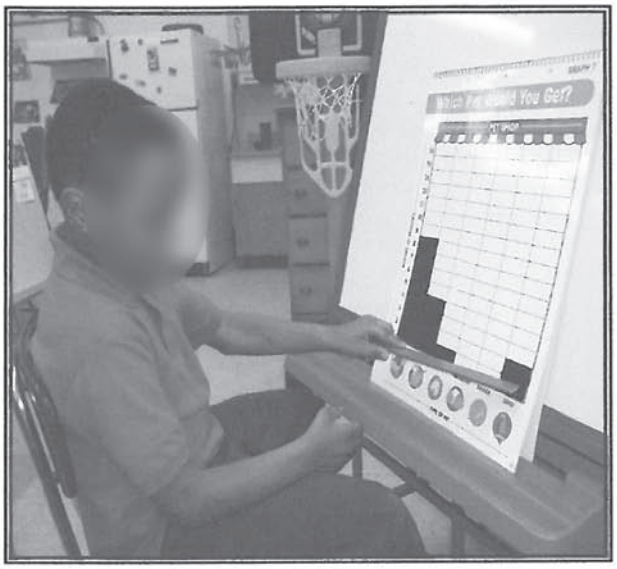
Student read the graph along with his teacher and answered written questions.

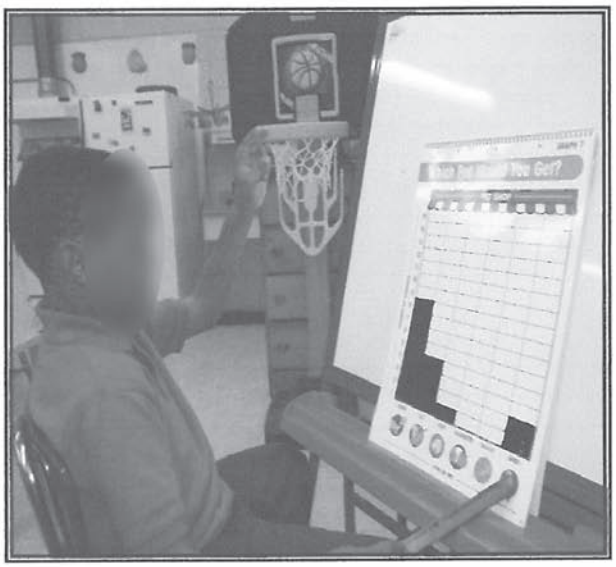
Setting: Classroom

Date: 10/18/

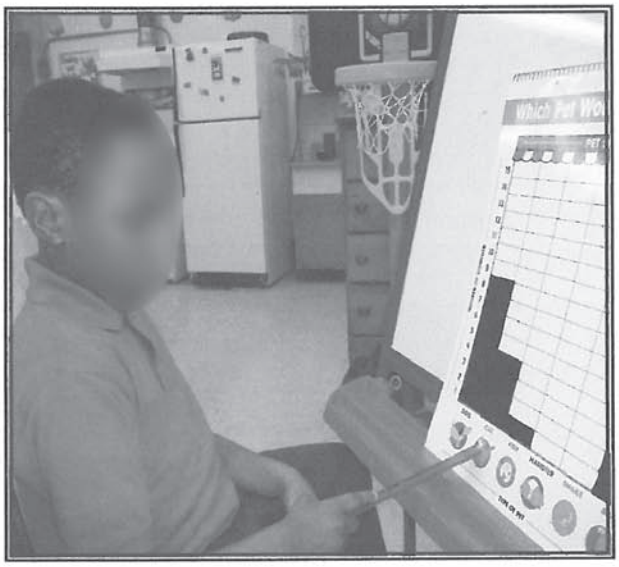
Setting: Classroom

Task: **was asked to read a bar graph by pointing or saying the answers.**

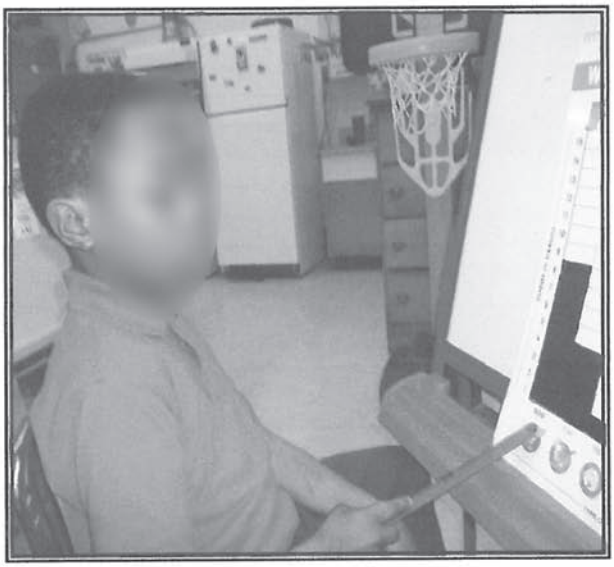




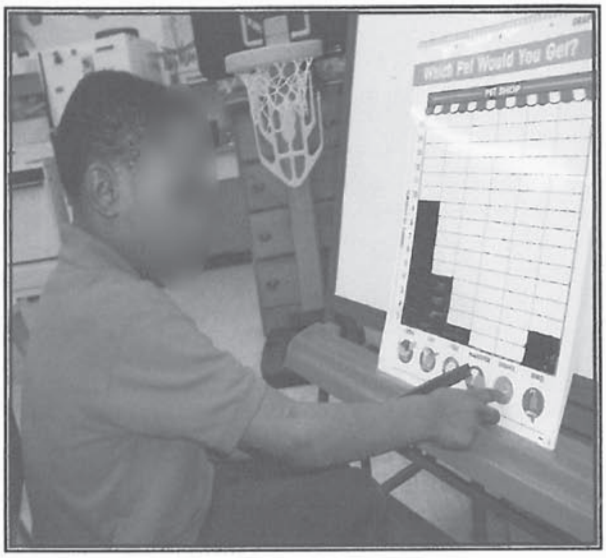
How many votes does the bird have?
said, "Two."

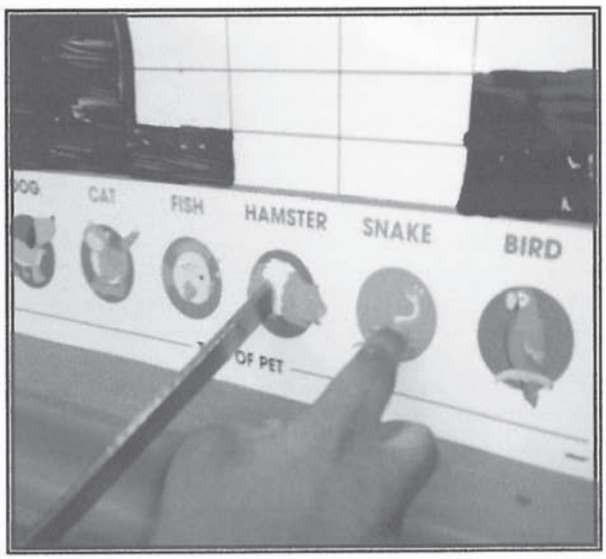


was asked to point to the pet that has four votes.
is pointing to the cat.



was asked to point to the pet that have eight votes.
is pointing to the dog.





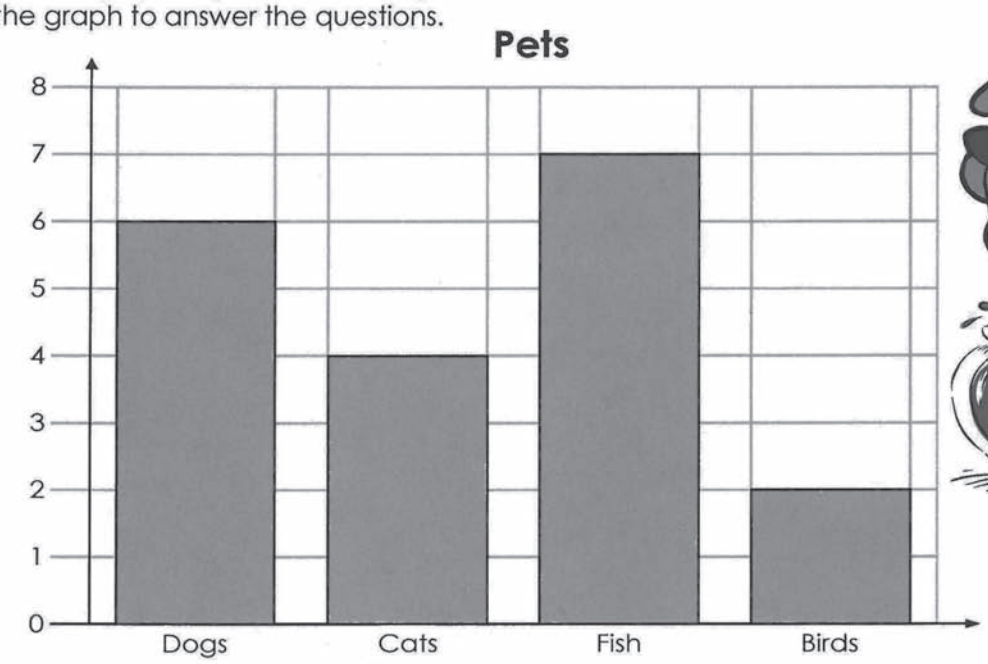
was asked to point to the pets that are not popular. is pointing to the hamster and snake.

read a bar graph by pointing or saying the answers successfully.

Name: _____ 11/17

Bar Graph of Pets

This is a graph of pets that belong to the students of Miss Smith's class. Use the information from the graph to answer the questions.



1. How many dogs do the students have? 1. 6

2. How many birds do they have? 2. 2

3. How many cats do they have? 3. 4

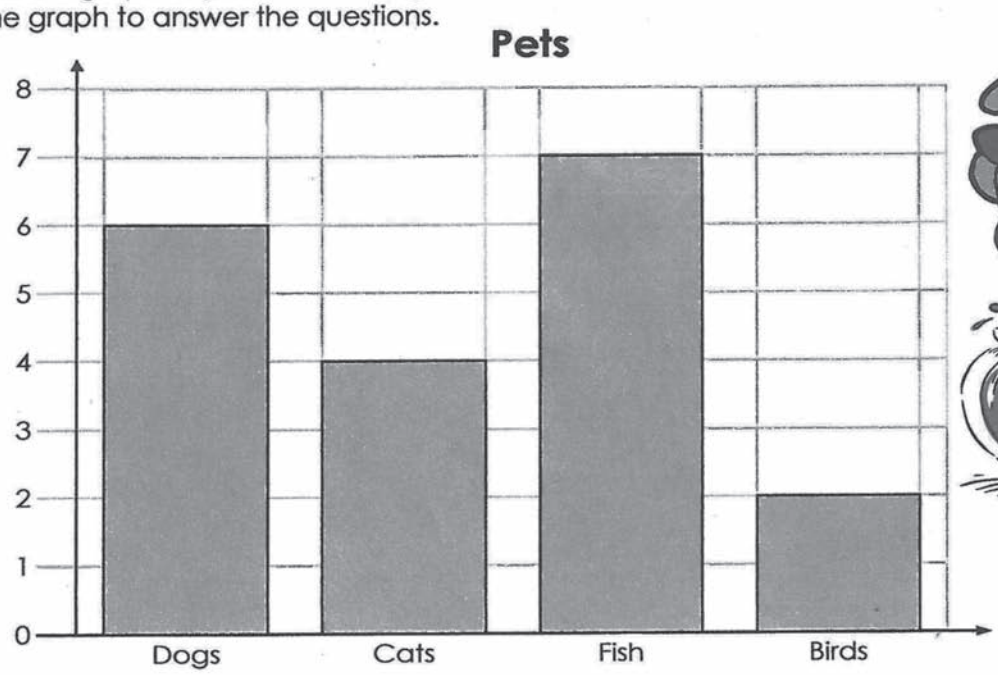
4. How many fish do they have? 4. 7

5. Do they have more fish or cats? 5. _____

Name: Key

Bar Graph of Pets

This is a graph of pets that belong to the students of Miss Smith's class. Use the information from the graph to answer the questions.



1. How many dogs do the students have? 1. 6

2. How many birds do they have? 2. 2

3. How many cats do they have? 3. 4

4. How many fish do they have? 4. 7

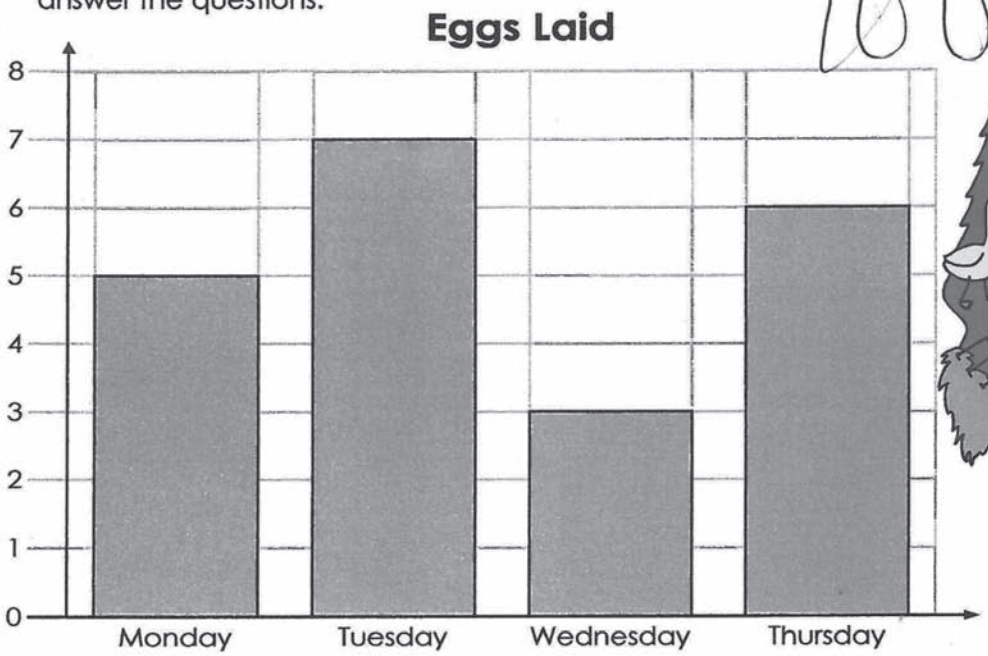
5. Do they have more fish or cats? 5. fish

Name: _____

11/21

Egg Laying Bar Graph

Farmer Jess has some hens. This graph shows how many eggs they lay. Use the graph to answer the questions.



1. How many eggs did the hens lay on Monday? 1. 5

2. How many eggs did they lay on Tuesday? 2. 7

3. How many eggs did they lay on Wednesday? 3. 3

4. When did they lay the most eggs? 4. _____

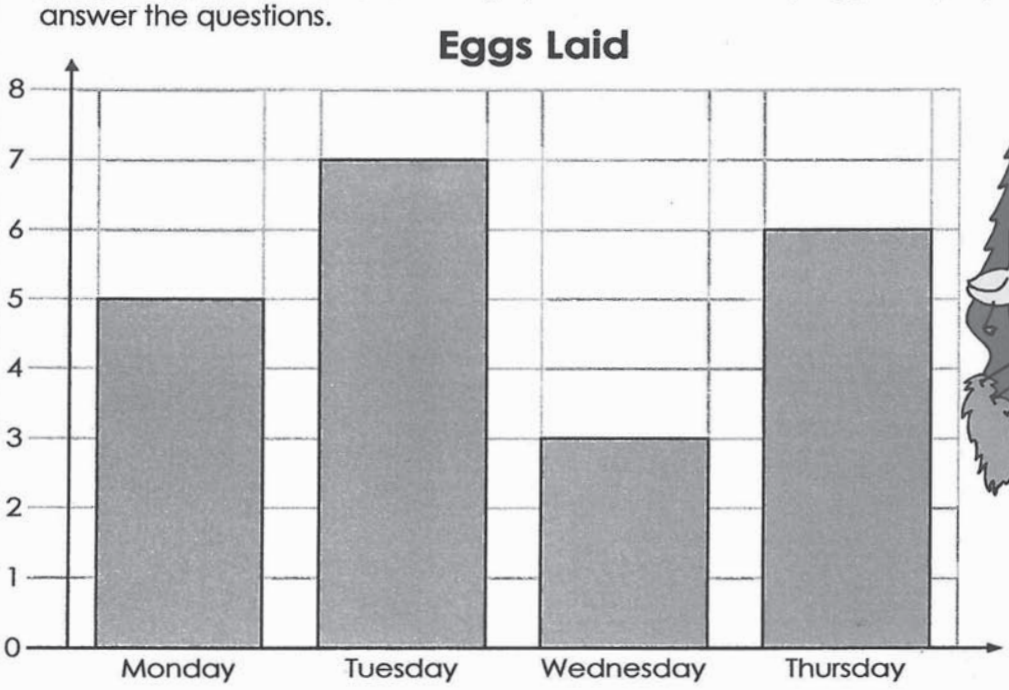
Monday Tuesday Wednesday Thursday

5. Did they lay more eggs on Monday or Thursday? 5. _____

Name: Key

Egg Laying Bar Graph

Farmer Jess has some hens. This graph shows how many eggs they lay. Use the graph to answer the questions.



1. How many eggs did the hens lay on Monday? 1. 5

2. How many eggs did they lay on Tuesday? 2. 7

3. How many eggs did they lay on Wednesday? 3. 3

4. When did they lay the most eggs? 4. Tuesday

Monday Tuesday Wednesday Thursday

5. Did they lay more eggs on Monday or Thursday? 5. Thursday

ANNOTATION

Strand: Life Science
Standard 02: **Living Systems: Characteristics, Structure and Function:** Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment and technology.
LS.2.5.4: Model and identify the parts of animal cells and plant cells.

Performance: 4
The student demonstrates mastery by modeling and identifying the parts of animal cells on three separate occasions. The two types of evidence presented in this entry are a student work sample and two series of captioned photographs. The captions clearly annotate what the student was doing in each photograph, as related to the student learning expectation.

Context: 4
The student fulfills all of the criteria for a "4" in Context: the materials are age-appropriate, and the tasks are challenging and authentic.

Level of Assistance: 4
As indicated on the Entry Slip, the student completes the tasks successfully without the need for verbal or physical prompting beyond what is needed on a daily basis.

General Comments:
This student learning expectation focuses on animal and plant cells. The student is asked to focus on animal cells only. The student is able to show, on three separate occasions, mastery of the four parts of the animal cell that were written in his task.

Sample Entry 10: Science

Student Profile

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 10

School: Sample School District: Sample District

Portfolio Beginning/End Dates: 09/18 - 2/25

Age: 12 Grade (check one): ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 11

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

Strengths in Math

Math grade level: K
- ☐ Recognizes only numbers 0–10
- ☐ Recognizes only basic shapes
- ☑ Computes addition/subtraction w/assistance
  - ☐ 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 page

is a twelve year old white male that has been placed in Special Education services under the primary handicapping condition of Mental Retardation. He attends School and is a fifth grader receiving special education services within the self contained classroom. mother also reports that he has diagnoses of Down's syndrome and PDDNOS. functions on a kindergarten level. He can read some sight words and a few other familiar words, but his fluency level requires all tasks to be read to him by the teacher or paraprofessional. has poor fine motor skills and requires hand over hand assistance to complete most pencil/paper tasks as well as a few other tasks. is unable to express himself in writing; therefore he requires the teacher or paraprofessional to write answers for him when the situation presents itself. This is also difficult because 's speech is very labored and unintelligible a lot of the time. There are times that he will act out what he is trying to express and he also uses pictures at times. He also points to make request known. requires many behavioral supports to be successful in the school setting. requires many verbal prompts to start and finish tasks and at times also requires physical prompts. These prompts are often ignored until has decided it is time to complete an activity. requires constant assistance during times of transition both in and out of the classroom. wears glasses to correct vision deficits,

receives Occupational therapy twice a week and speech therapy four days a week in the school setting as well as receiving physical therapy and speech therapy privately once a week.

Sample Entry 10: Science

Entry Slip

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 10

Grade: 5 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☑	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 02:Living Systems: Characteristics, Structure, and Function

Description: Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment and technology.

Student Learning Expectation #: LS.2.5.4

Description: Model and identify the parts of animal cells and plant cells.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

TASK SHEET

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 10

Evidence: #1 **Date:** 01/14 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence:

Brief description of the task related to the SLE:

Student was asked to model and identify parts of animal cells: cell wall, cell membrane, cytoplasm and nucleus. Given step-by-step oral directions, Student was asked to make an animal cell model and label the specified parts. Student used the jello cup as the cell wall, fruit roll up as the cell membrane, the jello as cytoplasm and a gum ball for the nucleus. The photos show Student making and labeling the parts of the animal cell. The final photo is Student with the task completed with 100% accuracy.

Setting: kitchen

Evidence: #2 **Date:** 01/15 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence:

Brief description of the task related to the SLE:

Student was asked to model and identify parts of animal cells: cell wall, cell membrane, cytoplasm and nucleus. Given step-by-step oral directions, Student was asked to make an animal cell model and label the specified parts. Student used a biscuit for the cell wall, pizza sauce for the cell membrane, cheese for the cytoplasm, and a pepperoni for the nucleus. The photos show Student making and labeling the parts of the animal cell. The final photo is Student with the project completed with 100% accuracy.

Setting: kitchen

Evidence: #3 **Date:** 01/16 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

Student was asked to model and identify parts of animal cells: cell wall, cell membrane, cytoplasm and nucleus. Given a worksheet with a picture of an animal cell, and specified labels, Student was asked to label the cell. His worksheet is included as evidence. Student completed the task with 100% accuracy.

Setting: classroom

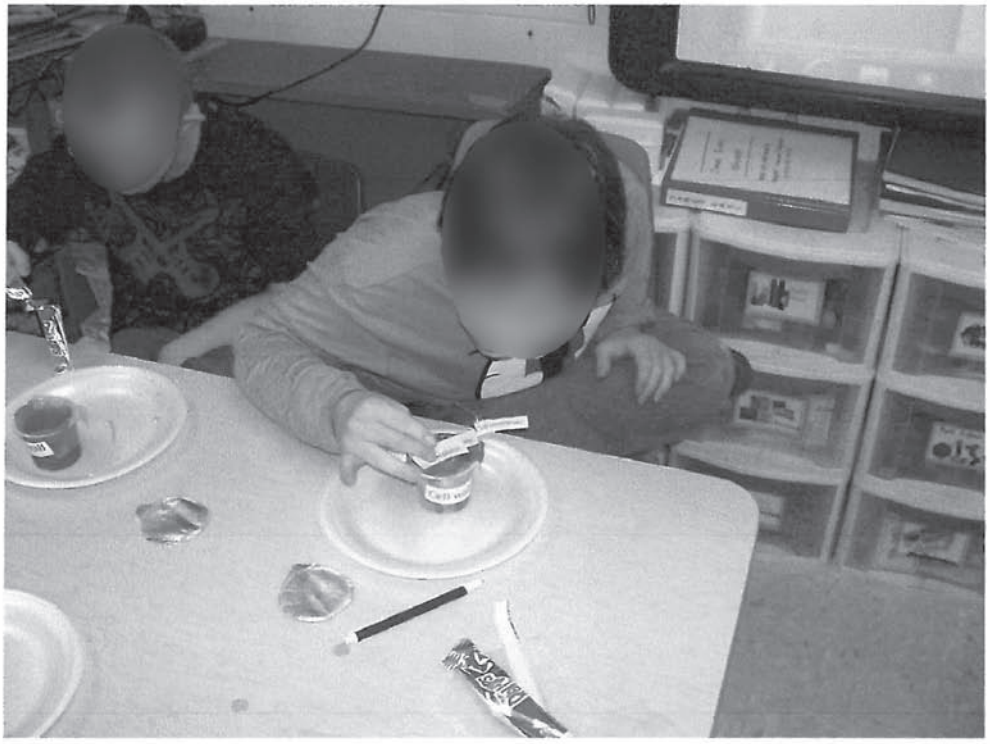
1/14

was asked to make a cell from jello, gum ball and a fruit roll up. These pictures show working on his cell project. He is making the cell membrane out of the fruit roll up in the first picture. In the second picture, he has put the jello back in the cup for the cytoplasm and is pushing the gum ball to the center of the jello for the nucleus.

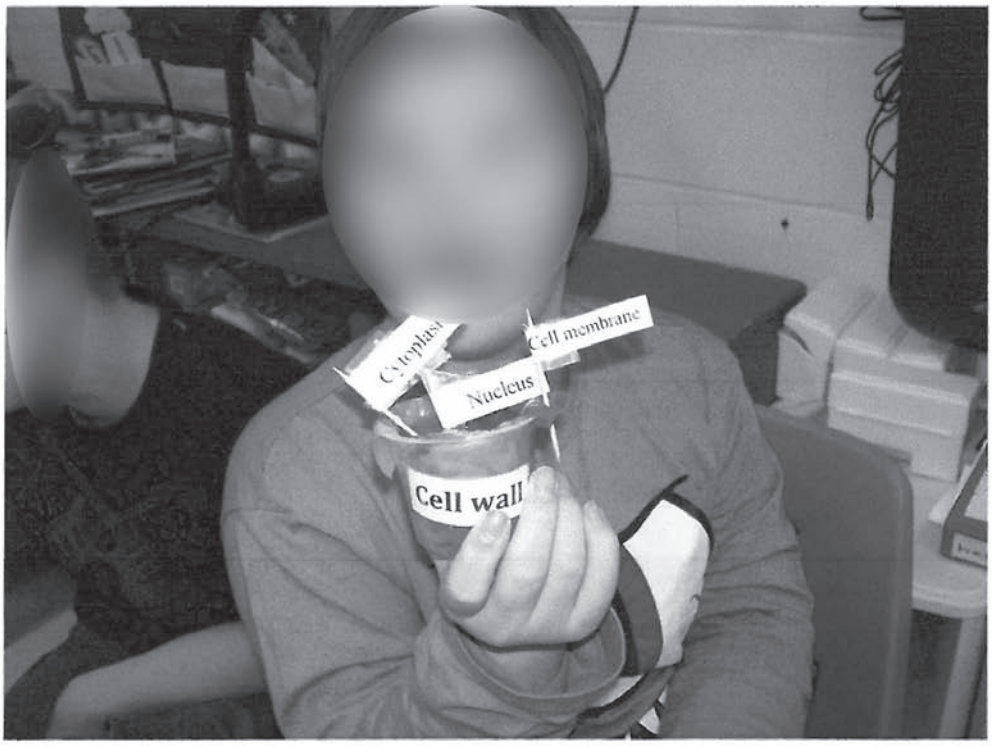
1 of 2

Strand life	
Entry 1	Evidence 2
Content Standard 2	
SLE LS.2.5.4	

1/14

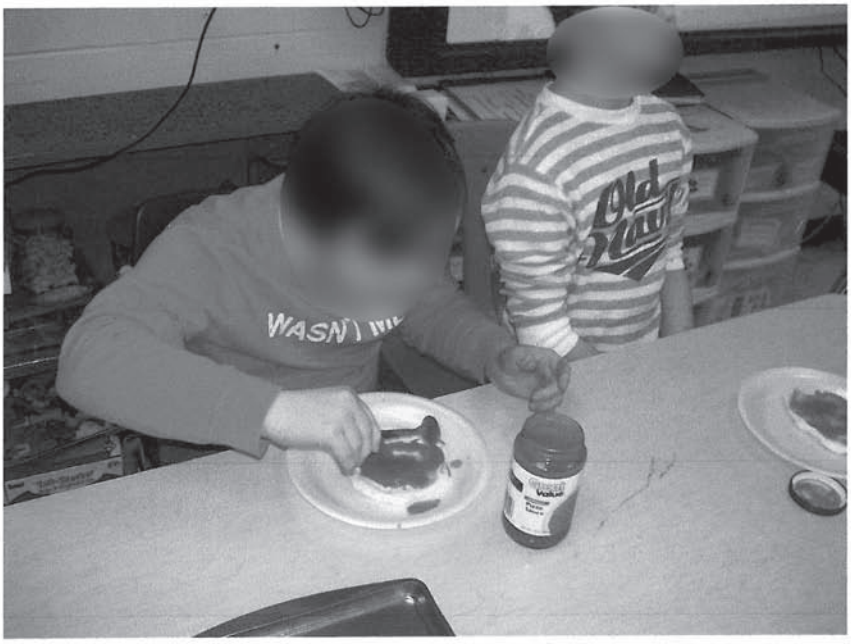


The first picture shows labeling his cell. The last picture shows with his project completed and his cell successfully labeled. He completed his task with 100% accuracy.



1 of 2

1/15



was asked to make an animal cell from a biscuit, pizza sauce, cheese and a pepperoni. These pictures show working on his cell project. The first picture is of spreading the pizza sauce on the biscuit. The pizza sauce represents the cell membrane and the biscuit represents the cell wall. The next picture is adding the cytoplasm, the cheese, to his cell.

1 of 2

Strand life	
Entry 1	Evidence 1
Content Standard 2	
SLE LS.2.5.4	

1/15

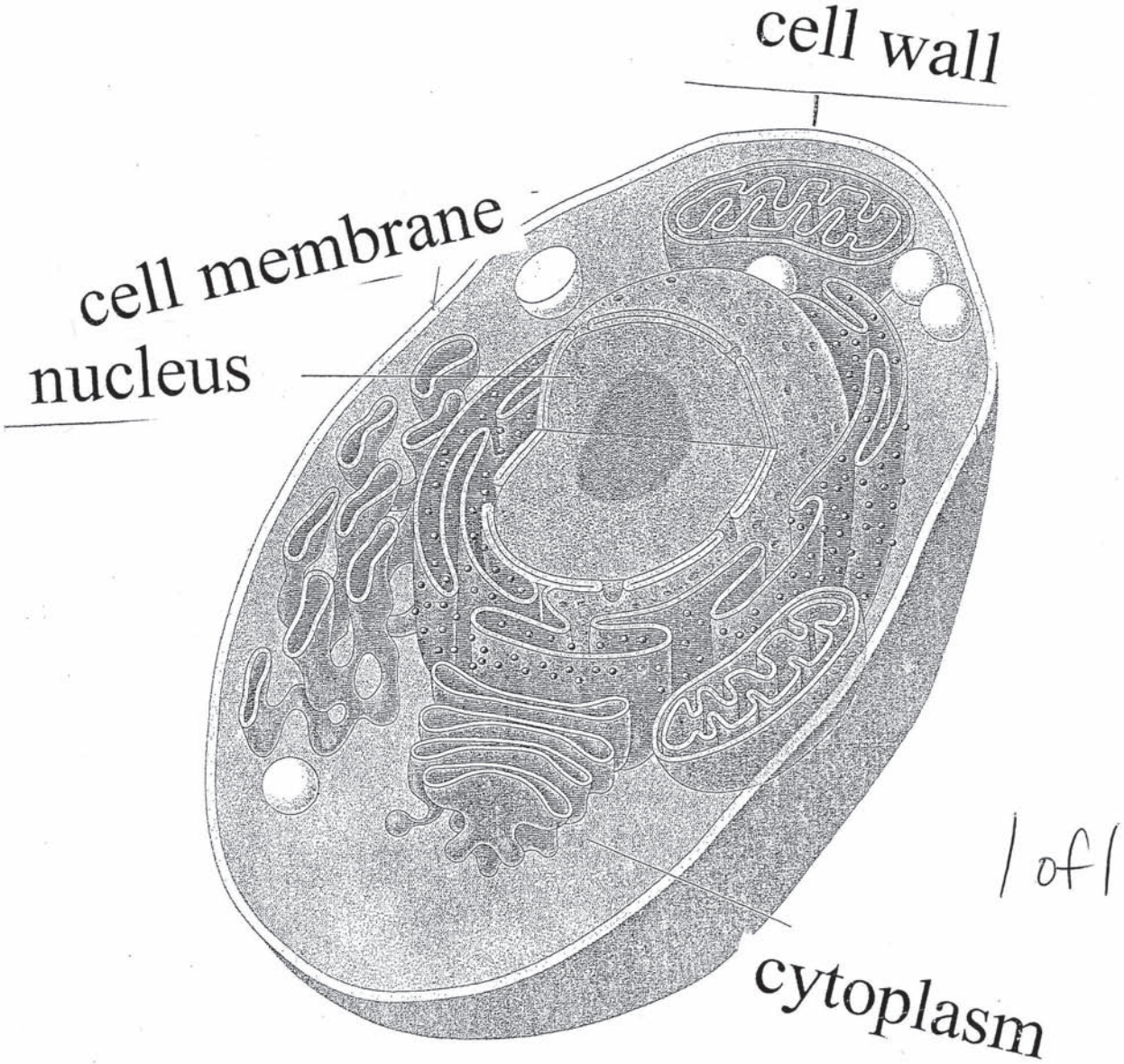
The next picture shows labeling his cell. The last picture shows with his project completed and his cell successfully labeled. He completed his task with 100% accuracy.

2 of 2

100%

1/16

Strand life	
Entry 1	Evidence 3
Content Standard 2	
SLE LS. 2.5.4	



1 of 1

A12

ANNOTATION

Strand:	Physical Science
Standard 07:	**Energy and Transfer of Energy:** Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.
PS.7.5.4:	Design and conduct investigations of transparent, translucent, and opaque as applied to light.

Performance: 4
The student participates in three activities as documented on different occasions and by two different types of evidence. The student is successful and is able to access this student learning expectation at a level of understanding that supports the Student Profile.

Context: 4
The materials are age-appropriate, the tasks are challenging and authentic, and the skills are taught in a manner so that this student will understand these concepts.

Level of Assistance: 4
The student does not require prompting beyond that which is necessary on a regular basis.

General Comments:
The first two tasks involve an investigation of transparency and opacity. Evidence is included to show the student investigating these concepts. In the third piece of evidence, the student shows an understanding of these concepts.

Sample Entry 11: Science

Student Profile

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 11

School: Sample School District: Sample District

Portfolio Beginning/End Dates: 8/20 - 2/11

Age: 10 Grade (check one): ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 11

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

Strengths in Math

Math grade level: pre-k
- ☑ Recognizes only numbers 0–10
- ☑ Recognizes only basic shapes
- ☐ Computes addition/subtraction
  - ☐ with calculator ☐ without calculator
- ☐ Computes multiplication/division
  - ☐ with calculator ☐ without calculator

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

Student is able to use his upper extremities but his fine motor skills remain a significant weakness.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 11

Grade: 5 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☑
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #: Standard 07:Energy and Transfer of Energy

Description: Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.

Student Learning Expectation #: PS.7.5.4

Description: Design and conduct investigations of transparent, translucent, and opaque as applied to light.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

Sample Entry 11: Science

Task Sheet

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 11

Evidence: #1 **Date:** 01/22 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence:

Brief description of the task related to the SLE:

Student was to make shadow puppets to investigate opaque and translucent as applied to light.

Student made a screen by draping a sheet of paper over a pocket chart frame and used an overhead projector to provide light as he projected the image of the shadow puppets he had made. He demonstrated that the screen was translucent because the light passed through it but objects could not be seen clearly. He also showed that the puppets were opaque and therefore cast a shadow which was projected on a translucent screen.

Setting: Science Center, CBI Classroom

Evidence: #2 **Date:** 01/28 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence: Series of Captioned Photographs

Brief description of the task related to the SLE:

Student was to make a light print picture to investigate transparent and opaque as applied to light.

Student used photosensitive paper and paper leaves to make a light print picture. He placed the leaves on a transparent acrylic sheet and covered it with photosensitive paper. The project was exposed to light. After an hour, he removed the leaves to observe the result. The result was a print of the leaves on the paper as the light passed through the transparent acrylic sheet but not through the opaque leaves.

Setting: Science Center, Kitchen

Evidence: #3 **Date:** 02/02 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence: Series of Captioned Photographs

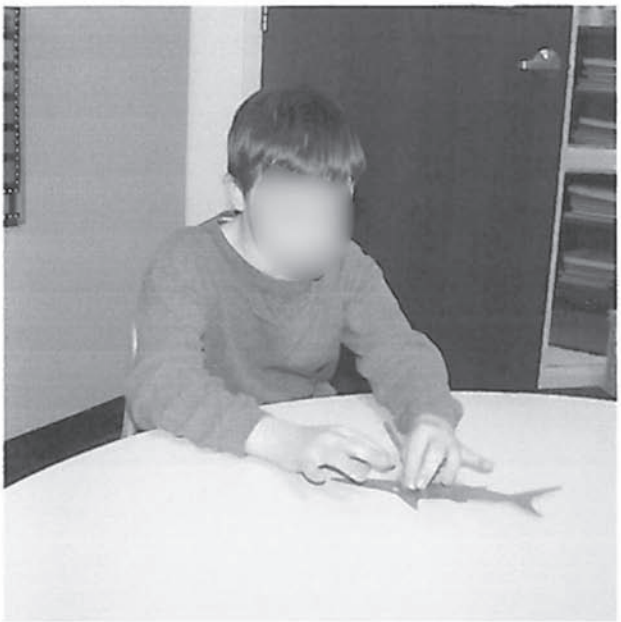
Brief description of the task related to the SLE:

Student was to complete a worksheet identifying opaque, transparent, and translucent objects.

Student completed a worksheet on which he identified pictures of objects as transparent, opaque, or translucent by gluing them in the appropriate row of a chart.

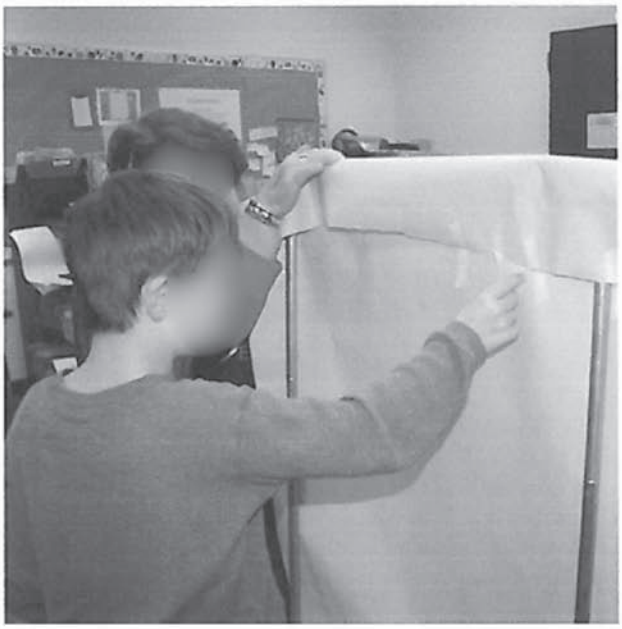
Setting: Science Center

Physical 2
Evidence 1



1-22 1 & 2 of 8 Yellow Hallway

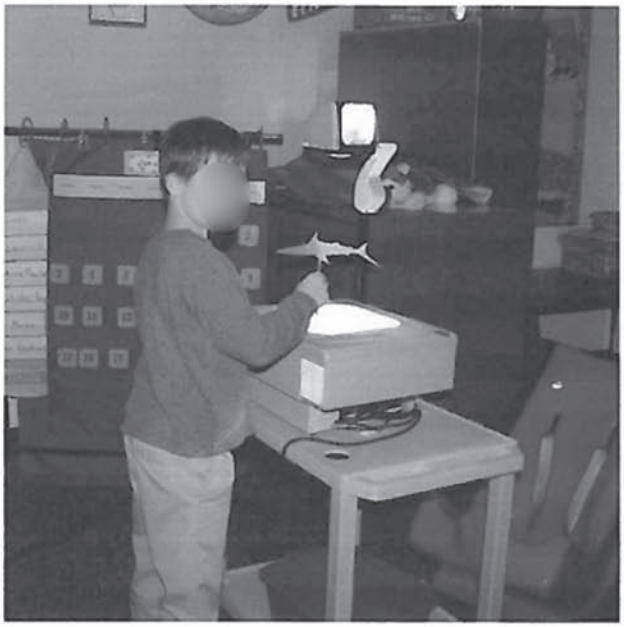
He conducted an investigation of translucent and opaque as applied to light. He began by attaching two sea life figures to the ends of two straws to make shadow puppets.



1-22 3 & 4 of 8 **CBI** Classroom

He returned to the **CBI** classroom to complete his investigation. As a paraprofessional held the paper, he constructed a screen for a shadow puppet theater. Using an overhead projector to backlight the opaque puppets, he sat behind the screen and projected sea life shadows onto the back.

Evidence 1



1-22 5 & 6 of 8

Photo 5 is the view his audience had of the puppets through the translucent screen. During his investigation, he made some additional discoveries. The first was that if he held the puppets over the lighted base of the overhead he could use opaque puppets to project the image in a different way.

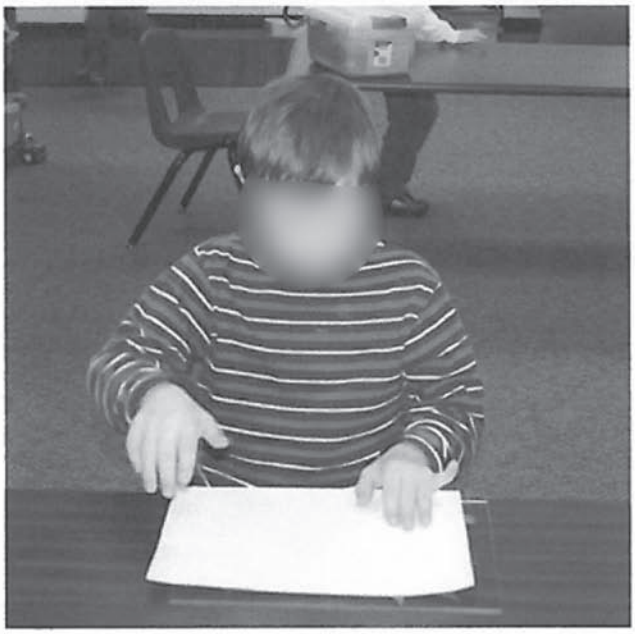
1-22 7 & 8 of 8

Photo 7 is a picture of what the puppet looked like when he held it over the overhead's base and projected it onto the classroom wall. Next, he found if he stood closer to the wall he could project smaller images onto the wall. Using opaque puppets, a translucent paper screen, an overhead projector, and the classroom wall he successfully conducted an investigation of opaque and translucent as applied to light.

Physical 2
Evidence 2

1-28 1 & 2 of 7 Science Center

He conducted an investigation of opaque and transparent as applied to light by arranging leaf cutouts on an sheet of acrylic. He placed the leaves so there would be space between each leaf.

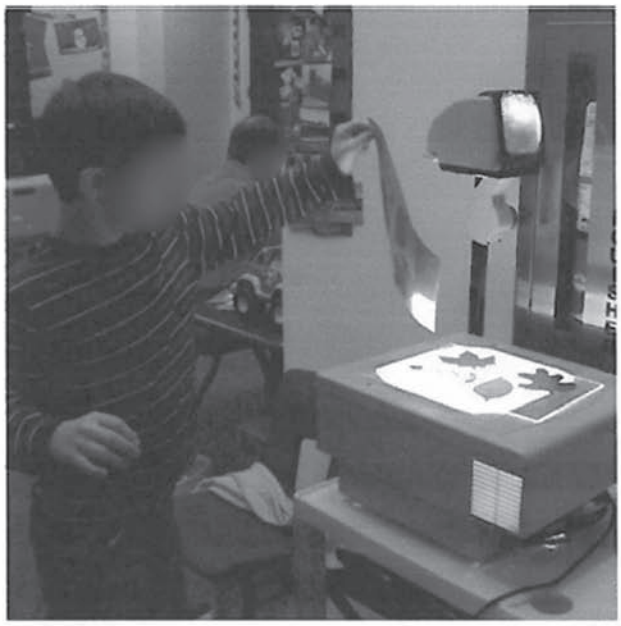


1-28 3 & 4 of 7

After arranging the leaves the way he wanted, he placed a piece of photosensitive paper over the top. He then placed the project on the lighted base of an overhead projector.

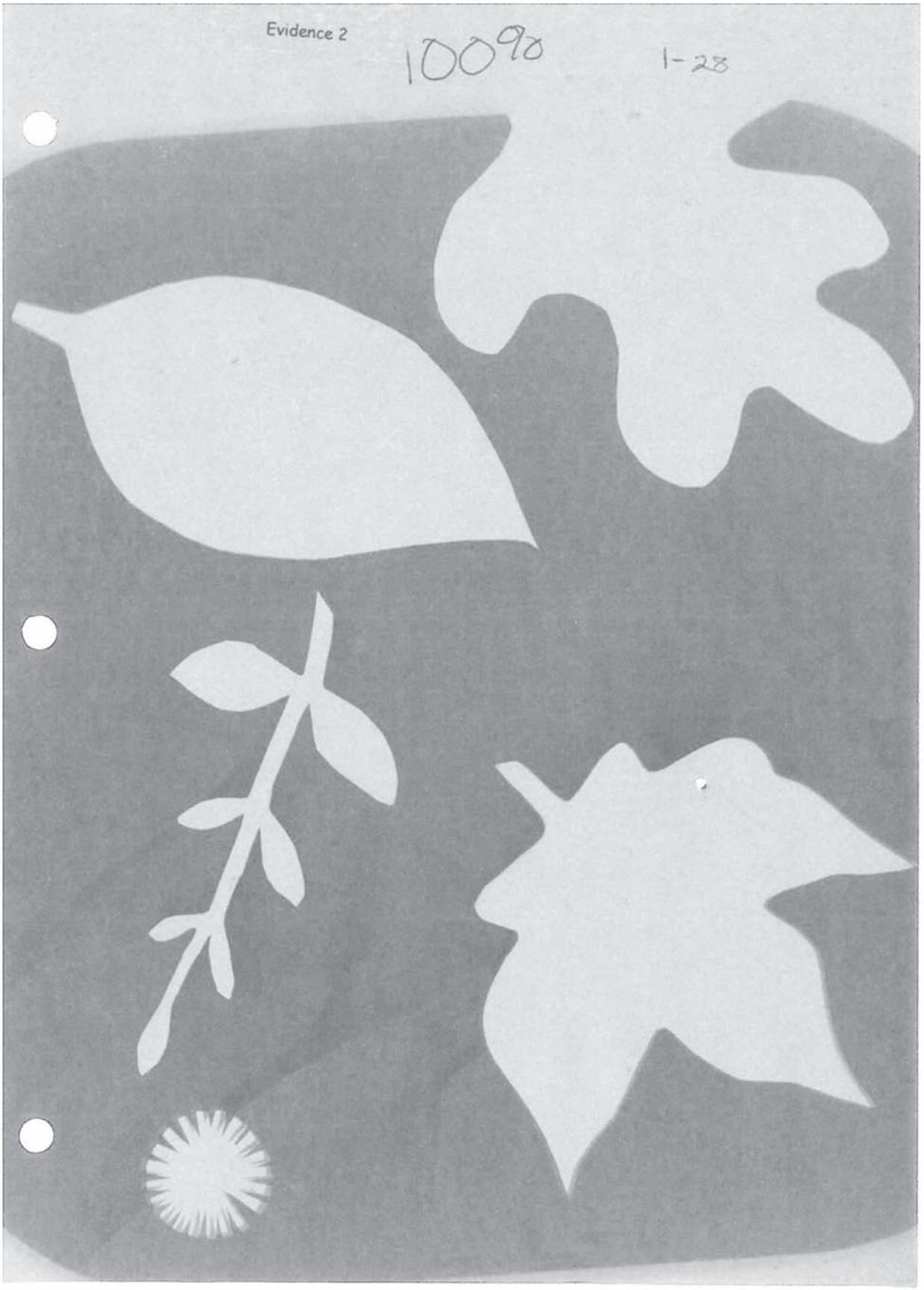
Physical 2
Evidence 2

1-28
5 of 7
He covered the project with a dry erase board to block it from exposure to light from the classroom. When exposed to the light that passed through the transparent acrylic sheet, the opaque leaves would block the light where they were laying. The paper left exposed to the light would be imprinted with the shape of the leaves to make a leaf print.

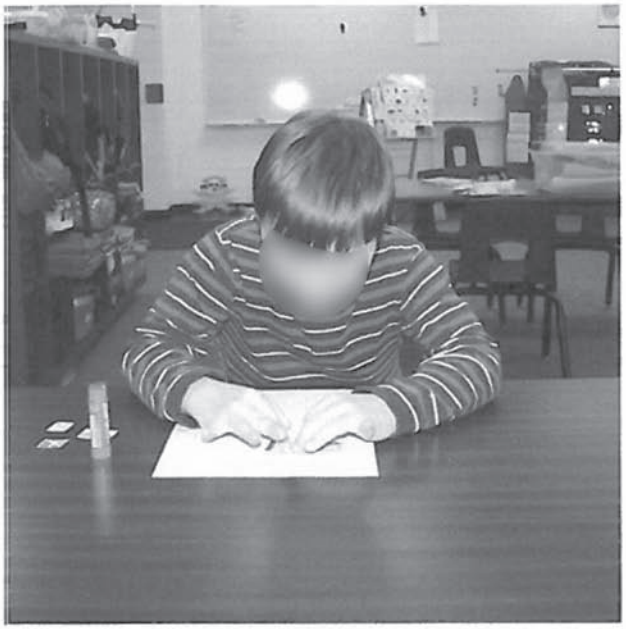


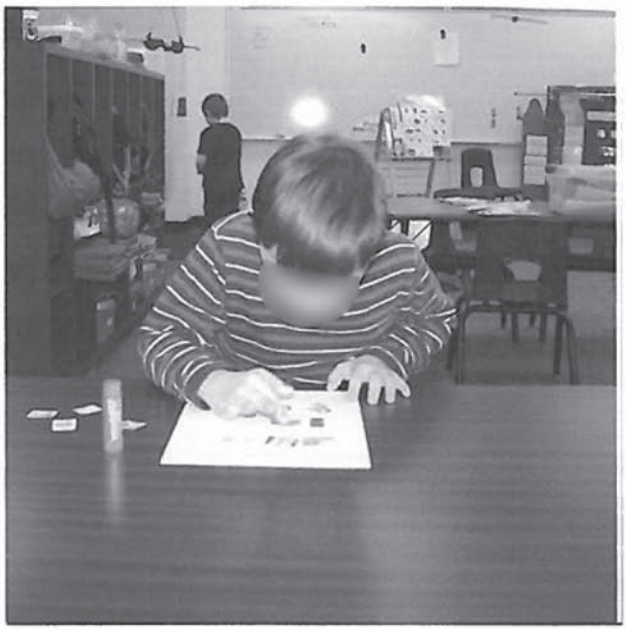
1-28
6 of 7
After leaving the project exposed to the light of the overhead projector for approximately 45 minutes, he removed the photosensitive paper from the acrylic sheet.

1-28
7 of 7
Kitchen
He took the photosensitive paper to the kitchen sink and ran water over it to complete the development process. His investigation successfully demonstrated that the acrylic was transparent, letting light pass through and expose the paper to light. The prints created by the light successfully demonstrated that the opaque leaves blocked the light making leaf prints on the paper. His light print is included with this piece of evidence.


Evidence 2
10090
1-28

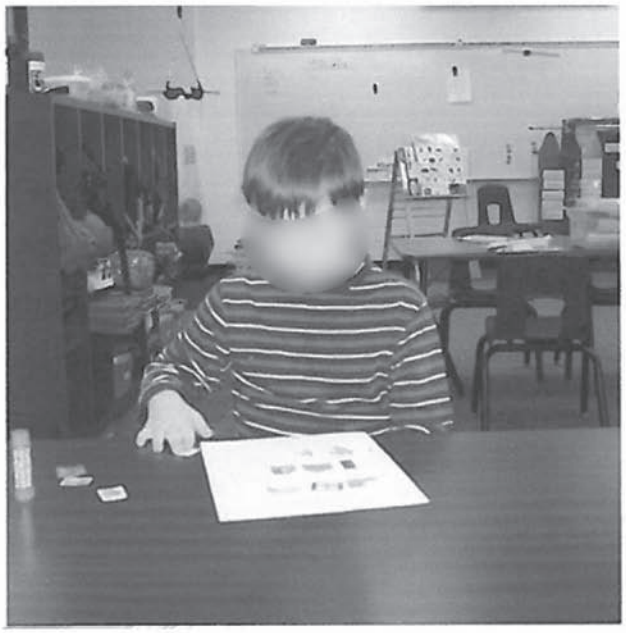
Physical 2
Evidence 3





2-2 1 & 2 of 4 Science Center

He was to identify pictures of different objects as transparent, opaque, and translucent. He selected photographs from the table and placed them in the section of the worksheet that best represented the characteristics of each.



2-2 3 & 4 of 4

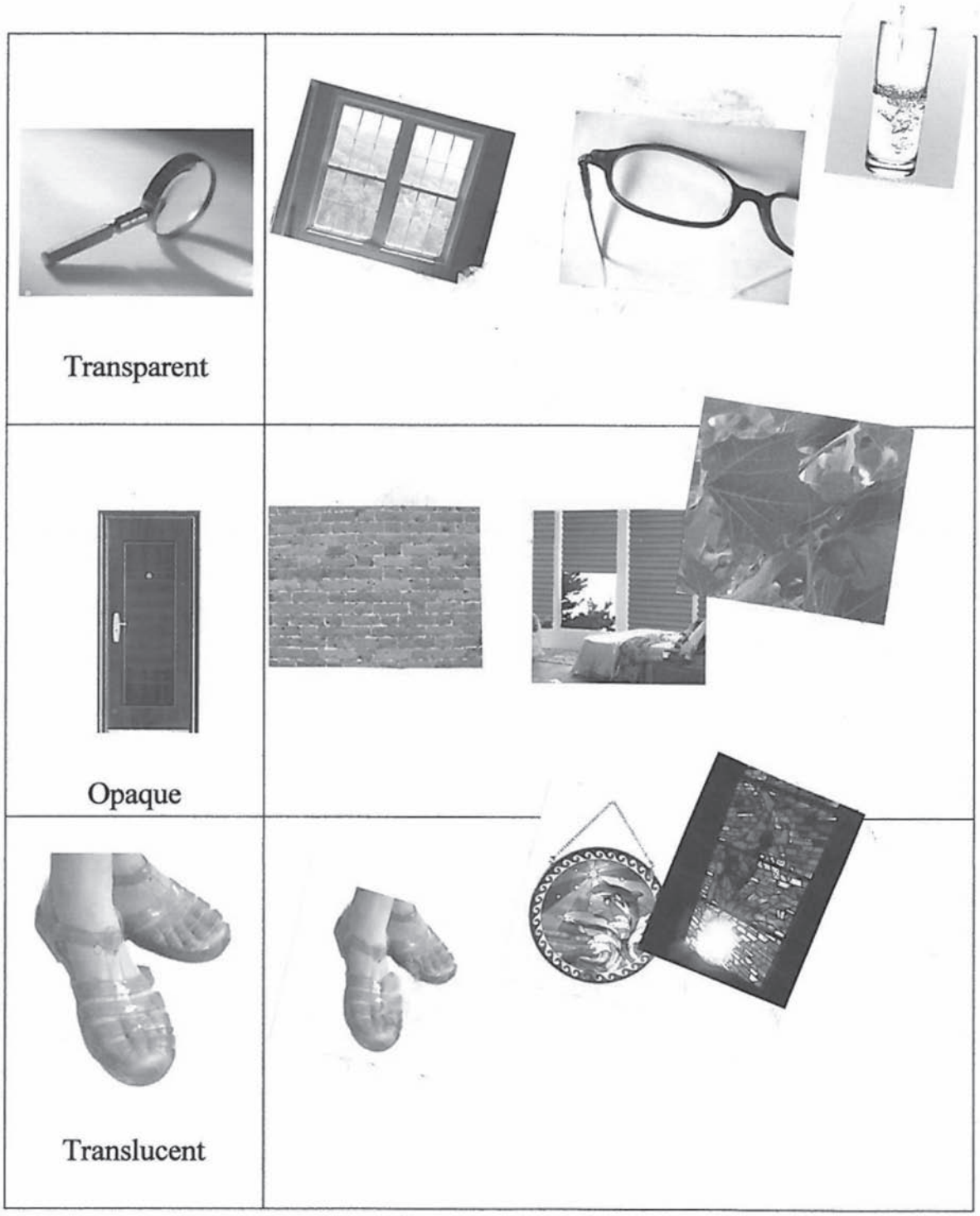
He was given a choice of 3-4 different photographs each turn. He selected a picture and then placed it in the correct row of the table on the worksheet. He was able to successfully complete the worksheet. His completed worksheet is included with this piece of evidence.

Evidence 3

100%

Let the Sun Shine In

Glue the pictures in the section they best demonstrate. 2-2



Sample Entry 12: Science

Annotation

Strand:	Earth and Space Science
Standard 08:	**Earth Systems:** Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
ESS.8.7.10:	Describe ways human beings protect themselves, others, and their property from adverse weather conditions.

Performance: 4
The student was able to show ways that human beings protect themselves, others and their property from hurricanes, blizzards and tornados. The student did so successfully on multiple occasions. Two types of evidence were used to show the student's mastery.

Context: 4
The student uses age-appropriate materials and performs activities that are authentic and provide an appropriate challenge.

Level of Assistance: 4
As indicated on the Entry Slip, the student does not require prompting beyond what he receives on a daily basis in order to be successful.

General Comments:
This is an example of well captioned photographs which annotate what the student was asked, how the student answered and the level of success and independence the student achieved. The worksheet that the student completed (seen in the photographs) was included as an additional support.

STUDENT PROFILE

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name: Sample Entry 12

School: Sample School District: Sample District

Portfolio Beginning/End Dates: 08/28 - 02/22

Age: 12 Grade (check one): ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☑ 7 ☐ 8 ☐ 11

Please check ALL that apply.

Diagnosis (no abbreviations):
Student has a primary disabling condition of 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: <PreK
- ☑ 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: <PreK
- ☐ 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:
Please see attached.

SAMPLE ENTRY 12: SCIENCE

Diagnosis:

has been diagnosed with Viral Encephalopathy and associated developmental regression and seizure activity, Angelman's Syndrome, and Periventricular Leukomalacia. He has a primary disabling condition of Mental Retardation.

is a student who is easily distracted in all activities; including academic work, eating, and walking down the hallway. He generally needs hand-over-hand assistance to complete his work and generally uses the right hand to manipulate items, but will use the left hand just as easily. He requires assistance when using a glue stick. He must be closely monitored as he will often put inedible items in his mouth. He is beginning to use a computer mouse, but often requires assistance to position the mouse due to the unsteadiness of his hands. is highly distractible, so room dividing screens are frequently used to minimize distractions as well as clearing the room completely of other students. Even when the room is cleared, will become distracted with noise in the hallway and adjoining rooms. There is a marked decrease in 's performance when there are general classroom distractions present or he is in a group setting. is quite unstable when walking and often trips and sometimes falls. He requires assistance for daily living skills including; toileting, eating and self-care. can finger-feed himself and drink from a cup with a straw. However, his hands tremble when he is attempting fine motor tasks and will sometimes shake so badly that he must be spoon-fed and must have assistance bringing his cup to his mouth so he does not shake the liquid out of his cup. needs assistance to complete all academic tasks with multiple attempts to attain accuracy. has a severe speech and language delay. He makes vocalizations, points, or takes the listener to what he wants. He is beginning to use a visual schedule and picture symbols to communicate wants and needs. He is learning to use PECS (Picture Exchange Communication System) in communicating, however has not yet transferred this skill from the speech therapy setting. will often wear the same clothes weekly.

Reading: uses several different types of media to read, such as a computer, communication devices like the Tech Talk or Step-by-Step to read a book or tell a story by matching the icons and pushing the button. He can match letters and pictures. When two letters are held at eye level and he is asked to touch the requested letter, he can choose correctly if distractions are at a minimum. He is learning to use environmental print with snack time choices. He can choose his name from a field of two names.

Writing: generally requires hand-over-hand assistance to use a pencil, pen, marker, glue, bingo dauber, stamps, and keyboard. He is unable to write or trace any letters or words independently, but can color inside an area if give a grid. He will use a name stamp or hand-over-hand assistance to write his name. He generally requires hand-over-hand assistance to use pen, pencil, marker, paper, paper cut-outs, glue, number stamps, manipulatives, scissors, and calculator.

Math: is learning to recognize and discriminate basic colors and shapes. When two numbers are held at eye level and he is asked to touch the requested number, he can choose the correct number if distractions are at a minimum. He requires hand-over-hand assistance in one-to-one correspondence in counting objects or items on paper.

ENTRY SLIP

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name: Sample Entry 12

Grade: 7 **Entry Slip Completed by:** Sample Teacher

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☑

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

Content Standard #: Standard 08:Earth Systems

Description: Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.

Student Learning Expectation #: ESS.8.7.10

Description: Describe ways human beings protect themselves, others, and their property from adverse weather conditions.

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

TASK SHEET

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name: Sample Entry 12

Evidence: #1 **Date:** 02/18 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: Work sample/permanent product

Brief description of the task related to the SLE:

Given previous instruction, required supports, answer choices, and assistance in reading, Student was asked to identify ways human beings protect themselves, others, and their property from hurricanes. Student, given answer choices, pointed to his answer choices. Student wrote his answers by stamping them.

Setting: science class

Evidence: #2 **Date:** 02/20 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

Brief description of the task related to the SLE:

Given previous instruction, required supports, answer choices, and assistance in reading, Student was asked to describe how human beings protect themselves, others, and their property from blizzards. After listening to a lesson and a video about blizzards, Student, given answer choices, pointed to his answer choices. He wrote his answers by marking them with a stamp.

Setting: general education science class

Evidence: #3 **Date:** 02/22 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence:

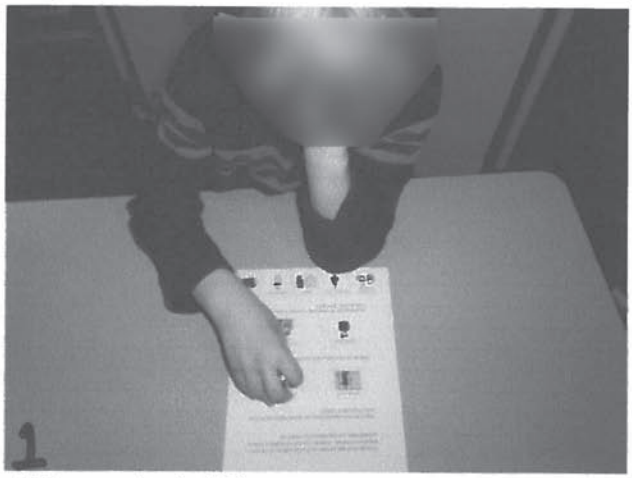
Brief description of the task related to the SLE:

Given previous instruction, required supports, answer choices, and assistance in reading, Student was asked to describe how human beings protect themselves, others, and their property from tornados. Student, given answer choices, pointed to his answer choices. He wrote his answers by marking them with a stamp.

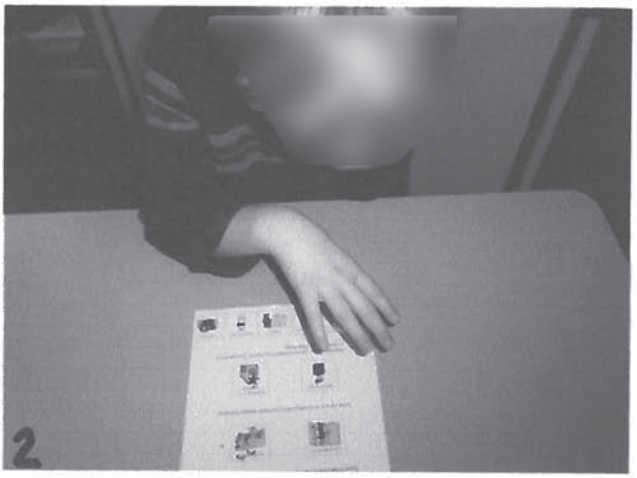
Setting: science class

Name: Date: 2-18 Entry: 1

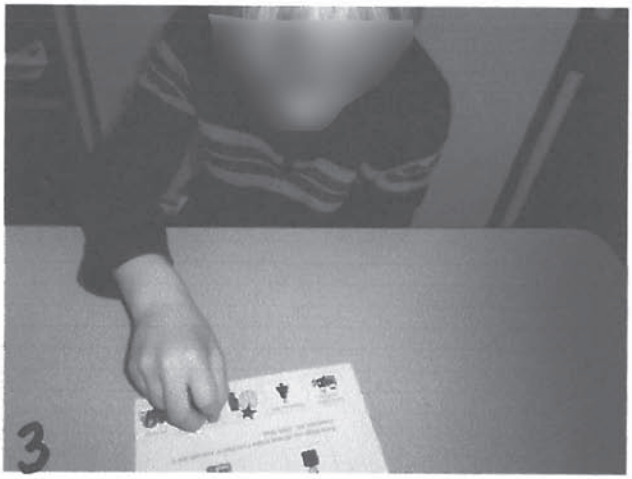
Given previous instruction, assistance in reading, and required supports and prompts, was asked to describe ways human beings protect themselves, others, and their property from adverse weather conditions by answering questions about hurricane safety.



When asked, "What can you do to help protect your home during a hurricane?", stamped "board up your windows."



is stamping "prescription medicine" as one of the things you will need to take if you have to evacuate due to a hurricane.



is stamping "bottled water" as one of the things you will need to take if you have to evacuate due to a hurricane.

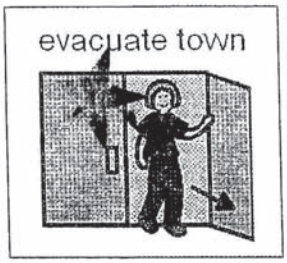
successfully and independently described ways human beings protect themselves, others, and their property from adverse weather conditions by answering questions about hurricane safety.

Date 2-18
Entry 29

100%

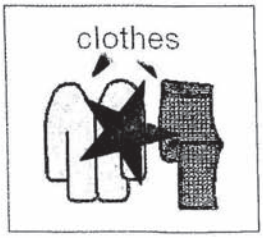
Arkansas is not near an ocean, so it is very unlikely you will see a hurricane in Arkansas. However, if you are on vacation or move to a coastal state, you may need to know what to do.

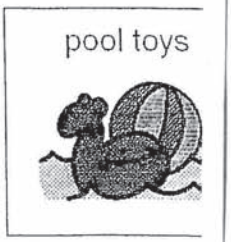
What is the most important thing you and your family can do if you know a hurricane is coming?



What can you do to help protect your home during a hurricane?

Some things you will need to take if you have to evacuate due to a hurricane are: (Mark three)





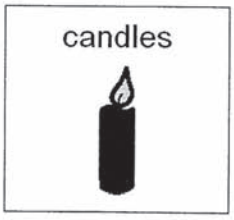
Date 2-20
Entry 2

Blizzard Safety

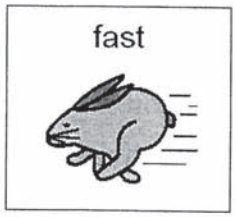
1. During a blizzard you should wear _____.

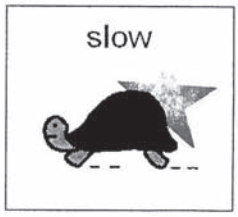
100%
100%

2. What is the best way to heat your home if the electricity goes out?

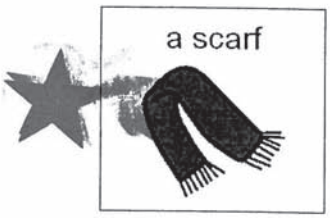


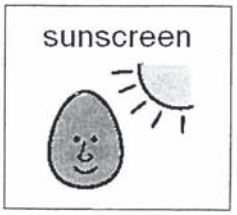
3. If your parents are driving in a car, they should drive very _____ on the ice and snow.





4. Cover your mouth with _____ to protect your lungs from extremely cold air.





Date 2-22
Entry 3

Tornado Safety

Name: _____

If you are at home when a tornado strikes, where should you go?
Mark two correct answers.

- bathtub with mattress over you
- go outside to look
- look out the window
- basement or lowest level of home

100%

If you are in _____'s class when a tornado strikes, what do you do?
Mark two correct answers.

- stay in your classroom
- listen to your teacher
- run out into the hallway
- go to the playground

TB

APPENDICES

Appendix A: Forms for Students with Disabilities

PAGE

Form

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Arkansas Alternate Portfolio Assessment for Students with Disabilities Affidavit 205
Alternate Portfolio Assessment Transfer Form 207

2013–2014 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 3–8 and 11

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

Student Name:_____

Grade: _____ **Entry Slip Completed by:**_____

Literacy Strands (check only one)

Oral and Visual Communication:	Entry #1 ☐	#2 ☐	#3 ☐
Writing:	Entry #1 ☐	#2 ☐	#3 ☐
Reading:	Entry #1 ☐	#2 ☐	#3 ☐

Mathematics Strands (check only one)

Number and Operations:	Entry #1 ☐	#2 ☐
Algebra:	Entry #1 ☐	#2 ☐
Geometry:	Entry #1 ☐	#2 ☐
Measurement:	Entry #1 ☐	#2 ☐
Data Analysis and Probability:	Entry #1 ☐	#2 ☐

Science Strands – Grades 5 and 7 ONLY (check only one)

Life:	Entry #1 ☐	#2 ☐
Physical:	Entry #1 ☐	#2 ☐
Earth and Space:	Entry #1 ☐	#2 ☐

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

Content Standard #:

Description:

Student Learning Expectation #:

Description:

Level of Assistance (check all that apply). What is the level of assistance required beyond instructions and natural cues?

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

Reset Form

BE SURE TO COMPLETE ONE TASK SHEET FOR EVERY ENTRY SLIP.

2013–2014 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 3–8 and 11

Student Name:_____

Evidence: #1 Date:_____ **Type of Evidence:**_____

Additional Evidence:_____

Brief description of the task related to the SLE:

Setting:_____

Evidence: #2 Date:_____ **Type of Evidence:**_____

Additional Evidence:_____

Brief description of the task related to the SLE:

Setting:_____

Evidence: #3 Date:_____ **Type of Evidence:**_____

Additional Evidence:_____

Brief description of the task related to the SLE:

Setting:_____

2013–2014 Arkansas Alternate Portfolio Assessment

Participant Validation Form

Students with Disabilities: Grades 3–8 and 11

Student Name:_____Date:_____

PLEASE PRINT

Name of Person Completing this Form:_____

PLEASE PRINT

Each statement below must be checked to validate a student's participation in Arkansas' Alternate Portfolio Assessment.

- ☐ The student has a current IEP.
- ☐ The decision concerning the student's participation in statewide and district-wide assessments was made by the student's IEP team and was not an administrative decision.
- ☐ Decisions were made at the IEP meeting preceding the next school year's administration of any statewide assessment.
- ☐ IEP team decisions concerning the student's participation in statewide or district-wide assessments were based on both current and historical data.
- ☐ The student's demonstrated significant cognitive disability and adaptive behavior in the home, school, and community environments are significantly below age expectations even with program modifications and adaptations.
- ☐ The student's course of study is primarily functional and life-skills oriented.
- ☐ The student requires extensive direct instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
- ☐ Decisions regarding participation have been made/reviewed within the past year and were based on the student's curriculum, present level of educational performance, skill levels, and learning characteristics.
- ☐ The student's inability to complete the standard academic curriculum at grade level **is not primarily the result** of the following:
  - ❖ excessive or extended absences, poor attendance, or lack of instruction;
  - ❖ sensory (visual or auditory) or physical disabilities, emotional-behavioral disabilities, or a special 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.

2013–2014 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 3–8 and 11

PLEASE PRINT

Student Name:_____

School:_____ District:_____

Portfolio Beginning/End Dates:_____

Age:_____ Grade (check one): ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 11

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: Grades 3–8 and 11

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 the general statewide assessment, even with accommodations, and will participate in the Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grades 3–8 and 11 as required by State and Federal law. (*You MUST also complete the Participant Validation Form*.)

_____

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
- ☐ Participant Validation Form
- ☐ Student Profile
- ☐ Portfolio Checklist (this form)

Entries that reflect achievement in Literacy (3 entries per strand).

- ☐ Oral and Visual Communication
- ☐ Writing
- ☐ Reading

Entries that reflect achievement in Mathematics (2 entries per strand).

- ☐ Number and Operations
- ☐ Algebra
- ☐ Geometry
- ☐ Measurement
- ☐ Data Analysis and Probability

For Grades 5 and 7, entries that reflect achievement in Science (2 entries per strand).

- ☐ Life
- ☐ Physical
- ☐ Earth and Space

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, Student Profile, and Participant Validation Form are included in this student's portfolio.
- ☐ Each entry is accompanied by a completed Entry Slip **and** Task Sheet, and all pieces of evidence are dated.
- ☐ Content Standards and Student Learning Expectations are identified for each entry.
- ☐ For grades 3–8, there are three (3) entries for each Literacy strand and two (2) entries for each Mathematics strand, each containing three (3) pieces of evidence of student performance.
- ☐ For grades 5 and 7, there are two (2) entries for each Science strand, each containing three (3) pieces of evidence of student performance.
- ☐ For grade 11, there are three (3) entries for each Literacy strand, each containing three (3) pieces of evidence of student performance.
- ☐ A variety of assessment strategies are used, and students are assessed across a variety of settings.

2013–2014 Arkansas Alternate Portfolio Assessment

Verification of Evidence in Portfolio

Students with Disabilities: Grades 3–8 and 11

(For teacher use only—do NOT include in student portfolio.)

Student Name:_____ **Date:**_____

Strand/Entry	SLE Used	Completion Date	Entry Slip/Task Sheet	Photos	Video	Audio	Paper	Three Pieces
Literacy								
#1 Oral and Visual Communication								
#2 Oral and Visual Communication								
#3 Oral and Visual Communication								
#1 Writing								
#2 Writing								
#3 Writing								
#1 Reading								
#2 Reading								
#3 Reading								
Mathematics								
#1 Number and Operations								
#2 Number and Operations								
#1 Algebra								
#2 Algebra								
#1 Geometry								
#2 Geometry								
#1 Measurement								
#2 Measurement								
#1 Data Analysis and Probability								
#2 Data Analysis and Probability								
Science								
#1 Life								
#2 Life								
#1 Physical								
#2 Physical								
#1 Earth and Space								
#2 Earth and Space								

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

Arkansas Alternate Portfolio Assessment for Students with Disabilities
AFFIDAVIT

District/School Information
District Name:
School Name:

Assessment Level
(mark all that apply)

- ◯ Grade 3
- ◯ Grade 4
- ◯ Grade 5
- ◯ Grade 6
- ◯ Grade 7
- ◯ Grade 8
- ◯ Grade 9 Mathematics
- ◯ Grade 10 Science
- ◯ Grade 11 Literacy

LEA Number

		–			–			
0	0		0	0		0	0	0
1	1		1	1		1	1	1
2	2		2	2		2	2	2
3	3		3	3		3	3	3
4	4		4	4		4	4	4
5	5		5	5		5	5	5
6	6		6	6		6	6	6
7	7		7	7		7	7	7
8	8		8	8		8	8	8
9	9		9	9		9	9	9

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

I certify that, to my knowledge,

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

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

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

33686172

DO NOT 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, Settings).

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 in multiple settings or 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: Oral and Visual Communication
Standard 1: *Speaking*
Students shall demonstrate effective oral communication skills to express ideas and to present information.

	Grade 3	Grade 4
Speaking vocabulary	OV.1.3.1 Use pronouns appropriately in speech OV.1.3.2 Clarify and explain words and ideas orally OV.1.3.3 Use adjectives appropriately in speech	OV.1.4.1 Use subject-related information and vocabulary OV.1.4.2 Adjust language and vocabulary to fit an audience, topic, or purpose
Speaking behaviors	OV.1.3.4 Focus on audience (i.e., gestures and body language) OV.1.3.5 Respond appropriately when being introduced OV.1.3.6 Adapt spoken language to the audience, purpose, and occasion (i.e., volume, pitch, and rate) OV.1.3.7 Communicate ideas sequentially or organized around major points of information	OV.1.4.3 Focus on audience (i.e., appearance and facial expressions) OV.1.4.4 Make proper introductions and respond courteously OV.1.4.5 Adapt spoken language, including word choice OV.1.4.6 Communicate ideas and information with clarity
Speaking to share understanding of information	OV.1.3.8 Support spoken ideas and opinions with examples, evidence, and elaboration OV.1.3.9 Give multiple step directions and explanation as needed OV.1.3.10 Participate in formal and informal discussions about a variety of topics including community events OV.1.3.11 Provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas and opinions	OV.1.4.7 Give precise directions and instructions for more complex activities and tasks OV.1.4.8 Participate in formal and informal discussions about a variety of topics including state and/or national events OV.1.4.9 Encourage others to participate in discussions (i.e., avoid monopolizing the conversation and raise pertinent questions)
Speaking for literary response and expression	OV.1.3.12 Tell and retell stories in an informal storytelling format using descriptive language, story elements, and *voice* to create interest and mood OV.1.3.13 Participate in a variety of speaking activities, including book talks	OV.1.4.10 Tell and retell stories in a formal storytelling format using descriptive language, story elements, and *voice* to create interest and mood OV.1.4.11 Participate in a variety of speaking activities, including book reports
Speaking for critical analysis and evaluation	OV.1.3.14 Express opinions and solve problems OV.1.3.15 Accept contributions of teacher or group to establish goals to improve speaking performance	OV.1.4.12 Ask and answer relevant questions and make contributions in small or large group discussions OV.1.4.13 Utilize established goals to improve speaking performance

Strand: Oral and Visual Communication
Standard 2: *Listening*
Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

	Grade 3		Grade 4	
Listening for information and understanding	OV.2.3.1 OV.2.3.2 OV.2.3.3 OV.2.3.4	Demonstrate active listening behaviors (i.e., appropriate feedback and contributions of relevant information) Listen and summarize information Listen to acquire new vocabulary Follow oral directions and monitor for clarity	OV.2.4.1 OV.2.4.2 OV.2.4.3	Demonstrate active listening behaviors (i.e., beginning note taking) Listen and evaluate information Listen to understand, organize, and remember directions for doing tasks and assignments
Listening and responding to literature	OV.2.3.5	Listen and respond to literature, including identifying the craftsmanship of the author	OV.2.4.4	Listen and respond to literature, including inferring underlying themes or messages
Listening for critical analysis and evaluation	OV.2.3.6 OV.2.3.7	Identify the purpose and content of verbal communication and nonverbal cues Evaluate a performance on the basis of a predetermined criteria/ *rubric* developed by the teacher	OV.2.4.5 OV.2.4.6	Identify/infer the purpose, content, organization, and delivery of verbal communication and nonverbal cues Evaluate a performance on the basis of a predetermined criteria/*rubric* developed by the class

Strand: Oral and Visual Communication
Standard 3: *Media Literacy*
Students shall demonstrate knowledge and understanding of media as a mode of communication.

	Grade 3		Grade 4	
Utilizing media for information and understanding	OV.3.3.1	Gather and use information from various types of media	OV.3.4.1	Distinguish the purpose of various types of media *presentations*, including persuasive *presentations*
Utilizing media for personal response and expression	OV.3.3.2	Respond to media in a variety of ways (i.e., art, writing, and plays)	OV.3.4.2	Respond to media in a variety of ways (i.e., art, writing, discussion, and drama)
Utilizing media for critical analysis and evaluation	OV.3.3.3	Compare and contrast literature from two media source *presentations*	OV.3.4.3 OV.3.4.4	Compare and contrast the influence of media *presentations* on daily life Interpret the role of advertising as a part of media

Strand: Writing
Standard 4: *Process*
Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

	Grade 3	Grade 4
Prewriting	W.4.3.1 Use a variety of planning strategies/organizers W.4.3.2 Focus on a central idea W.4.3.3 Identify the audience W.4.3.4 Select appropriate resources for personal and informational writing W.4.3.5 Use available technology to collect information for writing	W.4.4.1 Organize writing to convey a central idea W.4.4.2 Focus on one aspect of a topic W.4.4.3 Select relevant information from a variety of sources W.4.4.4 Use available technology to collect information for writing
Drafting	W.4.3.6 Develop drafts by sorting information into categories and using the categories as paragraphs W.4.3.7 Create well-developed introductory and concluding paragraphs W.4.3.8 Include descriptive details that elaborate the central idea	W.4.4.5 Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text W.4.4.6 Create an introduction that hooks the reader W.4.4.7 Write several related paragraphs on the same topic W.4.4.8 Develop strong closure W.4.4.9 Draft information collected during reading and/or research into writing
Revising	W.4.3.9 Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference W.4.3.10 Utilize a revision checklist developed by the class to independently revise writing	W.4.4.10 Revise writing to utilize elements of *style*, including word choice and sentence variation W.4.4.11 Revise drafts for coherence, *style*, content and logical support of ideas based on peer responses and teacher conferences W.4.4.12 Select a revision checklist to independently revise writing
Editing *Note to teacher*: Align with Conventions Standard.	W.4.3.11 Edit for spelling of appropriate words, *usage*, punctuation, capitalization, and sentence structure W.4.3.12 Utilize available resources to edit personal writing (i.e., editing checklist, thesaurus, dictionary, available technology, etc.)	W.4.4.13 Edit for spelling of appropriate words, *usage*, punctuation, capitalization, and sentence structure without the aid of a checklist
Publishing	W.4.3.13 Prepare pieces for publication (i.e., illustrations, rewriting or typing/word processing, page break, charts, and diagrams, etc.) W.4.3.14 Polish approximately ten pieces throughout the year (i.e., letters, stories, poems, and reports, etc.) W.4.3.15 Use available technology for publishing W.4.3.16 Select pieces for a writing *portfolio* that demonstrate success in writing in a variety of genres	W.4.4.14 Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.) W.4.4.15 Use available technology for publishing W.4.4.16 Select pieces for a writing *portfolio* that demonstrate abilities to write in different genres for different audiences, purposes, and formats

Strand: Writing

Standard 5: *Purposes, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

	Grade 3		Grade 4	
Purposes and Audiences	W.5.3.1	Write for a specific purpose and audience	W.5.4.1	Write for a general audience (i.e., newspaper and website, etc.)
	W.5.3.2	Write to persuade, inform, entertain, and describe	W.5.4.2	Write to define, clarify, develop ideas, and express creativity
			W.5.4.3	Record reactions to personal and school related experiences
Topics and Forms	W.5.3.3	Write daily	W.5.4.4	Write daily
	W.5.3.4	Write informational pieces with at least two paragraphs	W.5.4.5	Write informational text of at least three paragraphs on one topic using three sources of information
	W.5.3.5	Respond to literature with specific reference to the text	W.5.4.6	Write complex narrative, descriptive, expository, and persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion
	W.5.3.6	Write descriptive narratives		
	W.5.3.7	Write an original fable and tall tale		
	W.5.3.8	Write *cinquains* and *diamantes*		
	W.5.3.9	Explain connections between text and world		
	W.5.3.10	Write on demand to a specified prompt within a given time frame	W.5.4.7	Write *free verse* and *limericks*
			W.5.4.8	Write mysteries and realistic fiction
			W.5.4.9	Write summaries based on the main idea of a reading selection and its most significant details
			W.5.4.10	Write on demand to a specified prompt within a given time frame

Strand: Writing
Standard 6: *Conventions*
Students shall apply knowledge of Standard English conventions in written work.

	Grade 3	Grade 4
Sentence Formation	W.6.3.1 Use a variety of simple and compound sentences W.6.3.2 Eliminate fragments W.6.3.3 Create sentences with compound subjects	W.6.4.1 Use a variety of simple, compound, and complex sentences (i.e., completeness and standard word order, etc.) W.6.4.2 Eliminate run-on sentences W.6.4.3 Create sentences with compound subjects, verbs, and objects W.6.4.4 Embed subordinating ideas in sentences (i.e., prepositional structures and infinitives, etc.)
Usage	W.6.3.4 Use subject and verb agreement in compound sentences W.6.3.5 Use possessive pronouns correctly W.6.3.6 Use the pronouns *I* and *me* correctly in sentences W.6.3.7 Use past and present verb tense W.6.3.8 Use singular possessives	W.6.4.5 Employ standard English usage in writing, including subject-verb agreement, pronoun referents, and parts of speech W.6.4.6 Maintain appropriate tense throughout text W.6.4.7 Include prepositional phrases in writing W.6.4.8 Eliminate double negatives W.6.4.9 Use the articles *a*, *an* and *the* correctly
Spelling	W.6.3.9 Use less common visual patterns to spell unfamiliar words W.6.3.10 Use correct spelling for high frequency words, including irregular plurals W.6.3.11 Use knowledge of suffixes to correctly spell words W.6.3.12 Use inflectional ending patterns (i.e., consonant doubling, dropping *e*, changing *y* to *i*) W.6.3.13 Spell commonly used *homophones* correctly in context	W.6.4.10 Demonstrate use of conventional spelling by spelling most words correctly W.6.4.11 Use syllable juncture patterns to write multi-syllabic words (i.e., dropping final *e*, doubling consonants, and open and *closed syllables*) W.6.4.12 Use knowledge of syllables and affixes to spell words correctly
Capitalization	W.6.3.14 Use capital letters for emphasis W.6.3.15 Capitalize titles and abbreviations	W.6.4.13 Demonstrate accurate use of capital letters W.6.4.14 Capitalize dialogue
Punctuation	W.6.3.16 Use commas in a series and greeting and closing of a letter W.6.3.17 Use simple abbreviations W.6.3.18 Use sentence meaning to determine correct ending punctuation	W.6.4.15 Use apostrophe with plural possessives W.6.4.16 Use quotation marks and commas with dialogue W.6.4.17 Use commas to set off a person's name in a sentence, when appropriate W.6.4.18 Use a comma before a conjunction in a compound sentence W.6.4.19 Use a comma with an introductory dependent clause
Formatting	W.6.3.19 Write legibly in cursive W.6.3.20 Indent to show paragraphs	W.6.4.20 Format writing appropriately according to audience, purpose, and form W.6.4.21 Indicate paragraphs using indention or block style

Strand: Writing
Standard 7: *Craftsmanship*
Students shall develop personal style and voice as they approach the craftsmanship of writing.

	Grade 3		Grade 4	
Purposefully shaping and controlling language	W.7.3.1	Use *organizational structure* that is useful to the reader	W.7.4.1	Engage the reader by developing a lead and a sense of closure
	W.7.3.2	Include relevant information and elaboration on the topic	W.7.4.2	Use logical sequence
	W.7.3.3	Arrange steps in a logical sequence	W.7.4.3	Use such descriptive language as action verbs, specific nouns, vivid adjectives, and adverbs to add interest to writing
	W.7.3.4	Use transition words		
	W.7.3.5	Make word choices to accurately convey the message	W.7.4.4	Describe characters and setting
	W.7.3.6	Apply new vocabulary and concepts from reading to writing	W.7.4.5	Use diagrams, charts, or illustrations appropriate to the text
			W.7.4.6	Use purposeful vocabulary
	W.7.3.7	Use a checklist to monitor expectations in writing	W.7.4.7	Respond to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas
	W.7.3.8	Respond to the writing of others by giving specific feedback on the clarity, coherence, and logical order	W.7.4.8	Identify the most effective features of a piece of writing using criteria generated by the teacher or class
	W.7.3.9	Identify the most effective features of a piece of writing using criteria generated by the teacher (i.e., precise verbs and adjectives, etc.)		
	W.7.3.10	Examine written work to determine progress in writing and work habits and explain personal changes over time		

Strand: Reading
Standard 9: *Comprehension*
Students shall apply a variety of strategies to read and comprehend printed material.

	Grade 3		Grade 4	
Using prior knowledge to make meaning	R.9.3.1 R.9.3.2	Activate prior knowledge by previewing and using text structure Use prior knowledge to determine a purpose for reading	R.9.4.1	Organize prior knowledge and new information to make meaning of the text
Using connections to make meaning	R.9.3.3	Make connections from text to world during reading	R.9.4.2	Make connections that demonstrate a deeper understanding of text related to self, text, and/or world
Using visualization to make meaning	R.9.3.4	Form mental pictures to organize and visualize the content of the text	R.9.4.3 R.9.4.4	Form mental pictures reflecting vivid details and personal connections with the text Revise mental pictures based on new information from the text
Using questioning and monitoring to make meaning	R.9.3.5 R.9.3.6 R.9.3.7	Generate questions and check the text for answers Question the author's purpose Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text	R.9.4.5 R.9.4.6	Generate questions that reflect active engagement in the text Use additional resources to support answers to questions formulated before, during, and after reading
Using inferences to make meaning	R.9.3.8 R.9.3.9	Discuss why an author may have selected particular words or phrases Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences	R.9.4.7 R.9.4.8 R.9.4.9	Infer the purpose of the text to expand comprehension Describe how the author's purpose determines the choice of language and information in a text Use inferences to expand understanding of content knowledge
Determining importance to make meaning	R.9.3.10 R.9.3.11	Organize information and events logically Determine the purpose for reading	R.9.4.10 R.9.4.11	Sort relevant and irrelevant information based on the purpose of reading Read a text for a variety of purposes
Summarizing and synthesizing for meaning	R.9.3.12 R.9.3.13 R.9.3.14	Summarize a story Summarize major points found in nonfiction materials Follow directions encountered in functional texts	R.9.4.12	Summarize content of selection, identifying important ideas and providing details for each important idea

Strand: Reading
Standard 10: *Variety of texts*
Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

	Grade 3	Grade 4
Exhibit behaviors and habits of an active reader	R.10.3.1 Read daily R.10.3.2 Demonstrate knowledge of the content, *style*, and theme of the works of a single author R.10.3.3 Discuss authors, stories, and other texts and make recommendations to classmates and teachers R.10.3.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list, and reading goals R.10.3.5 Self-select materials on independent reading level based on personal interest, knowledge of authors, and different types of texts R.10.3.6 Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection R.10.3.7 Utilize the appropriate areas of the library/media center to select reading materials	R.10.4.1 Read daily R.10.4.2 Compare and contrast fiction and nonfiction R.10.4.3 Analyze and compare the distinguishing features of familiar genres R.10.4.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals R.10.4.5 Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of texts, and estimation of text difficulty R.10.4.6 Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection R.10.4.7 Evaluate texts for appropriateness to reading tasks
Reading a variety of informational materials for enjoyment and critical analysis	R.10.3.8 Read a variety of informational texts, including sequential formats R.10.3.9 Recognize *expository* text structures which are sequential R.10.3.10 Describe in own words new information gained from texts and relate it to prior knowledge	R.10.4.8 Read a variety of informational texts, including comparative formats R.10.4.9 Recognize *expository* text structures which are comparative R.10.4.10 Read critically to compare information from two or more sources
Reading a variety of literature for enjoyment and critical analysis	R.10.3.11 Read a variety of stories, including tall tales and fables R.10.3.12 Identify and compare the story elements of tall tales and fables R.10.3.13 Create own tall tale and/or fable R.10.3.14 Identify language and *literary devices*, including mood	R.10.4.11 Read a variety of stories, including mysteries and realistic fiction R.10.4.12 Identify and compare the story elements of mysteries and realistic fiction R.10.4.13 Create own mystery and/or realistic fiction R.10.4.14 Identify language and *literary devices*, including *tone*
Reading a variety of poetry for enjoyment and critical analysis	R.10.3.15 Read a variety of poetry, including *diamantes* and *cinquains* R.10.3.16 Discuss poetry to determine meaning R.10.3.17 Analyze poetry to identify the characteristics of *cinquains*	R.10.4.15 Read a variety of poetry, including simple *free verse* and *limericks* R.10.4.16 Discuss poetry to determine meaning R.10.4.17 Analyze poetry to identify the characteristics of *diamantes*

Strand: Reading
Standard 10: *Variety of texts (continued)*
Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

	Grade 3	Grade 4
Reading a variety of practical materials for enjoyment and critical analysis	R.10.3.18 Read a variety of functional/ *practical texts*, including menus, recipes, and maps R.10.3.19 Use functional print, including recipes, menus, and maps, to accomplish tasks R.10.3.20 Use a dictionary, index, thesaurus, encyclopedia, and online reference materials to enhance reading	R.10.4.18 Read a variety of functional/ *practical texts*, including brochures, newspaper, and magazine articles R.10.4.19 Utilize functional texts, including brochures, newspaper, articles and magazines, to accomplish tasks

Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

	Grade 3	Grade 4
Meaning-based word recognition	R.11.3.1 Use context clues to determine the precise meaning of new words R.11.3.2 Use knowledge of irregular plurals, verb tenses, *homonyms*, *homographs*, *homophones*, prefixes, and suffixes to read with meaning R.11.3.3 Recognize the relationship between a pronoun and its referent R.11.3.4 Recognize and use transition words R.11.3.5 Recognize and use variations of print	R.11.4.1 Use context clues to determine the precise meaning of new words R.11.4.2 Use knowledge of plural possessive nouns and irregular verbs to read with meaning R.11.4.3 Explain words with multiple meanings R.11.4.4 Identify figurative language in reading
Spelling-sound word recognition (phonics)	R.11.3.6 Decode words using variant vowel patterns R.11.3.7 Decode multi-syllabic words using simple syllable patterns	R.11.4.5 Refine strategies to decode multi-syllabic words R.11.4.6 Decode multi-syllabic words using more advanced syllable patterns R.11.4.7 Use related words to determine the spelling of unaccented syllables
Sight word recognition	R.11.3.8 Continue to develop sight word vocabulary, including reading words with irregularly spelled suffixes (i.e., *-ous*, *-ion*, *-ive*)	R.11.4.8 Add content words to sight vocabulary
Word study and vocabulary	R.11.3.9 Categorize words as nouns, action verbs, synonyms, and antonyms during discussions about words	R.11.4.9 Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words R.11.4.10 Recognize and use linking verbs
Accuracy of reading	R.11.3.10 Read grade level texts with accuracy of 90% or above	R.11.4.11 Read grade level texts with accuracy of 90% or above
Reading with fluency and expression	R.11.3.11 Read grade level text fluently at a minimum of 110 words per minute R.11.3.12 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	R.11.4.12 Read grade level text fluently at approximately 118 words per minute R.11.4.13 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation R.11.4.14 Adjust reading rate according to text demands

Strand: Oral and Visual Communication
Standard 1: *Speaking*
Students shall demonstrate effective oral communication skills to express ideas and to present information.

	Grade 5		Grade 6	
Speaking vocabulary	OV.1.5.1	Develop vocabulary from content area texts	OV.1.6.1	Develop vocabulary from content area texts and personal reading
	OV.1.5.2	Use standard English in classroom discussion	OV.1.6.2	Use standard English in classroom discussion
Speaking behaviors	OV.1.5.3	Use appropriate oral communication for various purposes and audiences	OV.1.6.3	Use appropriate oral communication for various purposes and audiences
	OV.1.5.4	Demonstrate appropriate eye contact	OV.1.6.4	Demonstrate appropriate eye contact and posture
	OV.1.5.5	Use correct pronunciation to communicate ideas and information	OV.1.6.5	Use correct pronunciation and inflection to communicate ideas and information
Speaking to share understanding of information	OV.1.5.6	Contribute appropriately to class discussion	OV.1.6.6	Contribute appropriately to class discussion
	OV.1.5.7	Deliver oral *presentations* using standard English and appropriate vocabulary	OV.1.6.7	Deliver oral *presentations* using standard English, appropriate vocabulary, and organization
	OV.1.5.8	Use illustrations, pictures, and/or charts in oral *presentations* across the curriculum	OV.1.6.8	Use a variety of *visual aids* in oral *presentations* across the curriculum
Speaking for literary response and expression	OV.1.5.9	Participate in a variety of speaking activities, including dramatic readings of poetry or prose	OV.1.6.9	Participate in a variety of speaking activities, including reading poems, skits, and plays
Speaking for critical analysis and evaluation	OV.1.5.10	Evaluate self and peers' speaking performance based on preset criteria	OV.1.6.10	Evaluate self and peers' contributions to discussions based on preset criteria

Strand: Oral and Visual Communication
Standard 2: *Listening*
Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

	Grade 5		Grade 6	
Listening for information and understanding	OV.2.5.1 OV.2.5.2 OV.2.5.3 OV.2.5.4	Demonstrate effective listening skills by exhibiting appropriate body language Establish purpose for listening Listen attentively for main ideas Demonstrate attentive listening skills to respond to speaker's message	OV.2.6.1 OV.2.6.2 OV.2.6.3 OV.2.6.4	Demonstrate effective listening skills by exhibiting appropriate body language Establish purpose for listening Listen attentively for main ideas and detail Demonstrate attentive listening skills to respond to speaker's message
Listening for critical analysis and evaluation	OV.2.5.5	Evaluate *presentations* using established criteria/*rubrics*	OV.2.6.5	Evaluate *presentations* using established criteria/*rubrics*

Strand: Oral and Visual Communication
Standard 3: *Media Literacy*
Students shall demonstrate knowledge and understanding of media as a mode of communication.

	Grade 5		Grade 6	
Utilizing media for information and understanding	OV.3.5.1	View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, etc.) to enhance and show understanding of a specific topic	OV.3.6.1	View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, graphs, statistics, etc.) to enhance and show understanding of a specific topic
Utilizing media for critical analysis and evaluation	OV.3.5.2	Differentiate between fact and opinion in media	OV.3.6.2	Use appropriate criteria to evaluate media for bias
Utilizing a variety of resources to produce visuals that communicate through print and non-print media	OV.3.5.3	Use *visual aids* to convey information	OV.3.6.3	Create *visual aids* that convey information

Strand: Writing
Standard 4: *Process*
Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

	Grade 5		Grade 6	
Prewriting	W.4.5.1	Generate ideas using such strategies as reading, discussing, *focused free-writing*, observing, and brainstorming	W.4.6.1	Generate ideas using such strategies as reading, discussing, *focused free-writing*, observing, brainstorming, and reading logs
	W.4.5.2	Organize ideas by using such graphic organizers as webbing, mapping, and formal outlining with main topics	W.4.6.2	Organize ideas by using such graphic organizers as webbing, mapping, charts/graphs, and formal outlining with main topics and sub-topics
	W.4.5.3	Demonstrate an awareness of purpose and audience with emphasis on *expository* and letter writing	W.4.6.3	Demonstrate an awareness of purpose and audience for all modes of written *discourse*
	W.4.5.4	Use available technology to access information by using a card catalog	W.4.6.4	Use available technology to access information by using a card catalog and the Internet
Drafting	W.4.5.5	Use prewriting to draft *expository* paragraphs within an essay with emphasis on the following: • Central idea • Explanation • Elaboration • Unity • Purpose and audience	W.4.6.5	Use prewriting to draft *expository* paragraphs with emphasis on the following: • Central idea • Explanation • Elaboration • Unity • Purpose and audience
	W.4.5.6	Organize *expository* paragraphs that include a topic sentence, supporting details, and a concluding sentence	W.4.6.6	Organize *expository* paragraphs that include a topic sentence, supporting details, and a concluding sentence
	W.4.5.7	Create an effective lead sentence for each paragraph by using such features as questions or exclamations	W.4.6.7	Create an effective lead sentence for each paragraph by using such features as a factual statement or an unusual statement about the topic
Revising	W.4.5.8	Revise content for: • Central Idea • Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.) • Unity • Elaboration • Clarity	W.4.6.8	Revise content for: • Central Idea • Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.) • Unity • Elaboration • Clarity
	W.4.5.9	Revise *style* for: • Sentence variety • *Tone* • *Voice* • Selected vocabulary • Selected information	W.4.6.9	Revise *style* for: • Sentence variety • *Tone* • *Voice* • Selected vocabulary • Selected information

Strand: Writing
Standard 4: *Process (continued)*
Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

	Grade 5		Grade 6	
Revising (continued)	W.4.5.10	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.)	W.4.6.10	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.)
Editing *Note to teacher*: Align with Conventions Standard.	W.4.5.11	Edit individually or in groups for appropriate grade-level conventions, within the following features: • *Sentence formation* – Completeness – Absence of fused sentences – Expansion through standard coordination and modifiers – Embedding through standard subordination and modifiers – Standard word order • *Usage* – Standard inflections – Agreement – Word meaning – Conventions • *Mechanics* – Capitalization – Punctuation – Formatting – Spelling	W.4.6.11	Edit individually or in groups for appropriate grade-level conventions, within the following features: • *Sentence formation* – Completeness – Absence of fused sentences – Expansion through standard coordination and modifiers – *Embedding* through standard subordination and modifiers – Standard word order • *Usage* – Standard inflections – Agreement – Word meaning – Conventions • *Mechanics* – Capitalization – Punctuation – Formatting – Spelling
Publishing	W.4.5.12 W.4.5.13 W.4.5.14	Use available technology for sharing and/or publication Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations Publish/share according to purpose and audience	W.4.6.12 W.4.6.13 W.4.6.14	Use available technology for sharing and/or publication Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations Publish/share according to purpose and audience

Strand: Writing

Standard 5: *Purpose, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

	Grade 5		Grade 6	
Purposes and Audiences	W.5.5.1	Write to describe, to inform, to entertain, to explain, and to persuade	W.5.6.1	Write to describe, to inform, to entertain, to explain, and to persuade
	W.5.5.2	Select the form of writing that addresses the intended audience	W.5.6.2	Select the form of writing that addresses the intended audience
Topics and Forms	W.5.5.3	Create *expository*, narrative, descriptive, and persuasive writings	W.5.6.3	Create *expository*, narrative, descriptive, and persuasive writings
	W.5.5.4	Write poems using a variety of techniques/devices, with emphasis on writing patterned and rhymed poetry	W.5.6.4	Write poems using a variety of techniques/devices, with emphasis on narrative, including ballads
	W.5.5.5	Write research reports using summarizing and paraphrasing	W.5.6.5	Write research reports using a variety of sources, summarizing, and paraphrasing
	W.5.5.6	Write to reflect ideas/interpretations of multicultural and universal themes and concepts	W.5.6.6	Write to reflect ideas/interpretations of multicultural and universal themes and concepts
	W.5.5.7	Write with and without prompts for a sustained period of time	W.5.6.7	Write with and without prompts for a sustained period of time
	W.5.5.8	Write in response to literature	W.5.6.8	Write responses to literature that demonstrate understanding or interpretation
	W.5.5.9	Write on demand with or without a prompt within a given time frame	W.5.6.9	Write on demand with or without a prompt within a given time frame
	W.5.5.10	Write across the curriculum	W.5.6.10	Write across the curriculum

Strand: Writing
Standard 6: *Conventions*
Students shall apply knowledge of Standard English conventions in written work.

	Grade 5		Grade 6	
Sentence Formation	W.6.5.1	Use a variety of simple and compound sentences of varied lengths	W.6.6.1	Use a variety of simple and compound sentences of varied lengths
	W.6.5.2	Use different *kinds of sentences* • Declarative • Interrogative • Imperative • Exclamatory	W.6.6.2	Use different *kinds of sentences* • Declarative • Interrogative • Imperative • Exclamatory
	W.6.5.3	Use compound subjects and predicates to combine simple sentences for more effective writing *style*	W.6.6.3	Use compound sentence elements (e.g., subjects, predicates, complements, and complete sentences, etc.) to combine sentences for more effective writing *style*
	W.6.5.4	Define, identify, and use natural and inverted sentence order for emphasis and variety	W.6.6.4	Define, identify, and use natural and inverted sentence order for emphasis and variety
	W.6.5.5	Identify and correct fragments and run-ons	W.6.6.5	Identify and correct fragments and run-ons
	W.6.5.6	Define and identify the parts of speech to construct effective sentences • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Conjunctions to join • Interjections for excitement • Prepositions to indicate relationships	W.6.6.6	Use knowledge of the parts of speech to construct effective sentences • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Coordinate conjunctions to join • Interjections for excitement • Prepositions to indicate relationships
Usage	W.6.5.7	Apply conventions of grammar with emphasis on the following: • Subject-verb agreement • Parts of speech • Parts of a sentence • Conjugation in simple verb tenses • Possessive pronouns	W.6.6.7	Apply conventions of grammar with emphasis on the following: • Subject-verb agreement • Parts of speech • Parts of a sentence • Conjugation in perfect verb tenses • Possessive, nominative, and objective pronouns
Spelling	W.6.5.8	Spell words by applying the correct spelling of roots, bases, and affixes	W.6.6.8	Apply correct spelling to commonly misspelled words
	W.6.5.9	Spell *homonyms* correctly according to usage	W.6.6.9	Spell *homonyms* correctly according to usage

Strand: Writing
Standard 6: *Conventions (continued)*
Students shall apply knowledge of Standard English conventions in written work.

	Grade 5	Grade 6
Capitalization	W.6.5.10 Apply conventional rules of capitalization in writing	W.6.6.10 Apply conventional rules of capitalization in writing
Punctuation	W.6.5.11 Apply conventional rules of punctuation in writing with emphasis on: • End marks • Quotation marks • Comma in a series • Comma in compound sentences • Comma in complex sentence • Comma in direct address	W.6.6.11 Apply conventional rules of punctuation in writing with emphasis on: • End marks • Quotation marks • Comma in a series • Comma in compound sentences • Comma in complex sentence • Comma in direct address

Strand: Writing
Standard 7: *Craftsmanship*
Students shall develop personal style and voice as they approach the craftsmanship of writing.

	Grade 5		Grade 6	
Purposefully shaping and controlling language	W.7.5.1	Use figurative language purposefully, such as simile and metaphor, to shape and control language	W.7.6.1	Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers
	W.7.5.2	Use a variety of *sentence types* and lengths (see Conventions Standard 6)	W.7.6.2	Use a variety of *sentence types* and lengths (see Conventions Standard 6)
	W.7.5.3	Use transition words	W.7.6.3	Use word or sentence repetition for effect
	W.7.5.4	Use purposeful vocabulary for emphasis or elaboration	W.7.6.4	Use transition words/phrases
	W.7.5.5	Create a strong lead and conclusion	W.7.6.5	Use purposeful vocabulary with emphasis on developing *style*
	W.7.5.6	Use logical sequence	W.7.6.6	Create a strong lead and conclusion
	W.7.5.7	Use writer's checklist or scoring guides/*rubrics* to improve written work	W.7.6.7	Narrow the time focus of a piece of writing
	W.7.5.8	Self-evaluate writing using checklists or scoring guides/ *rubrics*	W.7.6.8	Use writer's checklist or scoring guides/*rubrics* to improve written work
			W.7.6.9	Self-evaluate writing using checklists or scoring guides/ *rubrics*

Strand: Reading
Standard 9: *Comprehension*
Students shall apply a variety of strategies to read and comprehend printed material.

	Grade 5		Grade 6	
	Application of the following Student Learning Expectations is based on grade-level texts that vary in length and complexity.		**Application of the following Student Learning Expectations is based on grade-level texts that vary in length and complexity.**	
Prior Knowledge	R.9.5.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	R.9.6.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading
Making Connections	R.9.5.2	Describe the interrelationships between text and other content areas	R.9.6.2	Analyze the interrelationships of text and world issues/events by applying connection strategies
Using questioning and monitoring	R.9.5.3	Generate questions to establish purposes for reading	R.9.6.3	Generate and revise questions to establish purposes for reading
	R.9.5.4	Generate questions relevant to text and topics	R.9.6.4	Generate and revise questions relevant to text and topics
	R.9.5.5	Monitor comprehension in relation to questions generated	R.9.6.5	Monitor comprehension in relation to questions generated
Using inferences and interpretations	R.9.5.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	R.9.6.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text
	R.9.5.7	Make inferences supported by a character's thoughts, words and actions, or the narrator's description	R.9.6.7	Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters
	R.9.5.8	Analyze literary elements of character, plot, and setting	R.9.6.8	Analyze literary elements of character, plot, and setting
	R.9.5.9	Compare/contrast the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot	R.9.6.9	Compare the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme
	R.9.5.10	Distinguish among facts and inferences supported by evidence and opinions in text	R.9.6.10	Distinguish among facts and inferences supported by evidence and opinions in text
Determining Importance	R.9.5.11	Use such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information	R.9.6.11	Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.)
	R.9.5.12	Identify main ideas and supporting evidence in short reading passages	R.9.6.12	Identify main ideas and supporting evidence in short reading passages
	R.9.5.13	Use the *text features* to locate and recall information, with emphasis on fonts/effects and illustrations/photographs	R.9.6.13	Use the *text features* to locate and recall information, with emphasis on cue words and phrases
	R.9.5.14	Use knowledge of text structure(s) to enhance understanding with emphasis on sequence and description	R.9.6.14	Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast

Strand: Reading
Standard 9: *Comprehension (continued)*
Students shall apply a variety of strategies to read and comprehend printed material.

	Grade 5		Grade 6	
Determining Importance (continued)	R.9.5.15 R.9.5.16 R.9.5.17	Classify and organize text information by level of importance in a variety of ways, including timelines and graphic organizers, to support and explain ideas Scan materials to locate specific information Skim materials to develop a general overview	R.9.6.15 R.9.6.16 R.9.6.17	Classify and organize text information by determining subtopics of information Use skimming and scanning to locate specific information to develop a general overview Analyze information from the text, based on purpose and/or level of importance
Summarizing and Synthesizing	R.9.5.18 R.9.5.19	Retell stories with detail Summarize information including main idea and significant supporting details	R.9.6.18	Summarize the content of a text
Evaluating	R.9.5.20 R.9.5.21	Evaluate a character's decision/action Evaluate personal, social, and political issues as presented in text	R.9.6.19 R.9.6.20	Identify events that advance the plot of a literary work and evaluate how those events relate to past, present, or future actions Evaluate personal, social, and political issues as presented in text

Strand: Reading
Standard 10: *Variety of text*
Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

	Grade 5		Grade 6	
Exhibits behaviors and habits of an active reader	R.10.5.1	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	R.10.6.1	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels
	R.10.5.2	Read texts that reflect contributions of different cultural groups	R.10.6.2	Read texts that reflect contributions of different cultural groups
	R.10.5.3	Vary reading strategies according to text and purpose	R.10.6.3	Vary reading strategies according to text and purpose
Reading a variety of informational materials for enjoyment, critical analysis, and evaluation	R.10.5.4	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	R.10.6.4	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials
	R.10.5.5	Identify cause/effect and problem/solution relationships	R.10.6.5	Compare/contrast information from multiple sources
	R.10.5.6	Skim materials to locate specific information	R.10.6.6	Use skimming and scanning to locate specific information or to develop a general overview
	R.10.5.7	Scan materials to develop a general overview	R.10.6.7	Select informational sources appropriate for a given purpose
	R.10.5.8	Locate information to support opinions, predictions, and conclusions	R.10.6.8	Organize and synthesize information for use in written and oral *presentation*
	R.10.5.9	Use knowledge of text structure to locate information and aid comprehension	R.10.6.9	Understand and analyze the differences in structure of various informational text
Reading a variety of literature for enjoyment, critical analysis, and evaluation	R.10.5.10	Read a variety of literature, including historical fiction, biography, and realistic fiction	R.10.6.10	Read a variety of literature, including historical fiction, autobiography, and realistic fiction
Reading a variety of poetry for enjoyment, critical analysis, and evaluation	R.10.5.11	Read a variety of poetry, with emphasis on rhymed and patterned	R.10.6.11	Read a variety of poetry, with emphasis on narrative, including ballads
	R.10.5.12	Describe the characteristics of rhymed and patterned poetry	R.10.6.12	Explain how form, including rhyme, rhythm, repetitions, line structure and punctuation, conveys the mood and meaning of a poem
Reading a variety of practical materials for enjoyment, critical analysis, and evaluation	R.10.5.13	Read and utilize functional/ *practical texts*, including catalogs, schedules, and diagrams	R.10.6.13	Read and utilize functional/ *practical texts*, including advertisements, slogans, brochures, and timelines
	R.10.5.14	Use graphic organizers to analyze information	R.10.6.14	Analyze message through pictures, images, and photographs
			R.10.6.15	Analyze selections through text, images, and photographs for a given purpose

Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

	Grade 5		Grade 6	
Word Recognition	R.11.5.1	Automatically decode words to ensure focus on comprehension	R.11.6.1	Automatically decode words to ensure focus on comprehension
	R.11.5.2	Continue to develop and maintain an adequate body of sight words	R.11.6.2	Continue to develop and maintain an adequate body of sight words
	R.11.5.3	Add content words to sight vocabulary	R.11.6.3	Add content words to sight vocabulary
Word Study and Vocabulary	R.11.5.4	Use knowledge of root words and affixes and word relationships to determine meaning	R.11.6.4	Use knowledge of root words and affixes and word relationships to determine meaning
	R.11.5.5	Use context to determine meaning of multiple meaning words	R.11.6.5	Use context to determine meaning of multiple meaning words
	R.11.5.6	Use resources to determine meaning of technical and specialized vocabulary	R.11.6.6	Use resources to determine meaning of technical and specialized vocabulary
	R.11.5.7	Determine useful and relevant words	R.11.6.7	Determine useful and relevant words
	R.11.5.8	Identify figurative language such as idioms, similes and metaphors	R.11.6.8	Explain the meaning of figurative language such as idioms, similes and metaphors
	R.11.5.9	Use word origins including common roots and word parts from Greek and Latin to analyze the meaning and determine pronunciation and derivations of complex words	R.11.6.9	Identify word origins, derivations and inflections and foreign words
			R.11.6.10	Use context clues to select appropriate dictionary definition
	R.11.5.10	Use context clues to select appropriate dictionary definition		
	R.11.5.11	Anticipate noun following noun markers including *a*, *an*, and *the*		
Reading with Fluency	R.11.5.12	Read grade level text orally with an approximate rate of 128 words per minute	R.11.6.11	Read grade level text orally with an approximate rate of 145 words per minute
	R.11.5.13	Read grade level text orally with accuracy and expression	R.11.6.12	Read grade level text orally with accuracy and expression

Strand: Oral and Visual Communication
Standard 1: *Speaking*
Students shall demonstrate effective oral communication skills to express ideas and to present information.

	Grade 7		Grade 8	
Speaking vocabulary	OV.1.7.1 OV.1.7.2	Use vocabulary from content area texts and personal reading Use standard English in classroom discussion and *presentations*	OV.1.8.1 OV.1.8.2	Use vocabulary from content area texts and reading/literature Use standard English in classroom discussion and *presentations*
Speaking behaviors	OV.1.7.3 OV.1.7.4 OV.1.7.5	Speak for and to various purposes and audiences Demonstrate appropriate eye contact, posture, and volume Use correct pronunciation and inflection/modulation to communicate ideas and information	OV.1.8.3 OV.1.8.4 OV.1.8.5	Speak for and to various purposes and audiences Demonstrate appropriate eye contact, posture, volume, and physical gestures Use correct pronunciation and inflection/modulation to communicate ideas and information
Speaking to share understanding of information	OV.1.7.6 OV.1.7.7 OV.1.7.8	Contribute appropriately to class discussion Deliver oral *presentations* using standard English, appropriate vocabulary, examples, and/or analogies Use a variety of *visual aids* in oral *presentations* across the curriculum	OV.1.8.6 OV.1.8.7 OV.1.8.8	Contribute appropriately to class discussion Deliver oral *presentations* using available technology Report results of interviews, research, etc.
Speaking for literary response and expression	OV.1.7.9	Participate in a variety of speaking activities, including oral interpretations of poems, stories, and monologues	OV.1.8.9	Participate in a variety of speaking activities taken from literature or research
Speaking for critical analysis and evaluation	OV.1.7.10	Evaluate self and peers' performance as an interviewer based on preset criteria	OV.1.8.10	Critique oral *presentations* of self and peers based on preset criteria

Strand: Oral and Visual Communication
Standard 2: *Listening*
Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

	Grade 7		Grade 8	
Listening for information and understanding	OV.2.7.1 OV.2.7.2 OV.2.7.3 OV.2.7.4	Demonstrate effective listening skills by exhibiting appropriate body language Establish purpose for listening Listen attentively for main ideas, details, and organization Demonstrate attentive listening skills to respond to and interpret speaker's message	OV.2.8.1 OV.2.8.2 OV.2.8.3 OV.2.8.4	Demonstrate effective listening skills by exhibiting appropriate body language Establish purpose for listening Listen attentively to summarize Demonstrate attentive and reflective listening skills to respond to and interpret speaker's message
Listening for critical analysis and evaluation	OV.2.7.5	Evaluate *presentations* using established criteria/*rubrics* (e.g., purpose, content, organization, and delivery)	OV.2.8.5	Evaluate *presentations* using established criteria/*rubrics* (e.g., purpose, content, organization, and delivery)

Strand: Oral and Visual Communication
Standard 3: *Media Literacy*
Students shall demonstrate knowledge and understanding of media as a mode of communication.

	Grade 7		Grade 8	
Utilizing media for information and understanding	OV.3.7.1	View a variety of visually presented materials for understanding of a specific topic	OV.3.8.1	View a variety of visually presented materials for understanding of a specific topic
Utilizing media for critical analysis and evaluation	OV.3.7.2	Use appropriate criteria to evaluate media for bias and propaganda	OV.3.8.2	Evaluate a media source for bias, propaganda, and censorship
Utilizing a variety of resources to produce visuals that communicate through print and non-print media	OV.3.7.3	Design *presentations* that incorporate media visuals	OV.3.8.3	Design *presentations* that incorporate media visuals

Strand: Writing
Standard 4: *Process*
Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

	Grade 7	Grade 8
Prewriting	W.4.7.1 Generate ideas by selecting and applying appropriate prewriting strategies which shall include reading, discussing, observing, brainstorming, *focused and unfocused free-writing*, and reading/learning logs W.4.7.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics W.4.7.3 Determine a focus and an *organizational structure* based on purpose, audience, length, and required format for *expository*, narrative, and descriptive writing W.4.7.4 Use available technology to access information by using a card catalog and multiple Internet sources	W.4.8.1 Self select and apply an appropriate prewriting strategy for a variety of writing purposes across the curriculum, with emphasis on interviewing, note-taking, and gathering data W.4.8.2 Organize ideas by using such graphic organizers as charts/graphs, and formal outlining with main topics, sub-topics, and details W.4.8.3 Select a focus and an *organizational structure* based on purpose, audience, length, and required format for *expository*, narrative, descriptive, and persuasive writing W.4.8.4 Use available technology to access information and to document interviews
Drafting	W.4.7.5 Create a draft for *expository* writing with emphasis on organization by paragraphs — introduction, main points with elaboration, and conclusion W.4.7.6 Create a draft for *narrative* writing that includes dialogue W.4.7.7 Create an effective lead paragraph by using dialogue or a description of a character or setting	W.4.8.5 Create a draft with emphasis on persuasive and *expository* organization W.4.8.6 Create an effective lead paragraph by using quotes, description, or questions with the last sentence as a thesis statement
Revising	W.4.7.8 Revise content for: • Central Idea • Organization • Unity • Elaboration (e.g., explanation, examples, description, etc.) • Clarity W.4.7.9 Revise *style* for: • Sentence variety • *Tone* • *Voice* • Selected vocabulary • Selected information W.4.7.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.)	W.4.8.7 Revise content for: • Central Idea • Organization • Unity • Elaboration • Clarity W.4.8.8 Revise *style* for: • Sentence variety • *Tone* (e.g., sense of audience, etc.) • *Voice* (e.g., specificity, vividness, rhythm of piece, writer's attitude and presence, etc.) • Selected vocabulary • Selected information W.4.8.9 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.)

Strand: Writing
Standard 4: *Process (continued)*
Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

	Grade 7	Grade 8
Editing *Note to teacher*: Align with Conventions Standard.	W.4.7.11 Edit individually or in groups for appropriate grade-level conventions, within the following features: • *Sentence formation* – Completeness – Absence of fused sentences – Expansion through standard coordination and modifiers – *Embedding* through standard subordination and modifiers – Standard word order • *Usage* – Standard inflections – Agreement – Word meaning – Conventions • *Mechanics* – Capitalization – Punctuation – Formatting – Spelling	W.4.8.10 Edit individually or in groups for appropriate grade-level conventions, within the following features: • *Sentence formation* – Completeness – Absence of fused sentences – Expansion through standard coordination and modifiers – *Embedding* through standard subordination and modifiers – Standard word order • *Usage* – Standard inflections – Agreement – Word meaning – Conventions • *Mechanics* – Capitalization – Punctuation – Formatting – Spelling
Publishing	W.4.7.12 Use available technology to experiment with various formats for a final written product W.4.7.13 Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations W.4.7.14 Publish/share according to purpose and audience	W.4.8.11 Use available technology to create a product and communicate knowledge W.4.8.12 Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations W.4.8.13 Publish/share according to purpose and audience

Strand: Writing

Standard 5: *Purpose, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

	Grade 7		Grade 8	
Purposes and Audiences	W.5.7.1	Write to develop narrative, *expository*, descriptive, and persuasive pieces	W.5.8.1	Develop multiple works in a variety of modes of *discourse*
	W.5.7.2	Select the form of writing that addresses the intended audience	W.5.8.2	Select the form of writing that addresses the intended audience
Topics and Forms	W.5.7.3	Create *expository*, narrative, descriptive, and persuasive writings	W.5.8.3	Create *expository*, narrative, descriptive, and persuasive writings
	W.5.7.4	Write poems using a variety of techniques/devices, with emphasis on lyric poetry	W.5.8.4	Write poems using a variety of techniques/devices, with emphasis on *free verse*
	W.5.7.5	Write research reports and document sources, summarizing, and paraphrasing	W.5.8.5	Write research reports that include a thesis and use a variety of sources
	W.5.7.6	Write to reflect ideas/interpretations of multicultural and universal themes and concepts	W.5.8.6	Write to reflect ideas/interpretations of multicultural and universal themes and concepts
	W.5.7.7	Write with and without prompts for a sustained period of time	W.5.8.7	Write with and without prompts for a sustained period of time
	W.5.7.8	Write responses to literature that demonstrate understanding or interpretation	W.5.8.8	Write responses to literature that demonstrate understanding or interpretation
	W.5.7.9	Write on demand with or without a prompt within a given time frame	W.5.8.9	Write on demand with or without a prompt within a given time frame
	W.5.7.10	Write across the curriculum	W.5.8.10	Write across the curriculum

Strand: Writing
Standard 6: *Conventions*
Students shall apply knowledge of Standard English conventions in written work.

	Grade 7	Grade 8
Sentence Formation	W.6.7.1 Vary sentence structure by using simple, compound, and complex sentences and different *kinds of sentences* • Declarative • Imperative • Interrogative • Exclamatory W.6.7.2 Write effective sentences by *embedding* clauses, prepositional and appositive phrases, and all compound elements W.6.7.3 Use phrases and clauses to invert sentence order for emphasis and variety W.6.7.4 Correct fragments, run-ons, comma splices, and fused sentences W.6.7.5 Analyze personal and peer *sentence formation* for effective use of the parts of speech • Precise nouns • Pronouns – Demonstrative – Compound personal ▪ Reflexive ▪ Intensive – Personal ▪ Interrogative ▪ Relative ▪ Indefinite • Active and linking verbs • Adjectives – Possessive – Article – Interrogative – Numeral – Demonstrative – Indefinite – Descriptive • Adverbs – Manner – Time – Place – Degree – Negative – Interrogative • Conjunctions – Coordinate – Correlative – Subordinate • Interjections for excitement • Prepositions to indicate relationships	W.6.8.1 Vary sentence structure by using simple, compound, complex, and compound-complex sentences and different *kinds of sentences* • Declarative • Imperative • Interrogative • Exclamatory W.6.8.2 Write more effective sentences by using all compound elements and by *embedding* clauses and prepositional, appositive, and verbal phrases W.6.8.3 Use clauses and phrases, including verbal, to invert sentence order for emphasis and variety W.6.8.4 Correct fragments, run-ons, comma splices, and fused sentences W.6.8.5 Evaluate personal, peer, or literature-based *sentence formation* for effective use of the parts of speech • Precise nouns • Pronouns to avoid repetition • Verbs – Transitive active – Transitive passive – Intransitive linking – Intransitive complete • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Conjunctions – Coordinate – Correlative – Subordinate • Interjections for excitement • Prepositions to indicate relationships

Strand: Writing
Standard 6: *Conventions (continued)*
Students shall apply knowledge of Standard English conventions in written work.

	Grade 7		Grade 8	
Usage	W.6.7.6	Apply conventions of grammar with emphasis on the following: • Agreement – Subject-verb – Pronoun and antecedent • Parts of speech • Parts of a sentence and *sentence patterns* – S-V – S-V-DO – S-V-IO-DO – S-LV-PN – S-LV-PA • Conjugation in progressive verb forms • Prepositional phrases as modifiers • Dependent clauses	W.6.8.6	Apply conventions of grammar with emphasis on the following: • Subject-verb agreement • Parts of speech • Pronoun and antecedent agreement • Parts of a sentence and *sentence patterns* – S-V – S-V-DO – S-V-IO-DO – S-LV-PN – S-LV-PA • Conjugation in regular, progressive, and emphatic verb forms • Verbals
Spelling	W.6.7.7	Spell words correctly in all writing	W.6.8.7	Spell words correctly in all writing
Capitalization	W.6.7.8	Apply conventional rules of capitalization in writing	W.6.8.8	Apply conventional rules of capitalization in writing
Punctuation	W.6.7.9 W.6.7.10 W.6.7.11 W.6.7.12	Apply conventional rules for all end marks and commas in writing Use semi-colons and colons in compound and compound-complex sentences Use colons in compound and compound-complex sentences and to introduce lists Use double and single quotation marks in dialogue	W.6.8.9 W.6.8.10	Apply conventional rules of punctuation in writing Edit own and peer papers with emphasis on: • All end marks • Commas • Dash • Hyphen • Quotation marks – Double – Single • Parentheses • Semicolons • Colons

Strand: Writing
Standard 7: *Craftsmanship*
Students shall develop personal style and voice as they approach the craftsmanship of writing.

	Grade 7		Grade 8	
Purposefully shaping and controlling language	W.7.7.1	Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers	W.7.8.1	Use figurative language purposefully, such as *alliteration* and *assonance*, to shape and control language to affect readers
	W.7.7.2	Use a variety of *sentence types* and lengths (see Conventions Standard 6)	W.7.8.2	Use a variety of *sentence types* and lengths (see Conventions Standard 6)
	W.7.7.3	Use word or sentence repetition for effect	W.7.8.3	Use repetition for effect
	W.7.7.4	Use transition words/phrases	W.7.8.4	Use transition words/phrases
	W.7.7.5	Use purposeful vocabulary with emphasis on developing *voice*	W.7.8.5	Use purposeful vocabulary with emphasis on developing *tone*
	W.7.7.6	Create an effective lead and conclusion	W.7.8.6	Create an effective lead and conclusion
	W.7.7.7	Narrow the time focus of a piece of writing	W.7.8.7	Use flashback/time transitions
	W.7.7.8	Vary the placement of topic sentences	W.7.8.8	Use dialogue effectively
	W.7.7.9	Use dialogue effectively	W.7.8.9	Use anecdotes and quotes
	W.7.7.10	Use humor appropriately	W.7.8.10	Use scoring guides or *rubrics* to improve all aspects of written projects
	W.7.7.11	Use writer's checklist or scoring guides/*rubrics* to improve written work	W.7.8.11	Self-evaluate writing
	W.7.7.12	Self-evaluate writing		

Strand: Reading
Standard 9: *Comprehension*
Students shall apply a variety of strategies to read and comprehend printed material.

	Grade 7		Grade 8	
	Application of the following Student Learning Expectations is based on grade-level texts that vary in length and complexity.		**Application of the following Student Learning Expectations is based on grade-level texts that vary in length and complexity.**	
Prior Knowledge	R.9.7.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	R.9.8.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading
Making Connections	R.9.7.2	Infer the interrelations of text and world issues/events by applying connection strategies	R.9.8.2	Evaluate the interrelations of text and world issues/events by applying connection strategies
			R.9.8.3	Connect, compare, and contrast ideas, themes, and issues across texts
Using questioning and monitoring	R.9.7.3	Prioritize questions formulated and purposes established for reading	R.9.8.4	Defend questions formulated and purposes established for reading
	R.9.7.4	Generate and prioritize questions related to universal themes to interpret meaning	R.9.8.5	Generate and define questions related to universal themes to interpret meaning
	R.9.7.5	Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns	R.9.8.6	Monitor reading strategies, including rereading, using resources, and questions, and modify them when understanding breakdowns
Using inferences and interpretations	R.9.7.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	R.9.8.7	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text
	R.9.7.7	Infer a character's impact on plot development	R.9.8.8	Infer a character's role in development of plot and theme
	R.9.7.8	Infer mood of text	R.9.8.9	Infer mood and theme of text
	R.9.7.9	Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution	R.9.8.10	Use literary elements and historical context to infer author's intent
			R.9.8.11	Analyze the literary elements of plot, subplot, and climax, and explain the way in which conflicts are resolved or unresolved
	R.9.7.10	Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work	R.9.8.12	Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work
	R.9.7.11	Distinguish among stated fact, reasoned judgment, and opinion in text	R.9.8.13	Distinguish among stated fact, reasoned judgment, and opinion in text

Strand: Reading
Standard 9: *Comprehension (continued)*
Students shall apply a variety of strategies to read and comprehend printed material.

	Grade 7		Grade 8	
Determining Importance	R.9.7.12 R.9.7.13 R.9.7.14 R.9.7.15 R.9.7.16	Identify main ideas and supporting evidence in short stories and novels Use the *text features* to locate and recall information, with emphasis on graphics Use knowledge of text structure(s) to enhance understanding with emphasis on problem/solution Organize information, including simple outlining Use skimming, scanning, note-taking, outlining, and questioning as study strategies	R.9.8.14 R.9.8.15 R.9.8.16 R.9.8.17 R.9.8.18 R.9.8.19	Classify and organize information from more than one text, based on purpose and/or level of importance Identify main ideas and supporting evidence in short stories and novels Use the *text features* to locate and recall information, with emphasis on text organizers Determine text structure(s) to enhance understanding Organize information, including simple outlining Use skimming, scanning, note-taking, outlining, and questioning as study strategies
Summarizing and Synthesizing	R.9.7.17	Summarize the content of multiple chapters of a text	R.9.8.20	Synthesize information from multiple texts and provide evidence to support
Evaluating	R.9.7.18 R.9.7.19	Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions Evaluate personal, social, and political issues as presented in text	R.9.8.21 R.9.8.22	Evaluate conflicts, motivations, points of view, and changes that affect the plot or theme Evaluate personal, social, and political issues as presented in text

Strand: Reading
Standard 10: *Variety of text*
Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

	Grade 7		Grade 8	
Exhibits behaviors and habits of an active reader	R.10.7.1	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	R.10.8.1	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels
	R.10.7.2	Read texts that reflect contributions of different cultural groups	R.10.8.2	Read texts that reflect contributions of different cultural groups
	R.10.7.3	Vary reading strategies according to text and purpose	R.10.8.3	Vary reading strategies according to text and purpose
Reading a variety of informational materials for enjoyment, critical analysis, and evaluation	R.10.7.4	Understand how word choice and language structure convey an author's viewpoint	R.10.8.4	Examine the author's credibility, use of text structure, word choice, and viewpoint to evaluate message
	R.10.7.5	Use skimming, scanning, note taking, outlining, and questioning as study strategies	R.10.8.5	Use skimming, scanning, note taking, outlining, and questioning as study strategies
	R.10.7.6	Organize and synthesize information for use in written and oral *presentation*		
Reading a variety of literature for enjoyment, critical analysis, and evaluation	R.10.7.7	Read a variety of literature, including short stories, science fiction, legends, and myths	R.10.8.6	Read a variety of literature, including essays and plays
			R.10.8.7	Evaluate the credibility of the narrator
			R.10.8.8	Identify the basic parts of drama
			R.10.8.9	Describe how stage directions help the reader understand a play
Reading a variety of poetry for enjoyment, critical analysis, and evaluation	R.10.7.8	Read a variety of poetry, with emphasis on lyric poetry	R.10.8.10	Read a variety of poetry, with emphasis on *free verse*
	R.10.7.9	Identify the use of poetic devices, including comparison, *alliteration*, repetition, onomatopoeia, and rhyme	R.10.8.11	Interpret poetry, noting distinctive poetic devices
	R.10.7.10	Examine the effect of imagery on the mood or meaning of the poem		
Reading a variety of practical materials for enjoyment, critical analysis, and evaluation	R.10.7.11	Read and utilize functional/ *practical texts*, including forms, reports, cover letters, letterheads, and business letters	R.10.8.12	Read and utilize functional/ *practical texts*, including manuals, memos, job applications, and career guides
	R.10.7.12	Analyze advertisements for bias and propaganda	R.10.8.13	Analyze newspaper articles and editorials for bias and propaganda

Strand: Reading
Standard 11: *Vocabulary, Word Study, and Fluency*
Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

	Grade 7		Grade 8	
Word Recognition	R.11.7.1	Automatically decode words to ensure focus on comprehension	R.11.8.1	Automatically decode words to ensure focus on comprehension
	R.11.7.2	Continue to develop and maintain an adequate body of sight words	R.11.8.2	Continue to develop and maintain an adequate body of sight words
	R.11.7.3	Add content words to sight vocabulary	R.11.8.3	Add content words to sight vocabulary
Word Study and Vocabulary	R.11.7.4	Use knowledge of root words and affixes and word relationships to determine meaning	R.11.8.4	Use knowledge of root words and affixes and word relationships to determine meaning
	R.11.7.5	Use context to determine meaning of multiple meaning words	R.11.8.5	Use context to determine meaning of multiple meaning words
	R.11.7.6	Use resources to determine meaning of technical and specialized vocabulary	R.11.8.6	Use resources to determine meaning of technical and specialized vocabulary
	R.11.7.7	Determine useful and relevant words	R.11.8.7	Determine useful and relevant words
	R.11.7.8	Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings of phrases	R.11.8.8	Identify and explain similes, metaphors, personification, hyperboles and analogies to infer the literal and figurative meanings of phrases
	R.11.7.9	Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject related vocabulary	R.11.8.9	Identify how words from other cultures have been incorporated into English vocabulary usage
	R.11.7.10	Use context to determine meaning of multiple meaning words	R.11.8.10	Use context, structure, denotations and connotations to determine meaning of words and phrases
Reading with Fluency	R.11.7.11	Read grade level text with an approximate rate of 167 words per minute	R.11.8.11	Read grade level text with an approximate rate of 171 words per minute
	R.11.7.12	Read grade level text orally with accuracy and expression	R.11.8.12	Read grade level text orally with accuracy and expression

Strand: Oral and Visual Communication
Standard 1: *Speaking*
Students shall demonstrate effective oral communication skills to express and to present information.

	Grade 11
Speaking to share understanding and information	OV.1.11.1 Prepare and participate in formal discussions, such as *Socratic discussions* and job interviews OV.1.11.2 Present a formal multi-media *presentation* that supports judgments with sound evidence and well-chosen details
Speaking for literary response, expression, and analysis	OV.1.11.3 Perform a variety of speaking activities such as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, and comparison of genre across eras

Strand: Oral and Visual Communication
Standard 2: *Listening*
Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

	Grade 11
Listening for information, interpretation, critical analysis, and evaluation	OV.2.11.1 Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages OV.2.11.2 Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations OV.2.11.3 Identify barriers to listening and generate methods to overcome them OV.2.11.4 Critique oral communications for clarity, faulty reasoning, relevance, organization of evidence, and effectiveness of delivery OV.2.11.5 Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include: • maintaining independent judgment • defining individuals' roles and responsibilities and setting clear goals • acknowledging the ideas and contributions of individuals in the group • understanding the purpose of the team project and the ground rules for decision making • selecting leader/spokesperson when necessary

Strand: Oral and Visual Communication
Standard 3: *Media Literacy*
Students shall demonstrate knowledge and understanding of media as a mode of communication.

	Grade 11
Analyzing media	OV.3.11.1 Describe the possible cause-effect relationships between mass media coverage and public opinion trends
Evaluating media credibility	OV.3.11.2 Use appropriate criteria to evaluate media with emphasis on prejudice, censorship, and *disinformation*

Strand: Writing
Standard 4: *Process*
Students shall employ a wide range of strategies as they write, using the writing process appropriately.

	Grade 11
Prewriting	W.4.11.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition
Drafting	W.4.11.2 Communicate clearly the purpose of the writing W.4.11.3 Write clear and varied sentences W.4.11.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information W.4.11.5 Adapt content vocabulary, *voice*, and *tone* to audience, purpose, and situation W.4.11.6 Arrange paragraphs into a logical progression with appropriate transition
Revising	W.4.11.7 Revise content of writing for central idea, elaboration, unity, and organization W.4.11.8 Revise *style* of writing for selected vocabulary, selected information, sentence variety, *tone*, and *voice* W.4.11.9 Revise *sentence formation* in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences W.4.11.10 Evaluate how well questions of purpose, audience, and genre have been addressed
Editing *Note to teacher*: Align with Conventions Standard.	W.4.11.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions W.4.11.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling
Publishing	W.4.11.13 Refine selected pieces frequently to publish for intended audiences and purposes W.4.11.14 Maintain a writing *portfolio* that exhibits growth and reflection in the progress of meeting goals and expectations W.4.11.15 Use available technology for all aspects of the *writing process*

Strand: Writing

Standard 5: *Purposes, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

	Grade 11
Purposes and Audiences	W.5.11.1 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments
Topics and Forms	W.5.11.2 Write *expository* compositions, including analytical essays and research reports, that • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts, and ideas • employ *visual aids* when appropriate W.5.11.3 Write using *rhetorical strategies* with special emphasis on comparison/contrast, cause/effect, classification, and argumentation/persuasion that demonstrate logic W.5.11.4 Write persuasive compositions that use logic to: • structure ideas and arguments • clarify and defend positions with precise and relevant evidence • use specific *rhetorical devices* to support assertions • address readers' concerns, counterclaims, biases, and expectations W.5.11.5 Write a variety of work related documents such as proposals, project plans, and letters, including letters for employment and letters of request, that: • follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics • address audience needs, stated purpose and context • provide clear, purposeful information that includes relevant information and excludes extraneous information • use appropriate vocabulary, *tone*, and *style* • use appropriate strategies, such as providing facts and details, describing and analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate W.5.11.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing *free verse* poetry W.5.11.7 Write responses to literature that: • articulate the significant ideas of literary works • support important ideas and viewpoints • analyze the author's use of stylistic and literary devices • determine the impact of ambiguities, nuances, and complexities using evidence from the text • analyze conflicts (character dilemmas) as revealed by characters' motivations and behaviors W.5.11.8 Write on demand to a specified prompt within a given time frame W.5.11.9 Write across the curriculum

Strand: Writing
Standard 6: *Conventions*
Students shall apply knowledge of Standard English conventions in written work.

	Grade 11
Sentence Formation	W.6.11.1 Use a variety of sentence structures, types, and lengths for effect in writing
Usage	W.6.11.2 Apply *usage* rules appropriately in all formal writing • Subject verb agreement • Pronoun agreement • Misplaced modifiers • Active and passive voice • Indicative and subjunctive mood
Spelling	W.6.11.3 Apply conventional spelling to all pieces
Capitalization	W.6.11.4 Apply conventional rules of capitalization in writing
Punctuation	W.6.11.5 Apply the punctuation rules appropriately in writing

Strand: Writing
Standard 7: *Craftsmanship*
Students shall develop personal style and voice as they approach the craftsmanship of writing.

	Grade 11
Purposefully shaping and controlling language	W.7.11.1 Use figurative language effectively with emphasis on extended metaphor and symbolism W.7.11.2 Use a variety of sentence structures, types, and lengths to contribute to *fluency* and interest W.7.11.3 Apply such elements of *discourse* as purpose, speaker, audience, and form when completing narrative, *expository*, persuasive, or *descriptive* writing assignments W.7.11.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing W.7.11.5 Use extension and multi-level elaboration to develop an idea emphasizing dependent clauses W.7.11.6 Combine *concrete* and *commentary information* for elaboration W.7.11.7 Use precise word choices that convey specific meaning W.7.11.8 Personalize writing to convey *voice* in formal and informal pieces W.7.11.9 Use *point of view*, characterization, *style*, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes W.7.11.10 Evaluate own writing and others' writing to highlight the individual *voice*, improve sentence variety and *style*, and enhance subtlety of meaning of *tone* in ways that are consistent with the purpose, audience, and form of writing

Strand: Reading
Standard 9: *Comprehension*
Students shall apply a variety of strategies to read and comprehend printed material.

	Grade 11
Literal and inferential understanding	R.9.11.1 Analyze personal biases brought to a text R.9.11.2 Analyze *style* and diction to determine author's purpose R.9.11.3 Explain the use of appropriate strategies to support active reading and engagement R.9.11.4 Analyze how works of a given period reflect author's background, historical events, and cultural influences R.9.11.5 Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence
Summary and generalization	R.9.11.6 Summarize, paraphrase, and critique complex structures in informational and literary texts, including relationships among concepts, details, and visual components
Analysis and evaluation	R.9.11.7 Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts R.9.11.8 Analyze *point of view* and its influence on elements of the text (e.g., *tone*, theme, and purpose) R.9.11.9 Use logic to challenge or defend author's use of fallacies in both inductive and deductive arguments R.9.11.10 Analyze and defend a position using concepts gained from reading R.9.11.11 Analyze and compare the author's use of figures of speech and *sound devices* R.9.11.12 Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text R.9.11.13 Analyze authors' use *archetypes* (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings

Strand: Reading
Standard 10: *Variety of Text*
Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

	Grade 11
Practical and Other Informational Texts	R.10.11.1 Read across the curriculum a variety of such *practical texts* (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs and financial documents R.10.11.2 Interpret and use information in practical, informational, and technical texts to: • Follow instructions to perform specific tasks, answer questions, or solve problems • Identify the main ideas and determine the essential elements that support the main ideas • Summarize the texts and explain the relationship of visual components to the texts • Distinguish between a summary and a critique • Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams • Identify interrelationships between and among ideas and concepts within a text • Evaluate information from multiple sources • Draw conclusions based on evidence from texts • Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose • Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader • Evaluate information and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal
Poetry	R.10.11.3 Read a variety of poetry, including *free verse* R.10.11.4 Analyze an author's use of poetic conventions and structures including line, stanza, imagery, rhythm, rhyme, and *sound devices* R.10.11.5 Analyze and compare characteristics of *free verse* R.10.11.6 Analyze traditional and contemporary works of poets from many cultures R.10.11.7 Analyze the author's possible use of *persona* R.10.11.8 Analyze techniques poets use to evoke emotion in a reader R.10.11.9 Analyze word choice, *tone*, and *voice* R.10.11.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the complete selection
Drama	R.10.11.11 Read a variety of dramatic selections, including modern drama R.10.11.12 Compare drama to stage, film, or television adaptations R.10.11.13 Describe the dramatic conventions or devices used by playwrights to present ideas R.10.11.14 Analyze an author's use of dramatic conventions R.10.11.15 Compare and contrast the effects of dramatic elements of plays from various cultures R.10.11.16 Recognize and examine the elements of modern drama R.10.11.17 Compare and contrast the hero of a modern drama to the tragic hero

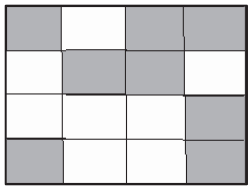
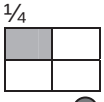
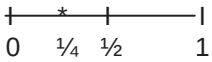
Strand: Reading
Standard 10: *Variety of Text (continued)*
Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

	Grade 11
Literary and Content Prose	R.10.11.18 Read a variety of literary and *content prose* including selections from American, British, and/or world literature R.10.11.19 Analyze the influence of historical context on the form, *style*, and *point of view* of written works such as foundational U.S. documents R.10.11.20 Describe literary contributions of various cultures R.10.11.21 Use literary terms to critique a work R.10.11.22 Analyze the impact of diction, imagery, *style*, and figurative language on *tone*, mood, and theme using literary terminology R.10.11.23 Analyze literary elements such as setting, plot, theme, characterization, and narration in a work R.10.11.24 Analyze the impact of irony on a text R.10.11.25 Analyze several of an author's works that deal with a single issue R.10.11.26 Evaluate the credibility of an author's argument or defense

Strand: Reading
Standard 11: *Vocabulary, Word Study, and Fluency*
Student shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

	Grade 11
Word Study and Vocabulary	R.11.11.1 Recognize and apply specialized vocabulary R.11.11.2 Analyze roots and word parts to draw inferences about meaning R.11.11.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and uses of words R.11.11.4 Analyze the connotative power of words

Strand: Number and Operations
Standard 1: *Number Sense*
Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

	Grade 3	Grade 4
Whole Numbers	NO.1.3.1 Recognize *equivalent* representations for the same *whole number* and generate them by *composing* and *decomposing* numbers Ex: 352 = 300 + 50 + 2; 300 + 25 + 25 + 2; 150 + 150 + 50 + 2, etc. NO.1.3.2 Use the *place value* structure of the base ten number system and be able to represent and compare *whole numbers* including thousands (using models, illustrations, symbols, *expanded notation* and problem solving) Ex: 2,308___2,038 NO.1.3.3 Use mathematical language and symbols to compare and order four-*digit* numbers with and without appropriate *technology* (<, >, =)	NO.1.4.1 Recognize *equivalent* representations for the same *whole number* and generate them by *composing* and *decomposing* numbers Ex: 1,076 = 1,000 + 70 + 6; 500 + 500 + 25 + 25 + 25 + 1; 250 + 250 + 250 + 250 + 75 + 1, etc. NO.1.4.2 Use the *place value* structure of the base ten number system and be able to represent and compare *whole numbers* to millions (using models, illustrations, symbols, *expanded notation* and problem solving) Ex: 1,246,477___1,244 NO.1.4.3 Use mathematical language and symbols to compare and order any *whole numbers* with and without appropriate *technology* (<, >, =)
Rational Numbers	NO.1.3.4 Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals and physical models Ex: • identify and illustrate parts of a whole and parts of sets of objects • recognize that a fractional part of a rectangle does not have to be shaded with *contiguous* parts  NO.1.3.5 Utilize models to recognize that the size of the whole determines the size of the fraction depending on the original quantity	NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of *whole numbers*, using models up to 12/12 Ex: ¼  ¼ = ¼ =  ¼ = One cookie shared by 4 children NO.1.4.5 Utilize models, benchmarks, and *equivalent* forms to recognize that the size of the whole determines the size of the fraction

Strand: Number and Operations
Standard 1: *Number Sense (continued)*
Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

	Grade 3	Grade 4
Rational Numbers (continued)	NO.1.3.6 Use the *place value* structure of the base ten number system and be able to represent and compare decimals to hundredths in money (using models, illustrations, symbols, *expanded notation* and problem solving) Ex: $193.76 ____ $139.67 NO.1.3.7 Write a fraction that is *equivalent* to a given fraction with the use of models Ex: 1/2 = 4/8 = 8/16	NO.1.4.6 Use the *place value* structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, *expanded notation* and problem solving) Ex: 3.87___3.78 NO.1.4.7 Write an *equivalent* decimal for a given fraction relating to money Ex: 1/10 = $0.10 1/4 = $0.25 NO.1.4.8 Write a fraction that is *equivalent* to a given fraction with the use of models Ex: 1/3 = 2/6 = 4/12

Strand: Number and Operations
Standard 2: *Properties of Number Operations*
Students shall understand meanings of operations and how they relate to one another.

	Grade 3	Grade 4
Number Theory	NO.2.3.1 Develop an understanding of the *commutative* and *identity properties* of *multiplication* using objects NO.2.3.2 Apply *number theory* • determine if a three-*digit* number is *even* or *odd* • use the terms *multiple*, *factor*, *product* and *quotient* in an appropriate context (Since 3 x 4 = 12, 3 and 4 are *factors*; 12 is the *product*, 3, 6, 9, 12 are *multiples* of 3; 4, 8, 12, 16 are *multiples* of 4; 12 ÷ 4 = 3, the *quotient*)	NO.2.4.1 Develop an understanding of the *associative* and zero properties of multiplication using objects NO.2.4.2 Apply *number theory* • determine if any number is *even* or *odd* • use the terms *multiple*, *factor*, and divisible by in an appropriate context • generate and use *divisibility* rules for 2, 5, and 10 • demonstrate various multiplication and division relationships
Whole Number Operations	NO.2.3.3 Use conventional mathematical symbols to write *equations* for *contextual problems* involving multiplication (see Appendix for examples) NO.2.3.4 Model, represent and explain division as measurement and partitive division including equal groups, related *rates*, price, *rectangular arrays* (*area* model), combinations and multiplicative comparison (see Appendix for more details) Ex: • translate contextual situations involving division into conventional mathematical symbols • explain how a remainder may impact an answer in a real-world situation	NO.2.4.3 Use conventional mathematical symbols to write *equations* for *contextual problems* involving multiplication (see Appendix for examples) NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related *rates*, price, *rectangular arrays* (*area* model), combinations and multiplicative comparison (see Appendix for more details) Ex: • translate contextual situations involving division into conventional mathematical symbols • explain how a remainder may impact an answer in a real-world situation

Strand: Number and Operations
Standard 3: *Numerical Operations and Estimation*
Students shall compute fluently and make reasonable estimates.

	Grade 3	Grade 4
Computational Fluency – Addition and Subtraction	NO.3.3.1 Develop, with and without appropriate *technology*, *computational fluency*, in multi-*digit* addition and subtraction through 999 using *contextual problems* • *strategies* for adding and subtracting numbers • *estimation* of sums and *differences* in appropriate situations • relationships between operations	NO.3.4.1 Demonstrate, with and without appropriate *technology*, *computational fluency* in multi-*digit* addition and subtraction in *contextual problems*
Computational Fluency – Multiplication and Division	NO.3.3.2 Develop, with and without appropriate *technology*, fluency with basic number combinations for multiplication and division facts (10 x 10) NO.3.3.3 Develop, with and without appropriate *technology*, *computational fluency* in multiplication and division up to two-*digit* by one-*digit* numbers using two-*digit* by one-*digit* number *contextual problems* using • *strategies* for multiplying and dividing numbers, • performance of operations in more than one way, • *estimation* of *products* and *quotients* in appropriate situations, and • relationships between operations	NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems (30 x 50) NO.3.4.3 Attain, with and without appropriate *technology*, *computational fluency* in multiplication and division using *contextual problems* using • two-*digit* by two-*digit* multiplication (larger numbers with *technology*), • up to three-*digit* by two-*digit* division (larger numbers with *technology*), • *strategies* for multiplication and dividing numbers, • performance of operations in more than one way, • *estimation* of *products* and *quotients* in appropriate situations, and • relationships between operations
Application of Computation	NO.3.3.4 Solve simple problems using one operation involving addition and subtraction using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate *technology*)	NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate *technology*)
Estimation	NO.3.3.5 Use *estimation strategies* to solve problems and judge the reasonableness of the answer	NO.3.4.5 Use *estimation strategies* to solve problems and judge the reasonableness of the answer

Strand: Algebra
Standard 4: *Patterns, Relations and Functions*
Students shall recognize, describe and develop patterns, relations and functions.

	Grade 3	Grade 4
Recognize, Describe and Develop Patterns	A.4.3.1 Count forward and backward when given a number less than or equal to 1,000 ____, 399, ____, ____ A.4.3.2 Relate *skip-counting patterns* to multiplication A.4.3.3 Identify a number that is more or less than any *whole number* up to 1,000 using *multiples* of ten and/or 100 Ex: 100 less than 587 is 487 10 more than 196 is 206 A.4.3.4 Use repeating and growing numeric or geometric *patterns* to solve problems	A.4.4.1 Identify a number that is more or less than any *whole number* using *multiples* of 10, 100 and/or 1,000 Ex: 100 more than 4,987 is 5,087 A.4.4.2 Use repeating and growing numeric and geometric *patterns* to make predictions and solve problems
Patterns, Relations and Functions	A.4.3.5 Determine the relationship between sets of numbers by selecting the rule (1 step rule in words)	A.4.4.3 Determine the relationship between sets of numbers by selecting the rule (2 step rule in words)

Strand: Algebra
Standard 5: *Algebraic Representations*
Students shall represent and analyze mathematical situations and structures using algebraic symbols.

	Grade 3	Grade 4
Expressions, Equations and Inequalities	A.5.3.1 Select and/or write number sentences (*equations*) to find the unknown in problem-solving contexts involving two-*digit* times one-*digit* multiplication using appropriate labels A.5.3.2 Express mathematical relationships using *equalities* and *inequalities* (>, <, =, ≠) Ex: 4 x 9 ____ 36 - 3 A.5.3.3 Use a symbol to represent an unknown quantity in a number sentence involving *contextual situations* and find the value Ex: Mary buys *two* bags of candy with the same number of pieces in each bag. If she has sixteen pieces in all, how many pieces of candy are in each bag? 2 x ☐ = 16	A.5.4.1 Select and/or write number sentences (*equations*) to find the unknown in problem-solving contexts involving two-*digit* by one-*digit* division using appropriate labels A.5.4.2 Express mathematical relationships using simple *equations* and *inequalities* (>, <, =, ≠) Ex: 4 x 5 ____ 8 x 2 + 3 A.5.4.3 Use a *variable* to represent an unknown quantity in a number sentence involving *contextual situations* and find the value Ex: Susie bought 48 pencils. If the pencils came in packages of 12, how many packages of pencils did she buy? P = 48 ÷ 12

Strand: Algebra
Standard 6: *Algebraic Models*
Students shall develop and apply mathematical models to represent and understand quantitative relationships.

<table>
<tr><th></th><th>Grade 3</th><th>Grade 4</th></tr>
<tr><td>Algebraic Models and Relationships</td><td>A.6.3.1 Complete a chart or table to organize given information and to understand relationships and explain the results
Ex: The library has 5 workstations. Four students can sit at each station. How many students can sit at all the stations?
<table><tr><th>stations</th><th>students</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>?</td></tr><tr><td>3</td><td>?</td></tr><tr><td>4</td><td>?</td></tr><tr><td>5</td><td>?</td></tr></table></td><td>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results
Ex: Troy must read independently for 2 hours a week. If Troy reads 20 minutes a day, how long will it take him to read a total of two hours?</td></tr>
</table>

Strand: Algebra
Standard 7: *Analysis of Change*
Students shall analyze change in various contexts.

<table>
<tr><th></th><th>Grade 3</th><th>Grade 4</th></tr>
<tr><td>Analyze Change</td><td>A.7.3.1 Identify the change over time
Ex: We have recorded the morning and afternoon temperatures all week. Which day had the greatest change in temperature?</td><td>A.7.4.1 Identify, describe and generalize relationships in which quantities change proportionally
Ex: If a car travels at a rate of 50 mph, how far will it travel in three hours?
<table><tr><td>hours</td><td>1</td><td>2</td><td>3</td></tr><tr><td>miles</td><td>50</td><td>100</td><td>150</td></tr></table></td></tr>
</table>

Strand: Geometry
Standard 8: *Geometric Properties*
Students shall analyze characteristics and properties of 2- and 3-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

	Grade 3	Grade 4
Characteristics and Properties – Three-Dimensional	G.8.3.1 Compare, contrast and build *three-dimensional* solids by investigating the number of *faces*, *edges*, and *vertices* on models	G.8.4.1 Identify, describe and classify *three-dimensional* solids by properties including the number of *vertices*, *edges*, and shapes of *faces* using models
Characteristics and Properties – Two-Dimensional	G.8.3.2 Identify regular *polygons* with at least 4 sides (square, pentagon, hexagon and octagon)	G.8.4.2 Identify regular and *irregular polygons* including octagon (see the *Polygons* page in the Appendix)
Characteristics and Properties – One-Dimensional	G.8.3.3 Identify and draw *line*, *line segment* and *ray* using appropriate labels	G.8.4.3 Identify, draw, and describe a *line*, *line segment*, a *ray*, an angle, *intersecting*, *perpendicular*, and *parallel lines*
Geometric Relationships	G.8.3.4 Identify and draw *intersecting* and *parallel lines*	G.8.4.4 Identify and describe *intersecting*, *perpendicular* and *parallel lines* in problem solving context G.8.4.5 Classify angles relative to 90° as more than, less than or equal to

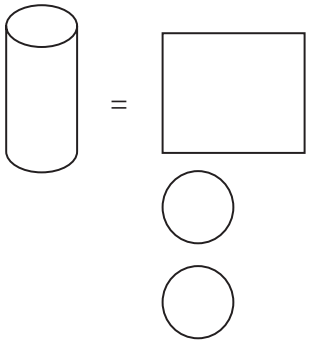
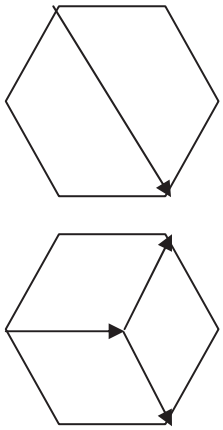
Strand: Geometry
Standard 9: *Transformation of Shapes*
Students shall apply transformations and the use of symmetry to analyze mathematical situations.

	Grade 3	Grade 4
Symmetry and Transformations	G.9.3.1 Draw one or more *lines* of *symmetry* in a *polygon* G.9.3.2 Describe the motion (*transformation*) of a *two-dimensional* figure as a *flip* (*reflection*), *slide* (*translation*) or *turn* (*rotation*)	G.9.4.1 Determine the result of a *transformation* of a *two-dimensional* figure as a *slide* (*translation*), *flip* (*reflection*) or *turn* (*rotation*) and justify the answer

Strand: Geometry
Standard 10: *Coordinate Geometry*
Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.

	Grade 3	Grade 4
Coordinate Geometry	G.10.3.1 Locate and identify points on a *coordinate grid* and name the *ordered pair* (*quadrant* one only) using common language and geometric vocabulary (horizontal and vertical)	G.10.4.1 Locate and identify points on a *coordinate grid* and name the *ordered pair* (*quadrant* one only) using common language and geometric vocabulary (horizontal and vertical)

Strand: Geometry
Standard 11: *Visualization and Geometric Models*
Students shall use visualization, spatial reasoning and geometric modeling.

	Grade 3	Grade 4
Spatial Visualization and Models	G.11.3.1 Replicate a *three-dimensional* model composed of *cubes* when given a physical model G.11.3.2 Determine which new figure will be formed by combining and subdividing models of existing figures Ex: 	G.11.4.1 Construct a *three-dimensional* model composed of *cubes* when given an illustration G.11.4.2 Create new figures by combining and subdividing models of existing figures in multiple ways and record results in a table Ex: 

Strand: Measurement
Standard 12: *Physical Attributes*
Students shall use attributes of measurement to describe and compare mathematical and real-world objects.

	Grade 3	Grade 4
Time: Calendar	M.12.3.1 Determine the number of days in a month, days in a year and identify the number of weeks in a year	
Time: Clock	M.12.3.2 Recognize that 60 minutes equals 1 hour and that a day is divided into A.M. and P.M.	M.12.4.1 Recognize that 60 seconds equals 1 minute
Temperature	M.12.3.3 Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer Ex: If I need to wear mittens and a scarf, what temperature would it be? 35° F or 70° F?	M.12.4.2 Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer
Tools and Attributes	M.12.3.4 Demonstrate the relationship among different *standard units* Length: 12 in = 1 ft 3 ft = 1 yd 36 in = 1 yd *Capacity*: 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon Weight: 16 ounces = 1 lb M.12.3.5 Create and complete a conversion table (from larger unit to smaller unit) to show relationships between units of measurement in the same system Ex: Change feet to inches using multiplication.	M.12.4.3 Use the relationship among units of measurement Length: 12 in = 1 ft 3 ft = 1 yd 36 in = 1 yd 100 cm = 1 m *Capacity*: 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon Weight: 16 ounces = 1 lb M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system

Strand: Measurement
Standard 13: *Systems of Measurement*
Students shall identify and use units, systems and processes of measurement.

	Grade 3	Grade 4
Calendar	M.13.3.1 Use a calendar to determine *elapsed time* from month to month	M.13.4.1 Using a calendar to determine *elapsed time* from month to month
Clock	M.13.3.2 Tell time to the nearest one-minute intervals M.13.3.3 Express time to the half hour and quarter hour using the terms half-past, quarter after, quarter until	M.13.4.2 Solve problems involving conversions between minutes and hours M.13.4.3 Restate the time in multiple ways given an *analog* clock to the nearest one-minute
Elapsed Time	M.13.3.4 Determine *elapsed time* in *contextual situations* to five-minute intervals <u>End time unknown</u> Ex: Lunch began at 10:45 and lasted 25 minutes. When was lunch over? <u>Elapsed hours unknown</u> Ex: John went to Tim's house at 3:15. He left at 4:20. How long did he stay?	M.13.4.4 Determine *elapsed time* in *contextual situations* to five-minute intervals with beginning time unknown Ex: Mary watched a movie for 1 hour and 15 minutes. The movie ended at 8:15. When did the movie begin?
Money	M.13.3.5 Determine the value of money up to $10 M.13.3.6 Apply money concepts in *contextual situations* up to $10.00 Ex: • determine change with the least amount of currency • compare money	M.13.4.5 Apply money concepts in *contextual situations* Ex: • determine the better buy • determine change back with the least amount of currency • compare money
Temperature	M.13.3.7 Read temperatures on Fahrenheit and Celsius scales in intervals of two and five	M.13.4.6 Read temperatures on Fahrenheit and Celsius scales
Applications	M.13.3.8 Use appropriate customary measurement tools for length, *capacity* and *mass* M.13.3.9 *Estimate* and measure length, *capacity/volume* and *mass* using appropriate customary units <u>Length</u>: 1 inch <u>*Perimeter*</u>: inches, feet, etc. <u>*Area*</u>: square inches (use models) <u>Weight</u>: pounds/ounces <u>*Capacity*</u>: cups, pints, quarts, gallons	M.13.4.7 Use appropriate customary and metric measurement tools for length, *capacity* and *mass* M.13.4.8 *Estimate* and measure length, *capacity/volume* and *mass* using appropriate customary and metric units <u>Length</u>: 1/2 inch, 1 cm <u>*Perimeter*</u>: inches, feet, centimeters, meters <u>*Area*</u>: square inches, square feet, square centimeters, square meters <u>Weight</u>: pounds/ounces <u>*Mass*</u>: kilograms/grams <u>*Capacity*</u>: cups, pints, quarts, gallons <u>*Volume*</u>: liters

Strand: Measurement
Standard 13: *Systems of Measurement (continued)*
Students shall identify and use units, systems and processes of measurement.

	Grade 3	Grade 4
Perimeter	M.13.3.10 Find the *perimeter* of a figure by measuring the length of the sides	M.13.4.9 Use *strategies* for finding the *perimeter* of a rectangle
Area	M.13.3.11 Find the *area* of any region counting squares and half-squares	M.13.4.10 Use *strategies* for finding the *area* of a rectangle
Volume	M.13.3.12 Develop *strategies* for finding the *volume* (cubic units) of *rectangular prisms* and *cubes* using models	M.13.4.11 Use *strategies* to find the *volume* (cubic units) of *rectangular prisms* and *cubes*

Strand: Data Analysis and Probability
Standard 14: *Data Representation*
Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

	Grade 3	Grade 4
Collect, Organize, and Display Data	DAP.14.3.1 Design a survey question after being given a topic and collect, organize, display and describe simple data using *frequency tables* or *line plots*, *pictographs*, and *bar graphs*	DAP.14.4.1 Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using *frequency tables* or *line plots*, *pictographs* and *bar graphs*

Strand: Data Analysis and Probability
Standard 15: *Data Analysis*
Students shall select and use appropriate statistical methods to analyze data.

	Grade 3	Grade 4
Data Analysis	DAP.15.3.1 Read and interpret *pictographs* and *bar graphs* in which symbols or intervals are greater than one DAP.15.3.2 Match a set of data with a graphical representation of the data	DAP.15.4.1 Represent and interpret *data* using *pictographs*, *bar graphs* and *line graphs* in which symbols or intervals are greater than one DAP.15.4.2 Match a set of data with a graphical representation of the data

Strand: Data Analysis and Probability
Standard 16: *Inferences and Predictions*
Students shall develop and evaluate inferences and predictions that are based on data.

	Grade 3	Grade 4
Inferences and Predictions	DAP.16.3.1 Make predictions for a given set of data	DAP.16.4.1 Make predictions for a given set of data

Strand: Data Analysis and Probability
Standard 17: *Probability*
Students shall understand and apply basic concepts of probability.

	Grade 3	Grade 4
Probability	DAP.17.3.1 Use fractions to predict *probability* of an event Ex: If there were 5 blue tiles, 3 red tiles, and 2 green tiles in a bag, what is the *probability* you would pull out a green tile? DAP.17.3.2 Conduct simple *probability* experiments, record the data and draw conclusions about the likelihood of possible *outcomes* (roll number *cubes*, pull tiles from a bag, spin a spinner, or determine the fairness of games) DAP.17.3.3 Use physical models, pictures, and organized lists to find combinations of two sets of objects Ex: Sarah has a red shirt, white shirt, and blue shirt. She also has a pair of khaki pants and blue pants. How many different combinations of shirts and pants can she wear?	DAP.17.4.1 Use fractions to predict *probability* of an event Ex: There are 5 blue tiles, 3 red tiles, and 2 green tiles, what is the *probability* of pulling out a green tile? DAP.17.4.2 Conduct simple *probability* experiments, record the data and draw conclusions about the likelihood of possible *outcome* (roll number *cubes*, pull tiles from a bag, spin spinner, or determine the fairness of the game) DAP.17.4.3 Find all possible combinations of two or three sets of objects

Strand: Number and Operations
Standard 1: *Number Sense*
Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

	Grade 5	Grade 6
Rational Numbers	NO.1.5.1 Use models and visual representations to develop the concepts of the following: Fractions: • parts of unit wholes • parts of a collection • locations on number lines • locations on ruler (*benchmark fractions*) • divisions of whole numbers *Ratios*: • part-to-part (2 boys to 3 girls) • part-to-whole (2 boys to 5 people) *Percents*: • part-to-100 NO.1.5.2 Develop understanding of decimal *place value* using models NO.1.5.3 Identify decimal and *percent equivalents* for *benchmark fractions* NO.1.5.4 Round and compare decimals to a given *place value* (*whole number*, tenths, hundredths) NO.1.5.5 Use *models of benchmark fractions* and their *equivalent* forms: • to analyze the size of fractions • to determine that simplification does not change the value of the fraction • to convert between mixed numbers and improper fractions NO.1.5.6 Use models to differentiate between *perfect squares* up to 100 and other numbers	NO.1.6.1 Demonstrate conceptual understanding to find a specific *percent* of a number, using models, real-life examples, or explanations NO.1.6.2 Find decimal and *percent equivalents* for proper fractions and explain why they represent the same value NO.1.6.3 Round and compare decimals to a given *place value* including thousandths NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and *percents* and find their approximate locations on a number line NO.1.6.5 Recognize and identify *perfect squares* and their *square roots*

Strand: Number and Operations
Standard 2: *Properties of Number Operations*
Students shall understand meanings of operations and how they relate to one another.

	Grade 5	Grade 6
Number Theory	NO.2.5.1 Use *divisibility rules* to determine if a number is a *factor* of another number (2, 3, 5, 10) NO.2.5.2 Identify *commutative* and *associative properties* NO.2.5.3 Identify the *distributive property* by using physical models to solve computation and real-world problems NO.2.5.4 Apply rules (conventions) for *order of operations* to *whole numbers* where the left to right computations are modified only by the use of parentheses	NO.2.6.1 Use *divisibility rules* to determine if a number is a *factor* of another number (4, 6, 9) NO.2.6.2 Apply the *distributive property* of multiplication over addition to simplify computations with *whole numbers* NO.2.6.3 Apply the addition, subtraction, multiplication and division properties of equality to one-step *equations* with *whole numbers* NO.2.6.4 Apply rules (conventions) for *order of operations* to *whole numbers* with and without parentheses
Understand Operations	NO.2.5.5 Model addition, subtraction, and multiplication of fractions with like and unlike denominators and decimals	NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects Ex: weight, money and measuring cups

Strand: Number and Operations
Standard 3: *Numerical Operations and Estimation*
Students shall compute fluently and make reasonable estimates.

	Grade 5	Grade 6
Computational Fluency	NO.3.5.1 Develop and use a variety of *algorithms* with *computational fluency* to perform *whole number* operations using addition and subtraction (up to five-*digit* numbers), multiplication (up to three-*digit* x two-*digit*), division (up to two-*digit* divisor) interpreting remainders, including real-world problems NO.3.5.2 Develop and use *algorithms*: • to add and subtract numbers containing decimals (up to thousandths place) • to multiply decimals (hundredths x tenths) • to divide decimals by *whole number* divisors • to add and subtract fractions with like denominators NO.3.5.3 Solve, with and without appropriate technology, two-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)	NO.3.6.1 Apply, with and without appropriate *technology*, *algorithms* with *computational fluency* to perform *whole number* operations (+, -, x, /) NO.3.6.2 Develop and analyze *algorithms* for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without *technology*, *computational fluency* in their use and justify the solution NO.3.6.3 Solve, with and without appropriate *technology*, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)
Estimation	NO.3.5.4 Develop and use *strategies* to *estimate* the results of *whole number* computations and to judge the reasonableness of such results	NO.3.6.4 *Estimate* reasonable solutions to problem situations involving fractions and decimals Ex: 7/8 + 12/13 ≈ 2 4.23 x 5.8 ≈ 24
Application of Computation	NO.3.5.5 Use *factors* of numbers: • to introduce exponents Ex: 36 = 6 x 6 or 6^2 • to find common *factors* of two numbers • to simplify fractions to the lowest terms	NO.3.6.5 Find and use *factorization* (*tree diagram*) including *prime factorization* of composite numbers (expanded and exponential notation) to determine the greatest common factor (*GCF*) and least common multiple (*LCM*) NO.3.6.6 Use proportional reasoning and *ratios* to represent problem situations and determine the reasonableness of solutions with and without appropriate *technology* Ex: unit *rates* NO.3.6.7 Determine the *percent* of a number and solve related problems in real-world situations Ex: tip, sales tax, discounts, etc.

Strand: Algebra
Standard 4: *Patterns, Relations and Functions*
Students shall recognize, describe, and develop patterns, relations and functions.

	Grade 5	Grade 6
Patterns, Relations and Functions	A.4.5.1 Solve problems by finding the next term or missing term in a *pattern* or *function* table using real-world situations A.4.5.2 Interpret and write a rule for a one operation *function table* Ex: adding 3	A.4.6.1 Solve problems by finding the next term or missing term in a *pattern* or *function* table using real-world situations A.4.6.2 Interpret and write an *algebraic* rule for a one operation *function table* Ex: y = x + 3

Strand: Algebra
Standard 5: *Algebraic Representations*
Students shall represent and analyze mathematical situations and structures using algebraic symbols.

	Grade 5	Grade 6
Expressions, Equations and Inequalities	A.5.5.1 Model and solve simple *equations* by informal methods using manipulatives and appropriate *technology* A.5.5.2 Write *expressions* containing one *variable* (a letter representing an unknown quantity) using rules for addition and subtraction A.5.5.3 Select, write and evaluate *algebraic expressions* with one *variable* by substitution Ex: Evaluate x + 4 if x = 7	A.5.6.1 Model, write and solve one-step *equations* by informal methods using manipulatives and appropriate *technology* A.5.6.2 Write simple *algebraic expressions* using appropriate operations (+, -, x, /) with one *variable* A.5.6.3 Evaluate *algebraic expressions* with one *variable* using appropriate properties and operations (+, -, x, /)

Strand: Algebra
Standard 6: *Algebraic Models*
Students shall develop and apply mathematical models to represent and understand quantitative relationships.

	Grade 5	Grade 6
Algebraic Models and Relationships	A.6.5.1 Draw conclusions and make predictions, with and without appropriate *technology*, from models, tables and *line graphs*	A.6.6.1 Complete, with and without appropriate *technology*, and interpret tables and *line graphs* that represent the relationship between two *variables* in *Quadrant I* Ex: time and distance

Strand: Algebra
Standard 7: *Analysis of Change*
Students shall analyze change in various contexts.

	Grade 5	Grade 6
Analyze Change	A.7.5.1 Model and describe quantities that change using real-world situations Ex: age and height	A.7.6.1 Identify and compare situations with constant or varying *rates* of change Ex: a student's rate of growth each year is a varying rate; hourly wages is a constant rate

Strand: Geometry
Standard 8: *Geometric Properties*
Students shall analyze characteristics and properties of 2- and 3-dimensional shapes and develop mathematical arguments about geometric relationships.

	Grade 5	Grade 6
Characteristics of Geometric Shapes	G.8.5.1 Identify and model regular and *irregular polygons* including decagon G.8.5.2 Identify and draw *congruent*, *adjacent*, *obtuse*, *acute*, *right* and *straight* angles (label parts of an angle: *vertex*, *rays*, *interior* and *exterior*) G.8.5.3 Model and identify circle, *radius*, *diameter*, *center*, *circumference* and *chord* G.8.5.4 Model and identify the properties of *congruent* figures	G.8.6.1 Identify *three-dimensional* geometric figures using models (*rectangular prisms*, *cylinders*, *cones*, *pyramids* and *spheres*) G.8.6.2 Investigate with manipulatives or grid paper what happens to the *perimeter* and *area* of a *two-dimensional* shape when the dimensions are changed Ex: length of sides are doubled G.8.6.3 Identify, describe, draw, and classify triangles as *equilateral*, *isosceles*, *scalene*, *right*, *acute*, *obtuse*, and *equiangular* G.8.6.4 Draw, label and determine relationships among the *radius*, *diameter*, *center* and *circumference* (e.g., *radius* is half the *diameter*) of a circle G.8.6.5 Identify *similar figures* and explore their properties

Strand: Geometry
Standard 9: *Transformation of Shapes*
Students shall apply transformations and the use of symmetry to analyze mathematical situations.

	Grade 5	Grade 6
Symmetry and Transformations	G.9.5.1 Predict and describe the results of *translation* (*slide*), *reflection* (*flip*), *rotation* (*turn*), showing that the transformed shape remains unchanged	G.9.6.1 Identify and describe *line* and *rotational symmetry* in *two-dimensional* shapes, *patterns* and designs G.9.6.2 Describe positions and orientations of shapes under *transformation* (*translation*, *reflection* and *rotation*) recognizing the size and shape do not change

Strand: Geometry
Standard 10: *Coordinate Geometry*
Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.

	Grade 5	Grade 6
Coordinate Geometry	G.10.5.1 Use geometric vocabulary (horizontal/x-axis, vertical/y-axis, *ordered pairs*) to describe the location and plot points in *Quadrant I*	G.10.6.1 Use *ordered pairs* to plot points in *Quadrant I* G.10.6.2 Plot points that form the *vertices* of a geometric figure and draw, identify and classify the figure

Strand: Geometry
Standard 11: *Visualization and Geometric Models*
Students shall use visualization, spatial reasoning and geometric modeling.

	Grade 5	Grade 6
Spatial Visualization and Models	G.11.5.1 Using grid paper, draw and identify *two-dimensional patterns* (*nets*) for *cubes*	G.11.6.1 Identify *two-dimensional patterns* (nets) for *three-dimensional* solids, such as *prisms*, *pyramids*, *cylinders*, and *cones*

Strand: Measurement
Standard 12: *Physical Attributes*
Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects.

	Grade 5	Grade 6
Attributes and Tools	M.12.5.1 Identify and select appropriate units and tools to measure Ex: angles with degrees, distance with feet M.12.5.2 Make conversions within the customary measurement system in real-world problems Ex: hours to minutes, feet to inches, quarts to gallons, etc. M.12.5.3 Establish through experience benchmark prefixes of milli-, centi-, and kilo- M.12.5.4 Understand when to use linear units to describe *perimeter*, square units to describe *area* or *surface area*, and cubic units to describe *volume*, in real-world situations M.12.5.5 Model the differences between covering the *faces* (*surface area*/*nets*) and filling the *interior* (*volume* of *cubes*)	M.12.6.1 Identify and select appropriate units and tools from both systems to measure Ex: angles with degrees, distance with feet/meters M.12.6.2 Make conversions within the same measurement system in real-world problems Ex: hours to minutes to seconds, meters to centimeters, feet to inches, liters to milliliters, quarts to gallons, etc. M.12.6.3 Compare and contrast the differences among linear units, square units, and cubic units

Strand: Measurement
Standard 13: *Systems of Measurement*
Students shall identify and use units, systems and processes of measurement.

	Grade 5	Grade 6
Attributes and Tools	M.13.5.1 Solve real-world problems involving one *elapsed time*, counting forward (calendar and clock) M.13.5.2 Determine which unit of measure or measurement tool matches the context for a problem situation M.13.5.3 Draw and measure distance to the nearest cm and ¼ inch accurately M.13.5.4 Develop and use *strategies* to solve real-world problems involving *perimeter* and *area* of rectangles	M.13.6.1 Solve real-world problems involving one *elapsed time*, counting forward and backward (calendar and clock) M.13.6.2 Determine which unit of measure or measurement tool matches the context for a problem situation M.13.6.3 Draw and measure distance to the nearest mm and 1/8 inch accurately M.13.6.4 Establish and apply formulas to find *area* and *perimeter* of triangles, rectangles, and parallelograms
Applications	M.13.5.5 Count the distance between two points on a horizontal or vertical line and compare the lengths of the paths on a grid Ex: shortest path, paths of equal length, etc. M.13.5.6 Use benchmark angles to estimate the measure of angles Ex: 45 degrees, 90 degrees, 120 degrees, 180 degrees	M.13.6.5 Find the distance between two points on a number line M.13.6.6 Use estimation to check the reasonableness of measurements obtained from use of various instruments (including angle measures)

Strand: Data Analysis and Probability
Standard 14: *Data Representation*
Students shall formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

	Grade 5		Grade 6	
Collect, Organize and Display Data	DAP.14.5.1	Develop appropriate questions for surveys	DAP.14.6.1	Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population
	DAP.14.5.2	Collect *numerical* and *categorical data* using surveys, observations and experiments that would result in *bar graphs*, *line graphs*, *line plots* and *stem-and-leaf plots*	DAP.14.6.2	Collect data and select appropriate graphical representations to display the data including *Venn diagrams*
	DAP.14.5.3	Construct and interpret *frequency tables*, charts, *line plots*, *stem-and-leaf plots* and *bar graphs*	DAP.14.6.3	Construct and interpret graphs, using correct scale, including *line graphs* and *double-bar graphs*

Strand: Data Analysis and Probability
Standard 15: *Data Analysis*
Students shall select and use appropriate statistical methods to analyze data.

	Grade 5		Grade 6	
Data Analysis	DAP.15.5.1	Interpret graphs such as *line graphs*, *double bar graphs*, and *circle graphs*	DAP.15.6.1	Interpret graphs such as *double line graphs* and *circle graphs*
	DAP.15.5.2	Determine, with and without appropriate *technology*, the *range*, *mean*, *median* and *mode* (*whole number* data sets) and explain what each indicates about the set of data	DAP.15.6.2	Compare and interpret information provided by measures of *central tendencies* (*mean*, *median* and *mode*) and *measures of spread* (*range*)

Strand: Data Analysis and Probability
Standard 16: *Inferences and Predictions*
Students shall develop and evaluate inferences and predictions that are based on data.

	Grade 5		Grade 6	
Inferences and Predictions	DAP.16.5.1	Make predictions and justify conclusions based on data	DAP.16.6.1	Use observations about differences in data to make justifiable inferences

Strand: Data Analysis and Probability
Standard 17: *Probability*
Students shall understand and apply basic concepts of probability.

	Grade 5		Grade 6	
Probability	DAP.17.5.1	Identify and predict the *probability* of events within a simple experiment	DAP.17.6.1	Distinguish between *theoretical* and *experimental probability*
	DAP.17.5.2	List and explain all possible *outcomes* in a given situation		

Strand: Number and Operations
Standard 1: *Number Sense*
Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

	Grade 7	Grade 8
Rational Numbers	NO.1.7.1 Relate, with and without models and pictures, concepts of *ratio*, *proportion*, and *percent*, including *percents* less than 1 and greater than 100 NO.1.7.2 Demonstrate, with and without appropriate *technology*, an understanding of *place value* using powers of 10 and write numbers greater than one in *scientific notation* NO.1.7.3 Convert between *scientific notation* and standard *notation* using numbers greater than one NO.1.7.4 Find decimal and *percent equivalents* for mixed numbers and explain why they represent the same value NO.1.7.5 Compare and represent *integers*, fractions, decimals and mixed numbers and find their approximate location on a number line NO.1.7.6 Recognize subsets of the *real number* system (*natural*, *whole*, *integers*, *rational*, and *irrational numbers*)	NO.1.8.1 Read, write, compare and solve problems, with and without appropriate *technology*, including numbers less than 1 in *scientific notation* NO.1.8.2 Convert between *scientific notation* and standard *notation*, including numbers from zero to one NO.1.8.3 Compare and order *real numbers* including *irrational numbers* and find their approximate location on a number line (use *technology* when appropriate) NO.1.8.4 Understand and justify classifications of numbers in the *real number* system

Strand: Number and Operations
Standard 2: *Properties of Number Operations*
Students shall understand meanings of operations and how they relate to one another.

	Grade 7	Grade 8
Number Theory	NO.2.7.1 Apply the *distributive property* of multiplication over addition or subtraction to simplify computations with *integers*, fractions, and decimals NO.2.7.2 Apply the addition, subtraction, multiplication and division properties of equality to one-step *equations* with *integers*, fractions, and decimals NO.2.7.3 Apply rules (conventions) for *order of operations* to *integers* and positive *rational numbers* including parentheses, brackets or exponents	NO.2.8.1 Apply the addition, subtraction, multiplication and division properties of equality to two-step *equations* NO.2.8.2 Understand and apply the *inverse* and *identity* properties NO.2.8.3 Use *inverse* relationships (addition and subtraction, multiplication and division, squaring and *square roots*) in problem solving situations NO.2.8.4 Apply rules (conventions) for *order of operations* to *rational numbers*
Understand Operations	NO.2.7.4 Model and develop addition, subtraction, multiplication and division of *integers*	NO.2.8.5 Model and develop addition, subtraction, multiplication and division of *rational numbers* Ex: -8½ + 2¾

Strand: Number and Operations
Standard 3: *Numerical Operations and Estimation*
Students shall compute fluently and make reasonable estimates.

	Grade 7	Grade 8
Computational Fluency	NO.3.7.1 Compute, with and without appropriate *technology*, with *integers* and positive *rational numbers* using real-world situations to solve problems NO.3.7.2 Solve, with and without appropriate *technology*, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)	NO.3.8.1 Compute, with and without appropriate *technology*, with *rational numbers* in multi-step problems NO.3.8.2 Solve, with and without appropriate *technology*, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)
Estimation	NO.3.7.3 Determine when an *estimate* is sufficient and use *estimation* to decide whether answers are reasonable in problems including fractions and decimals	NO.3.8.3 Use *estimation* to solve problems involving *rational numbers*; including *ratio*, *proportion*, *percent* (increase or decrease) then judge the reasonableness of solutions
Application of Computation	NO.3.7.4 Apply *factorization*, *LCM*, and *GCF* to solve problems using more than two numbers and explain the solution NO.3.7.5 Represent and solve problem situations that can be modeled by and solved using concepts of *absolute value*, exponents and *square roots* (for *perfect squares*) with and without appropriate *technology* NO.3.7.6 Solve, with and without *technology*, real-world *percent* problems Ex: I = PRT	NO.3.8.4 Apply *factorization* to find *LCM* and *GCF* of *algebraic expressions* Ex: $4x^2 y^3$ $6xy^2$ *GCF* = $2xy^2$ *LCM* = $12x^2y^3$ NO.3.8.5 Calculate and find approximations of *square roots* with appropriate *technology* NO.3.8.6 Solve, with and without *technology*, real-world *percent* problems including *percent* of increase or decrease

Strand: Algebra
Standard 4: *Patterns, Relations and Functions*
Students shall recognize, describe, and develop patterns, relations and functions.

	Grade 7	Grade 8
Patterns, Relations and Functions	A.4.7.1 Create and complete a *function table* (*input/output*) using a given rule with two operations A.4.7.2 Identify and extend *patterns* in real-world situations A.4.7.3 Interpret and write a rule for a two operation *function table* Ex: multiply by 2, add 1	A.4.8.1 Find the nth term in a *pattern* or a *function* table A.4.8.2 Using real-world situations, describe *patterns* in words, tables, pictures, and symbolic representations A.4.8.3 Interpret and represent a two operation *function* as an *algebraic equation* Ex: $y = 2x + 1$ A.4.8.4 Use tables, graphs, and *equations* to identify *independent/dependent variables* (*input*/*output*)

Strand: Algebra
Standard 5: *Algebraic Representations*
Students shall represent and analyze mathematical situations and structures using algebraic symbols.

	Grade 7	Grade 8
Expressions, Equations and Inequalities	A.5.7.1 Solve and graph one-step *linear equations* and *inequalities* using a variety of methods (i.e., hands-on, *inverse operations*, symbolic) with real-world application with and without *technology* A.5.7.2 Solve simple *linear equations* using *integers* and graph on a *coordinate plane* Ex: use a T chart A.5.7.3 Translate phrases and sentences into *algebraic expressions* and *equations* including parentheses and positive and *rational numbers* and simplify *algebraic expressions* by combining like terms A.5.7.4 Write and evaluate *algebraic expressions* using positive *rational numbers*	A.5.8.1 Solve and graph two-step *equations* and *inequalities* with one *variable* and verify the reasonableness of the result with real-world application with and without *technology* A.5.8.2 Solve and graph *linear equations* (in the form $y = mx + b$) A.5.8.3 Translate sentences into *algebraic equations* and *inequalities* and combine like terms within *polynomials* A.5.8.4 Write and evaluate *algebraic expressions* using *rational numbers*

Strand: Algebra
Standard 6: *Algebraic Models*
Students shall develop and apply mathematical models to represent and understand quantitative relationships.

	Grade 7	Grade 8
Algebraic Models and Relationships	A.6.7.1 Use tables and graphs to represent *linear equations* by plotting, with and without appropriate *technology*, points in a *coordinate plane* A.6.7.2 Represent, with and without appropriate *technology*, *linear equations* by plotting and graphing points in the *coordinate plane* using all four *quadrants* given data in a table from a real-world situation A.6.7.3 Create and complete a *function table* (*input*/*output*) using a given rule with two operations in real-world situations	A.6.8.1 Describe, with and without appropriate *technology*, the relationship between the graph of a line and its equation, including being able to explain the meaning of slope as a constant rate of change (rise/run) and *y-intercept* in real-world problems A.6.8.2 Represent, with and without appropriate *technology*, *linear* relationships concretely, using tables, graphs and *equations* A.6.8.3 Differentiate between *independent/ dependent variables* given a *linear relationship* in context A.6.8.4 Represent, with and without appropriate *technology*, simple exponential and/or quadratic *functions* using verbal descriptions, tables, graphs and formulas and translate among these representations

Strand: Algebra
Standard 7: *Analysis of Change*
Students shall analyze change in various contexts.

	Grade 7	Grade 8
Analyze Change	A.7.7.1 Use, with and without appropriate *technology*, tables and graphs to compare and identify situations with constant or varying *rates* of change	A.7.8.1 Use, with and without *technology*, graphs of real-life situations to describe the relationships and analyze change, including graphs of change (cost per minute) and graphs of accumulation (total cost)

Strand: Geometry
Standard 8: *Geometric Properties*
Students shall analyze characteristics and properties of 2- and 3-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

	Grade 7	Grade 8
Characteristics of Geometric Shapes	G.8.7.1 Identify, draw, classify and compare geometric figures using models and real-world examples G.8.7.2 Investigate geometric properties and their relationships in one-, *two*-, and *three-dimensional* models, including convex and concave *polygons* G.8.7.3 Recognize the pairs of angles formed and the relationship between the angles including two *intersecting lines* and *parallel lines* cut by a *transversal* (*vertical*, *supplementary*, *complementary*, *corresponding*, *alternate interior*, *alternate exterior angles* and *linear pair*) G.8.7.4 Use paper or physical models to determine the sum of the measures of *interior angles* of triangles and *quadrilaterals* G.8.7.5 *Model* and develop the concept that *pi* (π) is the *ratio* of the *circumference* to the *diameter* of any circle G.8.7.6 Develop the properties of *similar figures* (*ratio* of sides and *congruent* angles)	G.8.8.1 Form generalizations and validate conclusions about properties of geometric shapes G.8.8.2 Make, with and without appropriate *technology*, and test *conjectures* about characteristics and properties between *two-dimensional* figures and *three-dimensional* objects Ex: circle vs. cylinder, square vs. *cube* G.8.8.3 Determine appropriate application of geometric ideas and relationships, such as *congruence*, similarity, and the *Pythagorean theorem*, with and without appropriate *technology*

Strand: Geometry
Standard 9: *Transformation of Shapes*
Students shall apply transformations and the use of symmetry to analyze mathematical situations.

	Grade 7	Grade 8
Symmetry and Transformations	G.9.7.1 Examine the congruence, similarity, and *line* or *rotational symmetry* of objects using *transformations* G.9.7.2 Perform *translations* and *reflections* of *two-dimensional* figures using a variety of methods (paper folding, tracing, graph paper)	G.9.8.1 Determine a *transformation's line* of *symmetry* and compare the properties of the figure and its *transformation* G.9.8.2 Draw the results of *translations* and *reflections* about the x- and y-axis and *rotations* of objects about the origin

Strand: Geometry
Standard 10: *Coordinate Geometry*
Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.

	Grade 7	Grade 8
Coordinate Geometry	G.10.7.1 Plot points in the *coordinate plane* G.10.7.2 Plot points that form the *vertices* of a geometric figure and draw, identify and classify the figure	G.10.8.1 Use coordinate geometry to explore the links between geometric and algebraic representations of problems (lengths of segments/ distance between points, *slope*/ *perpendicular-parallel lines*)

Strand: Geometry
Standard 11: *Visualization and Geometric Models*
Students shall use visualization, spatial reasoning and geometric modeling.

	Grade 7	Grade 8
Spatial Visualization and Models	G.11.7.1 Build *three-dimensional* solids from *two-dimensional patterns* (*nets*) G.11.7.2 Construct a building out of *cubes* from a set of views (front, top, side)	G.11.8.1 Using isometric dot paper interpret and draw different views of buildings

Strand: Measurement
Standard 12: *Physical Attributes*
Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects.

	Grade 7	Grade 8
Attributes and Tools	M.12.7.1 Understand, select and use the appropriate units and tools (metric and customary) to measure length, weight, *mass* and *volume* to the required degree of accuracy for real-world problems M.12.7.2 Understand relationships among units within the same system M.12.7.3 Find different *areas* for a given *perimeter* and find a different *perimeter* for a given *area*	M.12.8.1 Understand, select and use, with and without appropriate *technology*, the appropriate units and tools to measure angles, *perimeter*, *area*, *surface area* and *volume* to solve real-world problems M.12.8.2 Describe and apply equivalent measures using a variety of units within the same system of measurement

Strand: Measurement
Standard 13: *Systems of Measurement*
Students shall identify and use units, systems and processes of measurement.

	Grade 7	Grade 8
Attributes and Tools	M.13.7.1 Solve real-world problems involving two or more *elapsed times*, counting forward and backward (calendar and clock) M.13.7.2 Draw and measure distance to the nearest mm and 1/16 inch accurately M.13.7.3 Develop and use *strategies* to solve problems involving *area* of a *trapezoid* and *circumference* and *area* of a circle	M.13.8.1 Draw and apply measurement skills with *fluency* to appropriate levels of precision
Applications	M.13.7.4 Derive and use formulas for *surface area* and *volume* of *prisms* and *cylinders* and justify them using geometric models and common materials M.13.7.5 Apply properties (scale *factors*, *ratio*, and *proportion*) of *congruent* or *similar* triangles to solve problems involving missing lengths and angle measures M.13.7.6 Find the distance between two points on a number line and locate the midpoint M.13.7.7 Estimate and compute the *area* of more complex or irregular *two-dimensional* shapes by dividing them into more basic shapes	M.13.8.2 Solve problems involving *volume* and *surface area* of *pyramids*, *cones* and composite figures, with and without appropriate *technology* M.13.8.3 Apply proportional reasoning to solve problems involving indirect measurements, scale drawings or rates M.13.8.4 Find the distance between two points on a *coordinate plane* using the *Pythagorean theorem* M.13.8.5 Estimate and compute the *area* of irregular *two-dimensional* shapes

Strand: Data Analysis and Probability
Standard 14: *Data Representation*
Students shall formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

	Grade 7		Grade 8	
Collect, Organize, and Display Data	DAP.14.7.1	Identify different ways of selecting samples and compose appropriate questions Ex: survey response, random sample, representative sample and convenience sample	DAP.14.8.1	Design and conduct investigations which include: • adequate number of trials • unbiased sampling • accurate measurement • record-keeping
	DAP.14.7.2	Explain which types of display are appropriate for various data sets (*line graph* for change over time, *circle graph* for part-to-whole comparison, *scatter plot* for trends)	DAP.14.8.2	Explain which types of display are appropriate for various data sets (*scatter plot* for relationship between two variants and *line of best fit*)
	DAP.14.7.3	Construct and interpret *circle graphs*, *box-and-whisker plots*, *histograms*, *scatter plots* and *double line graphs* with and without appropriate *technology*	DAP.14.8.3	Interpret or solve real-world problems using data from charts, *line plots*, *stem-and-leaf plots*, *double-bar graphs*, *line graphs*, *box-and-whisker plots*, *scatter plots*, *frequency tables* or *double line graphs*

Strand: Data Analysis and Probability
Standard 15: *Data Analysis*
Students shall select and use appropriate statistical methods to analyze data.

	Grade 7		Grade 8	
Data Analysis	DAP.15.7.1	Analyze data displays, including ways that they can be misleading	DAP.15.8.1	Compare and contrast the reliability of data sets with different size populations Ex: 40/80 vs. 40/800
	DAP.15.7.2	Analyze, with and without appropriate *technology*, a set of data by using and comparing measures of *central tendencies* (*mean*, *median*, *mode*) and *measures of spread* (*range*, *quartile*, *interquartile range*)	DAP.15.8.2	Analyze, with and without appropriate *technology*, graphs by comparing measures of *central tendencies* and *measures of spread*
			DAP.15.8.3	Given at least one of the measures of *central tendency* create a data set
			DAP.15.8.4	Describe how the inclusion of *outliers* affects those measures

Strand: Data Analysis and Probability
Standard 16: *Inferences and Predictions*
Students shall develop and evaluate inferences and predictions that are based on data.

	Grade 7		Grade 8	
Inferences and Predictions	DAP.16.7.1	Make, with and without appropriate *technology*, *conjectures* of possible relationships in a *scatter plot* and approximate the *line of best fit* (*trend line*)	DAP.16.8.1	Use observations about differences between sets of data to make *conjectures* about the populations from which the data was taken

Strand: Data Analysis and Probability
Standard 17: *Probability*
Students shall understand and apply basic concepts of probability.

	Grade 7		Grade 8	
Probability	DAP.17.7.1	Understand that *probability* can take any value between 0 and 1 (events that are not going to occur have *probability* 0, events certain to occur have *probability* 1)	DAP.17.8.1	Compute, with and without appropriate *technology*, probabilities of compound events, using organized lists, *tree diagrams* and *logic grid*
	DAP.17.7.2	Design, with and without appropriate *technology*, an experiment to test a *theoretical probability* and explain how the results may vary Ex: suggested materials for simulations are: two-color counters, a number *cube*, and spinners	DAP.17.8.2	Make predictions based on *theoretical probabilities*, design and conduct an experiment to test the predictions, compare actual results to predicted results, and explain differences Ex: suggested materials for simulations are: polyhedra die, random number table, and *technology*

Manipulatives to Concepts

The following is a list of SOME of the concepts that can effectively be taught using the given manipulatives.

Manipulatives	Concepts
Algebra Tiles	Integers, equations, inequalities, polynomials, similar terms, factoring, estimation
Attribute Blocks	Sorting, classification, investigation of size, shape, color, logical reasoning, sequencing, patterns, symmetry, similarity, congruence, thinking skills, geometry, organization of data
Balance Scale	Weight, mass, equality, inequality, equations, operations on whole numbers, estimation, measurement
Base-Ten Blocks	Place value, operations on whole numbers, decimals, decimal-fractional-percent equivalencies, comparing, ordering, classifications, sorting, number concepts, square and cubic numbers, area, perimeter, metric measurement, polynomial
Calculators	Problems with large numbers, problem solving, interdisciplinary problems, real-life problems, patterns, counting, number concepts, estimation, equality, inequality, fact *strategies*, operations on whole numbers, decimals, fractions
Capacity Containers	Measurement, capacity, volume, estimation
Clocks	Time, multiplication, fractions, modular arithmetic, measurement
Color Tiles	Color, shape, patterns, estimation, counting, number concepts, equality, inequality, operations on whole numbers and fractions, probability, measurement, area, perimeter, surface area, even and odd numbers, prime and composite numbers, ratio, proportion, percent, integers, square and cubic numbers, spatial visualization
Compasses	Constructions, angle measurement
Cubes	Number concepts, counting, place value, fact *strategies* – especially turnaround facts, classification, sorting, colors, patterns, square and cubic numbers, equality, inequalities, averages, ratio, proportion, percent, symmetry, spatial visualization, area, perimeter, volume, surface area, transformational geometry, operations on whole numbers and fractions, even and odd numbers, prime and composite numbers, probability
Cuisenaire Rods	Classification, sorting, ordering, counting, number concepts, comparisons, fractions, ratio, proportion, place value, patterns, even and odd numbers, prime and composite numbers, logical reasoning, estimation, operations on whole numbers
Decimal Squares	Decimals – place value, comparing, ordering, operations, classification, sorting, number concepts, equality, inequality, percent, perimeter, area
Dominoes	Counting, number concepts, fact *strategies*, classification, sorting, patterns, logical reasoning, equality, inequality, mental math, operations on whole numbers
Fraction Models	Fractions – meaning, recognition, classification, sorting comparing, ordering, number concepts, equivalence, operations, perimeter, area, percent, probability
Geoboards	Size, shape, counting, area, perimeter, circumference, symmetry, fractions, coordinate geometry, slopes, angles, Pythagorean Theorem, estimation, percent, similarity, congruence, rotations, reflections, translations, classification, sorting, square numbers, polygons, spatial visualization, logical reasoning
Geometric Solids	Shape, size, relationships between area and volume, volume, classification, sorting, measurement, spatial visualization
Math Balance Invicta, Number	Equality, inequality, operations on whole numbers, open sentences, equations, place value, fact *strategies*, measurement, logical reasoning
Miras	Symmetry, similarity, congruence, reflections, rotations, translations, angles, parallel and perpendicular lines, constructions
Money	Money, change, comparisons, counting, classifications, sorting, equality, inequality, operations on whole numbers, decimals, fractions, probability, fact *strategies*, number concepts

Manipulatives to Concepts (*continued*)

Manipulatives	Concepts
Number Cubes	Counting, number concepts, fact *strategies*, mental math, operations on whole numbers, fractions, decimals, probability, generation of problems, logical reasoning
Numeral Cards	Counting, classification, sorting, comparisons, equality, inequality, order, fact *strategies*, number concepts, operations on whole numbers, fractions, decimals, logical reasoning, patterns, odd and even numbers, prime and composite numbers
Pattern Blocks	Patterns, one-to-one correspondence, sorting, classification, size, shape, color, geometric relationships, symmetry, similarity, congruence, area, perimeter, reflections, rotation, translations, problem solving, logical reasoning, fractions, spatial visualization, tessellations, angles, ratio, proportions
Polyhedra Models	Shape, size, classification, sorting, polyhedra, spatial visualization
Protractors	Constructions, angle measurement
Rulers, Tape Measures	Measurement, area, perimeter, constructions, estimation, operations on whole numbers, volume
Spinners	Counting, number concepts, operations on whole numbers, decimals, fractions, fact *strategies*, mental math, logical reasoning, probability, generation of problems
Tangrams	Geometric concepts, spatial visualization, logical reasoning, fractions, similarity, congruence, area, perimeter, ratio, proportion, angles, classification, sorting, patterns, symmetry, reflections, translations, rotations
Ten-Frames	Fact *strategies*, mental math, number concepts, counting, equality, inequality, place value, patterns, operations on whole numbers
Thermometers	Temperature, integers, measurement
Two-Color Counters	Counting, comparing, sorting, classification, number concepts, fact *strategies*, even and odd numbers, equality, inequality, operations, ratio, proportions, probability, integers

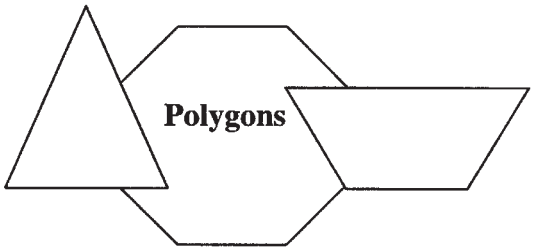
Concepts to Manipulatives

The following is a list of SOME of the manipulatives that can effectively be used to teach the given concept.

Concepts	Manipulatives
Angles	Protractors, compasses, geoboards, miras, rulers, tangrams, pattern blocks
Area	Geoboards, color tiles, base-ten blocks, decimal squares, cubes, tangrams, pattern blocks, rulers, fraction models
Classification, Sorting	Attribute blocks, cubes, pattern blocks, tangrams, 2-color counters, Cuisenaire rods, dominoes, geometric solids, money, numeral cards, base-ten materials, polyhedra models, geoboards, decimal squares, fraction models
Coordinate Geometry	Geoboards
Constructions	Compasses, protractors, rulers, miras
Counting	Cubes, 2-color counters, color tiles, Cuisenaire rods, dominoes, numeral cards, spinners, 10-frames, number cubes, money calculators
Decimals	Decimal squares, base-ten blocks, money, calculators, number cubes, numeral cards, spinners
Equations/Inequalities Equality/Inequality Equivalence	Algebra tiles, math balance, calculators, 10-frames, balance scale, color tiles, dominoes, money, numeral cards, 2-color counters, cubes, Cuisenaire rods, decimal squares, fraction models
Estimation	Color tiles, geoboards, balance scale, capacity containers, rulers, Cuisenaire rods, calculators
Factoring	Algebra tiles

Concepts to Manipulatives (*continued*)

Concepts	Manipulatives
Fact Strategies	10-frames, 2-color counters, dominoes, cubes, numeral cards, spinners, number cubes, money, math balance, calculators
Fractions	Fraction models, pattern blocks, base-ten materials, geoboards, clocks, color tiles, cubes, Cuisenaire rods, money, tangrams, calculators, number cubes, spinners, 2-color counters, decimal squares, numeral cards
Integers	2-color counters, algebra tiles, thermometers, color tile
Logical Reasoning	Attribute blocks, Cuisenaire rods, dominoes, pattern blocks, tangrams, number cubes, spinners, geoboards
Mental Math	10-frames, dominoes, number cubes, spinners
Money	Money
Number Concepts	Cubes, 2-color counters, spinners, number cubes, calculators, dominoes, numeral cards, base-ten materials, Cuisenaire rods, fraction models, decimal squares, color tiles, 10-frames, money
Odd, Even, Prime, Composite	Color tiles, cubes, Cuisenaire rods, numeral cards, 2-color counters
Patterns	Pattern blocks, attribute blocks, tangrams, calculators, cubes, color tiles, Cuisenaire rods, dominoes, numeral cards, 10-frames
Percent	Base-ten materials, decimal squares, color tiles, cubes, geoboards, fraction models
Perimeter/Circumference	Geoboards, color tiles, tangrams, pattern blocks, rulers, base-ten materials, cubes, fraction circles, decimal squares
Place Value	Base-ten materials, decimal squares, 10-frames, Cuisenaire rods, math balance, cubes, 2-color counters
Polynomials	Algebra tiles, base-ten materials
Pythagorean Theorem	Geoboards
Ratio/Proportion	Color tiles, cubes, Cuisenaire rods, tangrams, pattern blocks, 2-color counters
Similarity/Congruence	Geoboards, attribute blocks, pattern blocks, tangrams, miras
Size/Shape/Color	Attribute blocks, cubes, color tiles, geoboards, geometric solids, pattern blocks, tangrams, polyhedra models
Spatial Visualization	Tangrams, pattern blocks, geoboards, geometric solids, polyhedra models, cubes, color tiles
Square/Cubic Numbers	Color tiles, cubes, base-ten materials, geoboards
Surface Area	Color tiles, cubes
Symmetry	Geoboards, pattern blocks, tangrams, miras, cubes, attribute blocks
Tessellations	Pattern blocks, attribute blocks
Transformational Geometry, Translations, Rotations, Reflections	Geoboards, cubes, miras, pattern blocks, tangrams
Volume	Capacity containers, cubes, geometric solids, rulers
Whole Numbers	Base-ten materials, balance scale, number cubes, spinners, color tiles, cubes, math balance, money, numeral cards, dominoes, rulers, calculators, 10-frames, Cuisenaire rods, clocks, 2-color counters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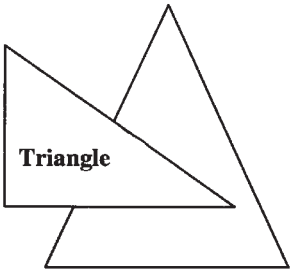
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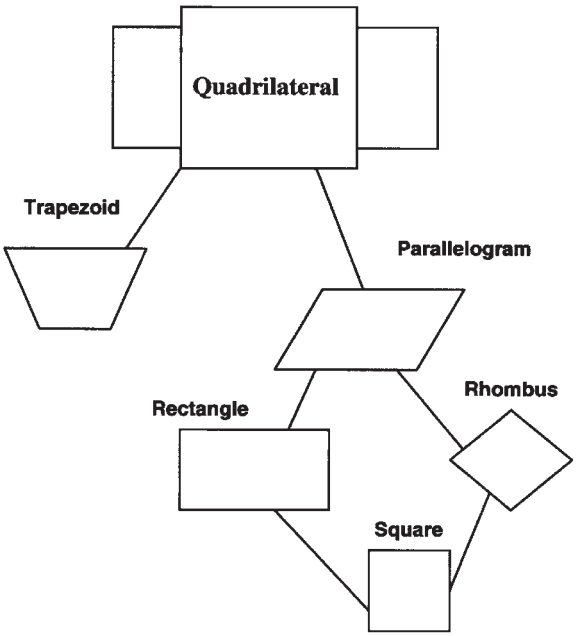
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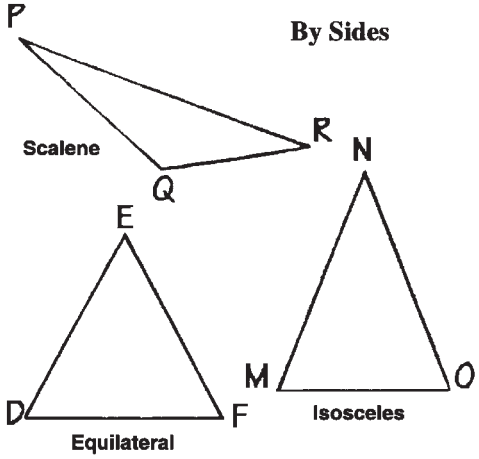
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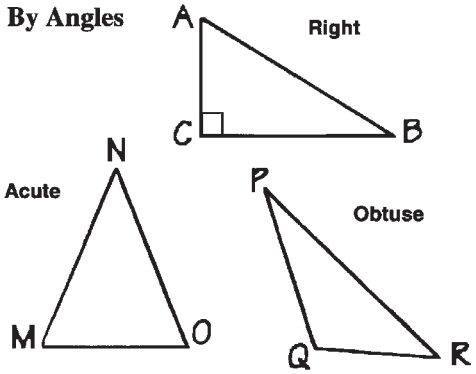
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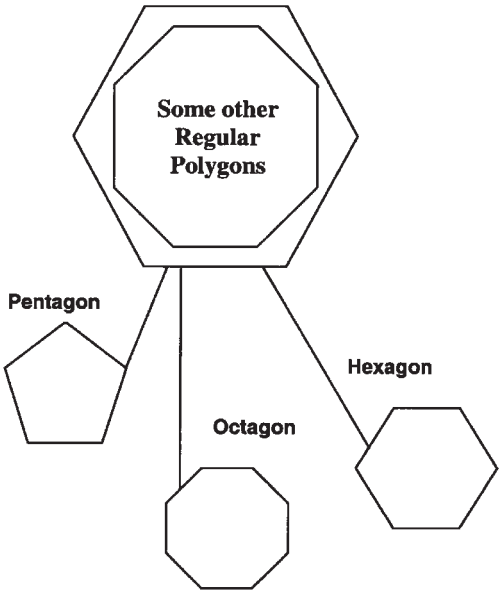
Some other
Regular
Polygons
Pentagon
Hexagon
Octagon

Strand 2: Life Science
Standard 2: *Living Systems: Characteristics, Structure, and Function*
Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment and technology.

	Grade 5	Grade 7
Structure and Function	LS.2.5.1 Compare the *cell theory* to the characteristics of a scientific *theory* LS.2.5.2 Examine cells on a microscopic level LS.2.5.3 Describe the similarities of basic *cell* functions in all *organisms* LS.2.5.4 Model and identify the parts of animal cells and plant *cells*: • *cell* wall • *cell* membrane • *nucleus* • cytoplasm • chloroplast LS.2.5.5 Compare and contrast plant and animal *cells* LS.2.5.6 Conduct investigations to separate plant pigments from the *cell* LS.2.5.7 Identify the role of chlorophyll in the process of photosynthesis LS.2.5.8 Explain and illustrate photosynthesis LS.2.5.9 Explain *cellular respiration* LS.2.5.10 Conduct investigations demonstrating the process of *cellular respiration* LS.2.5.11 Investigate careers, scientists, and historical breakthroughs related to *cells*	LS.2.7.1 Illustrate the hierarchical relationships of *cells*, *tissues*, *organs*, and *organ systems* LS.2.7.2 Analyze how two or more *organs* work together to perform a function (e.g., mouth and stomach to digest food) LS.2.7.3 Identify *organ systems* in *vertebrates* and plants LS.2.7.4 Analyze the structure and function of *tissues*, *organs*, and *organ systems* of a *vertebrate* and an *angiosperm* using various models or methods of dissection LS.2.7.5 Compare and contrast *vertebrate* systems and plant *organ systems* LS.2.7.6 Identify human body systems: • nervous • digestive • circulatory • respiratory • excretory • integumentary • skeletal/muscular • endocrine • reproductive LS.2.7.7 Relate the structure of *vertebrate* and plant body systems to their functions LS.2.7.8 Investigate functions of human body systems LS.2.7.9 Describe interactions between major *organ systems* LS.2.7.10 Investigate careers, scientists, and historical breakthroughs related to life systems

Strand 2: Life Science
Standard 3: *Life Cycles, Reproduction, and Heredity*
Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.

	Grade 5	Grade 7
Heredity and Reproduction		LS.3.7.1 Explain that the fertilized *egg cell* carries *genetic* information from each parent and multiplies to form a complete *organism* LS.3.7.2 Distinguish between *sperm cells* and *egg cells* LS.3.7.3 Compare and contrast the structure and function of the *sperm cell* and the *egg cell* in *vertebrates* and plants and their role in *sexual reproduction* LS.3.7.4 Investigate and analyze the development of *embryos* LS.3.7.5 Dissect a poultry *egg* to analyze its structure (e.g., paper, plastic, or *clay* models; virtual dissection; or specimen dissection) LS.3.7.6 Dissect a flower to analyze the reproductive system of *angiosperms* (e.g., paper, plastic, or *clay* models; virtual dissection; or specimen dissection) LS.3.7.7 Differentiate between sexual and *asexual reproduction* in • *vertebrates* • plants LS.3.7.8 Identify the number and source of chromosomes in human body *cells* LS.3.7.9 Identify the number and source of chromosomes in human sex *cells* LS.3.7.10 Explain the role of *cell* division LS.3.7.11 Investigate careers, scientists, and historical breakthroughs related to *reproduction*
Regulation and Behavior		LS.3.7.12 Summarize the interactions between *organ systems* in the maintenance of *homeostasis*

Strand 2: Life Science
Standard 4: *Populations and Ecosystems*
Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

	Grade 5	Grade 7
Populations and Ecosystems	LS.4.5.1 Distinguish among and model • *organisms* • *populations* • *communities* • *ecosystems* • *biosphere* LS.4.5.2 Identify the transfer of *energy* using *energy* pyramids: • terrestrial • aquatic LS.4.5.3 Design food webs in specific *habitats* to show the flow of *energy* within *communities*: • terrestrial • aquatic LS.4.5.4 Evaluate food webs under conditions of stress: • overgrazing • overpopulation • natural disaster • introduction of non-native *species* • human impact/urban development LS.4.5.5 Examine the role of *limiting factors* on the *carrying capacity* of an *ecosystem*: • food • space • water • shelter LS.4.5.6 Describe and diagram the nitrogen cycle in *ecosystems* LS.4.5.7 Describe and diagram the *carbon cycle* in *ecosystems* LS.4.5.8 Describe and diagram the *carbon dioxide-oxygen cycle* in *ecosystems* LS.4.5.9 Conduct investigations demonstrating the role of the *carbon dioxide-oxygen cycle* in *ecosystems* LS.4.5.10 Analyze the concept of conservation of *mass* as related to the amount of *matter* in an *ecosystem* LS.4.5.11 Create *ecosystems* in which plants can exist without animals	LS.4.7.1 Explain the role of *reproduction* in the continuation of a *species*

Strand 2: Life Science
Standard 4: *Populations and Ecosystems (continued)*
Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

	Grade 5	Grade 7
Populations and Ecosystems (continued)	LS.4.5.12 Conduct investigations in which plants are encouraged to thrive LS.4.5.13 Construct, compare, and contrast *environments* in *open* and *closed* aquaria LS.4.5.14 Categorize *organisms* by the function they serve in ecosystems and food webs: • *predator/prey* • *parasitism* • *producer/consumer/ decomposer* • *scavenger* • *herbivore/carnivore/omnivore* LS.4.5.15 Conduct *field studies* identifying and categorizing *organisms* in a given area of an ecosystem LS.4.5.16 Evaluate positive and negative human effects on *ecosystems* LS.4.5.17 Describe and illustrate various symbiotic relationships: • *parasitism* • *mutualism* • *commensalism* LS.4.5.18 Investigate careers, scientists, and historical breakthroughs related to *populations* and *ecosystems*	

Strand 3: Physical Science
Standard 5: *Matter: Properties and Changes*
Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.

	Grade 5	Grade 7
Properties of *Matter*	PS.5.5.1 Identify the relationship of *atoms* to all *matter* PS.5.5.2 Conduct *scientific investigations* on *physical properties* of objects PS.5.5.3 Identify common examples of *physical properties*: • length • *mass* • area • perimeter • texture • taste • odor • color • elasticity PS.5.5.4 State characteristics of physical changes PS.5.5.5 Identify characteristics and common examples of physical changes PS.5.5.6 Explain how heat influences the states of matter of a substance: • solid • liquid • gas • plasma PS.5.5.7 Demonstrate the effect of changes in the *physical properties* of *matter* PS.5.5.8 Model the motion and position of *molecules* in solids, liquids, and gases in terms of *kinetic energy* PS.5.5.9 Conduct investigations demonstrating expansion and contraction PS.5.5.10 Investigate scientists, careers, and historical breakthroughs related to *physical properties*, physical changes, and states of *matter*	PS.5.7.1 Explain how a small number of naturally-occurring *elements* can result in the large variety of substances found in the world PS.5.7.2 Create models of common *compounds*: • water • carbon dioxide • salt • iron oxide • ammonia PS.5.7.3 Identify *compounds* as substances consisting of two or more *elements* chemically combined PS.5.7.4 Compare and contrast properties of *compounds* to those of the *elements* that compose them: • salt: sodium, chlorine • water: hydrogen, oxygen • carbon dioxide: carbon, oxygen PS.5.7.5 Demonstrate techniques for forming and separating *mixtures*: • mixing • magnetic attraction • evaporation • filtration • chromatography • settling PS.5.7.6 Classify substances as • *elements* • *compounds* • *mixtures* PS.5.7.7 Distinguish among *solvent*, *solute*, and *solution* PS.5.7.8 Investigate the effect of variables on *solubility* rates PS.5.7.9 Interpret solubility graphs PS.5.7.10 Investigate scientists, careers, and historical breakthroughs related to *elements*, *mixtures*, and *compounds*

Strand 3: Physical Science
Standard 6: *Motion and Forces*
Students shall demonstrate and apply knowledge of motion and *forces* using appropriate safety procedures, equipment, and technology.

	Grade 5	Grade 7
Motion and Forces	PS.6.5.1 Classify *simple machines* PS.6.5.2 Conduct investigations using • levers (e.g., toothbrush) • pulleys • inclined planes-ramps, wedges, and screws • wheels and axles PS.6.5.3 Relate *simple machines* to inventions and discoveries PS.6.5.4 Compare and contrast *potential energy* and *kinetic energy* as applied to motion PS.6.5.5 Classify real world examples as *potential energy* or *kinetic energy* as applied to motion PS.6.5.6 Conduct investigations using *potential energy* and *kinetic energy* PS.6.5.7 Investigate careers, scientists, and historical breakthroughs related to *simple machines* and *potential* and *kinetic energy*	PS.6.7.1 Compare and contrast Newton's three laws of motion PS.6.7.2 Conduct investigations demonstrating Newton's first law of motion PS.6.7.3 Demonstrate Newton's second law of motion PS.6.7.4 Conduct investigations of Newton's third law of motion PS.6.7.5 Explain how Newton's three laws of motion apply to real world situations (e.g., sports, transportation) PS.6.7.6 Investigate careers, scientists, and historical breakthroughs related to laws of motion

Strand 3: Physical Science
Standard 7: *Energy and Transfer of Energy*
Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.

	Grade 5	Grade 7
Energy	PS.7.5.1 Summarize how light can interact with *matter* through *absorption*, *refraction*, and *reflection* PS.7.5.2 Investigate how light travels and interacts with an object or material PS.7.5.3 Conduct investigations demonstrating how an object can be seen PS.7.5.4 Design and conduct investigations of transparent, *translucent*, and *opaque* as applied to light PS.7.5.5 Investigate physical interactions of light and *matter* and the effect on color perception: • *refraction* • *absorption* • transmission • scattering PS.7.5.6 Investigate careers, scientists, and historical breakthroughs related to light *energy*	PS.7.7.1 Identify *natural resources* used to supply energy needs PS.7.7.2 Describe alternatives to the use of *fossil fuels*: • *solar energy* • *geothermal energy* • wind • *hydroelectric power* • *nuclear energy* • *biomass* PS.7.7.3 Conduct investigations to identify types of *potential energy* and *kinetic energy* PS.7.7.4 Investigate alternative *energy* sources PS.7.7.5 Investigate careers, scientists, and historical breakthroughs related to *natural resources*, alternative resources, *electricity*, and *magnetism*

Strand 4: Earth and Space Science
Standard 8: *Earth Systems*
Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.

	Grade 5	Grade 7
Structure and Properties	ESS.8.5.1 Identify some basic *elements* composing minerals: • silicon • oxygen • iron • sodium • chlorine • calcium • carbon • hydrogen • aluminum ESS.8.5.2 Investigate the growth of crystals ESS.8.5.3 Identify characteristics of minerals ESS.8.5.4 Conduct investigations on mineral properties: • luster • hardness • streak • acid test for calcite • fluorescence ESS.8.5.5 Identify the following minerals: • halite (salt) • feldspar • sulfur • quartz • diamonds • gypsum • calcite • talc • hematite (iron) • precious *metals* (gold, silver) ESS.8.5.6 Identify minerals found in Arkansas: • bauxite • diamonds • quartz • galena ESS.8.5.7 Identify characteristics of *sedimentary*, *igneous*, and *metamorphic* rocks ESS.8.5.8 Compare and contrast by investigation characteristics of the three basic types of rocks: • *sedimentary* • *igneous* • *metamorphic* ESS.8.5.9 Classify the three basic types of rocks	ESS.8.7.1 Describe the composition and physical characteristics of the *atmosphere* ESS.8.7.2 Investigate the influence of global patterns on local weather: • movement of air masses • *Coriolis effect* • *jet stream* • global wind belts ESS.8.7.3 Conduct investigations demonstrating the effects of *solar energy* on the *atmosphere* ESS.8.7.4 Investigate the effect that oceans have on *climate* ESS.8.7.5 Identify *elements* of weather: • *temperature* • air pressure • wind *speed* • wind direction • *humidity* ESS.8.7.6 Conduct investigations using weather measurement devices: • *anemometers* • *barometers* • *sling psychrometers* • *thermometers* • weather charts ESS.8.7.7 Predict weather conditions using data on the following: • *temperature* • air pressure: highs, lows, fronts • clouds • wind *speed* • wind direction • *humidity* ESS.8.7.8 Identify the causes and effects of weather-related phenomena: • thunderstorms • tornadoes/ hurricanes/cyclones/ typhoons • drought • *acid precipitation* ESS.8.7.9 Explain tornado belt weather patterns using a map of the United States

Strand 4: Earth and Space Science
Standard 8: *Earth Systems (continued)*
Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.

	Grade 5	Grade 7
Structure and Properties (continued)	ESS.8.5.10 Investigate careers, scientists, and historical breakthroughs related to minerals and rocks	ESS.8.7.10 Describe ways human beings protect themselves, others, and their property from adverse weather conditions ESS.8.7.11 Describe and map *climates* of major Earth regions ESS.8.7.12 Analyze the effect of the shape of Earth and the tilt of Earth's *axis* on *climate* ESS.8.7.13 Identify and explain the effects that human activities have on weather and *atmosphere* ESS.8.7.14 Describe causes and effects of *acid precipitation* ESS.8.7.15 Investigate careers, scientists, and historical breakthroughs related to *atmosphere* and weather
Cycles	ESS.8.5.11 Investigate the formation of soil ESS.8.5.12 Conduct investigations on sedimentation ESS.8.5.13 Describe and illustrate the rock cycle	ESS.8.7.16 Conduct investigations demonstrating the *water cycle* ESS.8.7.17 Explain the relationship between the *water cycle* and ground water ESS.8.7.18 Investigate cloud formation ESS.8.7.19 Conduct investigations demonstrating the *greenhouse effect* ESS.8.7.20 Research how human activities may contribute to *global warming* ESS.8.7.21 Explain examples of actual events that cause temporary *climate* changes: • volcanic dust • drought • *meteor* impact

Strand 4: Earth and Space Science
Standard 9: *Earth's History*
Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.

	Grade 5	Grade 7
Earth's History	ESS.9.5.1 Explain and give examples of how physical *evidence* from *fossils* supports the *theory* that Earth has changed over time ESS.9.5.2 Analyze *fossil* record *evidence* about plants and animals that lived long ago ESS.9.5.3 Infer the nature of ancient *environments* based on *fossil* record *evidence*	ESS.9.7.1 Analyze charts to infer past atmospheric conditions based on the *organisms* found in the *fossil* record ESS.9.7.2 Demonstrate that Earth has a magnetic field that is detectible at the surface with a compass ESS.9.7.3 Compare and contrast Earth's magnetic field to those of natural or human-made magnets with • North and South poles • lines of force ESS.9.7.4 Analyze evidence of sea floor spreading: • magnetic reversal • molten material • drilling samples ESS.9.7.5 Research ways in which people have used compasses

Strand 4: Earth and Space Science
Standard 10: *Objects in the Universe*
Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

	Grade 5	Grade 7
Solar System: Sun, Earth, Moons, Planets, Galaxies	ESS.10.5.1 Compare the physical characteristics of the sun to other stars: • size • color • brightness ESS.10.5.2 Demonstrate the order of planets and other space objects in our *solar system* ESS.10.5.3 Compare the properties of planets in our *solar system*: • size • shape • *density* • *atmosphere* • distance from the sun • orbital path • moons • surface • composition ESS 10.5.4 Distinguish between *mass* and *weight* ESS.10.5.5 Compare the human body's *mass* to *weight* on Earth, the moon, and other planets in our *solar system* ESS.10.5.6 Investigate careers, scientists, and historical breakthroughs related to planets	ESS.10.7.1 Identify and model the causes of night and day ESS.10.7.2 Compare and contrast Earth's day to those of other planets in our *solar system* ESS.10.7.3 Identify and model the cause of *planetary years* ESS.10.7.4 Compare and contrast Earth's year to those of other planets in our *solar system* ESS.10.7.5 Identify and model the causes of seasons ESS.10.7.6 Investigate careers, scientists, and historical breakthroughs related to rotations and revolutions of bodies in space

Suggested Science Labs – Grade 5

Strand	Suggested Laboratory or Activity
Life Science	Use microscopes to identify cells Model parts of animal and plant cells Separate plant pigments for cell Demonstrate cellular respiration Energy pyramids Design food webs Investigate the carbon dioxide and oxygen cycle Create ecosystems Create system for plant growth Field study to categorize organisms
Physical Science	Identify physical properties of objects Model the motion and position of molecules in the states of matter Model expansion and contraction Classify simple machines Investigate various simple machines Investigate potential/kinetic energy Investigate how light is absorbed, refracted, or reflected by matter Investigate matter that is translucent, transparent, or opaque Interactions of light, matter, and color perception
Earth and Space Science	Grow crystals Investigate mineral properties Identify minerals Identify rocks Investigate the formation of soil Show how sedimentation occurs Model the rock cycle Analyze fossil record

Suggested Science Labs – Grade 7

Strand	Suggested Laboratory or Activity
Life Science	Dissect tissues, organs, and organ systems of a vertebrate and angiosperm Dissect poultry egg Dissect a flower
Physical Science	Model common compounds Investigate solubility rates (temperature, surface area, agitation, solutes, and solvents) Demonstrate Newton's three laws of motion Identify examples of potential and kinetic energy Model and describe alternative energy sources
Earth and Space Science	Demonstrate the effects of solar energy on the atmosphere Demonstrate how the ocean affects climate Use weather measurement methods Predict weather conditions using data Demonstrate the water cycle Demonstrate cloud formation Demonstrate the "Greenhouse Effect" Use a compass to determine Earth's magnetic field Model day and night on Earth Model planetary years for our solar system Model the tilt of Earth to determine the seasons

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

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