



Arkansas Comprehensive Testing, Assessment, and Accountability Program

**Arkansas Alternate Portfolio Assessment
for
Students with Significant Cognitive Disabilities
Grades 5, 7, and 10 Science**

**ADMINISTRATION MANUAL
AND
TEACHER HANDBOOK
2015–2016**

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
2015–2016

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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 significant cognitive disabilities for whom the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Examinations are not appropriate.

Students with significant cognitive 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 Examinations, 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 cognitive 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 cognitive disabilities will show progress toward the Arkansas standards.

Students in Grades 5 and 7

The Arkansas Alternate Portfolio Assessment for Students with Significant Cognitive Disabilities for Grades 5 and 7 Science allows for a collection of student work as evidence of student performance on tasks aligned to the Arkansas Curriculum Framework in Science (See Appendix F).

The Science standards for students in 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

For students in grades 5 and 7, each portfolio should consist of two entries for each of the three strands in Science.

GENERAL INFORMATION

Students in Grade 10

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

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

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

For students in Grade 10 Science, each portfolio should consist of one entry for each content standard in Biology.

THIS ADMINISTRATION MANUAL AND TEACHER HANDBOOK

This manual describes procedures to be followed for the implementation of the 2015–2016 Alternate Portfolio Assessment for Students with Significant Cognitive Disabilities in Grades 5, 7, and 10 Science and is intended to be an information source for administrators, including special education teachers, School Test Coordinators, District Test Coordinators, and Special Education Coordinators.

This manual includes

- responsibilities for administration of the *Alternate Portfolio Assessment for Students with Significant Cognitive Disabilities for Grades 5 and 7 Science*;
- responsibilities for administration of the *Alternate Portfolio Assessment for Students with Significant Cognitive Disabilities in Grade 10 Science*;
- guidelines for selection of students;
- guidelines for collecting evidence of student performance and organizing student portfolios;
- instructions for submitting the portfolios (including a checklist);
- portfolio scoring information and student samples; and
- appendices that include forms to be included in the portfolios, information about Local Education Agency (LEA) numbers, related legislation, allowable accommodations, a glossary, and the Arkansas Curriculum Frameworks.

For the Arkansas Alternate Portfolio Assessment, students with significant cognitive disabilities in grades 5, 7, and 10 are being assessed in science only.

CONTACT INFORMATION

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

GENERAL INFORMATION

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 2015, and collection should continue into March 2016.

Event	Date
Districts receive binders, evidence materials, and manuals	September 2015
Collection of student work (entries)	September 2015–March 2016
Districts receive return instructions, return kits with shipping labels, student labels, Student Demographic Information Forms, Affidavits, etc.	February 2016
School Test Coordinators submit completed portfolios to District Test Coordinators	March 11, 2016
Final deadline to ship all portfolios and materials to Questar for scoring/reporting	March 18, 2016

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 10 years of age would be scaled into grade 5, which is associated with the Grade 5 Science 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.

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 2015–2016 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 federally-assigned identification number and a 10-digit State Reporting Identification Number are required for the Arkansas Alternate Portfolio Assessment. Please contact the ADE Office of Student Assessment at 501-682-4558 for additional information.

DUTIES AND RESPONSIBILITIES OF DISTRICT AND SCHOOL PERSONNEL

GENERAL DUTIES AND RESPONSIBILITIES

Before implementing the *Arkansas Alternate Portfolio Assessment for Students with Significant Cognitive Disabilities in Grades 5, 7, and 10 Science*, each administrator or coordinator should review this manual to become familiar with the responsibilities of all parties involved at the district and school levels. The following describes the responsibilities for the overall implementation of the Alternate Portfolio Assessment. Duties and responsibilities for submitting the portfolios for scoring in the spring are provided on pages 33–34 of this manual.

SPECIAL EDUCATION COORDINATORS

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

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

DISTRICT TEST COORDINATORS

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

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

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

DUTIES AND RESPONSIBILITIES OF DISTRICT AND SCHOOL PERSONNEL

Inventory and Distribute Materials

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

Request Additional Materials

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 cognitive disabilities.

DUTIES AND RESPONSIBILITIES OF DISTRICT AND SCHOOL PERSONNEL

TEACHERS

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

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

OTHER SCHOOL PERSONNEL

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

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

GUIDELINES FOR STUDENTS TO BE ASSESSED

PARTICIPATION GUIDELINES FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES IN THE REGULAR ASSESSMENTS (GRADES 5, 7, AND 10)

The Individualized Education Program (IEP) team must determine if a student with significant cognitive 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 significant cognitive 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 statewide standardized 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 for grades 5, 7, and 10 for science, or the Alternate Portfolio Assessment for those students determined to have a significant cognitive disability (grades 5, 7, and 10 science portfolio).

The Arkansas Alternate Portfolio Assessment in grades 5, 7, and 10 is designed for and administered to those students with significant 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 significant cognitive 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, 2016. 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 3, 2016. All transfers must be completed prior to shipping materials to Questar for scoring. You may submit materials for your district **only**.

DETERMINATION OF SIGNIFICANT COGNITIVE DISABILITY AFTER THE NEW SCHOOL YEAR HAS BEGUN

Students who have been determined to have a significant cognitive 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 significant cognitive 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 ACT Aspire test for grades 5, 7, and 10 for science and the Alternate Portfolio Assessment for those students determined to have a significant cognitive disability (grades 5, 7, and 10 science portfolios). 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 SIGNIFICANT COGNITIVE DISABILITIES AND WITH LIMITED ENGLISH PROFICIENCY

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

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

PRIVATE DDS-LICENSED DAY SERVICE CENTER STUDENTS

School-aged students enrolled in the local school district who receive their special education and related services under a contractual arrangement with a private DDS-licensed day service/developmental center(s) with ADE-approved special education services are to be included in statewide assessment programs. This includes norm referenced tests for grades 1–2. Additionally, this includes the ACT Aspire for Grades 3–10 for Language, Math, Reading, Writing and Science for grades 3–10, or the Alternate Portfolio Assessment for grades 5, 7, or 10 Science.

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 2015–2016 school year the manner in which the student will be assessed. It must not be assumed that students with significant cognitive disabilities will be assessed using only an alternate portfolio assessment. The manner in which a student with significant cognitive 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 17 for reporting purposes.

STUDENTS NOT TESTED

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

STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO CANNOT PARTICIPATE IN THE STATE ASSESSMENT

Documentation as to why a student with significant cognitive 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 2016 shipment arrives, the District Test Coordinator must obtain them from Questar. Do **not** make copies.

Note: You must use the 2015–2016 Student Demographic Information Form for Students with Significant Cognitive Disabilities.

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

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

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

ARKANSAS CURRICULUM FRAMEWORKS

ACCESSING THE ARKANSAS CURRICULUM FRAMEWORKS

Arkansas created special task forces to identify student learning expectations that could measure the abilities of students with significant cognitive disabilities (alternate assessment participants) using Arkansas' standards for Science or Biology. Resource guides for students with significant cognitive disabilities were developed to assist Arkansas educators in understanding how to use the Arkansas framework documents for Science or Biology to select age-appropriate student learning expectations and tasks for assessing this population of students. These guides are 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 E 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 Science or Biology standards. It is important to align a student's IEP goals and objectives with the standards. Decisions about student learning expectations can then be based on that student's individual goals and needs, and used both for student planning and system accountability through the Arkansas Alternate Portfolio Assessment.

See Appendix F for the *Arkansas Science Curriculum Framework* (grades 5 and 7) and Appendix G for the *Arkansas Biology Science Curriculum Framework* (grade 10).

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 SIGNIFICANT COGNITIVE 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 2015–2016 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 charts provide an overview of the required entries for the assessment.

Grades 5 and 7

Content Standards	Grades 5, 7
Life	2 entries
Physical	2 entries
Earth and Space	2 entries
Total Number of Entries	6 Entries

Grade 10

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

APPROPRIATE TYPES OF ENTRIES

Each entry should be a reflection of the student's work performance on tasks related to the selected student learning expectation. Each type of data collected is considered a "type of evidence." Multiple types of evidence for an entry documenting student performance on multiple occasions or in multiple settings (settings are documented for grades 5 and 7 only) 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 Science and Biology. **Each entry should consist of three (3) pieces of evidence that demonstrate skills related to those described in the student learning expectation.**

For grades 5 and 7, it is required that one of the three pieces of evidence for an entry be of a different type. For example, 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. Computer generated data sheets and other data forms are not acceptable without student work.

A Series of Captioned Photographs

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

Captions that clearly describe the activities in which the student is engaged, the location of the activities, and an evaluation of student performance must accompany the photos. The captions should capture the student's engagement by including the questions asked and the answers given by the student, including 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.

STUDENT PORTFOLIOS

The series of photographs must include the completion of the activity. For example, if the student is doing an experiment and recording observations about how water is important to life (watering one plant and not watering another), photographs should be included at the start, middle, and end of the experiment as well as documentation of the student's observations.

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).

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

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

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

STUDENT PORTFOLIOS

EVIDENCE REMINDERS FOR GRADES 5 AND 7

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 5 and 7 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
<p style="text-align: center;">Work Sample/ Permanent Product</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Be certain that the work is related to the student learning expectation. <input type="checkbox"/> 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. <input type="checkbox"/> If the permanent product (e.g., poster, model of the solar system) is too large or another reason prevents its submission, one photograph of the final product is fine. However, there must be evidence that the student created it. Please label photograph as Permanent Product. <input type="checkbox"/> Grade the work/product or provide an answer key or any information that will allow the correctness of the student response to be verified.
<p style="text-align: center;">Series of Captioned Photographs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Be certain that the task is related to the student learning expectation. <input type="checkbox"/> Ensure that the pictures (at least two) clearly show the student participating and completing the task(s) as described on the Task Sheet. <input type="checkbox"/> For each photograph, describe the step of the task in which the student participated. <input type="checkbox"/> For the series of photos, describe <ul style="list-style-type: none"> <input type="checkbox"/> the specifics of what is shown in each picture; and <input type="checkbox"/> the student’s level of performance/accuracy on the task. <input type="checkbox"/> Sequence photographs in the correct order, ensuring that the photographs and captions are correctly matched and that the pictures show what is stated in the captions.
<p style="text-align: center;">Digital Video</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the digital video clearly shows the student participating in the task(s) (related to the student learning expectation) as described on the Task Sheet. <input type="checkbox"/> Ensure that the media is of adequate length to show the student participating in various stages of the task (on average, no more than 5 minutes). <input type="checkbox"/> Identify the entry (standard and SLE) before the activity is recorded (either verbally or with a written sign). <input type="checkbox"/> Include a transcript of the information contained on the media, focusing on the dialogue between the teacher, student, and/or others involved in the task. <input type="checkbox"/> Document important information (student name, district, school, teacher, date) on the media label. <input type="checkbox"/> Place the media and script in the pouch provided. <input type="checkbox"/> Before submitting the portfolio, ensure that the media can be played on equipment other than that on which it was created to check that it is not defective.
<p style="text-align: center;">Digital Audio</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the digital audio clearly demonstrates the student participating in the task(s) (related to the student learning expectation) as described on the Task Sheet. <input type="checkbox"/> Ensure that the media is of adequate length to demonstrate the student participating in various stages of the task (on average, no more than 5 minutes). <input type="checkbox"/> Identify the entry (standard and SLE) before the activity is recorded verbally. <input type="checkbox"/> Include a transcript of the information contained on the media, focusing on the dialogue between the teacher, student, and/or others involved in the task. <input type="checkbox"/> Document important information (student name, district, school, teacher, date) on the media label. <input type="checkbox"/> Place the media and script in the pouch provided. <input type="checkbox"/> Before submitting the portfolio, ensure that the media can be played on equipment other than that on which it was created to check that it is not defective.

EVIDENCE REMINDERS FOR GRADE 10 SCIENCE

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

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

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

EVIDENCE REMINDERS – GRADE 10

STUDENT PORTFOLIOS

PLAN THE ENTRY

Select the content standard and student learning expectation that is appropriate for your student. Use the *Resource Guide to the Arkansas Curriculum Framework for Students with Disabilities for English Language Arts, Mathematics, and Science* (science portion only) and the *Resource Guide to the Arkansas Curriculum Framework for Students with Disabilities for Tenth Grade Science* for help in understanding the standards and for task suggestions. These Resource Guides are located on the ADE website for assessment. Consult with general education colleagues as they are great resources for materials you can adapt to fit the needs of your student.

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

- LS.2.7.8 (Investigate functions of human body systems): tasks must be related to body systems, not just individual organ identification.
- If you choose activities from the Resource Guide, be sure to develop them with attention to alignment with the selected student learning expectation. For example, for MC.1.B.4—“Explain the role of energy in chemical reactions of living systems”—one activity described in the Resource Guide is to burn potato chips. After participating in the activity of burning potato chips the student should describe what is happening with the energy. In a similar manner, the student should do more than just put Amish Bread in the oven for MC.3.B.3. The student should participate in the activity and include a description of observations concerning the anaerobic respiration/fermentation occurring in the Amish Bread. For example, the student may record (if possible) how the bread started as dough and rose into baked bread; or the student could answer some simple aligned questions about the activity. This will show that the student recognizes the change that occurred due to fermentation.

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

Some tips for planning the entry:

- Include three (3) pieces of evidence for each entry that show the student performing tasks that support the SLE. The goal is to see that the student can generalize the skill on different occasions or when performing different tasks, and in different settings for grades 5 and 7.
- 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 significant cognitive disability would use the item/teaching material or something very similar.
- Tasks are authentic if someone without a significant cognitive 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 cheese Goldfish which are orange, not pretzel Goldfish which are brown”).

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 in grades 5 and 7. This is an optional form and should not be submitted with the portfolio.

PLANNING SHEET – GRADES 5 AND 7

**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.

PLANNING SHEET – GRADE 10

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

Grade 10 Science

Student Name _____ Grade _____

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

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.

Grades 5 and 7

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 significant cognitive disabilities in grades 5 and 7 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 significant cognitive disabilities in grades 5 and 7. 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 significant cognitive disabilities in grades 5 and 7 in a binder of any other color may cause a substantial delay in processing and scoring.

Grade 10

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 significant cognitive disabilities in grade 10 science are **BLACK**. Only documentation sheets and Entry Slips specific to this student population may be used in the **BLACK BINDERS**.

Be certain to obtain the correct binder and portfolio forms (see page 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 significant cognitive disabilities in grade 10 science. When binders are returned for scoring, they are sorted at the scoring facility according to the color of the binder. Returning portfolios for students with significant cognitive disabilities in grade 10 science in a binder of any other color may cause a substantial delay in processing and scoring.

COMPLETE THE FORMS CORRECTLY

Student Demographic Information Form—the Student Demographic Information Form and student label are designed to be machine-readable and, as such, must be handled carefully. The name on the SDIF if bubbled and all other forms **MUST** use the student's full and legal name as recorded in eSchoolPLUS, regardless of the name used on the actual pieces of student work. Forms should **NOT** use nick-names, middle names or any name other than the student's name as it appears in eSchoolPLUS. Use forms for the 2015–2016 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 2016. Please read and follow the instructions carefully.

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

STUDENT PORTFOLIOS

Participant Validation Form (Grades 5 and 7 ONLY)—this form must be completed to validate the student’s participation in the Alternate Portfolio Assessment. The form is shown in Appendix A of this manual. 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). The name on the form must be the student’s full and legal name as recorded in eSchoolPLUS.

- 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. The name on the form must be the student’s full and legal name as recorded in eSchoolPLUS. An incomplete or incorrectly completed Entry Slip will result in the entry receiving a code of ES (See “Nonscoreable Entries” on page 41) instead of a score.

- Use only the 2015–2016 Entry Slip provided in this manual and on the ADE website for students with significant cognitive disabilities in science. Samples of completed Entry Slips can be found on pages 30 and 32.
 - **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 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.
- The Entry Slip is not the place to describe the student’s success. The evidence must clearly show how the student performed and must be noted accordingly.
- **Tasks for Grade 10**—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. Task descriptions should be brief, but can be continued on a separate sheet of paper if more space is needed.

Task Sheet (Grades 5 and 7 ONLY)—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.
- 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.
- 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. Task descriptions should be brief, but can be continued on a separate sheet of paper if more space is needed.

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 2016. 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 illustrations 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 2016.
 - 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** for grades 5 and 7, and in the **BLACK BINDER** for grade 10, behind the appropriate dividers. 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 5 AND 7

The portfolios for students with significant cognitive disabilities in grades 5 and 7 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 2016.)

STUDENT PORTFOLIOS

Divider One—Student Information

- Completed Participant Validation Form
- Completed Student Profile
- Completed Portfolio Checklist

Divider Two—Science

- 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

ORGANIZE THE PORTFOLIO FOR STUDENTS IN GRADE 10

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

Student Demographic Information Form

Insert the completed Student Demographic Information Form into the clear, plastic overlay at the front of the student's binder. Do **not** 3-hole punch the form and do **not** place it inside the binder. (Student Demographic Information Forms will be sent to districts in February 2016.)

Divider One—Student Information

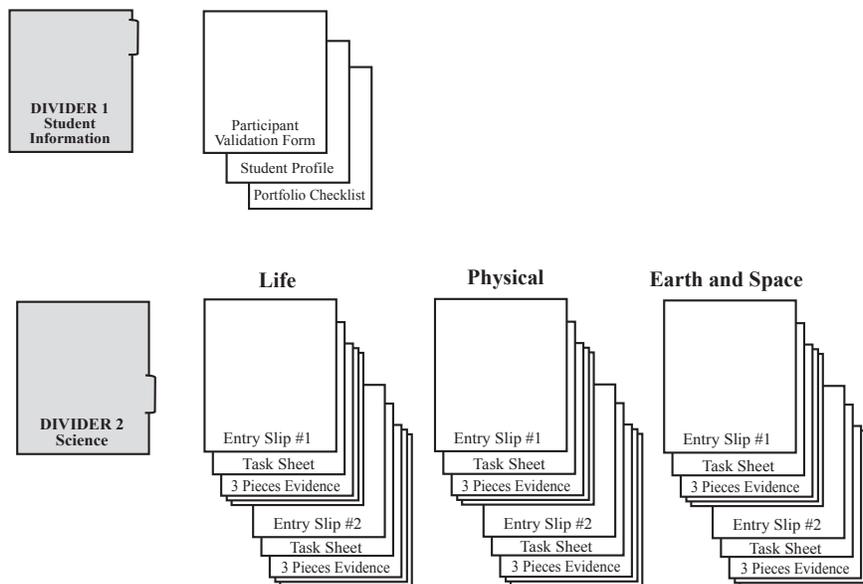
- Completed Student Profile
- Completed Portfolio Checklist

Divider Two—Science

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

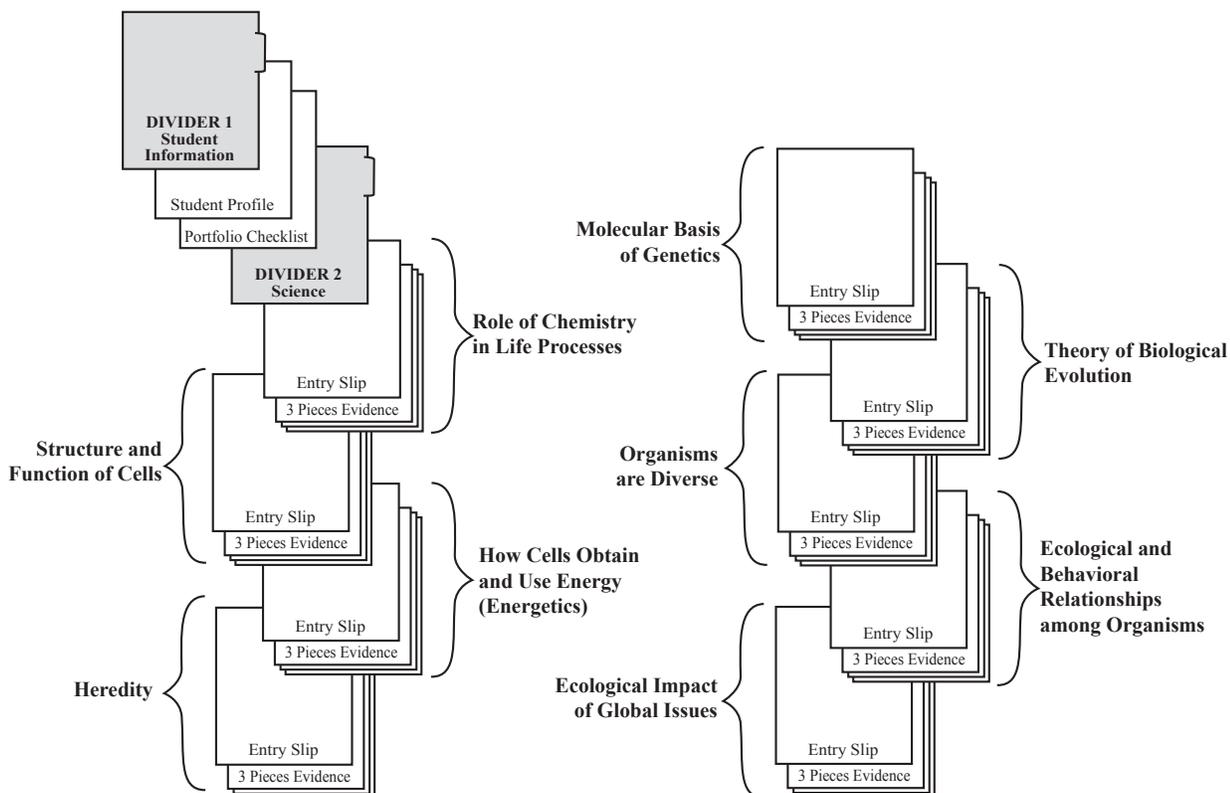
Grades 5 and 7

When returning portfolios for scoring for grades 5 and 7, the materials **must** be organized in the order shown in the following illustration:



Grade 10

When returning portfolios for scoring for grade 10, the materials **must** be organized in the order shown in the following illustration:



STUDENT PORTFOLIOS

ENTRY SLIP – GRADES 5 AND 7

SAMPLE OF COMPLETED ENTRY SLIP—GRADES 5 AND 7

2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grades 5 and 7 Science
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: Sample Student

Grade: 5 Entry Slip Completed by: Sample Teacher

Science Strands (check only one)

Life:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>
Physical:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>
Earth and Space:	Entry #1 <input checked="" type="checkbox"/>	#2 <input type="checkbox"/>

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.8.5.5

Description: Identify the following minerals: halite (salt), feldspar, sulfur, quartz, diamonds, gypsum, calcite, talc, hematite (iron), and precious metals (gold, silver).

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

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

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

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

SAMPLE OF COMPLETED TASK SHEET—GRADES 5 AND 7

2015–2016 Arkansas Alternate Portfolio Assessment
TASK SHEET
Students with Disabilities: Grades 5 and 7 Science

Student Name: Sample Student

Evidence: #1 Date: 03/03 Type of Evidence: Series of Captioned Photographs
Additional Evidence: _____

Brief description of the task related to the SLE:

The student will identify the minerals: quartz, calcite, and talc. The student will be given a sample of each mineral and one that does not belong. The student will put each mineral sample under the correct name.

Setting: Classroom

Evidence: #2 Date: 03/04 Type of Evidence: Series of Captioned Photographs
Additional Evidence: _____

Brief description of the task related to the SLE:

The student will identify the minerals: feldspar and hematite (iron). The student will be given a sample of each mineral and one that does not belong. The student will put each mineral sample under the correct name.

Setting: Classroom

Evidence: #3 Date: 03/11 Type of Evidence: Work Sample/Permanent Product
Additional Evidence: Series of Captioned Photographs

Brief description of the task related to the SLE:

The student will find photographs on the Internet of the following minerals: quartz, talc, feldspar and hematite. The student will print, cut out, and glue down the photograph of each mineral beside its name on the work sample.

Setting: Computer Lab

STUDENT PORTFOLIOS

SAMPLE OF COMPLETED ENTRY SLIP—GRADE 10

2015–2016 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 10 Science

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

Student Name: Sample Student

Entry Slip Completed by: Sample Teacher

Biology Strands/Content Standards (check one)

Molecules and Cells

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

Heredity and Evolution

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

Classification and the Diversity of Life

- Organisms are diverse
- Ecology and Behavioral Relationships**
- Ecological and behavioral relationships among organisms
 - Ecological impact of global issues

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

Content Standard #: Standard 01

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

Student Learning Expectation #: MC.1.B.3

Description: Investigate the properties and importance of water and its significance for life.

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

Task 1: The student will examine samples of water from different sources and complete a compare/contrast chart to decide which samples are safe to drink.

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

Task 2: The student will plant two seeds and water only one. He will daily chart the results and explain his findings about the importance of water.

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

Task 3: The student will read a passage about how water is important to human survival and answer questions following the passage.

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

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

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

Reset Form

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

In addition to captioned photographs, task 1 and 2 include a work sample explaining the student's research.

ENTRY SLIP – GRADE 10

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** (grades 5 and 7) and/or **BLACK** (grade 10) 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** and/or **BLACK** binders are organized correctly.

Teachers are also responsible for completing the Student Demographic Information Forms, completing other required forms, and reviewing student labels for accuracy. Be certain that the grade on the Student Demographic Information Form and on the student label matches the grade on all other forms. Use the checklist provided on page 35 for verifying that forms are filled out completely and accurately, that information on the forms is legible, and that the contents of the **WHITE** and/or **BLACK** binders are organized correctly. Student labels and Student Demographic Information Forms will be provided to districts in February 2016.

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 35 of this manual and the additional instructions provided to districts in February 2016 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** and/or **BLACK** binders are organized correctly. Pack the binders in the shipping box(es). **Place all Student Demographic Information Forms for students who were scheduled to participate but did not in an envelope (provided by the school) on TOP of the contents in Box 1.**

Label the box(es) with the name of the school and identify the contents on the outside of the box. A School Transmittal Form must be completed and placed on top of the portfolios in Box 1. Boxes may be closed but sealed in such a manner that will allow the District Test Coordinator to open them upon receipt. Label the boxes with the number of the box and the total number of boxes (for example: *Box 1 of 3, Box 2 of 3, Box 3 of 3*). If you have only one box, write *Box 1 of 1*. The boxes should be sent to the District Test Coordinator by **March 11, 2016**.

SUBMITTING THE PORTFOLIOS

DISTRICT TEST COORDINATOR RESPONSIBILITIES

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

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

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

Detailed return shipping instructions, Student Demographic Information Forms, Affidavits, student labels, and return kits including return labels will be sent to districts by Questar in **February 2016**.

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 2016.

- _____ Make sure that the correct color binder was used for the student (**WHITE** for students with significant cognitive disabilities in grades 5 and 7, and **BLACK** for students with significant cognitive disabilities in grade 10).
- _____ Make sure the contents of the binder are organized correctly per the instructions on pages 27 and 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 (grades 5 and 7 only).
- _____ 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.

SUBMITTING THE PORTFOLIOS

DISTRICT TEST COORDINATOR CHECKLIST FOR RETURNING PORTFOLIOS FOR SCORING

Detailed return instructions, student labels, Student Demographic Information Forms, and other return materials will be shipped closer to the date of submission and will arrive in the districts during the month of February 2016. In the event that any of the return procedures should change in the interim, the return shipping instructions supersede the instructions contained in this manual.

- _____ Complete the District Transmittal Form, providing all of the information requested. Note any changes in school names and/or LEA numbers. If any schools in the district participated in the Alternate Portfolio Assessment but are not listed on the District Transmittal Form, write in the school name and LEA number on a blank line.
- _____ Use the LEA numbers listed on the transmittal form to verify that all Student Demographic Information Forms without student labels have the school LEA number entered and coded correctly.
- _____ Verify that all materials list LEA numbers from your school(s) and district only.
- _____ Verify that all grade 5 and 7 portfolios are in **WHITE BINDERS** and grade 10 portfolios are in **BLACK BINDERS**, and that 2015–2016 Student Demographic Information Forms have been used.
- _____ Verify that no incorrect student labels have been used. Verify that all student labels for grade 5 and 7 portfolios in **WHITE** binders list student grades of 5 or 7 only, and that all student labels for grade 10 portfolios in **BLACK** binders list the student as grade 10. Grade 5 or 7 labels cannot be used with a black binder, and grade 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 Significant Cognitive Disabilities Ranges Finding 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 Ranges Finding 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 2015–2016 forms.

SCORING STUDENT PORTFOLIOS

DOMAIN DEFINITIONS

The portfolios are scored for each domain described below. The rubrics appear on the following pages.

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? (grades 5 and 7 only)
- Are the tasks aligned to the SLE and Content Standard?
- Are the tasks performed on different dates and/or in different settings? (settings are documented for grades 5 and 7 only)
- Are the tasks performed on multiple occasions or are they separate and distinct from one another? (grade 10 only)
- 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 (Grades 5 and 7 ONLY) are the observed environments in which tasks are administered/performed. The content area as a whole (not individual entries) is scored once for Settings. For example, out of the 18 pieces of evidence for Science, 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 science worksheet in the lunchroom unless the student was selecting and photographing different foods to organize on a poster about food groups.
- Is the setting a distinct location? For example, the chalkboard, student desk, and blue table are not considered different settings. The library, science center, and hallway are different settings.

ARKANSAS’ DOMAIN SCORING RUBRIC FOR GRADES 5 AND 7 SCIENCE FOR STUDENTS WITH SIGNIFICANT COGNITIVE 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 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 types of evidence.

Decisions made by the Alternate Portfolio Assessment for Students with Significant Cognitive 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.

SCORING STUDENT PORTFOLIOS

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

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

Decisions made by the Alternate Portfolio Assessment for Students with Significant Cognitive 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:

Note: Task Sheets are used in grades 5 and 7 only.

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 is missing or an invalid Entry Slip is used.
- ES-G There are no task descriptions included on the Entry Slip or 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. (grades 5 and 7 only)

LE (Lacks Evidence)

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

Nonscoreable entries will receive a score of ZERO.

SCORING STUDENT PORTFOLIOS

2015–2016 SCORING DISTRIBUTION FOR PORTFOLIOS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Below is a chart that details the total points that can be achieved for Grade 5 Science or Grade 7 Science.

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

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

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

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

SAMPLE ENTRIES

GRADES 5 AND 7

Sample Entry 1.....	44
Sample Entry 2.....	59
Sample Entry 3.....	70
Sample Entry 4.....	83
Sample Entry 5.....	94
Sample Entry 6.....	103

GRADE 10

Sample Entry 1.....	111
Sample Entry 2.....	121
Sample Entry 3.....	132
Sample Entry 4.....	141
Sample Entry 5.....	152
Sample Entry 6.....	162
Sample Entry 7.....	169
Sample Entry 8.....	177
Sample Entry 9.....	186

SAMPLE ENTRY 1

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.2.5.5: Compare and contrast plant and animal cells.

Performance: 4

The student successfully labels the parts of plant and animal cells. On the third piece of evidence the student compares and contrasts the two cell types. He completes his tasks on multiple occasions and two types of evidence are submitted to document the student work. Excellent annotations which describe exactly what the student is answering are included for each captioned photograph. A print out of the smart board activity is also included in the evidence.

Context: 4

The student uses materials that are age-appropriate and he performs tasks that are both challenging and authentic.

Level of Assistance: 4

As indicated on the Entry Slip, the student does not require verbal or physical prompting to accurately complete these tasks beyond instructions and natural cues.

General Comments:

While the teacher annotated the success of the student on the Task Sheet, it is also noted on each piece of evidence, which is what is used for scoring the entry.

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment
Student Profile
Students with Disabilities: Grades 5, 7, and 10 Science
 PLEASE PRINT

Student Name: Sample Entry 1
 School: Sample School District: Sample District
 Portfolio Beginning/End Dates: August 19 - February 25
 Age: 11 Grade (check one): 5 7 10

Please check ALL that apply.

Diagnosis (no abbreviations):
 Diagnosis Specific Learning Disability

<p>Type of class</p> <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p>Cognitive Skills</p> <input type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input type="checkbox"/> Needs assistance to focus	<p>Special Factors</p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input type="checkbox"/> Needs behavioral supports
<p>Communication</p> <p>What is the student's means of communication?</p> <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____ <p>Low-tech Communication System</p> <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives <p>Assistive Technology</p> <input type="checkbox"/> Electronic <input type="checkbox"/> Electronic high-tech <input type="checkbox"/> Low-tech <input type="checkbox"/> Physical <input type="checkbox"/> Other: _____	<p>Fine Motor Skills</p> <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p>Mobility</p> <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<p>Supportive Services</p> <input type="checkbox"/> One-to-one aide <input type="checkbox"/> Vision support <input type="checkbox"/> Speech therapy <input type="checkbox"/> Physical therapy <input type="checkbox"/> Occupational therapy <input type="checkbox"/> ESL services <input type="checkbox"/> Sign language interpreter <input type="checkbox"/> Other: _____		
<p>Type of Prompting</p> <input type="checkbox"/> Uses above systems to make choices <input type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input checked="" type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting	<p>Strengths in Literacy</p> <p>Reading grade level: <u>1st</u></p> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input checked="" type="checkbox"/> Recognizes basic picture symbols <input checked="" type="checkbox"/> Recognizes/identifies letters <input checked="" type="checkbox"/> Reads and comprehends basic words	<p>Strengths in Math</p> <p>Math grade level: <u>1st</u></p> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input checked="" type="checkbox"/> Computes addition/subtraction <input type="checkbox"/> with calculator <input checked="" type="checkbox"/> without calculator <input type="checkbox"/> Computes multiplication/division <input type="checkbox"/> with calculator <input type="checkbox"/> without calculator
<p>Unique characteristics of student (not included in above choices) that would help to understand challenges:</p> <p>Student is an 11 year old 5th grade student that attends a school that requires him to wear uniforms. The school district colors for shirts are hunter green, navy blue, white, and maroon with khaki, navy blue, or black pants. He functions below grade level in all academic areas. His word recognition skills and math skills are on ending first grade level. He is unable to work independently but needs one on one instruction. He can identify some sight words and can read basic words. Student is able to access computer programs that are used frequently. He writes legibly and signs his name in cursive. He also counts and completes math computations with the use of manipulatives. His handicapping condition is Specific Learning Disability.</p>		

SAMPLE ENTRY 1

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grades 5 and 7 Science
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: Sample Entry 1

Grade: 5 Entry Slip Completed by: Sample Teacher

Science Strands (check only one)

Life:	Entry #1 <input checked="" type="checkbox"/>	#2 <input type="checkbox"/>
Physical:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>
Earth and Space:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>

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.2.5.5

Description: Compare and contrast plant and animal 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

Reset Form

TASK SHEET

**2015–2016 Arkansas Alternate Portfolio Assessment
TASK SHEET
Students with Disabilities: Grades 5 and 7 Science**

Student Name: Sample Entry 1

Evidence: #1 **Date:** 09/18 **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 read the words listed for labeling the animal cell (Cell Membrane, Nuclear Membrane, Cytoplasm, and Nucleus) and write the four parts of the animal cell on the diagram.

He completed the worksheet with 100% accuracy.

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:

After instructions, Student was given a worksheet and asked to label the four parts of the plant cell. He completed the worksheet by writing cell wall, cell membrane, nucleus, and vacuole on the correct line.

The worksheet was completed with 100% accuracy.

Setting: Self-Contained Classroom

Evidence: #3 **Date:** 09/20 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: _____

Brief description of the task related to the SLE:

Student completed a smart board activity on the plant and animal cells. In order to complete the activity he dragged the words to the correct position on the diagrams.

The smart board activity was completed successfully.

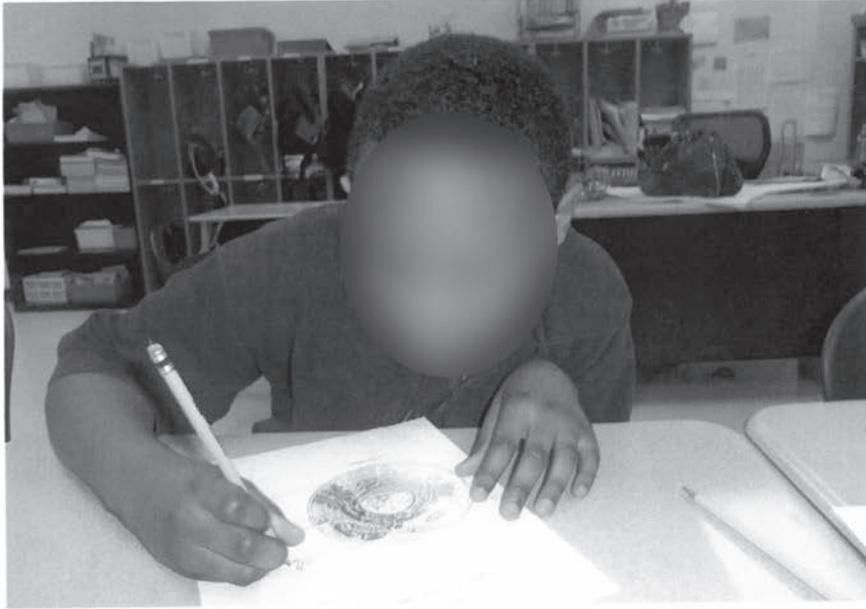
Setting: Computer Lab

SAMPLE ENTRY 1

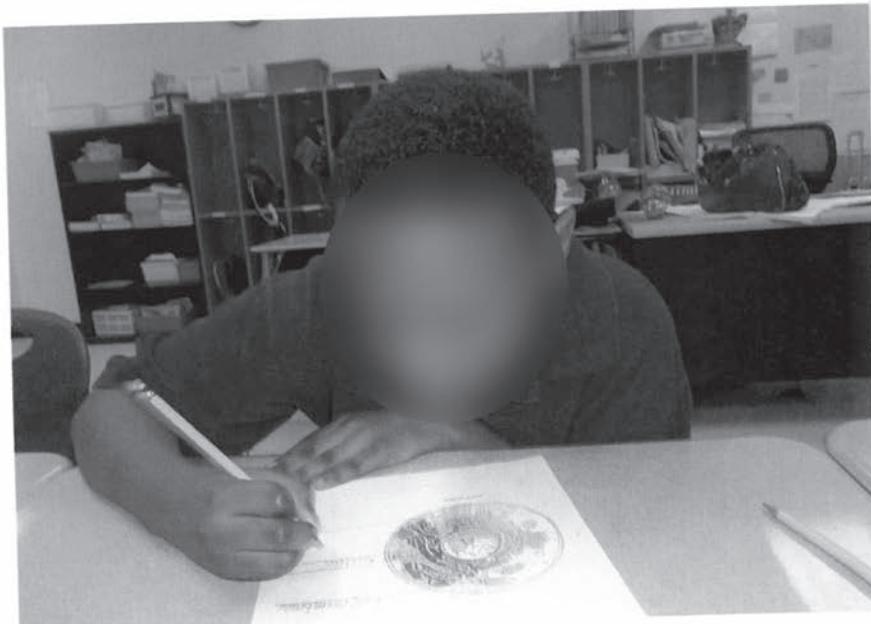
SAMPLE ENTRIES – GRADES 5 AND 7

9-18

L.S. 2. 5. 5
Entry 1
Evidence 1

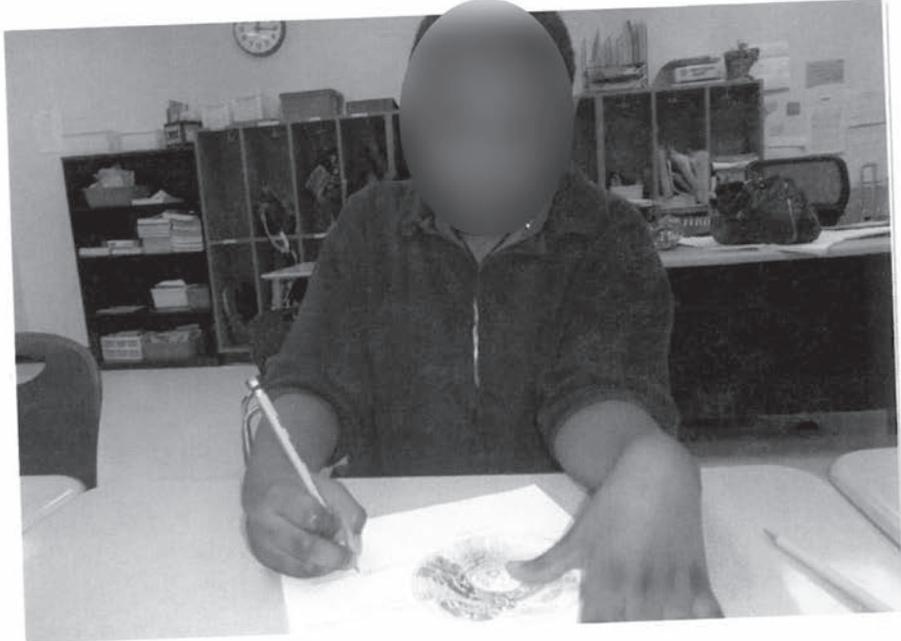


Picture # 1 The student writes the answer cell membrane.



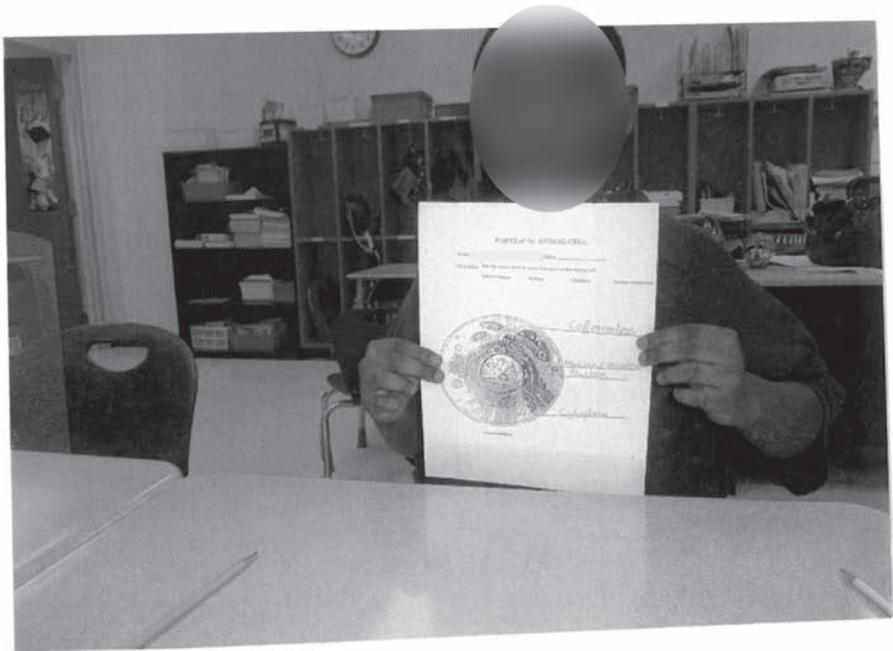
Picture # 2 The student writes the answer nuclear.

9-18



L.S. 2. 5.
Entry 1
Evidence

Picture # 3 The student writes the answer cytoplasm.



Picture # 4 The student completes the task correctly.

100%^{6/10}

L.S. 2.5.5
Entry 1
Evidence

PARTS of the ANIMAL CELL

Name _____ Date 9 18

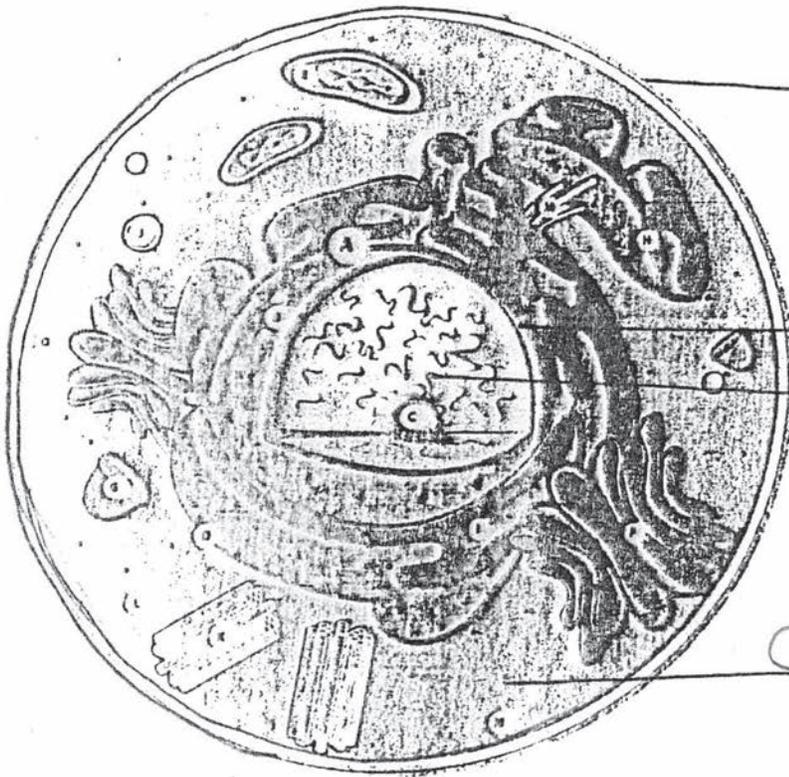
Directions: Use the words below to name four parts of the Animal Cell.

Cell membrane

Nucleus

Cytoplasm

Nuclear Membrane



Cell membrane ✓

Nuclear Membrane ✓
Nucleus ✓

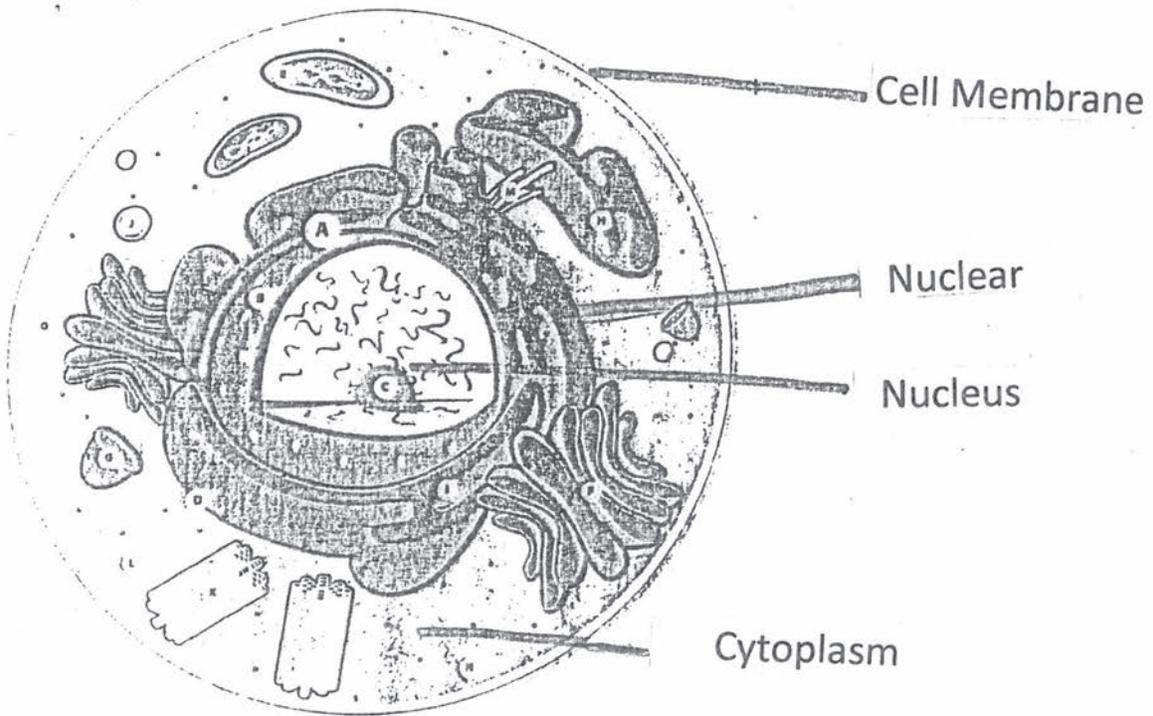
Cytoplasm ✓

Animal Cell Parts

PARTS of the ANIMAL CELL

Name Key _____ Date _____

Directions: Draw a line from the name to the correct part of the cell.



Animal Cell Parts

PARTS of the PLANT CELL

Name _____ Date 9-19

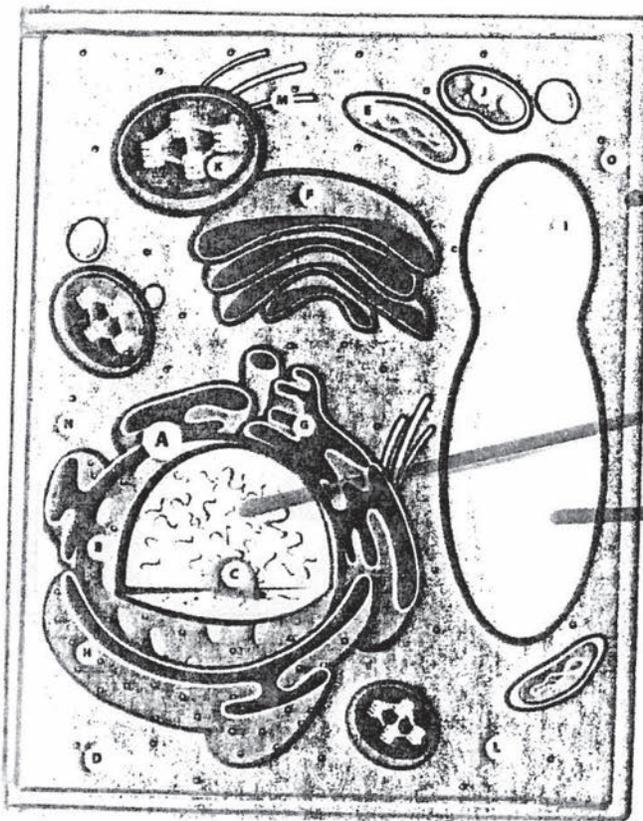
Directions: Use the words below to name four parts of the Plant Cell.

Cell Wall

Nucleus

Vacuole

Cell Membrane



Cell Wall

Cell Membrane

nucleus

Vacuole

Plant Cell Parts

PARTS of the PLANT CELL

Name Key Date _____

Directions: Use the words below to name four parts of the Plant Cell.

- Cell Wall Nucleus Vacuole Cell Membrane



Cell Wall
cell membrane
nucleus
vacuole

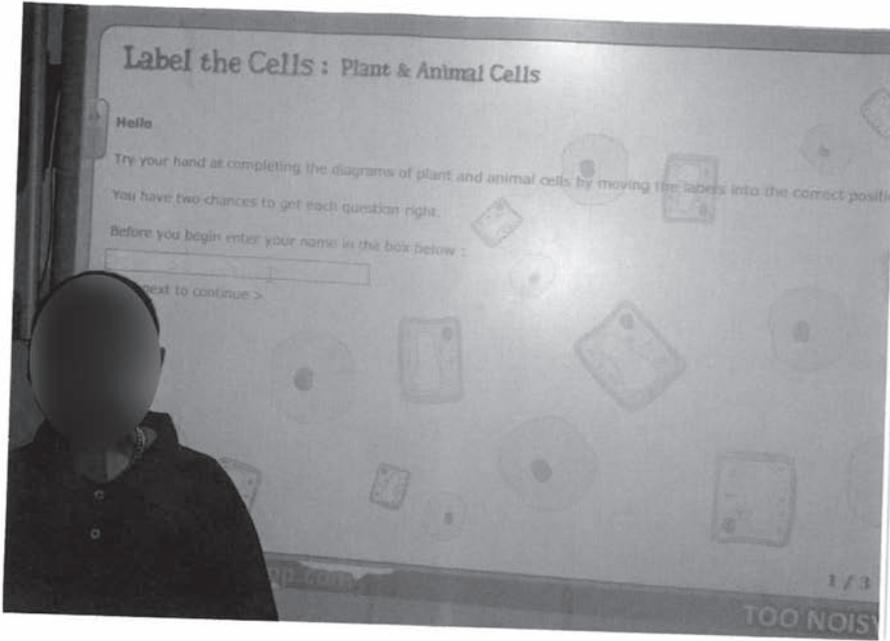
Plant Cell Parts

SAMPLE ENTRY 1

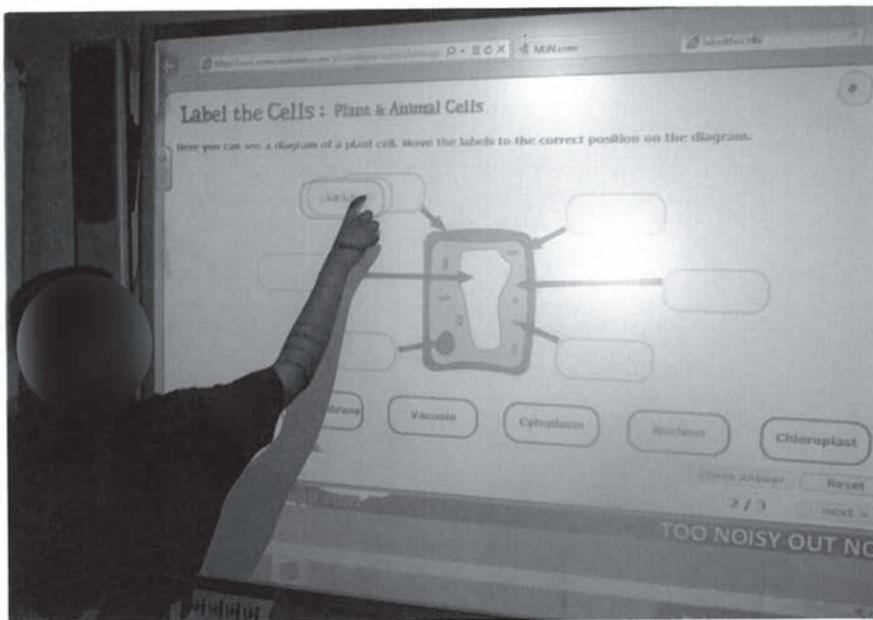
SAMPLE ENTRIES – GRADES 5 AND 7

9-20

L.S.2. 5.
Entry 1
Evidence



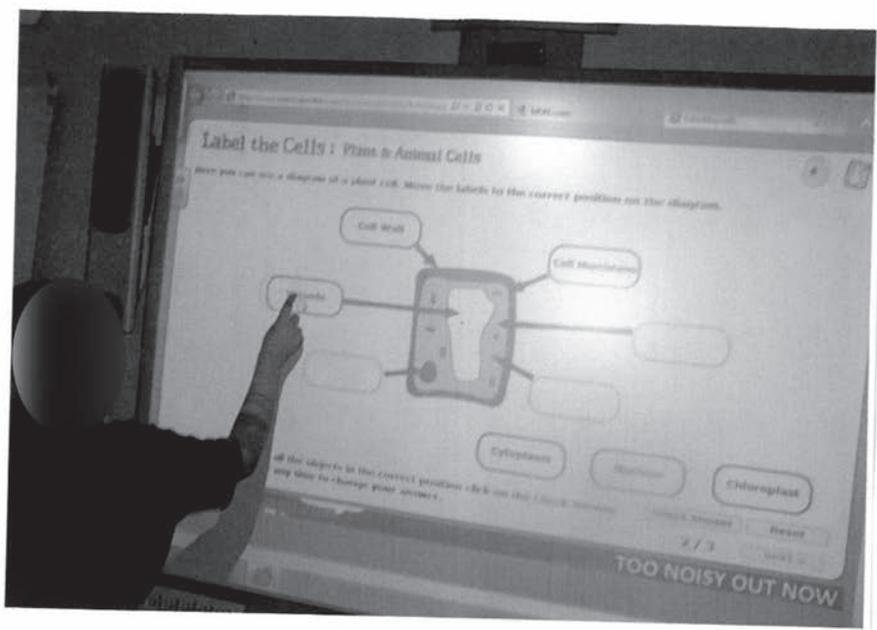
Picture # 1 The student begins the quiz for labeling Plant & Animal Cells.



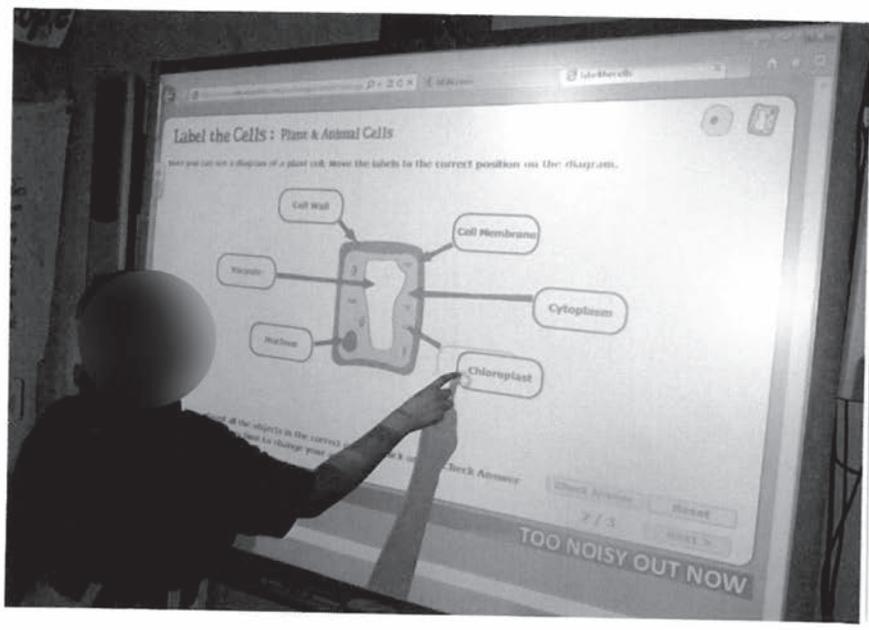
Picture # 2 The student drags the answer (cell wall).

9-20

L.S. 2. 5. 5
Entry 1
Evidence 3



Picture # 3 The student drags the answer (vacuole).



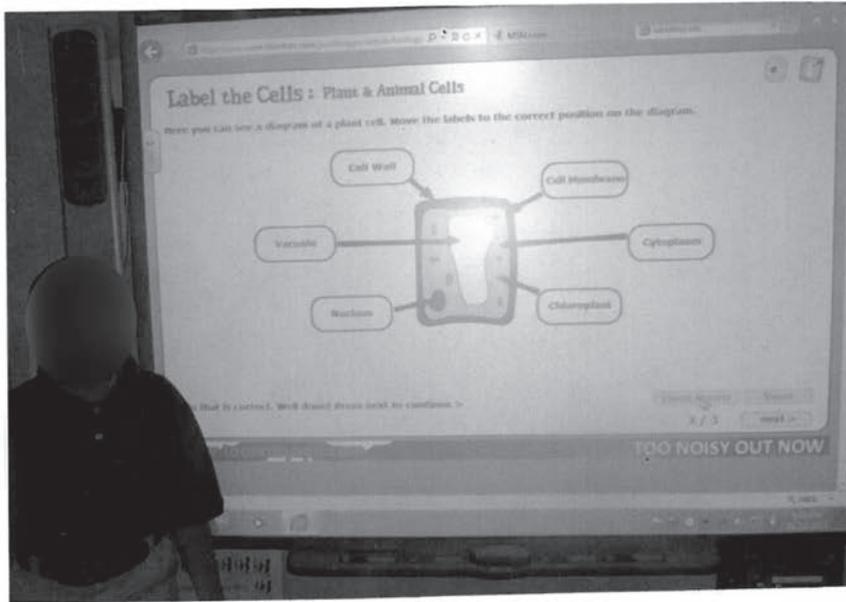
Picture # 4 The student touches the answer for (chloroplast)

SAMPLE ENTRY 1

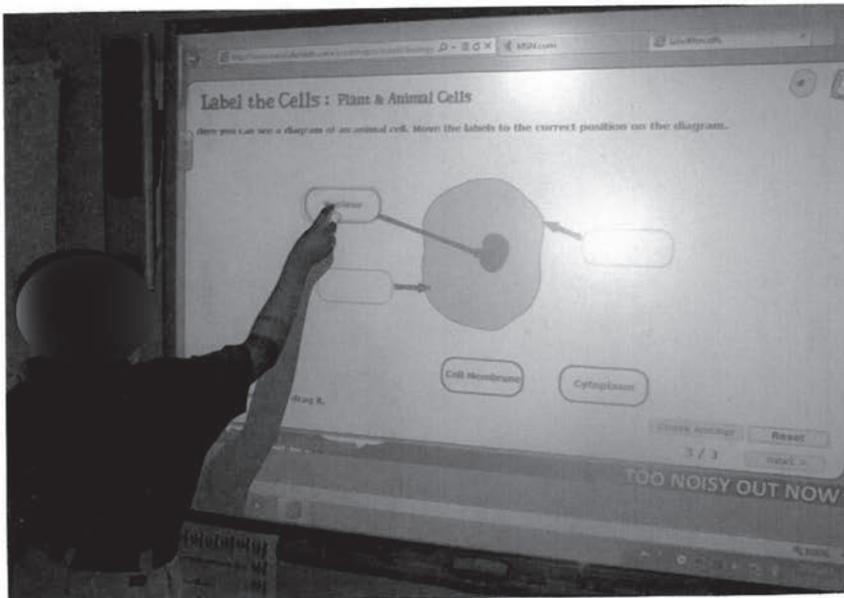
SAMPLE ENTRIES – GRADES 5 AND 7

9-20

L.S. 2. 5. 5
Entry 1
Evidence 3



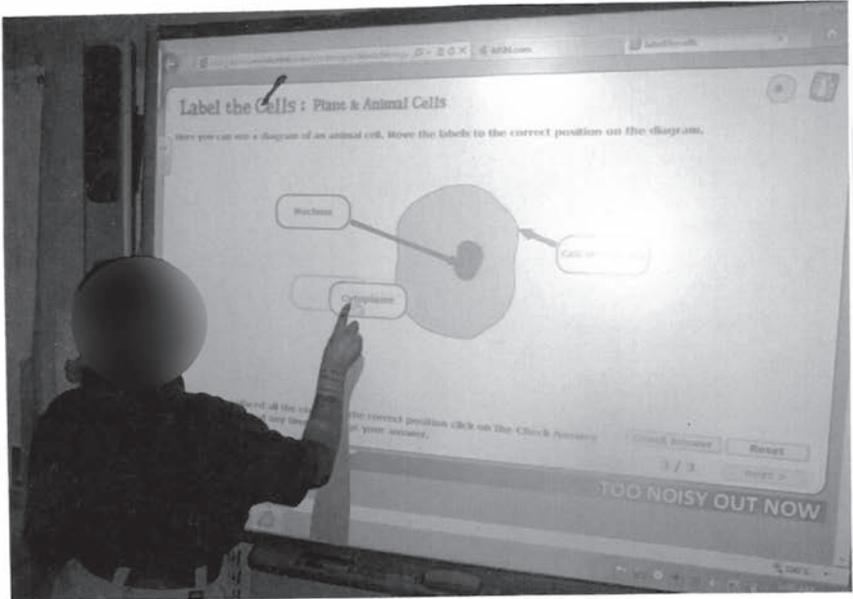
Picture # 5- He completed the plant labeling diagram.



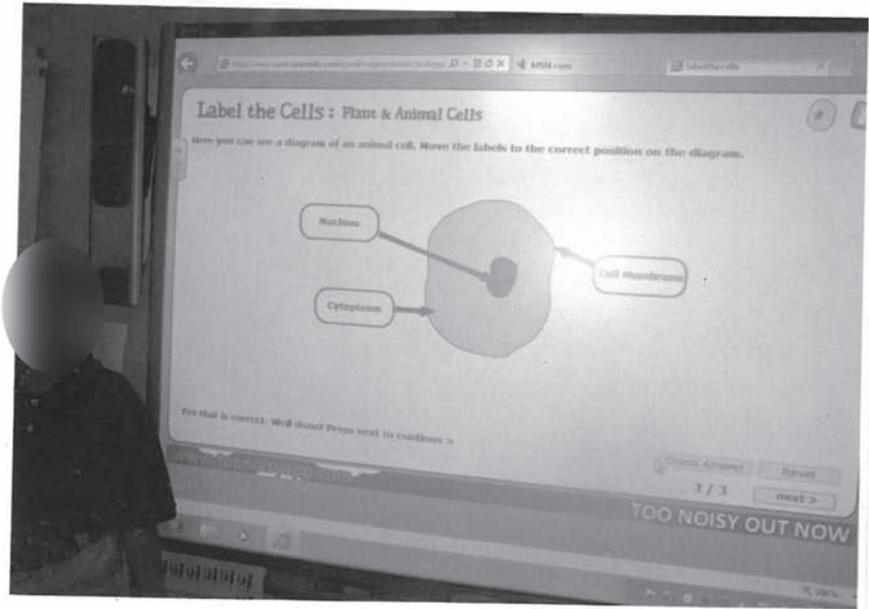
Picture # 6- He is dragging the nucleus to the correct place.

9-20

L.S. 2. 5. 5
Entry 1
Evidence 3

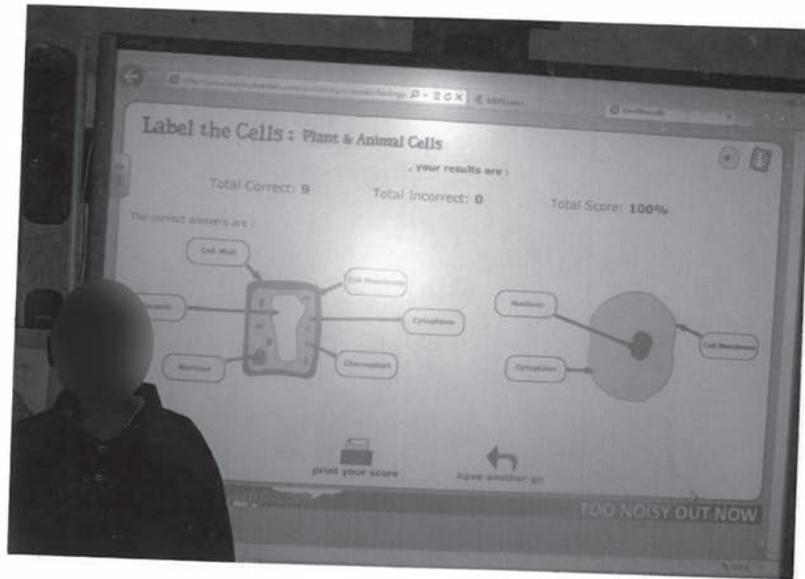


Picture # 7- The cytoplasm is correctly placed on the diagram.



Picture # 8- He completed the animal cell.

L.S. 2. 5. 5
Entry 1
Evidence 3



Picture # 9 The student completes the task correctly

Label the Cells : Plant & Animal Cells

, your results are :

Total Correct: **9** Total Incorrect: **0** Total Score: **100%**

The correct answers are :

Cell Wall

Cell Membrane

Vacuole

Nucleus

Chloroplast

Cytoplasm

Nucleus

Cytoplasm

Cell Membrane

print your score have another go

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. Each photograph is clearly documented with the student's response. 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 2

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment
Student Profile
Students with Disabilities: Grades 5, 7, and 10 Science
 PLEASE PRINT

Student Name: <u>Sample Entry 2</u>	
School: <u>Sample School</u>	District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>8/20 - 2/11</u>	
Age: <u>10</u>	Grade (check one): <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 10

Please check ALL that apply.

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

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grades 5 and 7 Science
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

Science Strands (check only one)

Life:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>
Physical:	Entry #1 <input type="checkbox"/>	#2 <input checked="" type="checkbox"/>
Earth and Space:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

SAMPLE ENTRY 2

TASK SHEET

2015–2016 Arkansas Alternate Portfolio Assessment

TASK SHEET

Students with Disabilities: Grades 5 and 7 Science

Student Name: Sample Entry 2

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

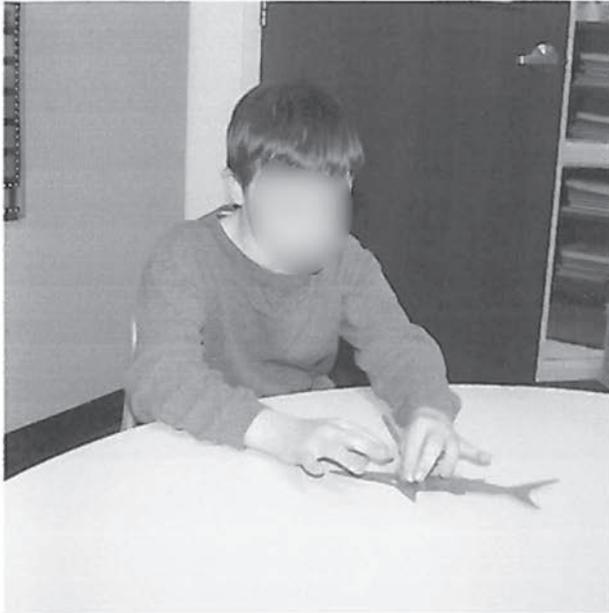
Brief description of the task related to the SLE:

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.

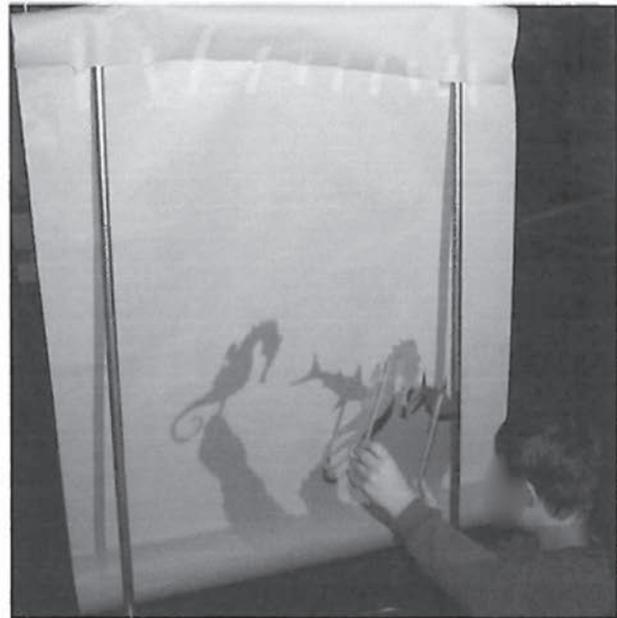
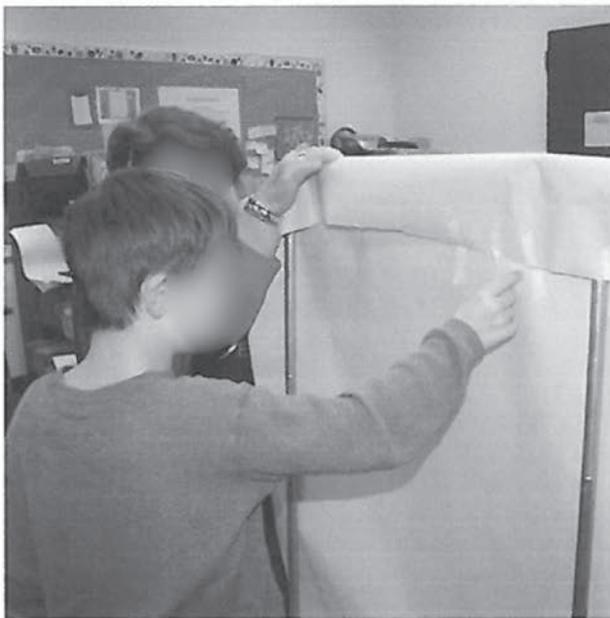
Setting: Science Center

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.

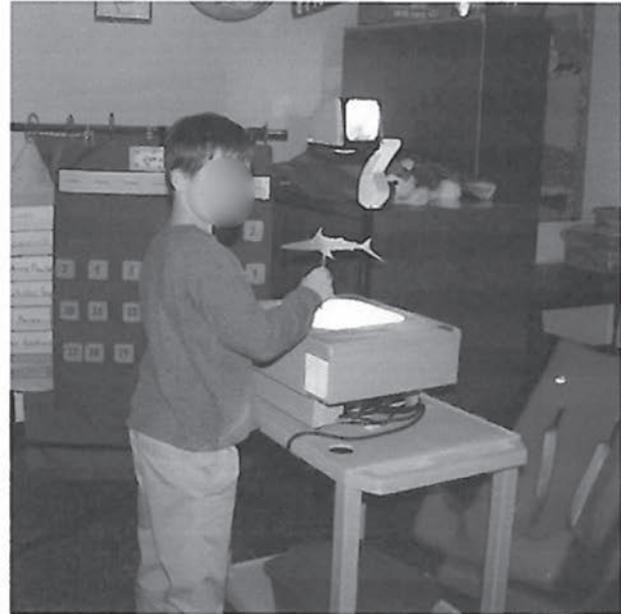


1-22 3 & 4 of 8 CBI Classroom

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.

SAMPLE ENTRY 2

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.

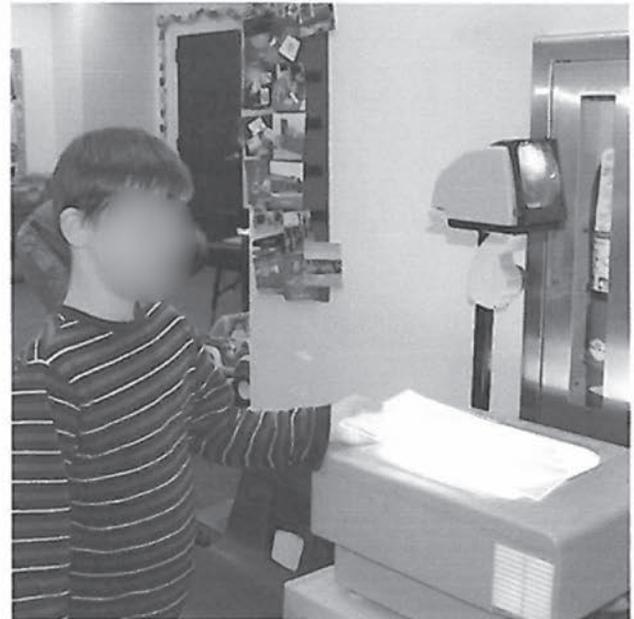
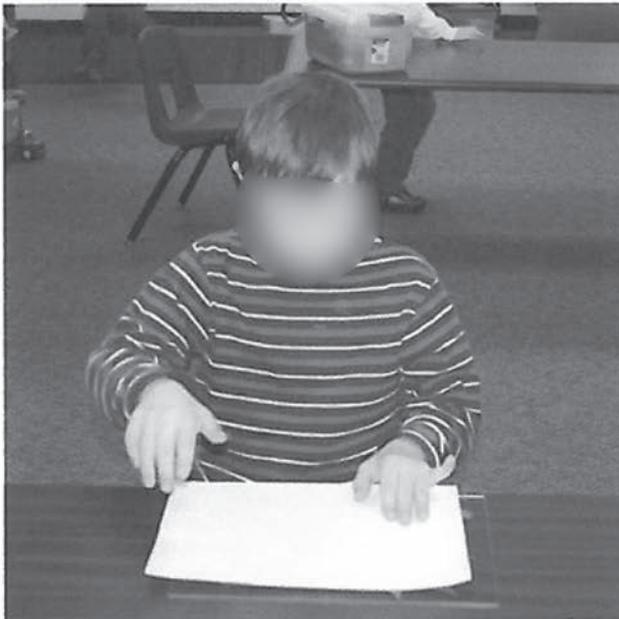
Physical 2
Evidence 2

SAMPLE ENTRIES - GRADES 5 AND 7



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 a 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

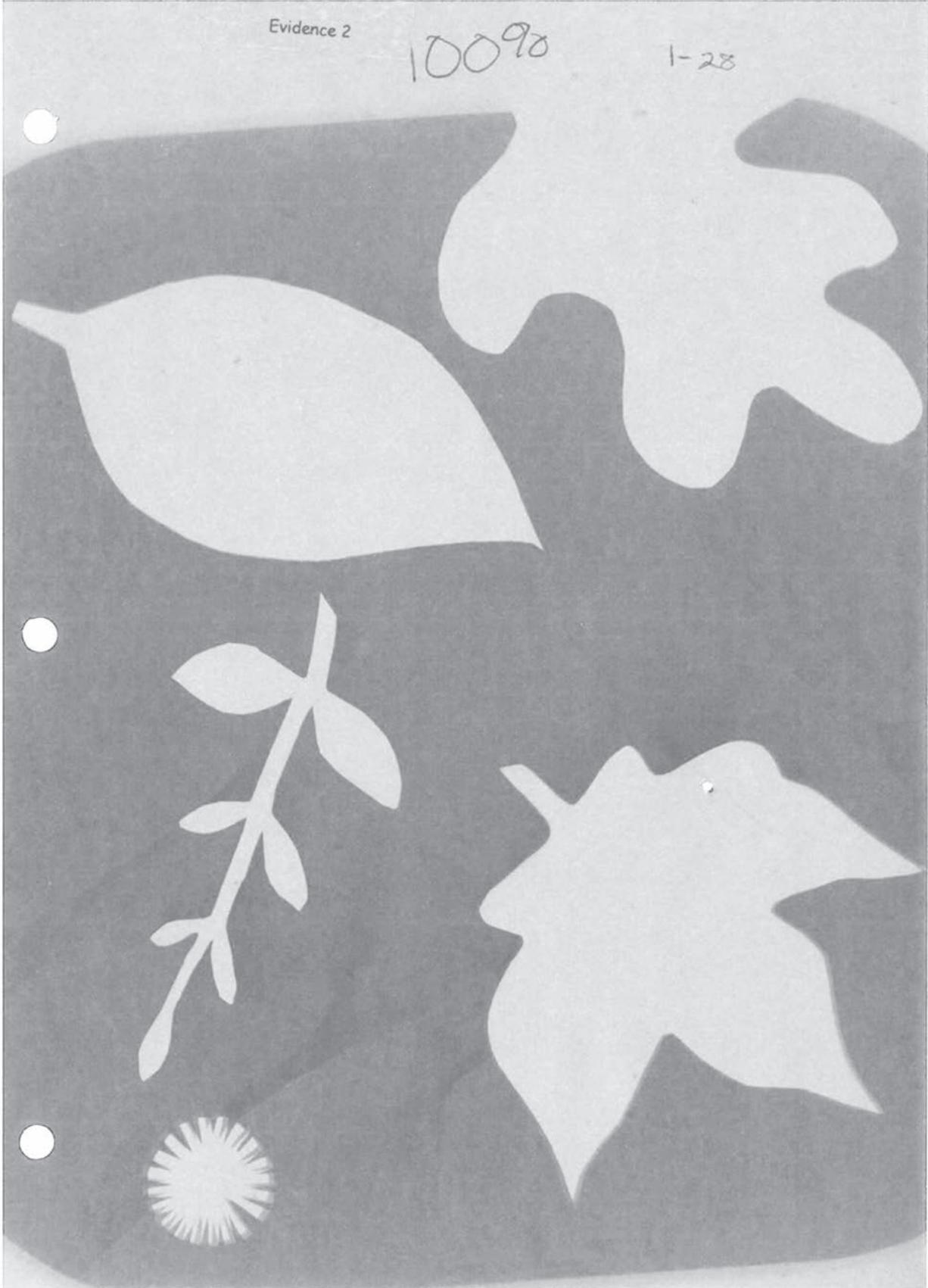
After leaving the project exposed to the light of the overhead projector for approximately 45 minutes, he removed the photosensitive paper from the acrylic sheet.



1-28
7 of 7
Kitchen

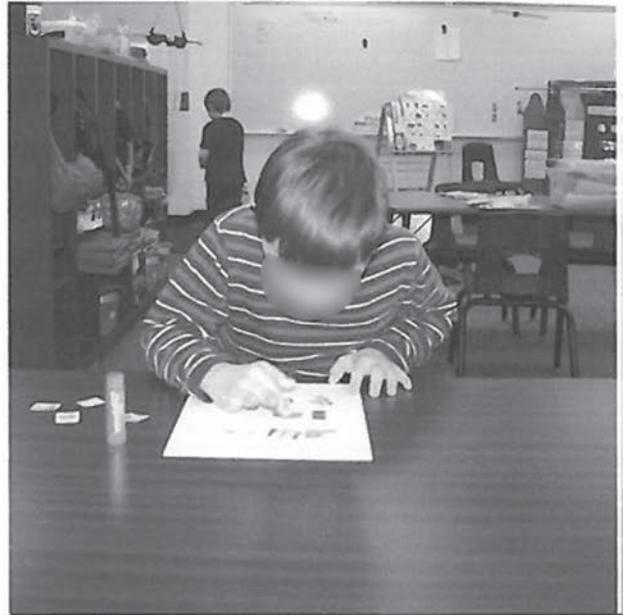
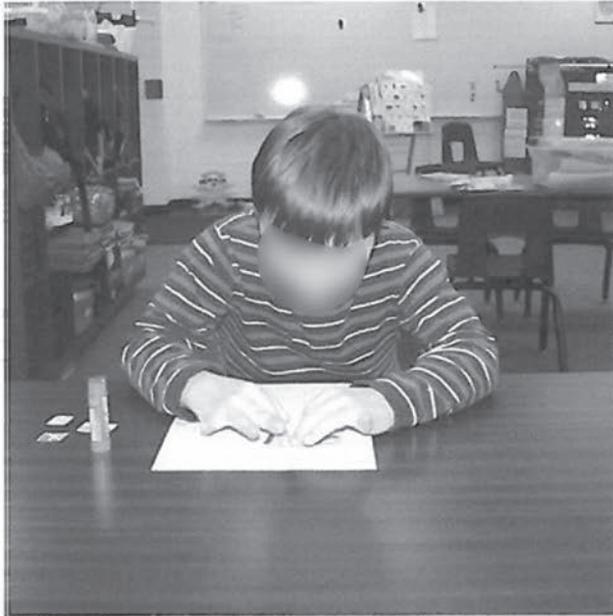
He took the photosensitive paper to the kitchen sink and ran water over it to complete the development process. His investigation successfully demonstrated that the acrylic was transparent, letting light pass through and expose the paper to light. The prints created by the light successfully demonstrated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





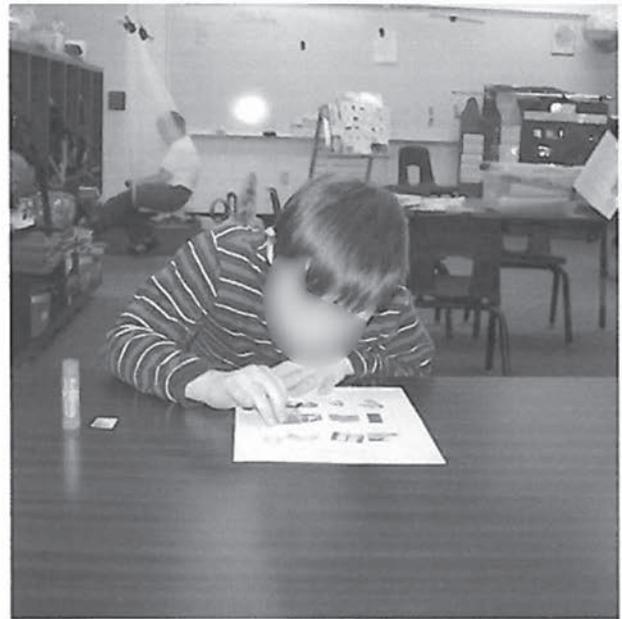
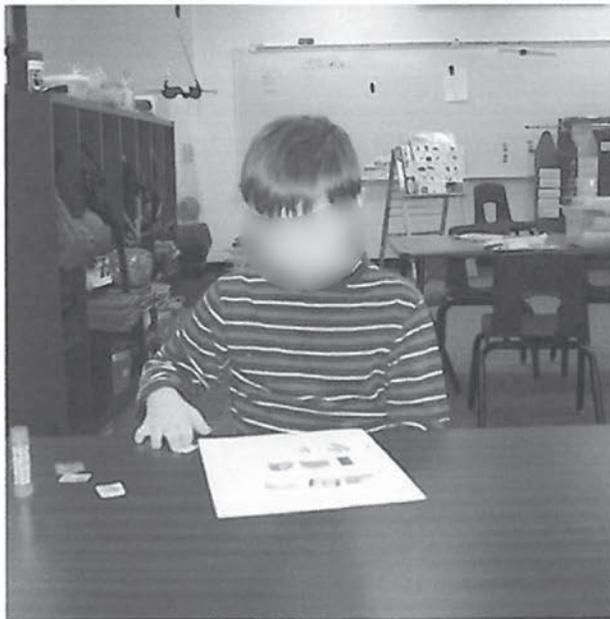
SAMPLE ENTRY 2

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

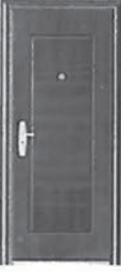
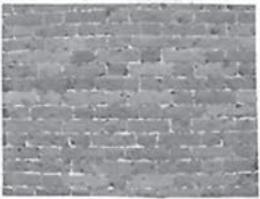
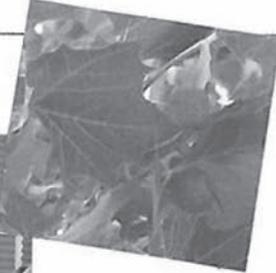
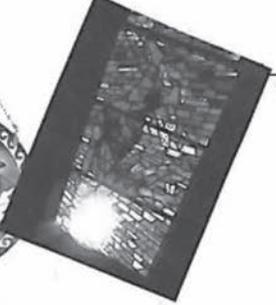
He was given a choice of 3-4 different photographs each turn. He selected a picture and then placed it in the correct row of the table on the worksheet. He was able to successfully complete the worksheet. His completed worksheet is included with this piece of evidence.

Evidence 3

100%

Let the Sun Shine In

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

 <p>Transparent</p>	  
 <p>Opaque</p>	  
 <p>Translucent</p>	  

SAMPLE ENTRIES - GRADES 5 AND 7

SAMPLE ENTRY 3

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.8.5.9: Classify the three basic types of rocks.

Performance: 4

The student shows mastery by identifying and classifying the three basic types of rocks in a variety of ways on multiple occasions. There are two types of evidence submitted and the photographs are clearly captioned.

Context: 4

The student uses age-appropriate materials and performs activities that are authentic and provide an appropriate challenge for this student.

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.

Note: It is always best to date the evidence itself, rather than rely on the task sheet dates. All documentation should be written on the evidence.

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment
Student Profile
Students with Disabilities: Grades 5, 7, and 10 Science
 PLEASE PRINT

Student Name: Sample Entry 3
 School: Sample School District: Sample District
 Portfolio Beginning/End Dates: August / March
 Age: 12 Grade (check one): 5 7 10

Please check ALL that apply.

Diagnosis (no abbreviations): Diagnosis <u>Autism</u>		
Type of class <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	Cognitive Skills <input checked="" type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input checked="" type="checkbox"/> Needs assistance to focus	Special Factors <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input type="checkbox"/> Needs behavioral supports
Communication What is the student's means of communication? <input type="checkbox"/> Nonverbal <input checked="" type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____ Low-tech Communication System <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives Assistive Technology <input type="checkbox"/> Electronic <input type="checkbox"/> Electronic high-tech <input type="checkbox"/> Low-tech <input type="checkbox"/> Physical <input type="checkbox"/> Other: _____	Fine Motor Skills <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	Mobility <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
Supportive Services		
Type of Prompting <input type="checkbox"/> Uses above systems to make choices <input checked="" type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input checked="" type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting	Strengths in Literacy Reading grade level: _____ <input checked="" type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input type="checkbox"/> Recognizes basic picture symbols <input checked="" type="checkbox"/> Recognizes/identifies letters <input checked="" type="checkbox"/> Reads and comprehends basic words	Strengths in Math Math grade level: <u>1st</u> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input checked="" type="checkbox"/> Computes addition/subtraction <input checked="" type="checkbox"/> with calculator <input checked="" type="checkbox"/> without calculator <input type="checkbox"/> Computes multiplication/division <input type="checkbox"/> with calculator <input type="checkbox"/> without calculator
Unique characteristics of student (not included in above choices) that would help to understand challenges: Student is a 12 year old 5th grade student that attends a school that requires uniforms. Students are to wear khakis with a polo shirt and on Fridays they are allowed to wear jeans. The student wears khakis everyday, it is rare to see him in jeans. His favorite color is red and always wears a red polo or red tee-shirt to school. He functions below grade level in all academic areas. Socially he gets along with his classmates but does not verbalize with them consistently. The student can identify some sight words and read basic words. His math skills are mid-first grade. With examples in front of him, the student can work independently but with many refocusing prompts. According to the students mother, he has only been verbal for two and a half years. He can access computer programs that are used frequently. His writing is legible.		

SAMPLE ENTRY 3

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grades 5 and 7 Science

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

Student Name: Sample Entry 3

Grade: 5 Entry Slip Completed by: Sample Teacher

Science Strands (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.8.5.9

Description: Classify the three basic types of rocks

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

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

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

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

Reset Form

TASK SHEET

**2015–2016 Arkansas Alternate Portfolio Assessment
TASK SHEET
Students with Disabilities: Grades 5 and 7 Science**

Student Name: Sample Entry 3

Evidence: #1 **Date:** 02/03 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence: _____

Brief description of the task related to the SLE:

Student is asked to identify the three basic types of rocks, igneous, sedimentary, metamorphic. Student is given pictures of the three different type of basic rocks, igneous, sedimentary and metamorphic. He was asked to cut them out and place them into the correct labeled group of rock types. His worksheet is included as evidence. Student completed the task with 100% accuracy.

Setting: Classroom

Evidence: #2 **Date:** 02/04 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: _____

Brief description of the task related to the SLE:

Student is asked to identify the three basic types of rocks, igneous, sedimentary, and metamorphic. Following step by step oral directions, the student is asked to identify four igneous, sedimentary and metamorphic rocks from a group of rocks. The student had to look at each rock and put it into the correct group of either igneous, sedimentary or metamorphic. The photos show the student placing each rock in the groups. The final photo shows the student completing the task with 100% accuracy.

Setting: Hallway

Evidence: #3 **Date:** 02/05 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence: _____

Brief description of the task related to the SLE:

Student is asked to identify the three basic types of rocks, igneous, sedimentary, metamorphic. The student is asked to identify an igneous, sedimentary and metamorphic rock. He was then asked to describe and test the different aspects of each type of rock and mark down his answers on a worksheet. His worksheet is included as evidence. Student completed the task with 100% accuracy.

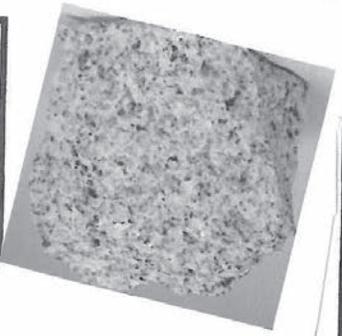
Setting: Classroom

ESS.8.5.9
Standard 8 Entry 1 Evidence 1

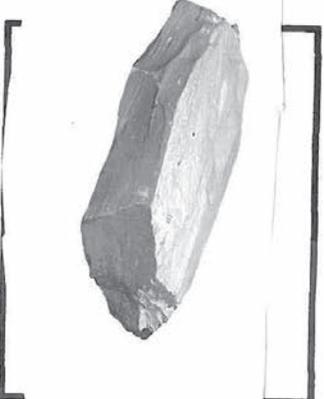
What Is My Rock Type?

1009115

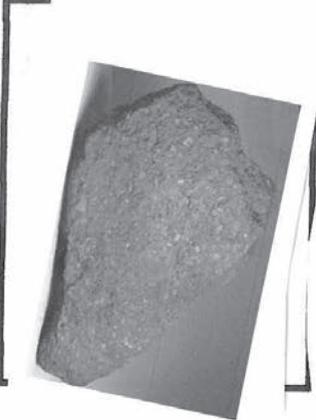
Igneous



Metamorphic



Sedimentary

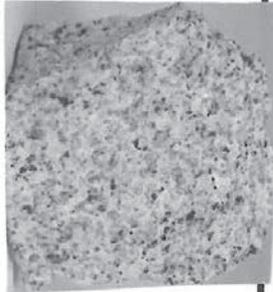


ESS.8.5.9

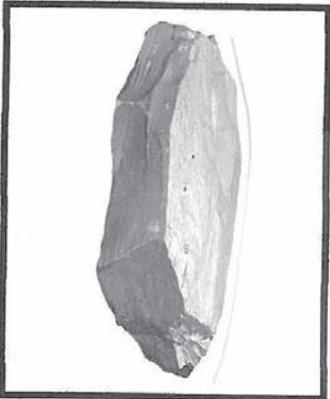
Standard 8 Entry 1 Evidence 1

Key
What Is My Rock Type?

Igneous



Metamorphic



Sedimentary

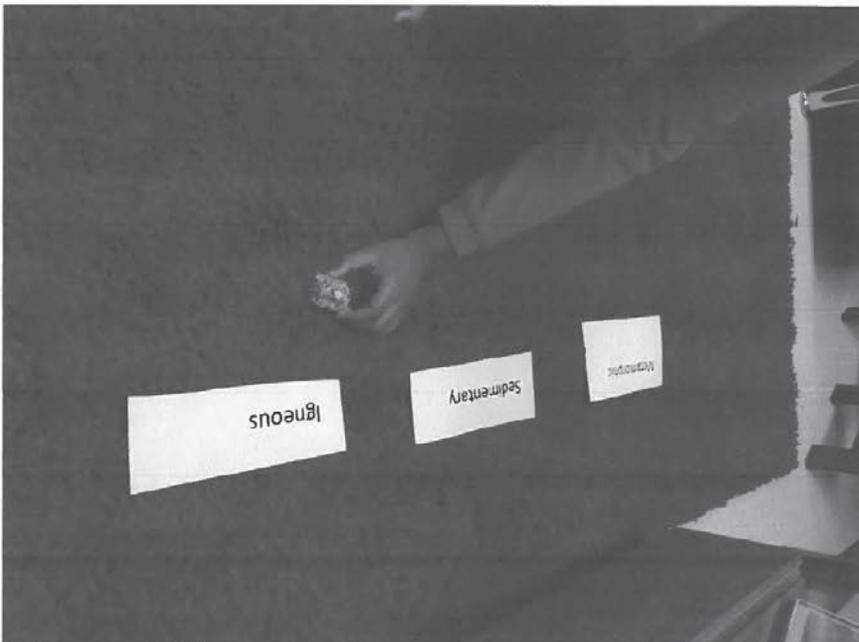


ES 8.5.9 Entry 1 Evidence 2 Grade 5 Series of captioned photos

Student has grouped his 12 different types of rocks to group into sedimentary, igneous or metamorphic

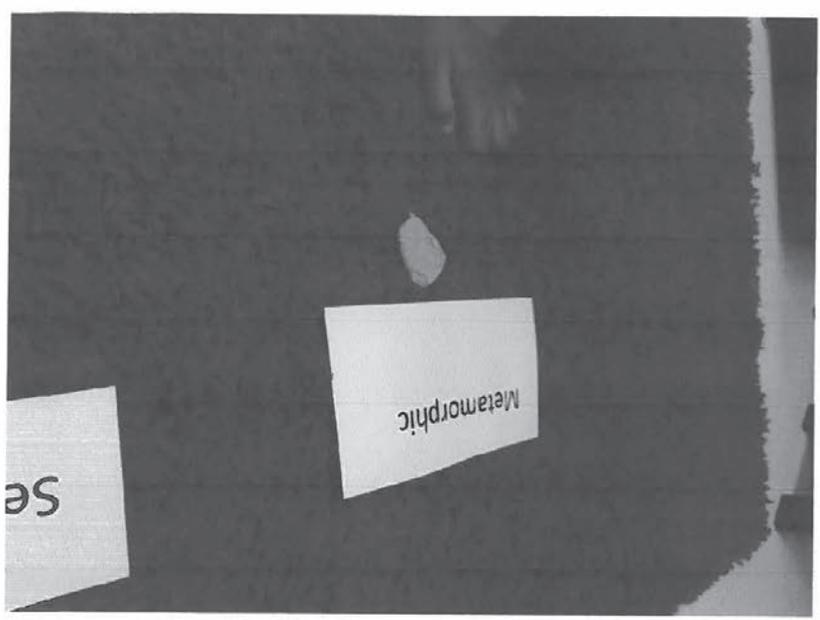


Student places his first rock correctly into igneous

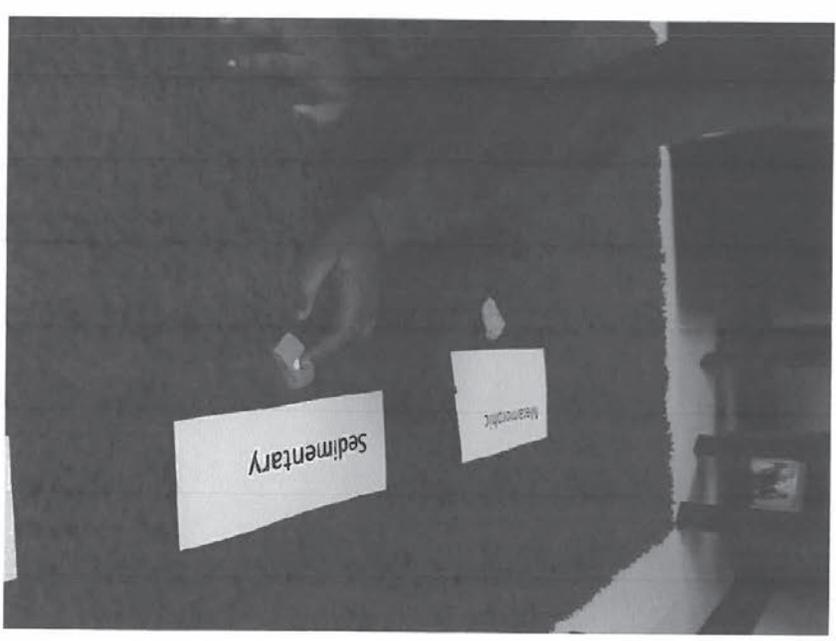


ES 8.5.9 Entry 1 Evidence 2 Grade 5 Series of captioned photos

Student places his next rock correctly into
metamorphic

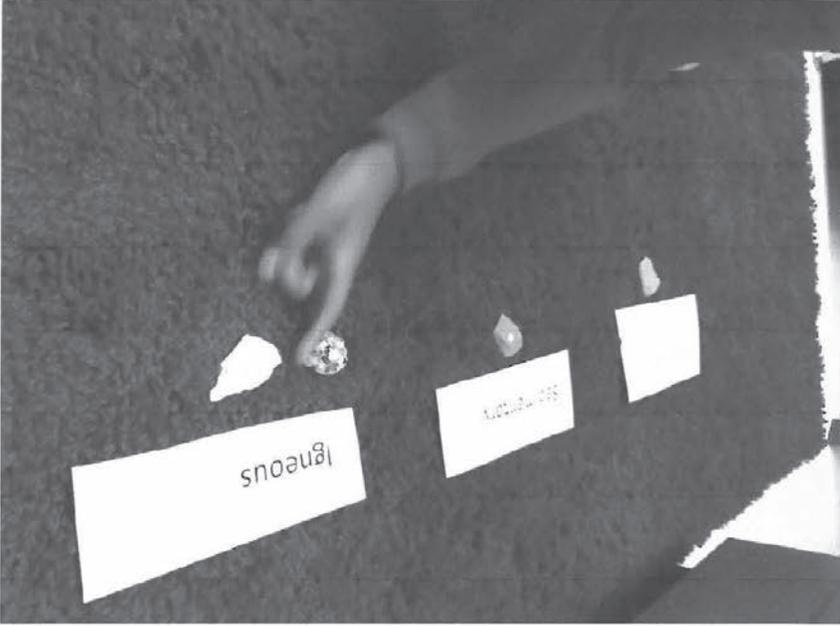


Student places his next rock correctly into
sedimentary



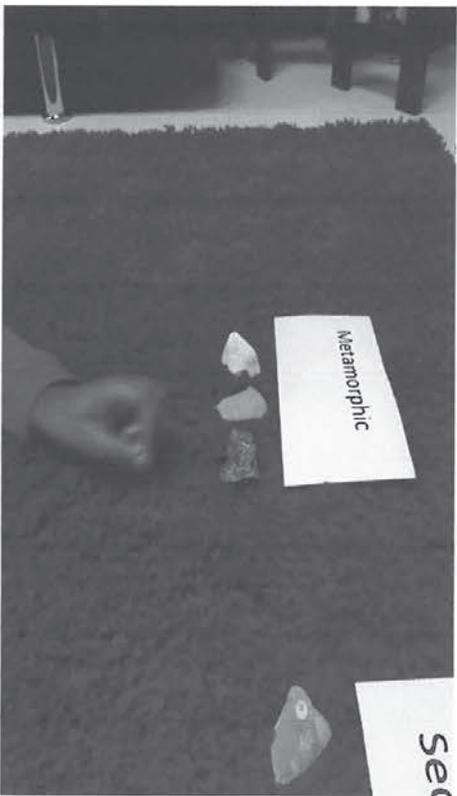
ES 8.5.9 Entry 1 Evidence 2 Grade 5 Series of captioned photos

Student continues to pick out rocks from his pile and placing them into the correct piles



ES 8.5.9 Entry 1 Evidence 2 Grade 5 Series of captioned photos

Student looks at each rock before placing into correct pile.

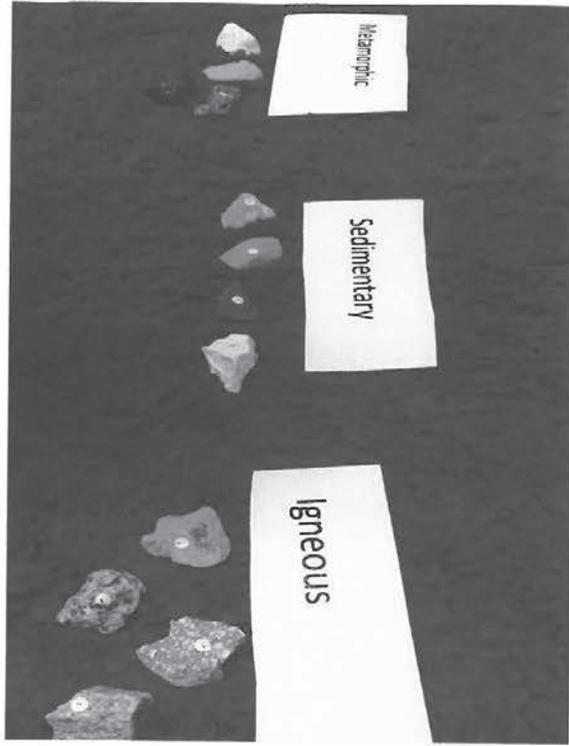


SAMPLE ENTRY 3

SAMPLE ENTRIES – GRADES 5 AND 7

ES 8.5.9 Entry 1 Evidence 2 Grade 5 Series of captioned photos

Student finished and placed each rock correctly into the group it belongs. Either sedimentary, igneous or metamorphic. This is his finished product completed with 100% accuracy.



CLASSIFYING ROCKS

Luster, Hardness, Streak Color

look !!

	Igneous	Metamorphic	Sedimentary
Describe the color of each rock and how it looks.	SD dot + streak white pink	black / grey layers flat	white-pink sandstone
How does the rock feel?	hard cob smooth	smooth hard	smooth hard little rough
Draw what the rock looks like.			
Scratch each rock with a penny and a paper clip. List the objects that scratch each rock.	NONE	NONE	NONE

one white
rock

slate limestone
folk rock

ESS 8.5.9 Entry 1 Evidence 3 Grade 5

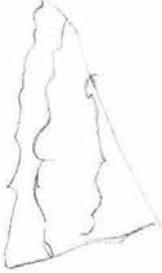
Name:

Key

Date:

CLASSIFYING ROCKS

Luster, Hardness, Streak Color

	Igneous	Metamorphic	Sedimentary
Describe the color of each rock and how it looks.	Spots black and white Some pink color	black/gray layers, flat	white, pink square-ish
How does the rock feel?	hard, cold smooth spots	smooth, cold	smooth, hard little rough
Draw what the rock looks like.			
Scratch each rock with a penny and a paper clip. List the objects that scratch each rock.	none	none	none

Granite
Rock

Slate
rock

Limestone
Rock

ANNOTATION

Strand: Life Science

Standard 03: Life Cycles, Reproduction, and Heredity: Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.

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).

Performance: 4

The student dissects a flower in a variety of ways (on paper, using a model and a specimen) and accurately labels the reproductive system of angiosperms. The student completes her work 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 and additional work samples clearly annotate what the student is doing in each photograph.

Context: 4

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

Level of Assistance: 4

As indicated on the Entry Slip, the student does not require verbal or physical prompting to accurately complete these tasks beyond instructions and natural cues.

General Comments:

While it may be difficult to read the Post-it note labels in the photographs included in this manual, they are clear on the original in the portfolio and the annotations add support by providing the exact flower part that is being labeled for each photograph.

Alternate Portfolio Assessment

is a 13 year old 7th grader at in , Arkansas. She is diagnosed with Mental Retardation, which affects her in all academic areas. She spends most of her school day in a 1:15 self-contained classroom. Her cognitive and developmental abilities measure significantly below grade level. has no physical limitations.

Academically, functions on a 1st – 2nd grade level in most subject areas. Although she knows many high frequency words, she cannot seem to read the same words in the context of a reading passage. Her memory is not consistent. 's comprehension requires more assistance and guidance. She appears to understand what has been read aloud to her. is very slow to process her answers, even when she appears to comprehend. 's writing skills are on a 2nd grade level, with penmanship being very neat. However, she can only construct a 2 – 3 word phrase, without assistance. She is more successful in her writings when she dictates her answers; therefore, this is how she completes most assignments that require her to write sentences and paragraphs.

's math skills are on a 1st grade level. She can compute basic addition and subtraction problems, with and without a calculator, although she requires a calculator for more advanced math skills. Although she functions well below grade level, geometry seems to be a strength for , as she is able to apply these skills much easier than others.

SAMPLE ENTRY 4

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grades 5 and 7 Science
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: Sample Entry 4

Grade: 7 Entry Slip Completed by: Sample Teacher

Science Strands (check only one)

Life:	Entry #1 <input type="checkbox"/>	#2 <input checked="" type="checkbox"/>
Physical:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>
Earth and Space:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>

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

Content Standard #: Standard 03:Life Cycles, Reproduction, and Heredity

Description: Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.

Student Learning Expectation #: LS.3.7.6

Description: Dissect a flower to analyze the reproductive system of angiosperms.

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

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

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

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

Reset Form

TASK SHEET

**2015–2016 Arkansas Alternate Portfolio Assessment
TASK SHEET
Students with Disabilities: Grades 5 and 7 Science**

Student Name: Sample Entry 4

Evidence: #1 **Date:** 01/15 **Type of Evidence:** Work Sample/Permanent Product
Additional Evidence: _____

Brief description of the task related to the SLE:

Student will read along as a short passage is read aloud. She will then answer the given questions, requiring her to identify, describe, and label the parts of a flower, demonstrating her ability to analyze the reproductive system of angiosperms.

Student read along as a short passage titled "The Parts of a Flower" was read aloud. She then completed the given comprehension questions which tested her knowledge over the various parts and functions of the flower's reproductive system.

Setting: Science Class (Special Education)

Evidence: #2 **Date:** 01/16 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: Work Sample

Brief description of the task related to the SLE:

Student will label a flower model by placing Post-it notes with the written words on the correct part of the flower, demonstrating her ability to analyze the reproductive system of angiosperms.

After a lesson over flower parts, Student labeled the parts of a flower model. She used Post-it notes and stuck them on the parts of the model. She labeled the Stigma, Anther, Stamen, Pistil, Petal, and Sepal.

Setting: Science Class (Special Education)

Evidence: #3 **Date:** 02/19 **Type of Evidence:** Series of Captioned Photographs
Additional Evidence: Work Sample

Brief description of the task related to the SLE:

Student will dissect a live flower by removing the Pistil, Anther, Stamen, and Stigma, and placing them on the given worksheet in the appropriate labeled box, demonstrating her ability to dissect a flower to analyze the reproductive system of angiosperms.

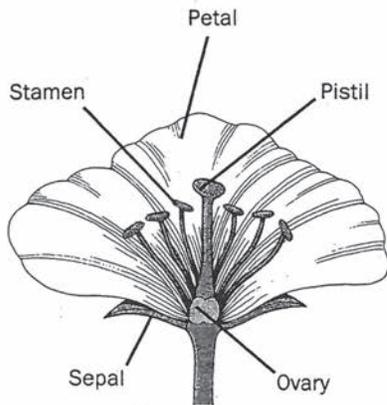
Student was given a live flower and was able to dissect that flower, removing the Pistil, Anther, Stamen, and Stigma. As she removed each part, she placed it in the correct labeled box and taped it on the given worksheet.

Setting: Science Lab (Special Education)

UNIT 2
Flowers

1-15

The Parts of a Flower



When you think of a flower, you might imagine colored petals and a nice smell. But flowers are more than just pretty to look at and pleasant to smell. They are important parts of seed plants. Flowers make the seeds that plants reproduce from.

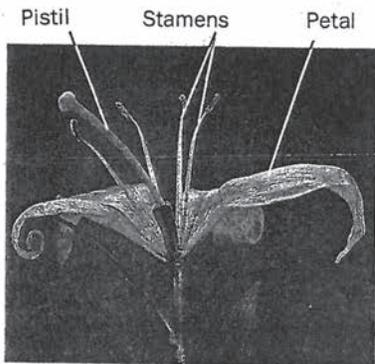
Look at the drawing of the flower. Find the **sepals**. Sepals are green and look like leaves. They protect the flower when it is a bud.

Flower **petals** have many shapes, sizes, and colors. Their bright colors and smells help bring different kinds of animals to the flowers. Many flowers attract insects. Others attract birds. Some even attract bats!

Many flowers have both male and female parts. The male parts are the **stamens**. A yellow powder called **pollen** is made in the top part of the stamens.

The female part of the flower is the **pistil**. The top of the pistil is sticky. If pollen grains land on the pistil, they stay there. Then the pollen grows a tube down into the **ovary**. The ovary is at the bottom of the pistil.

In the ovary, male cells from the pollen tube join egg cells, or **ovules**. The pollen cells fertilize the ovules. The fertilized cells start to form seeds. The ovary develops into a **fruit**. A fruit holds the seeds that form in the flower. A fruit can be soft and fleshy, like a peach. Or it can be hard, like a walnut.



1-15

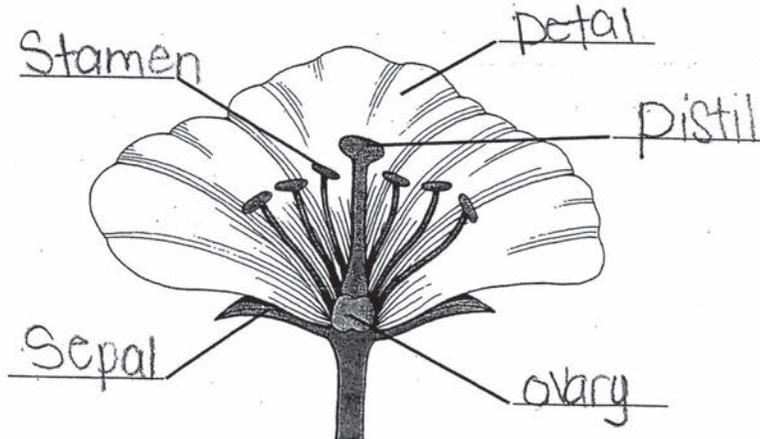
A. Draw lines to complete the sentences.

- | | |
|------------------------|---------------------------------|
| 1. Petals have many | in the top part of the stamens. |
| 2. Pollen is made | down into the ovary. |
| 3. The pistil is | shapes, sizes, and colors. |
| 4. Pollen grows a tube | the female part of the flower. |

100%

B. Label the parts of a flower. Use the words below.

- | | | |
|------------------|-------------------|--------|
| ovary | pistil | stamen |
| petal | sepal | |



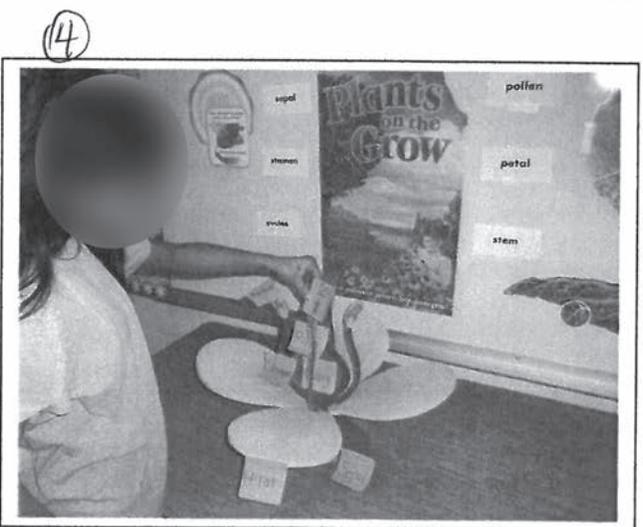
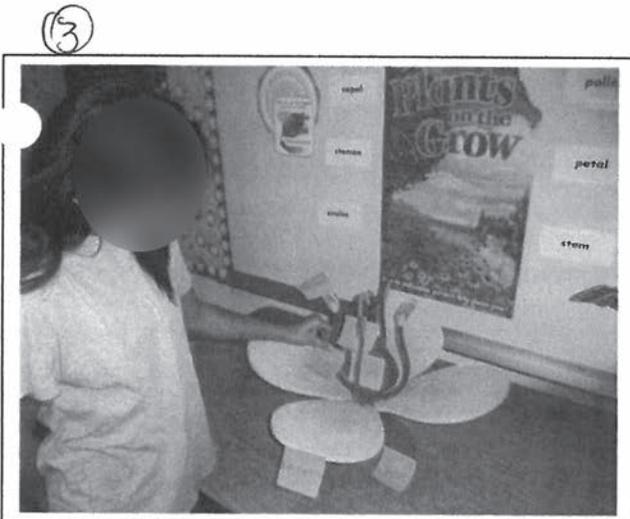
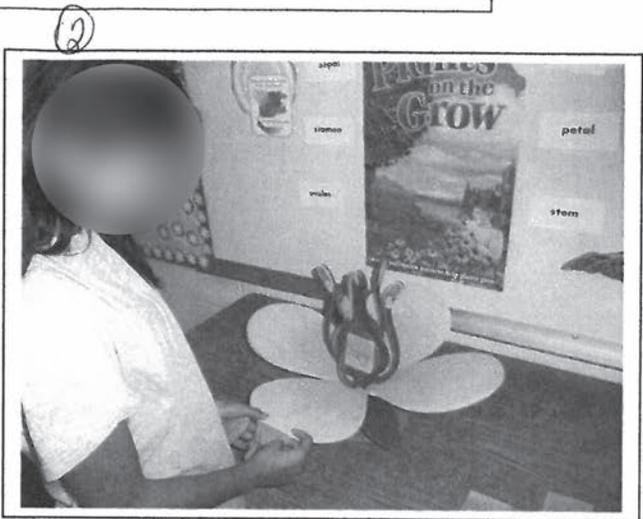
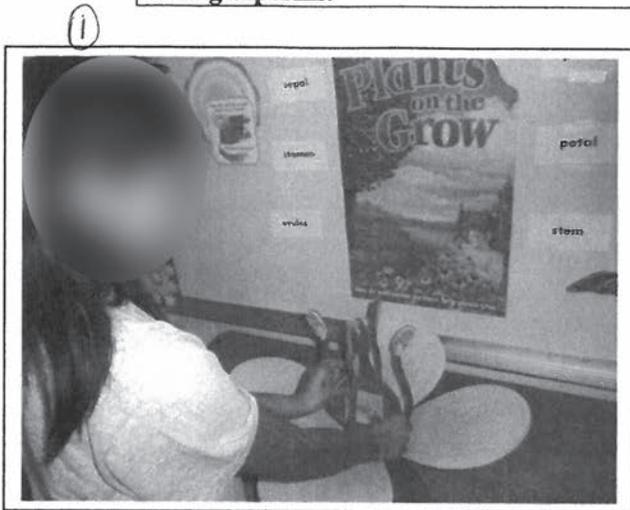
C. Answer the questions.

1. What is made in the top part of the stamens? A yellow powder called pollen is made in the top part of the stamens.
2. What happens to pollen grains that stick on the pistil? If pollen grains land on the pistil, they stay there.
3. What do fertilized cells start to form in the ovary? The fertilized cells start to form seeds.
4. What does a fruit hold? A fruit holds the seeds that form in the flower.

LS.3.7.6 Entry 2 Evidence 25

SAMPLE ENTRY 4

Strand: Life Science
Content Standard: Students shall demonstrate and apply knowledge of life cycles, reproduction, and hereditary, using appropriate safety procedures, equipment, and technology.
Student Learning Expectation: Dissect a flower to analyze the reproductive system of angiosperms.



was asked to label the parts of a flower model by placing Post It notes with the written words on the correct part of the flower. She was required to label the Stigma, Anther, Stamen, Pistil, Petal, Ovary, and Sepal. In picture 1, is labeling the first part, the Ovary. In picture 2, she has correctly labeled the Ovary and can be seen labeling the Petal. In picture 3, she is labeling the Stamen and finally in picture 4, she has correctly labeled 6 of the 7 parts and is labeling the last part, the Stigma. was able to both successfully and independently complete this activity, demonstrating her ability to dissect a flower to analyze the reproductive system of angiosperms.

Life Science 3.7.6 Entry 2 Evidence 2

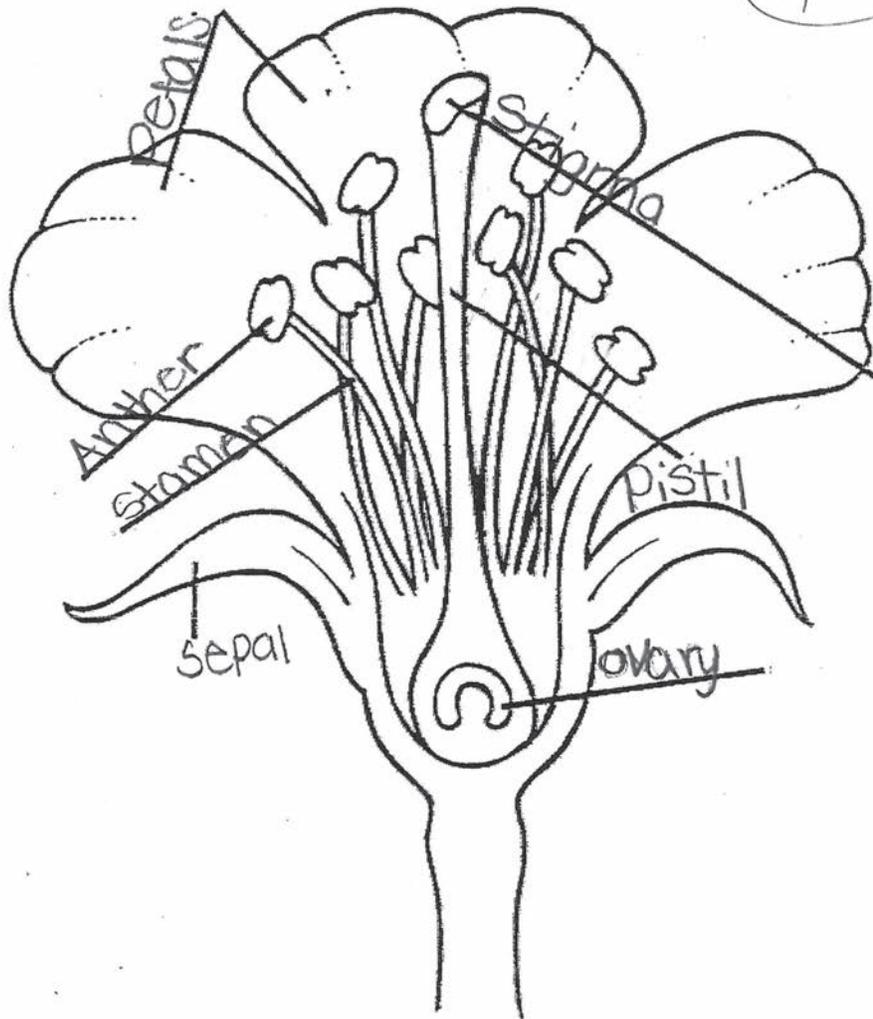
Date: 01/16

1-16

SAMPLE ENTRIES - GRADES 5 AND 7

Parts of a Flower

100%



~~Sepal~~ ~~ovary~~ ~~Anther~~ ~~Petals~~
~~Stigma~~ ~~Pistil~~ ~~Stamen~~

LS.3.7.6 Entry 2 Evidence 2

SAMPLE ENTRY 4

Strand: Life Science

Content Standard: Students shall demonstrate and apply knowledge of life cycles, reproduction, and hereditary, using appropriate safety procedures, equipment, and technology.

Student Learning Expectation: Dissect a flower to analyze the reproductive system of angiosperms.

①



②



③



④



was given a live flower and asked to identify and remove the Pistil, Anther, Stamen, and Stigma. She placed, and then taped these parts in the appropriate labeled box on the given sheet. In picture 1, she can be seen removing the Anther. In picture 2, she can be seen taping the Stigma in the appropriate box. In picture 3, she is removing the Stamen from the flower and finally in picture 4, she is placing the Pistil in the correct box. She was able to complete this activity both successfully and independently, demonstrating her ability to dissect a flower to analyze the reproductive system of angiosperms.

Life Science 3.7.6

Entry 2 Evidence 3

Date: 02/19

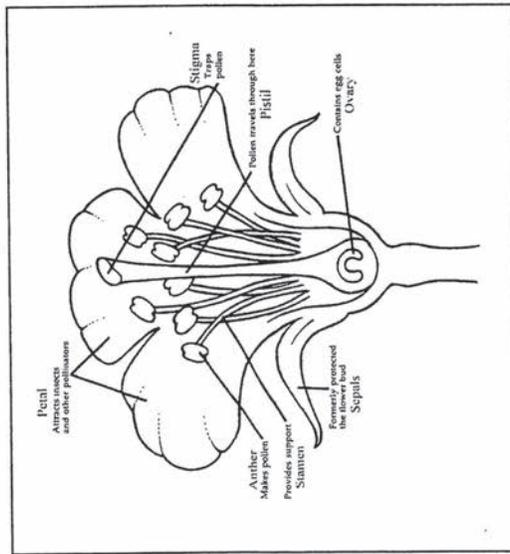
2-19

Flower Dissection

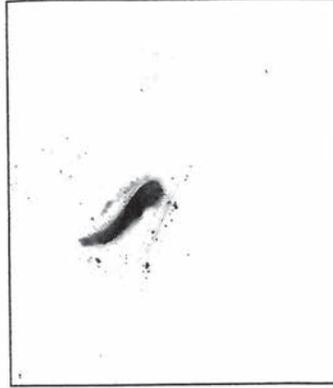


Directions: Dissect the plastic flower. Cut the pieces of the flower and tape them in the correct boxes.

Picture of My Flower



Anther



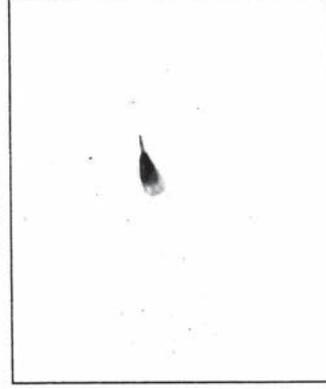
Pistil



Stigma



Stamen



LS 3.7.6 Entry 2 Evidence 3

SAMPLE ENTRY 5

ANNOTATION

Strand: Physical Science

Standard 05: Matter: Properties and Changes: Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.

PS.5.7.5: Demonstrate techniques for forming and separating mixtures.

Performance: 4

The student showed knowledge of forming and separating mixtures by answering questions about aligned experiments he performed and participating in an activity separating a mixture. The student completed the aligned tasks successfully on three separate occasions. There were two types of evidence submitted with well captioned photographs.

Context: 4

The student uses age-appropriate materials and performs activities that are authentic and provide an appropriate challenge for this student.

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.

STUDENT PROFILE

SAMPLE ENTRIES - GRADES 5 AND 7

2015–2016 Arkansas Alternate Portfolio Assessment
Student Profile
Students with Disabilities: Grades 5, 7, and 10 Science
 PLEASE PRINT

Student Name: Sample Entry 5

School: Sample School District: Sample District

Portfolio Beginning/End Dates: September 02-November 12

Age: 13 Grade (check one): 5 7 10

Please check ALL that apply.

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

SAMPLE ENTRY 5

STUDENT PROFILE

is a 13 year old male diagnosed with Mild Mental Retardation. He understands what he is told and can express himself verbally with an extensive vocabulary. He is capable of utilizing technology such as calculators, rulers, cameras, compasses, tape measures, scales and computers with direction. He can complete simple and two-step commands with relative ease. His behavior in the classroom can be very challenging at times. He has the tendency to become both physically and verbally abusive to teachers and to other students (mainly those who are younger and weaker) especially when he becomes frustrated. He becomes frustrated easily when he cannot comprehend his assigned tasks or understand modified work that is given to him to complete on his own. He wants and demands one-on-one attention from teachers and will often act out if not given said attention (mostly focusing his aggression on other students who are being given attention at the time). Once he achieves the one-on-one attention he is seeking, his aggressive behavior decreases and/or dissipates. This is significant for portfolio because both his behavior and inability to maintain focus for extensive periods of time contributes to his need for occasional prompting.

has a pre-kindergaten reading level. He recognizes very few letters of the alphabet, making him more of a visual/hands-on learner. More often than not, watching videos that pertain to the Science lessons helps him to better comprehend and understand the subject matter. He does not retain information that is read to him for very long. He is incapable of recognizing common two-letter words but is capable of copying words by his own hand. His work must be read to him and the answers he gives must be written either on a sheet of paper or on the chalk board for him to copy onto his worksheets. When working on experiments or physically-generated work for Science, must have occasional prompting to stay on task and simple step-by-step commands.

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grades 5 and 7 Science
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: Sample Entry 5

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

Science Strands (check only one)

Life:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>
Physical:	Entry #1 <input checked="" type="checkbox"/>	#2 <input type="checkbox"/>
Earth and Space:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>

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

Content Standard #: Standard 05: Matter: Properties and Changes

Description: Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.

Student Learning Expectation #: PS.5.7.5

Description: Demonstrate techniques for forming and separating mixtures.

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

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

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

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

SAMPLE ENTRY 5

TASK SHEET

2015–2016 Arkansas Alternate Portfolio Assessment
TASK SHEET
Students with Disabilities: Grades 5 and 7 Science

Student Name: Sample Entry 5

Evidence: #1 Date: 11/10 Type of Evidence: Work Sample/Permanent Product
Additional Evidence: _____

Brief description of the task related to the SLE:

After discussing mixtures and having completed a mixture and filtration experiment with classmates and the teacher, Student was asked to write his personal observations for two questions pertaining to the experiment.

Setting: Classroom

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

Brief description of the task related to the SLE:

After discussing mixtures and having completed a mixture and filtration experiment with classmates and the teacher, Student was asked to write his personal observations for four questions pertaining to the experiment.

Setting: Classroom

Evidence: #3 Date: 11/12 Type of Evidence: Series of Captioned Photographs
Additional Evidence: Work Sample/Permanent Product

Brief description of the task related to the SLE:

Student and his classmates were given pie pans filled with gravel and various metallic and nonmetallic objects. He was given a magnet and was instructed to run it through the gravel to locate and record all objects the magnet attracted. He completed this task with 100% accuracy.

Setting: Science Center

PS. 5.7.5 Demonstrate techniques for forming and separating mixtures

Name: _____ Date: 11-10-

Mixtures and Filtration Experiment 1.

You will need: 2 clean jars, ½ cup water, 2 tablespoons of black pepper, 1 funnel, 1 coffee filter, 1 spoon.

1. In one jar add ½ cup of water and 2 tablespoons of black pepper. Stir with the spoon to mix well.
2. Place the funnel in the top of the second jar.
3. Place the coffee filter inside the funnel.
4. Slowly pour the water/pepper mixture into the filter-lined funnel.
5. What happens to the water? gets cloudy
6. What gets trapped inside the filter? pepper

100%
Great work!

Strand 3: Physical Science
Standard 5: Matter: Properties and Changes
Location: Classroom

EVI Pg 1 of 1

SAMPLE ENTRY 5

PS 5.7.5 Demonstrate techniques for forming and separating mixtures

Name: _____ Date: 11-11-

Mixtures and Filtration Experiment 2.

You will need: 2 clean jars, ½ cup of water, 2 tablespoons of sand, 1 funnel, 1 coffee filter, 1 spoon

1. In one jar pour ½ cup of water.
2. Add 2 tablespoons of sand to the water. Stir with the spoon to mix well.
3. What happens to the water? gets Muddy
4. What happens to the sand? can't see it
5. Place the funnel in the top of the second jar.
6. Place the coffee filter inside the funnel.
7. Slowly pour the water/sand mixture into the funnel.
8. What happens to the water? goes into the
9. What is trapped inside the coffee filter? bits of sand.

100% Great work!

Strand 3: Physical Science
Standard 5: Matter: Properties and Changes
Location: Classroom

EV 2, Pg 1 of 1

Name: _____

Date: 11/12/ _____

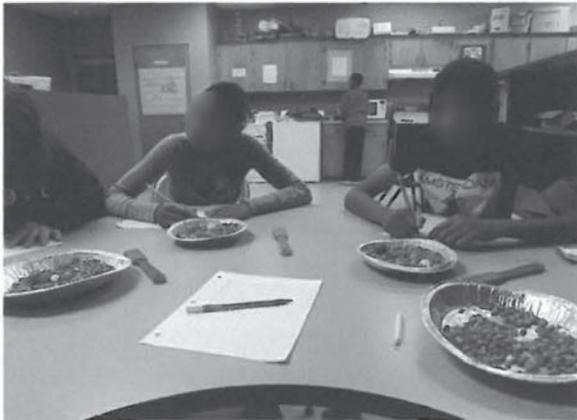
Strand 3: Physical Science

Standard 5: Matter; Properties and Changes

PS 5.7.5 Demonstrate techniques for forming and separating mixtures: magnetic attraction

Objective: _____ and classmates were given pie pans filled with rock and various metal and nonmetal objects. They were given magnets and instructed to run the magnets through the gravel to locate and record the items they found that the magnet picked up.

Location: Science Center



_____ watches as the teacher reads the instructions written on the chalk board



_____ uses his magnet to find a paperclip that was hidden in the gravel



_____ finds another paperclip with his magnet



_____ has told the teacher the metallic items he found and copies the list he gave the teacher from the chalk board

Ev 3 Pg 1 of 2

11-12-

US separating mix + ureg with
Magnets

What I found with my magnet

Paper clips

Metal balls

bolt and nut

100%
Great
job!

PS 5.7.5 Demonstrate techniques for forming
and separating mixtures.

EV 3 Pg 2 of 2

ANNOTATION

Strand: Earth and Space

Standard 08: Earth Systems: Students shall demonstrate and apply knowledge of Earth’s structure and properties using appropriate safety procedures, equipment, and technology.

ESS.8.7.8: Identify the causes and effects of weather-related phenomena.

Performance: 4

The student showed knowledge of the effects of weather-related phenomena by completing work samples. She is given two choices and selects the correct photo showing the effect of each weather event. The student completed the aligned tasks successfully on three separate occasions. There were two types of evidence submitted with well captioned photographs.

Context: 4

The student uses age-appropriate materials and performs authentic activities. Two choices for each task is an appropriate challenge for this student.

Level of Assistance: 4

As indicated on the Entry Slip, the student does not require prompting beyond what she receives on a daily basis in order to be successful.

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment
Student Profile
Students with Disabilities: Grades 5, 7, and 10 Science
 PLEASE PRINT

Student Name: Sample Entry 6

School: Sample School District: Sample District

Portfolio Beginning/End Dates: August 18 - March 2

Age: 13 Grade (check one): 5 7 10

Please check ALL that apply.

Diagnosis (no abbreviations): Multiple Disabilities		
<p style="text-align: center;">Type of class</p> <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p style="text-align: center;">Cognitive Skills</p> <input type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input checked="" type="checkbox"/> Needs assistance to focus	<p style="text-align: center;">Special Factors</p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input type="checkbox"/> Needs behavioral supports
<p style="text-align: center;">Communication</p> <p>What is the student's means of communication?</p> <input checked="" type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____ <p>Low-tech Communication System</p> <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives <p>Assistive Technology</p> <input type="checkbox"/> Electronic <input type="checkbox"/> Electronic high-tech <input type="checkbox"/> Low-tech <input type="checkbox"/> Physical <input type="checkbox"/> Other: _____	<p style="text-align: center;">Fine Motor Skills</p> <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p style="text-align: center;">Mobility</p> <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<p style="text-align: center;">Supportive Services</p>		
<p style="text-align: center;">Type of Prompting</p> <input type="checkbox"/> Uses above systems to make choices <input type="checkbox"/> Needs verbal cues to make choices <input checked="" type="checkbox"/> Requires hand-over-hand assistance <input checked="" type="checkbox"/> Requires verbal prompting <input checked="" type="checkbox"/> Requires physical prompting	<p style="text-align: center;">Strengths in Literacy</p> Reading grade level: <u><K</u> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input checked="" type="checkbox"/> Recognizes basic picture symbols <input type="checkbox"/> Recognizes/identifies letters <input type="checkbox"/> Reads and comprehends basic words	<p style="text-align: center;">Strengths in Math</p> Math grade level: <u><K</u> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input type="checkbox"/> Computes addition/subtraction <input type="checkbox"/> with calculator <input type="checkbox"/> without calculator <input type="checkbox"/> Computes multiplication/division <input type="checkbox"/> with calculator <input type="checkbox"/> without calculator
Unique characteristics of student (not included in above choices) that would help to understand challenges: Student is 7th grade student who has been diagnosed with Multiple Disabilities. She is nonverbal and only communicates by going to or grabbing what she wants. Student often demonstrates that she doesn't want to do something by grabbing others and has to be guided along. She is unable to work on her assignments without hand-over-hand assistance. She often looks down when trying to work with her and only looks at the assignment or the teacher briefly. She is unable to stay focused on the assignments for any length of time and quickly gets off task. Student is unable to grip a pencil and write without assistance therefore she answered or completed her assignments by using stickers or hand over hand assistance.		

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grades 5 and 7 Science
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: Sample Entry 6

Grade: 7 Entry Slip Completed by: Sample Teacher

Science Strands (check only one)

Life:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>
Physical:	Entry #1 <input type="checkbox"/>	#2 <input type="checkbox"/>
Earth and Space:	Entry #1 <input checked="" type="checkbox"/>	#2 <input type="checkbox"/>

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.8.7.8

Description: Identify the causes and effects of weather-related phenomena.

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

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

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

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

SAMPLE ENTRY 6

TASK SHEET

2015–2016 Arkansas Alternate Portfolio Assessment TASK SHEET Students with Disabilities: Grades 5 and 7 Science

Student Name: Sample Entry 6

Evidence: #1 Date: 08/18 Type of Evidence: Work Sample/Permanent Product
Additional Evidence: _____

Brief description of the task related to the SLE:

After a review on the causes and effects of different types of weather, Student was asked to identify the effects of a drought on the land by putting a sticker on the correct picture. She correctly identified the effects of a drought.

Setting: Student Desk

Evidence: #2 Date: 08/20 Type of Evidence: Work Sample/Permanent Product
Additional Evidence: _____

Brief description of the task related to the SLE:

After a review on the causes and effects of different types of weather, Student was asked to identify the effects of a hurricane on the land by putting a sticker on the correct picture. She correctly identified the effects of a hurricane.

Setting: Student Desk

Evidence: #3 Date: 08/22 Type of Evidence: Work Sample/Permanent Product
Additional Evidence: Series of Captioned Photographs

Brief description of the task related to the SLE:

After a review on the causes and effects of different types of weather, Student was asked to identify the effects of a tornado on the land by by putting a sticker on the correct picture. She correctly identified the effects of a tornado.

Setting: Student Desk

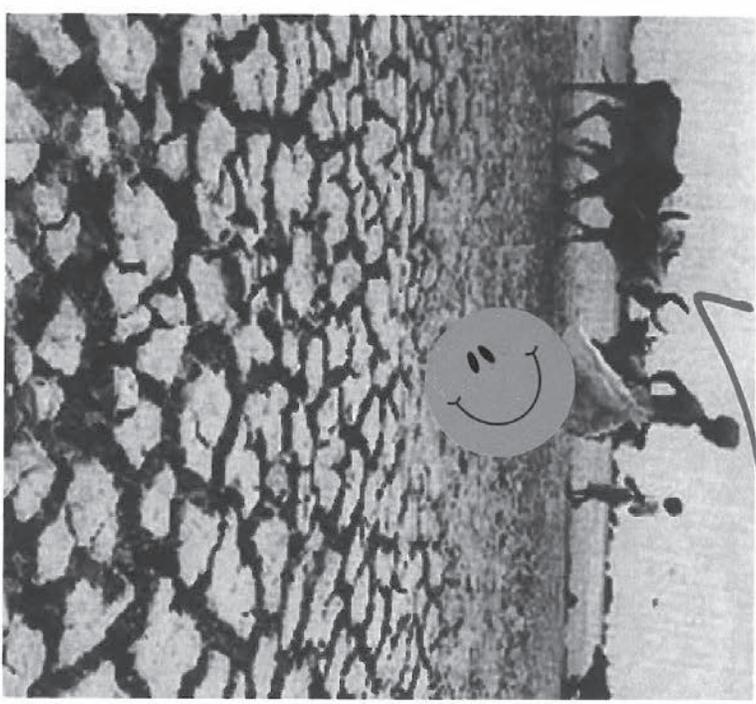
SAMPLE ENTRY 6

Name _____

Date _____

Drought--period of dry weather: a long period of extremely dry weather when there is not enough rain for the successful growing of crops or the replenishment of water supplies.

Look the pictures below. Circle the pictures that represent the effects of a drought.



DDP% Evidence #1
8-18
ESS 8.7.R

Name _____

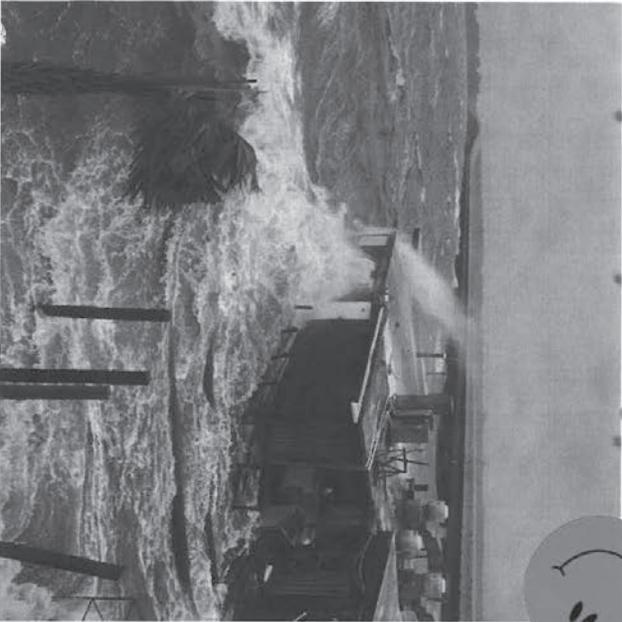
Date _____

Evidence 2
8/20
ESS.8.7.8



A hurricane is a big storm that forms over the ocean.
Effects of Hurricanes: Rain causes floods, thunderstorms are produced, wind smashes everything in its path. The most dangerous part of a hurricane is the storm surge. Wind causes ocean waves to rise over the land these waves can reach 30 feet in height.

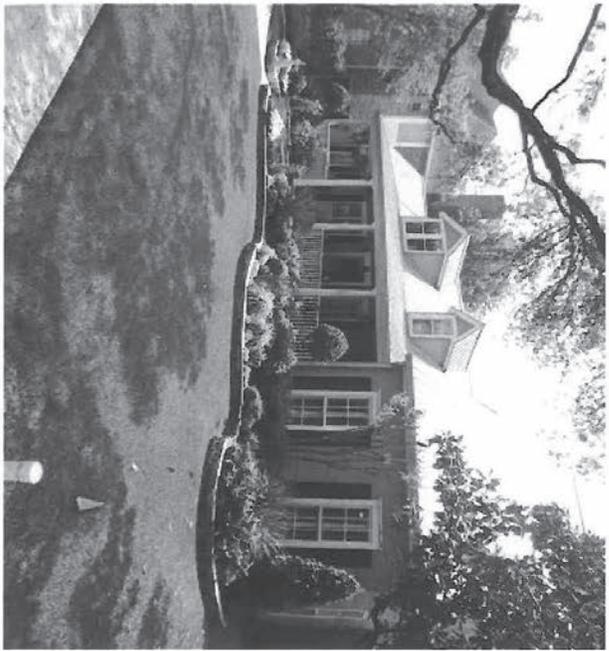
Circle the pictures that represent the effects of a Hurricane.



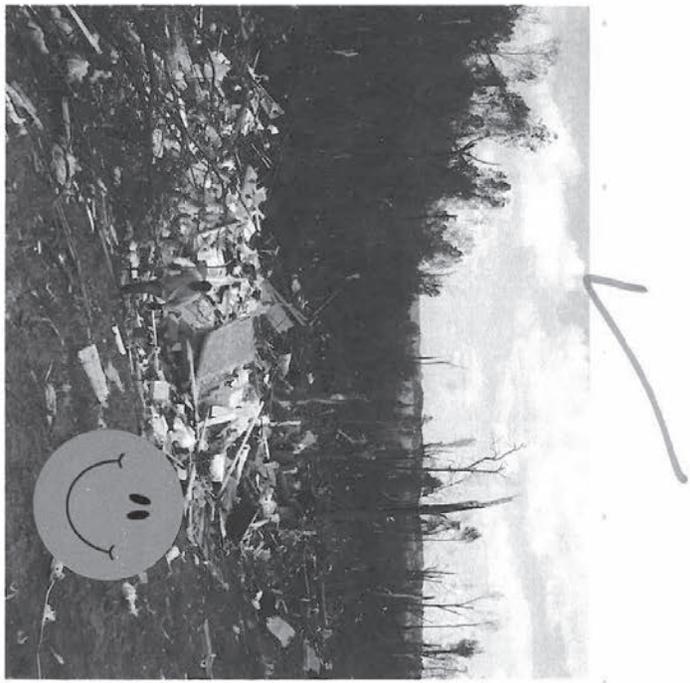
Name _____

Date _____

Circle the pictures that represent the effects of devastation that a tornado leaves behind.



WDB



*Evidence 3
8/22
ESS. 8.7.8*

SAMPLE ENTRY 6

Name:	Evidence B
Date: August 22	
Setting: Student Desk	
Student Learning Expectation: ESS.8.7.8 Identify the causes and effects of weather-related phenomena.	



1. After learning about the effects of a tornado, was asked to look at different pictures and identify which ones show the effects. She began by identifying the house that was torn apart.

2. She then put a sticker on the picture that she chose.



3. completed the assignment successfully.

ANNOTATION

- Strand:** Molecules and Cells
- Standard 01:** Students shall demonstrate an understanding of the role of chemistry in life processes.
- MC.1.B.1:** Describe the structure and function of the major organic molecules found in living systems.

Performance: 4

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

Context: 4

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

Level of Assistance: 4

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

SAMPLE ENTRY 1

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment

Student Profile Students with Disabilities: Grades 5, 7, and 10 Science

PLEASE PRINT

Student Name: <u>Sample Entry 1</u>	
School: <u>Sample School</u>	District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>8/19 - 3/18</u>	
Age: <u>16</u> Grade (check one): <input type="checkbox"/> 5 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 10	

Please check ALL that apply.

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

SAMPLE ENTRIES – GRADE 10

STUDENT PROFILE**Sample Entry 1 Student Profile**

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

SAMPLE ENTRY 1

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 10 Science

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

Student Name: Sample Entry 1

Entry Slip Completed by: Sample Teacher

Biology Strands/Content Standards (check one)

Molecules and Cells

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

Heredity and Evolution

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

Classification and the Diversity of Life

- Organisms are diverse

Ecology and Behavioral Relationships

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

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

Content Standard #: Standard 01

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

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

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

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

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

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

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

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

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

Type of Evidence for Task 3: Series of Captioned Photographs

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

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

[Reset Form](#)

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

name _____

1002



Date: 1/3/

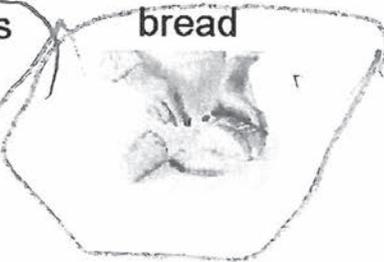
circle the foods that are starches



mashed potatoes



bread



meat / fish



circle the foods that are fats



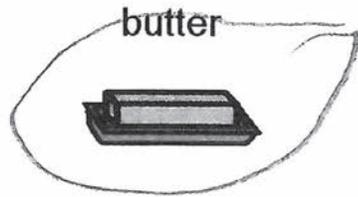
milk



meat / fish



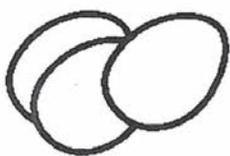
butter



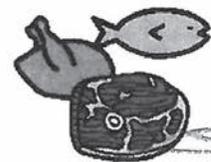
circle the foods that are protein



eggs



meat / fish



cake



SAMPLE ENTRY 1

Group food as one of the following:

Date: 1/12

100%

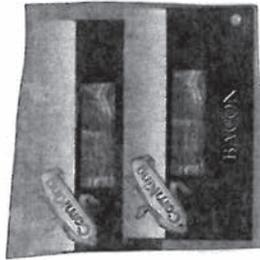
Starches
(carbohydrates)



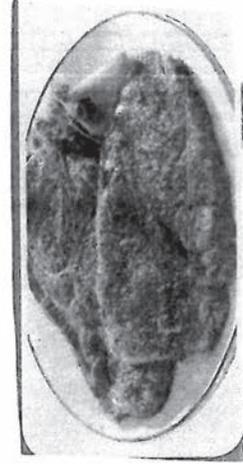
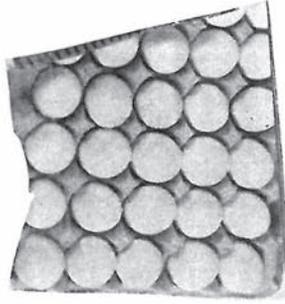
v



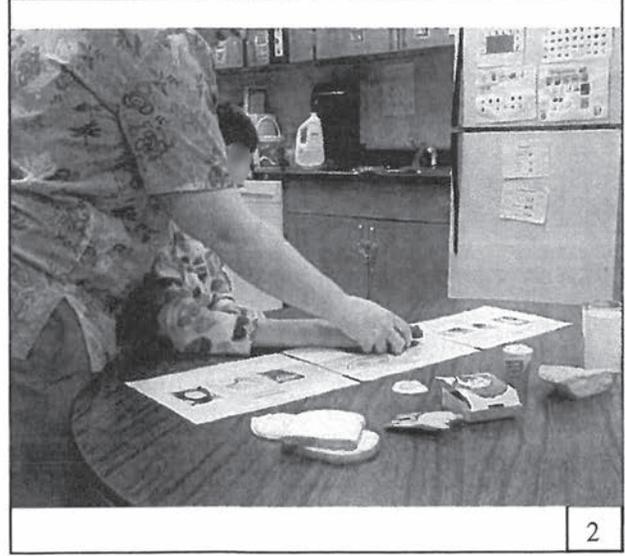
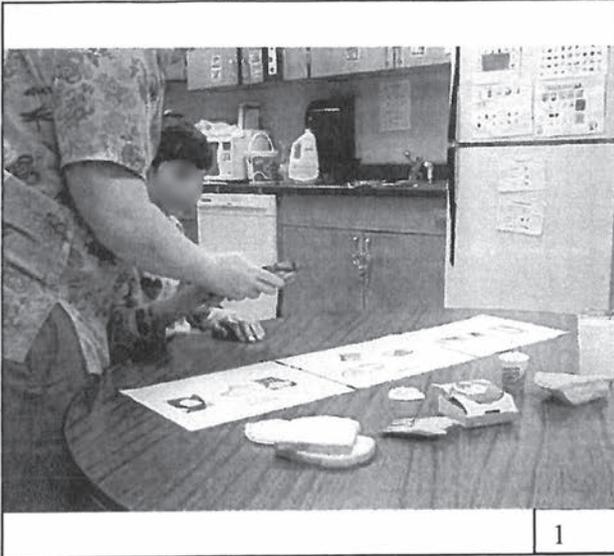
Fats (lipids)



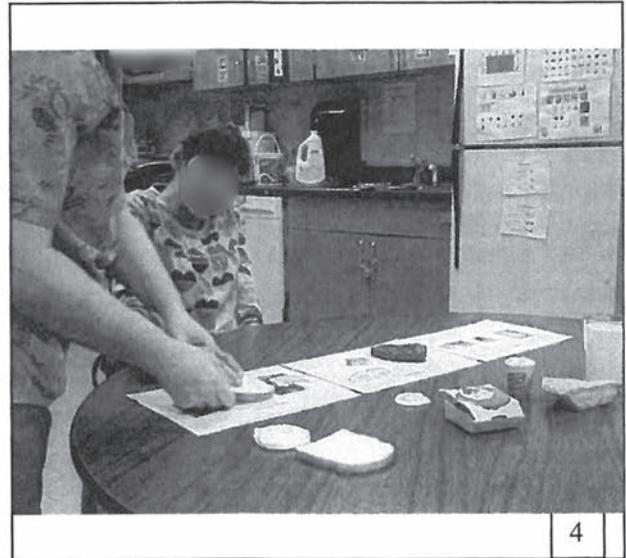
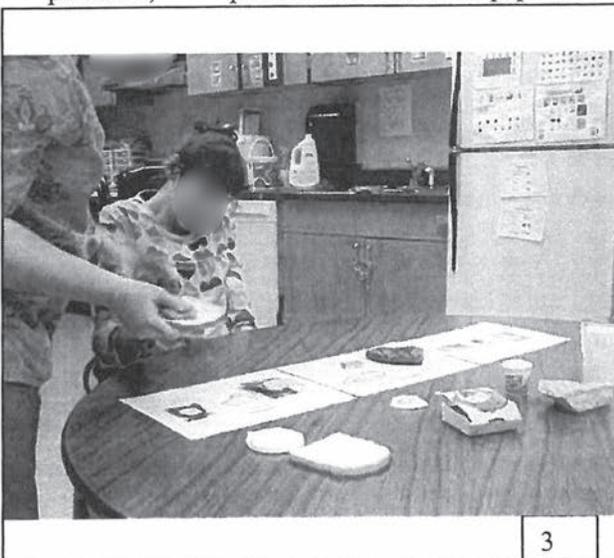
Proteins



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



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



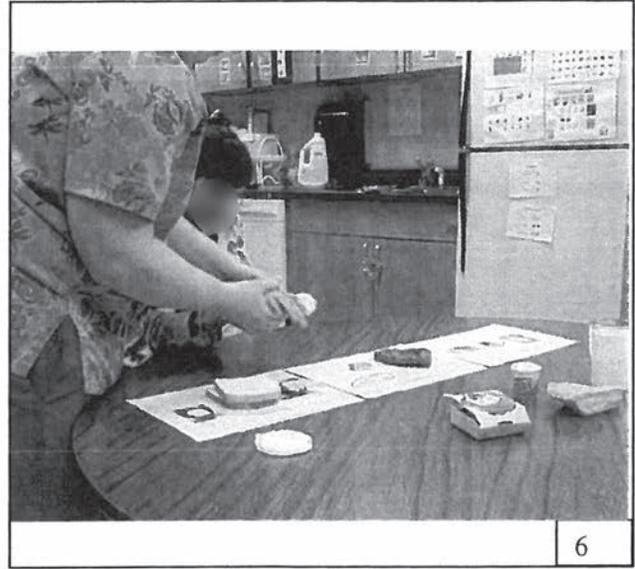
In picture 3, chooses the bread and places the bread onto the starches page in picture 4.

SAMPLE ENTRIES - GRADE 10

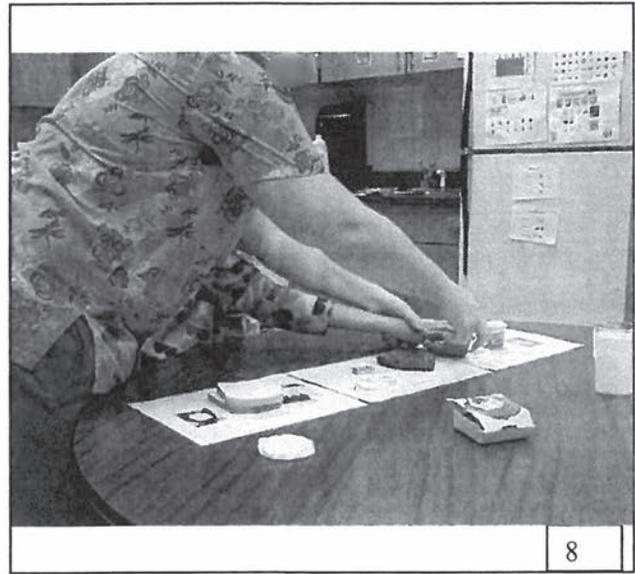
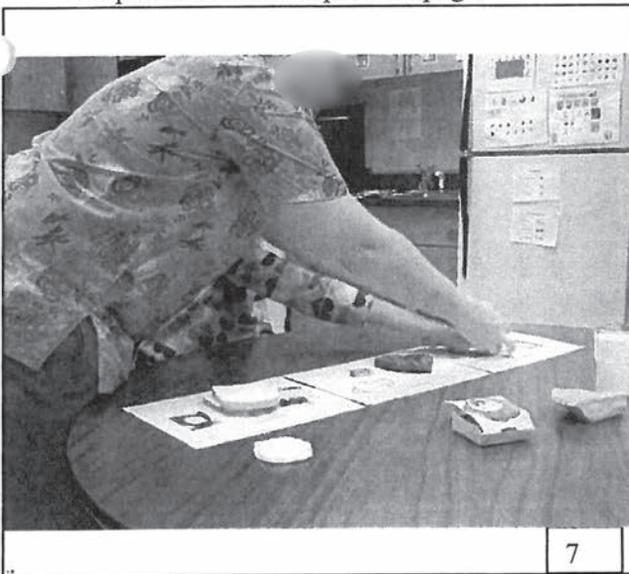
SAMPLE ENTRY 1

Activity: Grouping foods as Starches, Fats, and Proteins

Date: 01/27



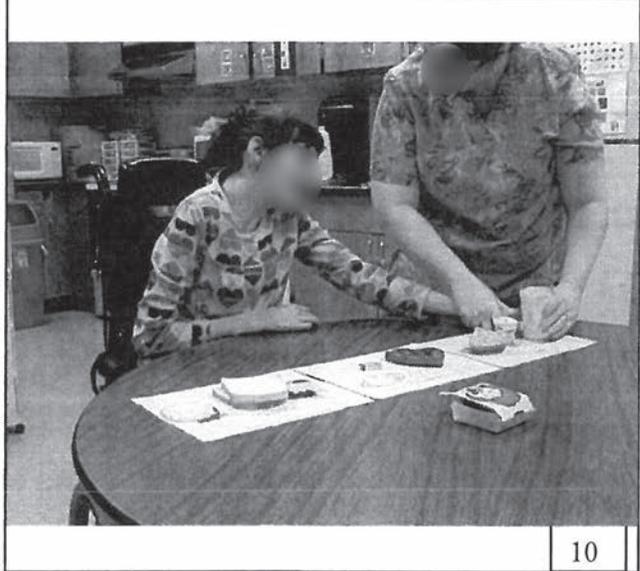
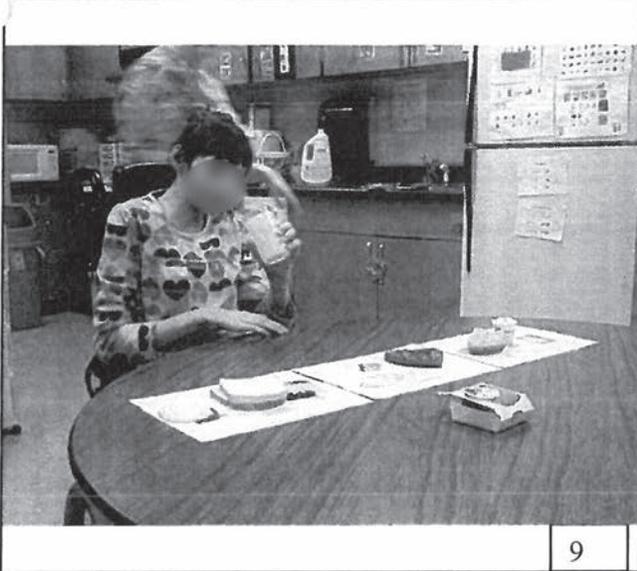
In picture 5, _____ placed the second slice of bread onto the starches page. In picture 6, _____ chose the egg and placed it onto the proteins page.



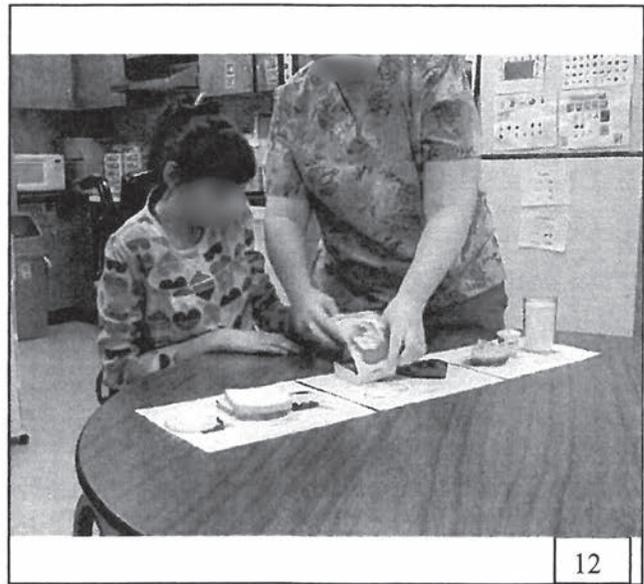
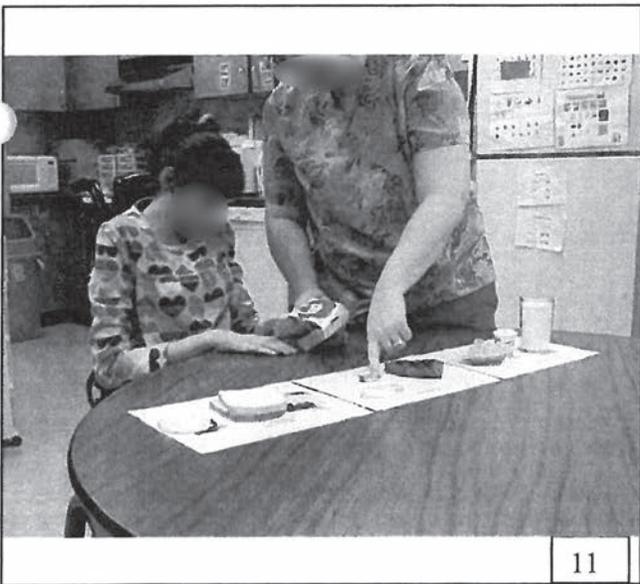
In picture 7, _____ placed the milkshake onto the Fats page. In picture 8, _____ placed the pie onto the fats page.

Activity: Grouping foods as Starches, Fats, and Proteins

Date: 01/27



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

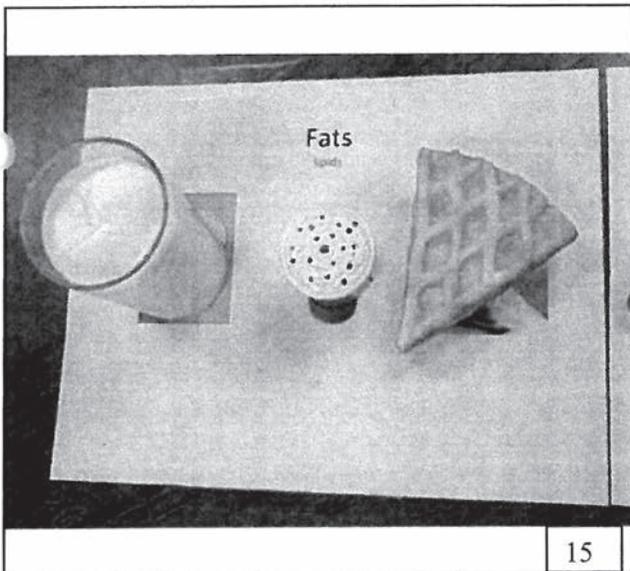
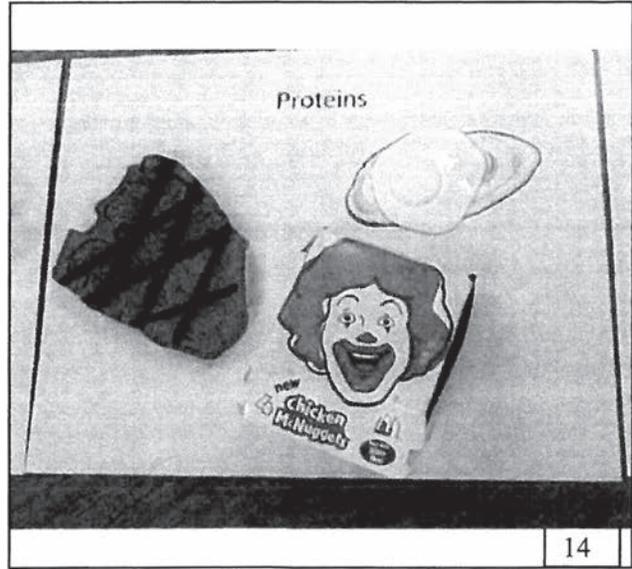
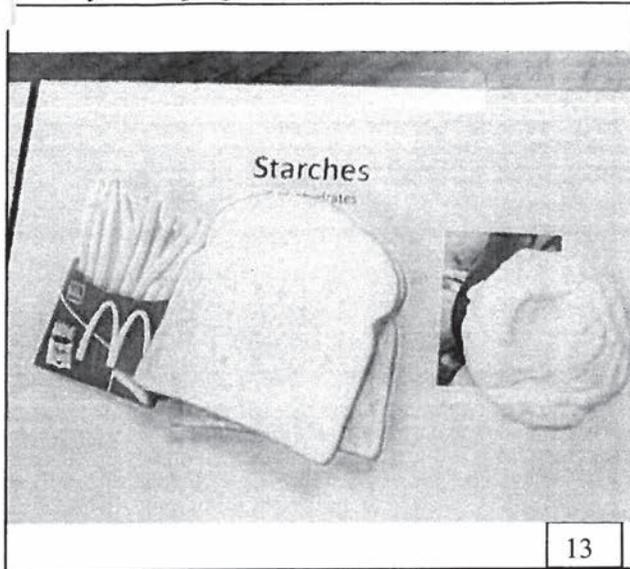


... chose the chicken nuggets in picture 11 and in picture 12, placed them onto the proteins page.

SAMPLE ENTRY 1

Activity: Grouping foods as Starches, Fats, and Proteins

Date: 01/27



SAMPLE ENTRIES - GRADE 10

grouped the foods into fats, starches, and proteins.

completed this task with 100 % accuracy.

ANNOTATION

Strand: Molecules and Cells
Standard 02: Student will demonstrate an understanding of the structure and function of cells.
MC.2.B.5: Compare and contrast the structures of an animal cell to a plant cell.

Performance: 4

The student successfully completes three distinct and aligned tasks demonstrating differences between animal and plant cells. Work is completed on three different occasions. All work is scored and keys are also provided.

Context: 4

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

Level of Assistance: 4

The Entry Slip indicates that the student does not require assistance to independently complete all tasks.

General Comments:

MC.2.B.5 is one of the Grade 10 compare/contrast student learning expectations which requires the student to compare and contrast on at least one piece of evidence in the entry.

SAMPLE ENTRY 2

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 5, 7, and 10 Science

PLEASE PRINT

Student Name: Sample Entry 2

School: Sample School District: Sample District

Portfolio Beginning/End Dates: 9/11 - 11/25

Age: 16 Grade (check one): 5 7 10

Please check ALL that apply.

Diagnosis (no abbreviations):
Autism

<p>Type of class</p> <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	<p>Cognitive Skills</p> <input checked="" type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input type="checkbox"/> Needs assistance to focus	<p>Special Factors</p> <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input type="checkbox"/> Needs behavioral supports
<p>Communication</p> <p>What is the student's means of communication?</p> <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____	<p>Fine Motor Skills</p> <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	<p>Mobility</p> <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
<p>Low-tech Communication System</p> <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives <p>Assistive Technology</p> <input type="checkbox"/> Electronic <input type="checkbox"/> Electronic high-tech <input type="checkbox"/> Low-tech <input type="checkbox"/> Physical <input type="checkbox"/> Other: _____	<p>Supportive Services</p> <input type="checkbox"/> One-to-one aide <input type="checkbox"/> Vision support <input checked="" type="checkbox"/> Speech therapy <input type="checkbox"/> Physical therapy <input type="checkbox"/> Occupational therapy <input type="checkbox"/> ESL services <input type="checkbox"/> Sign language interpreter <input type="checkbox"/> Other: _____	
<p>Type of Prompting</p> <input type="checkbox"/> Uses above systems to make choices <input type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting	<p>Strengths in Literacy</p> <p>Reading grade level: <u>3rd</u></p> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input checked="" type="checkbox"/> Recognizes basic picture symbols <input checked="" type="checkbox"/> Recognizes/identifies letters <input checked="" type="checkbox"/> Reads and comprehends basic words	<p>Strengths in Math</p> <p>Math grade level: <u>2nd</u></p> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input checked="" type="checkbox"/> Computes addition/subtraction <input checked="" type="checkbox"/> with calculator <input type="checkbox"/> without calculator <input type="checkbox"/> Computes multiplication/division <input type="checkbox"/> with calculator <input type="checkbox"/> without calculator

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

Student is a visual learner. She loves to read. She has her own routine. She works on a schedule and wants nothing out of place. Student is very insecure and needs assurance. She repeats things back and sometimes repeats what others say. She loves the computer and has an awesome memory. She can meet you one time and remember information about you.

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grade 10 Science
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: Sample Entry 2

Entry Slip Completed by: Sample Teacher

Biology Strands/Content Standards (check one)

Molecules and Cells

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

Heredity and Evolution

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

Classification and the Diversity of Life

- Organisms are diverse

Ecology and Behavioral Relationships

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

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

Content Standard #: Standard 02

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

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

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

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

Task 1: Student completed a worksheet by identifying the parts of plant and animal cells.

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

Task 2: Student labeled pictures of a plant cell and an animal cell.

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

Task 3: Student completed a worksheet on the structure and function of plant and animal cells.

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

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

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

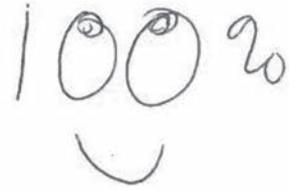
Reset Form

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

SAMPLE ENTRIES – GRADE 10

SAMPLE ENTRY 2

Biology



Name _____

Date 9-17 _____

Use your drawings of the plant/animal cells to determine if the term listed below belongs to the plant cell, animal cell, or both.

1. Cell Wall plant cell

2. Chloroplast plant cell

3. Vacuole both

4. Nucleus both

5. Cell Membrane both

Biology

Name Key Date _____

Use your drawings of the plant/animal cells to determine if the term listed below belongs to the plant cell, animal cell, or both.

- 1. Cell Wall **plant cell**
- 2. Chloroplast **plant cell**
- 3. Vacuole **both**
- 4. Nucleus **both**
- 5. Cell Membrane **both**

SAMPLE ENTRIES - GRADE 10

mc.2.B.5 #7

Name _____

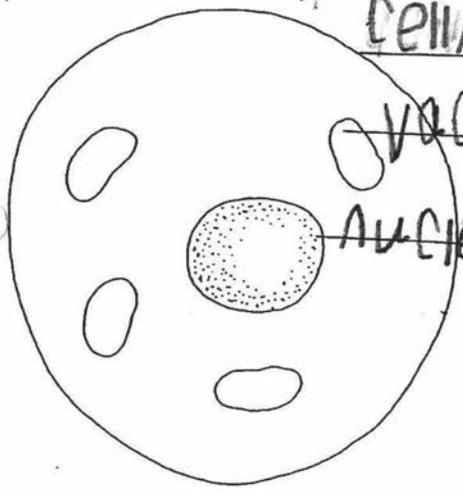
Date 9-18

Animal and Plant Cells

Use the cut out words to label each cell.

100%

Animal Cell



Cell Membrane

Vacuole

Nucleus

Plant Cell

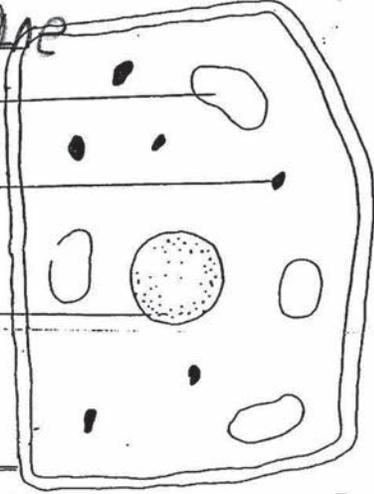
Cell Membrane

Vacuole

Chloroplast

Nucleus

Cell Wall



5

SAMPLE ENTRIES - GRADE 10

Biology Words – to Label Cells

Animal Cell ✓

Plant Cell ✓

Cell Membrane ✓

Cell Membrane ✓

Cell Wall ✓

Chloroplast ✓

Nucleus ✓

Nucleus ✓

Vacuole ✓

Vacuole ✓

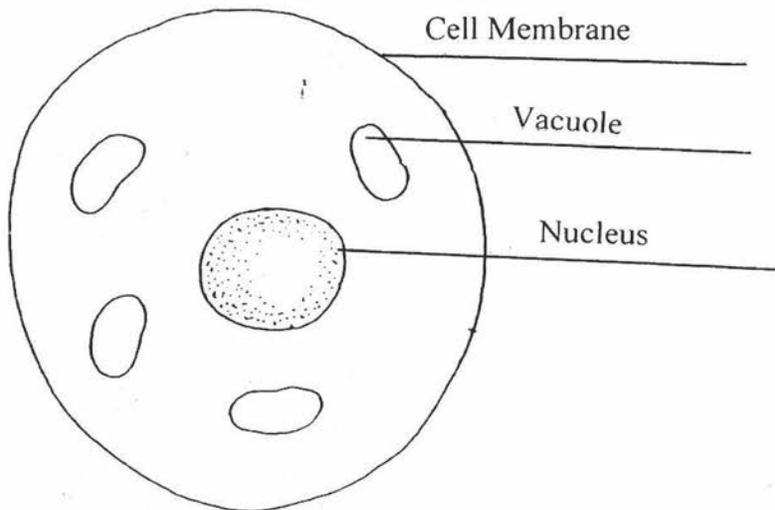
MC.2.B.5 #2

Name Key Date _____

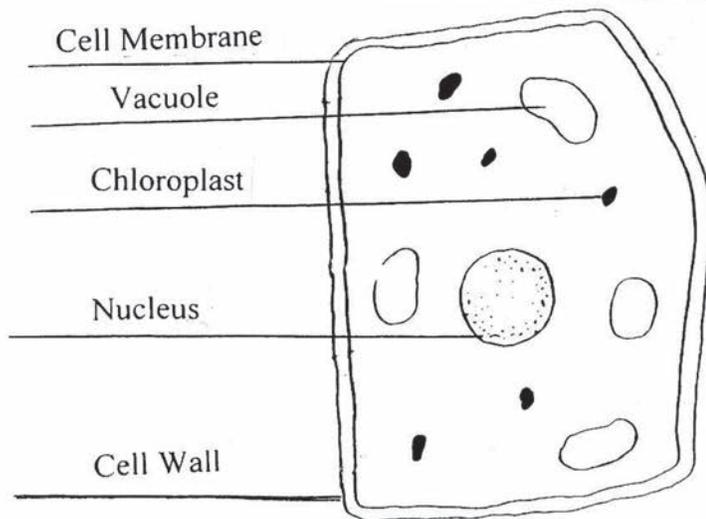
Animal and Plant Cells

Use the cut out words to label each cell.

Animal Cell



Plant Cell





Pg 1

Cells

Name

Date 9-19

MC. 2.B.5

- cells tiny basic units that make up all living things
- cytoplasm the watery, inside part of a cell
- cell membrane the outer covering that holds a cell together
- vacuoles open spaces in cells; hold food, water, or wastes
- nucleus the center part of a cell; *nuclei* is the plural form
- chloroplasts parts of plant cells; use sunlight to make food

How are you and a tree alike? How are you like a bird? What makes you different from a rock? Or from a car? You, trees, and birds are all alive. Rocks and cars are nonliving, or not alive.



All living things are made of **cells**. These are tiny, watery packages. Your own body has about one hundred trillion cells (100,000,000,000,000). Some living things are made of just one cell. Nonliving things are not made of cells.

Look at the chart below. Read the names of some living things and some nonliving things.

Living Things	Nonliving Things
dog	sand
daisy	water
flea	TV
pine tree	plate
mushroom	bottle
whale	mountain

SAMPLE ENTRIES - GRADE 10

#8

SAMPLE ENTRY 2

SAMPLE ENTRIES - GRADE 10

Name _____

Date 9-19

Page 92

B

Cells are very small. But they have even smaller parts. The watery inside part of a cell is called the **cytoplasm**. The outside covering of a cell is called the **cell membrane**. The membrane holds the cell together. Cells also have big open spaces to hold food, water, and wastes. These open spaces are called **vacuoles**.

Near the middle of the cell is the **nucleus**. The nucleus directs what happens in a cell. It makes sure the other parts of the cell do their jobs. Everything there is to know about a living thing is stored in the nuclei of its cells.

The word *cytoplasm* sounds like SYT-oh-plaz-um.

The word *vacuoles* sounds like VAK-yoo-Ohlz.

The word *nucleus* sounds like NOO-klee-uhs. The word *nuclei* sounds like NOO-klee-eye.

mc.2.B.5

Write the word *True* or *False* after each one.

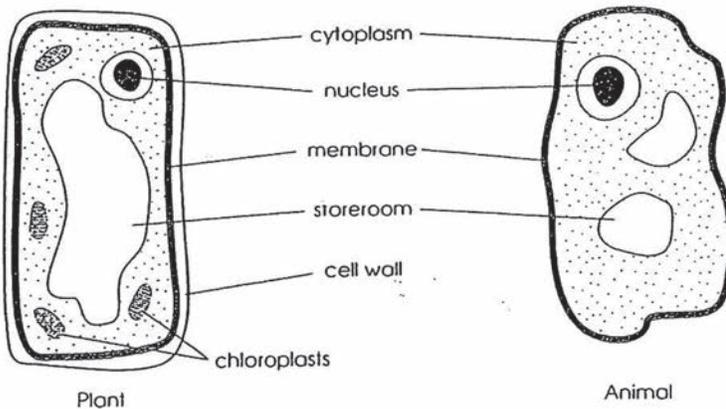
- The watery part of a cell is called the membrane. **F**
- The nucleus makes sure the other parts of the cell do their jobs. **T**
- A cell's cytoplasm holds the cell together. **F**

100%

C

Plant cells are different from animal cells. Plant cells look more square in shape under a microscope. Their outside covering is called a cell wall. They also have parts called **chloroplasts**. Plants use chloroplasts to make their own food from sunlight.

The word *chloroplast* sounds like KLAWR-oh-plast.



Look at the two kinds of cells above. Answer each question.

- Which kind of cell is more round than square? ANIMAL CELL
- Which kind of cell has chloroplasts? PLANT CELL
- Which kind of cell does not have a cell wall? ANIMAL CELL

#9

Name _____ Date Key Page 792

B Cells are very small. But they have even smaller parts. The watery inside part of a cell is called the **cytoplasm**. The outside covering of a cell is called the **cell membrane**. The membrane holds the cell together. Cells also have big open spaces to hold food, water, and wastes. These open spaces are called **vacuoles**.

Near the middle of the cell is the **nucleus**. The nucleus directs what happens in a cell. It makes sure the other parts of the cell do their jobs. Everything there is to know about a living thing is stored in the nuclei of its cells.

The word *cytoplasm* sounds like SYT-oh-plaz-um.

The word *vacuoles* sounds like VAK-yoo-Ohtz.

The word *nucleus* sounds like NOO-klee-uhs. The word *nuclei* sounds like NOO-klee-eye.

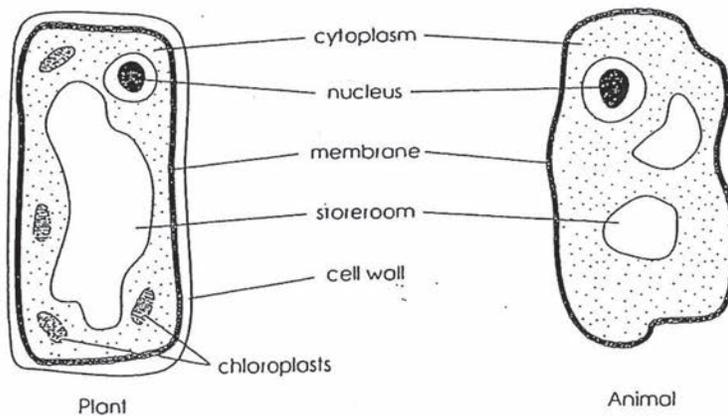
mc.2.B.5

Write the word *True* or *False* after each one.

1. The watery part of a cell is called the membrane. **F**
2. The nucleus makes sure the other parts of the cell do their jobs. **T**
3. A cell's cytoplasm holds the cell together. **F**

C Plant cells are different from animal cells. Plant cells look more square in shape under a microscope. Their outside covering is called a **cell wall**. They also have parts called **chloroplasts**. Plants use chloroplasts to make their own food from sunlight.

The word *chloroplast* sounds like KLAWR-oh-plast.



Look at the two kinds of cells above. Answer each question.

1. Which kind of cell is more round than square? Animal
2. Which kind of cell has chloroplasts? Plant
3. Which kind of cell does not have a cell wall? Animal

SAMPLE ENTRIES - GRADE 10

SAMPLE ENTRY 3

ANNOTATION

- Strand:** Molecules and Cells
- Standard 03:** Students shall demonstrate an understanding of how cells obtain and use energy (energetics).
- MC.3.B.5:** Compare and contrast cellular respiration and photosynthesis as energy conversion pathways.

Performance: 4

The student completes three tasks on three separate occasions. In the first piece of evidence, the student completes a concept map showing the flow of energy in photosynthesis and cellular respiration. The student then completes a flow chart tracing the process of cellular respiration. Finally, the student completes a flow chart tracing the process of photosynthesis. The student compares and contrasts the two concepts. The evidence reflects what is described in the task description. The student displayed mastery as demonstrated on multiple occasions.

Context: 4

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

Level of Assistance: 4

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

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment
Student Profile
Students with Disabilities: Grades 5, 7, and 10 Science
 PLEASE PRINT

Student Name: Sample Entry 3
 School: Sample School District: Sample District
 Portfolio Beginning/End Dates: August - March
 Age: 16 Grade (check one): 5 7 10

Please check ALL that apply.

Diagnosis (no abbreviations): Intellectually Delayed		
Type of class <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	Cognitive Skills <input type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input checked="" type="checkbox"/> Needs assistance to focus	Special Factors <input type="checkbox"/> Uses magnifiers for sight <input checked="" type="checkbox"/> Uses hearing devices <input type="checkbox"/> Needs behavioral supports
Communication What is the student's means of communication? <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____ Low-tech Communication System <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives Assistive Technology <input type="checkbox"/> Electronic <input type="checkbox"/> Electronic high-tech <input type="checkbox"/> Low-tech <input type="checkbox"/> Physical <input checked="" type="checkbox"/> Other: <u>TI-15 calculator</u>	Fine Motor Skills <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	Mobility <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
Supportive Services		
Type of Prompting <input type="checkbox"/> Uses above systems to make choices <input checked="" type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input checked="" type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting	Strengths in Literacy Reading grade level: <u>4th</u> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input checked="" type="checkbox"/> Recognizes basic picture symbols <input checked="" type="checkbox"/> Recognizes/identifies letters <input checked="" type="checkbox"/> Reads and comprehends basic words	Strengths in Math Math grade level: <u>3rd</u> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input checked="" type="checkbox"/> Computes addition/subtraction <input checked="" type="checkbox"/> with calculator <input type="checkbox"/> without calculator <input checked="" type="checkbox"/> Computes multiplication/division <input checked="" type="checkbox"/> with calculator <input type="checkbox"/> without calculator
Unique characteristics of student (not included in above choices) that would help to understand challenges: See attached page for Unique Characteristics of Student		

SAMPLE ENTRIES – GRADE 10

SAMPLE ENTRY 3

STUDENT PROFILE

Unique Characteristics of

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

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

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

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

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

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grade 10 Science
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: Sample Entry 3

Entry Slip Completed by: Sample Teacher

Biology Strands/Content Standards (check one)

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

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

Content Standard #: Standard 03
 Description: Students shall demonstrate an understanding of how cells obtain and use energy (energetics).

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

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

Task 1: Student was asked to use the words given on the worksheet to complete a concept map showing the flow of energy in photosynthesis and cellular respiration.
 Type of Evidence for Task 1: Work Sample/Permanent Product

Task 2: Student was asked to trace the process of cellular respiration by completing a flow chart. Then, she was asked to complete each statement by circling word or words to make a true statement.
 Type of Evidence for Task 2: Work Sample/Permanent Product

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

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

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

[Reset Form](#)

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

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

SAMPLE ENTRIES – GRADE 10

SAMPLE ENTRY 3

100%

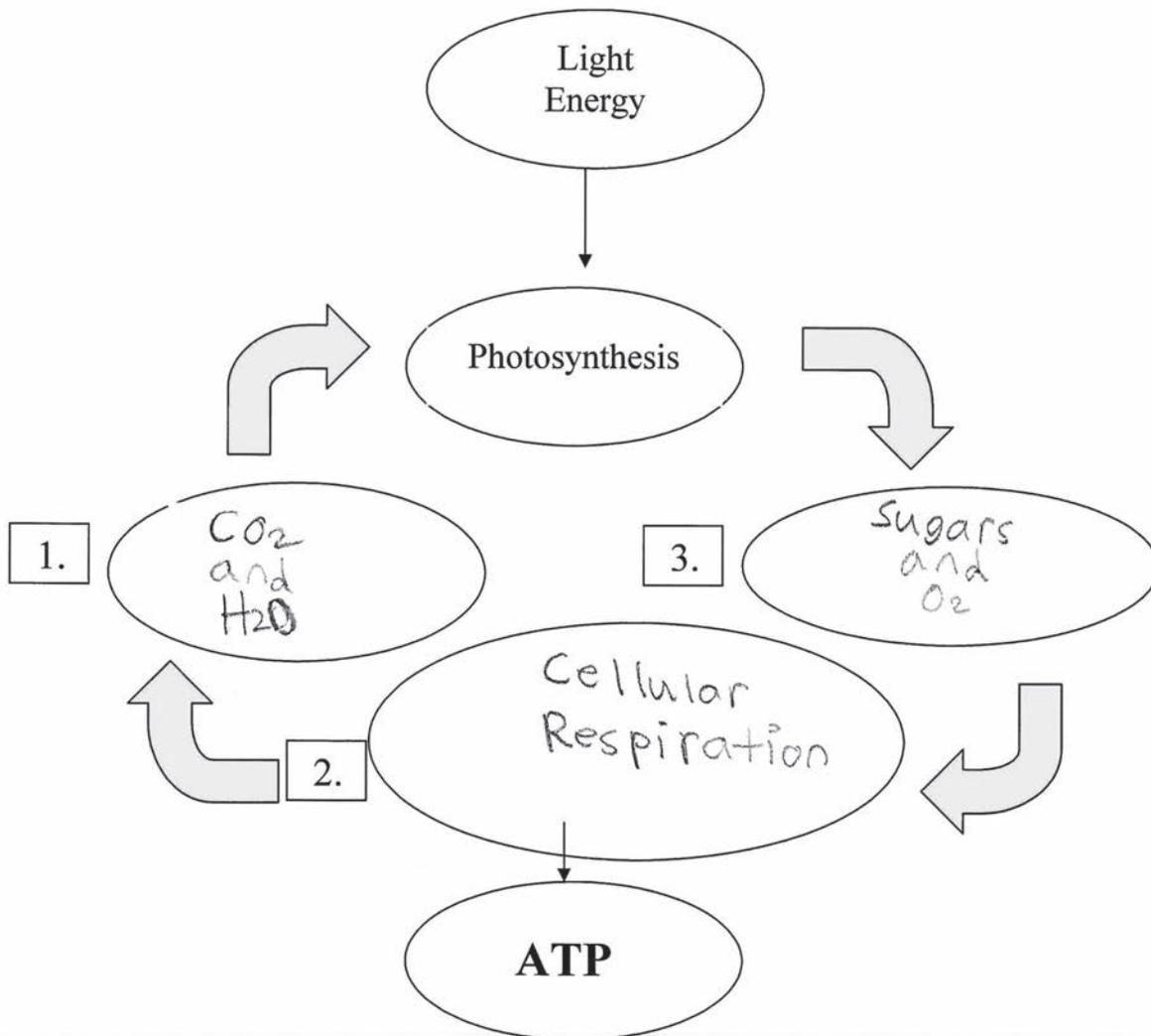
Name:
Date: October 24
Evidence: 1

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

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

In this student learning expectation, _____ will complete the following concept map showing the flow of energy in photosynthesis and cellular respiration. _____ will use the following words in the concept map: ***CO₂ and H₂O, Sugars and O₂, Cellular Respiration.***

SAMPLE ENTRIES – GRADE 10



Name:
Date: October 26
Evidence: 2

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

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

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

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

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

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

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

SAMPLE ENTRY 3

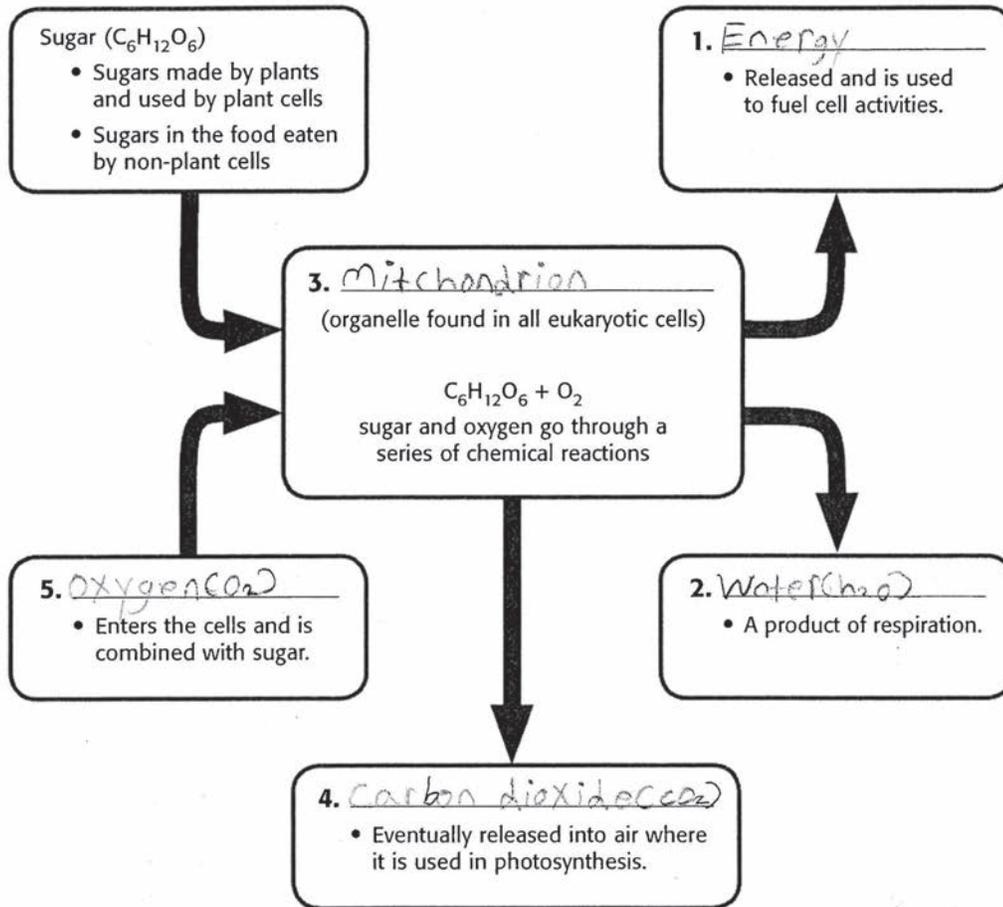
Name _____

Date October 26

100% Great job!

Cellular Respiration

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



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

- Cellular respiration occurs in the [chloroplast / mitochondrion] also known as the powerhouse of the cell.
- Cellular respiration uses [sugar / carbon dioxide] and [oxygen / water] to produce energy for the cell.
- The products of cellular respiration are [sugar / carbon dioxide], [oxygen / ~~water~~] and energy.
- Cellular respiration [does / does not] occur in plant cells.

SAMPLE ENTRIES – GRADE 10

Name:
Date: October 30
Evidence: 3

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

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

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

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

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

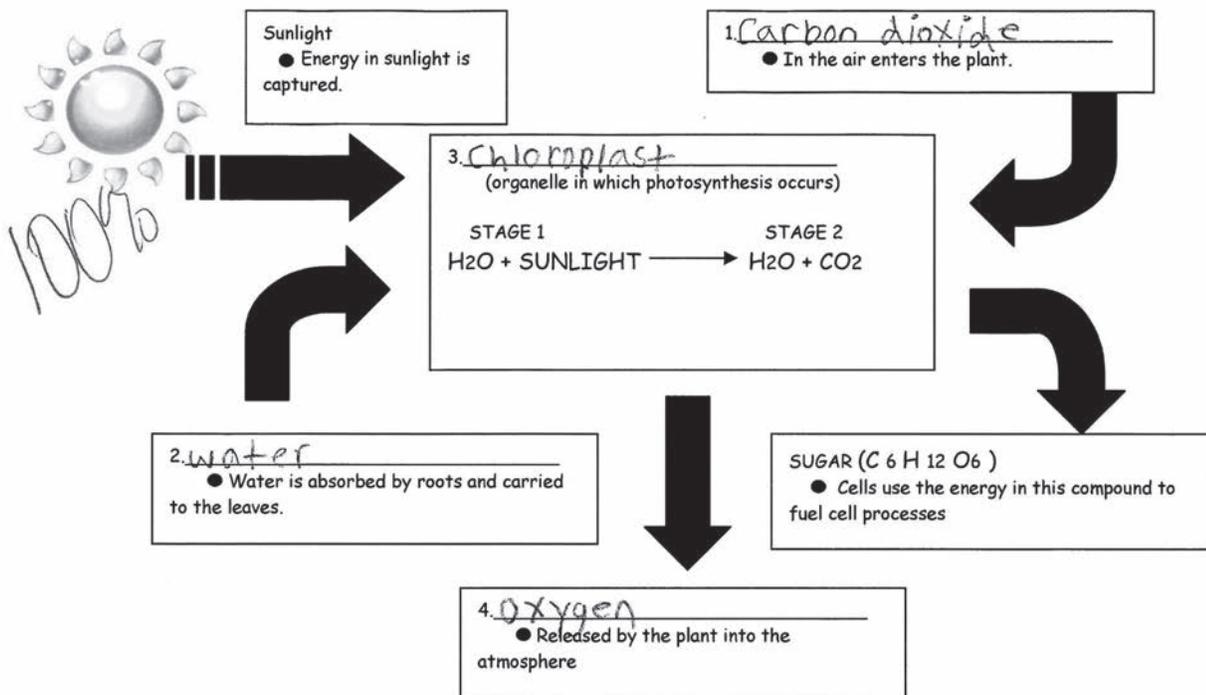
Photosynthesis is the anabolic pathway in which light energy from the Sun is converted to chemical energy for use by the cell. In photosynthesis, energy is captured in sunlight. In this reaction, autotrophs use light energy, carbon dioxide, and water to form glucose and oxygen. The products of photosynthesis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

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

Carbon dioxide (CO₂) in the air enters the plant. Water (H₂O) is absorbed by roots and is carried to the leaves. Photosynthesis removes carbon dioxide (CO₂) from the atmosphere, while cellular respiration puts carbon dioxide (CO₂) back in the atmosphere. In the terms of oxygen, photosynthesis releases oxygen into the atmosphere, and cellular respiration uses the oxygen to release energy from food.

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

SAMPLE ENTRY 3



SAMPLE ENTRIES - GRADE 10

5. In plant cells, photosynthesis occurs in the (chloroplast) / mitochondrion).
6. Photosynthesis uses the energy from sunlight to combine, (carbon dioxide) / (sugar) and (oxygen / water) to produce food for the plant.
7. The products of photosynthesis are (carbon dioxide / sugar) and (oxygen / water).
8. In plant cells, chloroplasts contain a chemical called (sugar / chlorophyll) which absorbs sunlight and gives the plant's green parts their color.
9. If photosynthesis is the process that "deposits" energy in a "savings account," then what is cellular respiration?

the process that withdraws energy

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

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

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

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

ANNOTATION

Strand: Heredity and Evolution
Standard 04: Students shall demonstrate an understanding of heredity.
HE.4.B.3: Use the laws of probability and Punnett squares to predict genotypic and phenotypic ratios.

Performance: 4

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

Context: 4

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

Level of Assistance: 4

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

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

SAMPLE ENTRY 4

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment

Student Profile

Students with Disabilities: Grades 5, 7, and 10 Science

PLEASE PRINT

Student Name: <u>Sample Entry 4</u>	
School: <u>Sample School</u>	District: <u>Sample District</u>
Portfolio Beginning/End Dates: <u>September - March</u>	
Age: <u>16</u> Grade (check one): <input type="checkbox"/> 5 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 10	

Please check ALL that apply.

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

SAMPLE ENTRIES – GRADE 10

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grade 10 Science
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: Sample Entry 4

Entry Slip Completed by: Sample Teacher

Biology Strands/Content Standards (check one)

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

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

Content Standard #: Standard 04

Description: Students shall demonstrate an understanding of heredity.

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

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

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

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

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

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

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

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

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

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

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

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

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

SAMPLE ENTRIES – GRADE 10

SAMPLE ENTRY 4

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

Name: _____ Date: 12/1 HE.4.B.3

Identifying Inherited Traits

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



100/A+

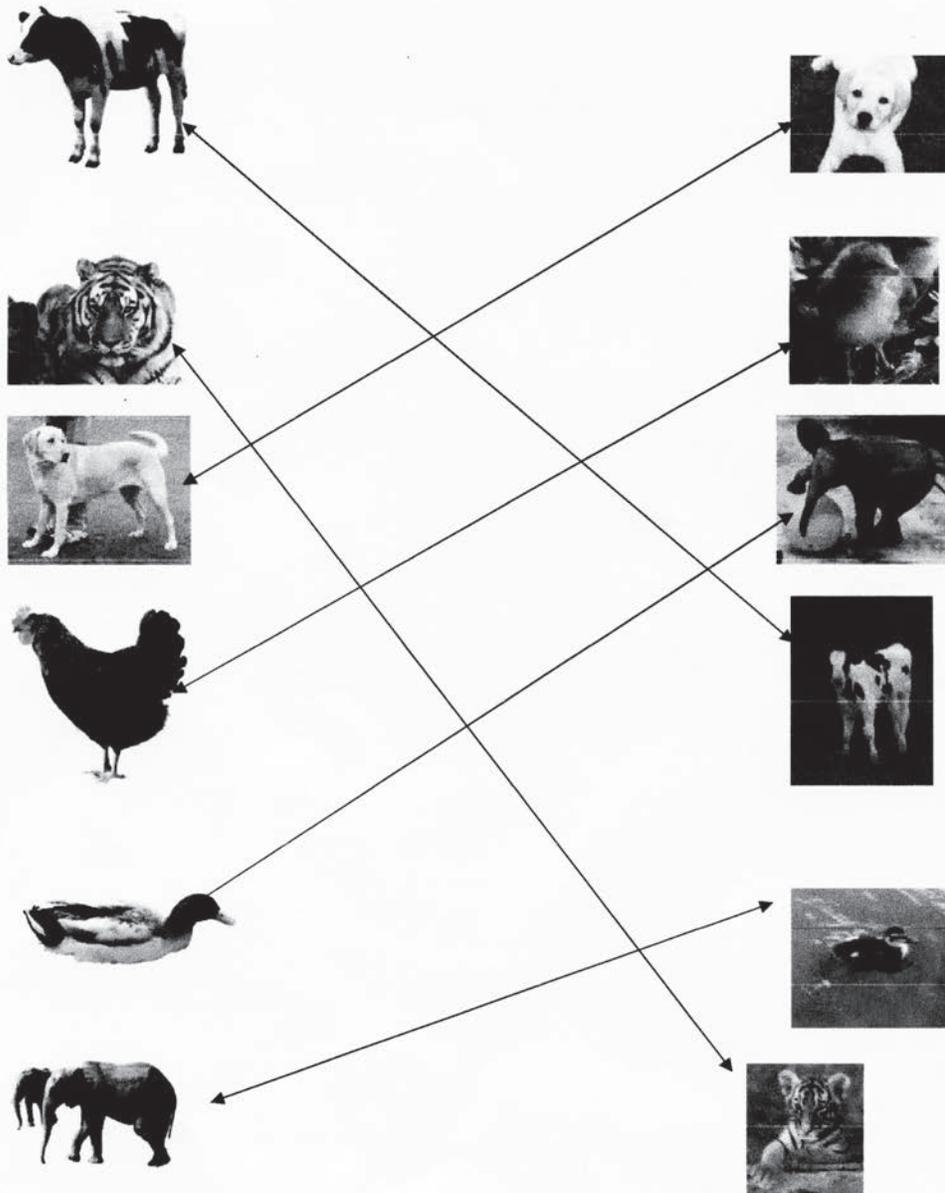
SAMPLE ENTRIES - GRADE 10

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

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

Identifying Inherited Traits

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



SAMPLE ENTRIES - GRADE 10

SAMPLE ENTRY 4

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

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

Identifying Inherited Traits

Directions: Draw a line matching the parent to offspring.

100/A+

The matching exercise consists of 12 dog photos arranged in two columns. Lines connect the parents on the left to their offspring on the right. The connections are as follows:

- Parent 1 (Bulldog) connects to Offspring 1 (Poodle).
- Parent 2 (Spaniel) connects to Offspring 2 (Border Collie).
- Parent 3 (Doberman) connects to Offspring 3 (Golden Retriever).
- Parent 4 (Border Collie) connects to Offspring 4 (Pug).
- Parent 5 (Golden Retriever) connects to Offspring 5 (Chihuahua).
- Parent 6 (Golden Retriever) connects to Offspring 6 (Pug).

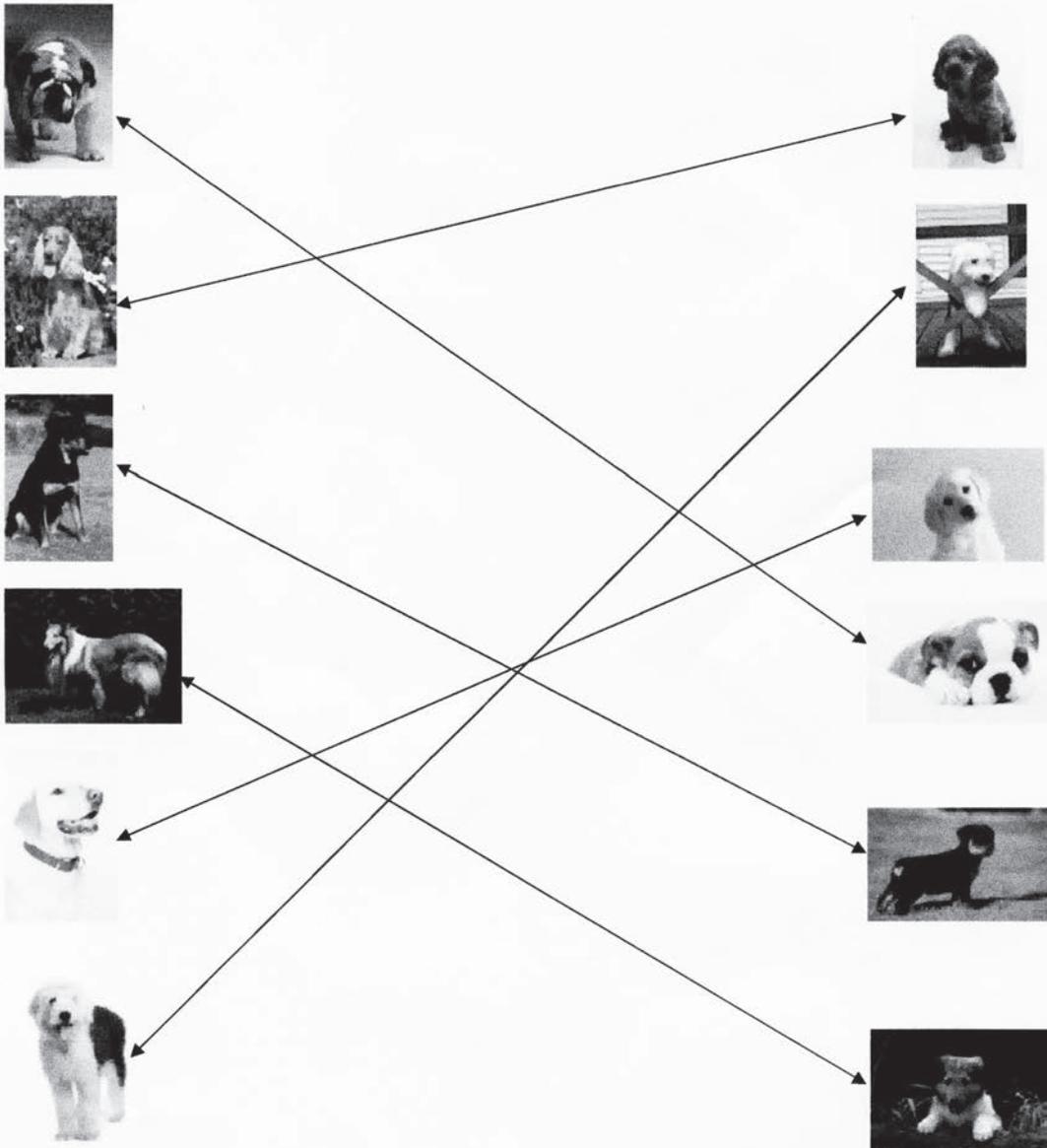
SAMPLE ENTRIES - GRADE 10

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

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

Identifying Inherited Traits

Directions: Draw a line matching the parent to offspring.



SAMPLE ENTRIES - GRADE 10

SAMPLE ENTRY 4

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

Name: _____ Date: 12-8 HE.4.B.3

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

B = Brown eyes (dominant)

b = Blue eyes (recessive)

100% Af

	B	B
b	Bb	Bb
b	Bb	Bb

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

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

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

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

B = Brown eyes (dominant)

b = Blue eyes (recessive)

	B	B
b	Bb	Bb
b	Bb	Bb

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

SAMPLE ENTRY 4

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

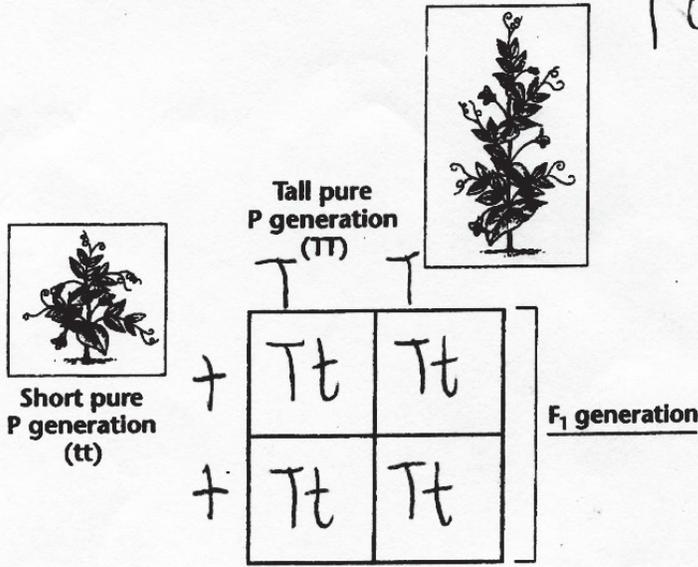
Name: _____ Date: 11-9 HE.4.B.3

Predicting Offspring using Punnett Squares

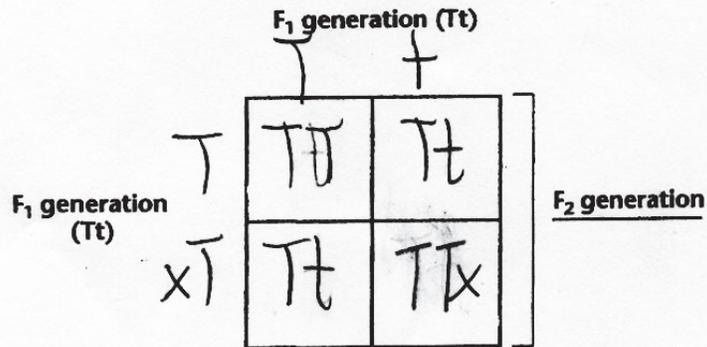
Directions: Fill in the Punnett square and answer the questions below.

T=Tall t=short

18/20



- How many pea plants will be tall? 4
- Which gene is dominant? Tall



- How many pea plants will be tall? 3
- How many pea plants will be short? 1

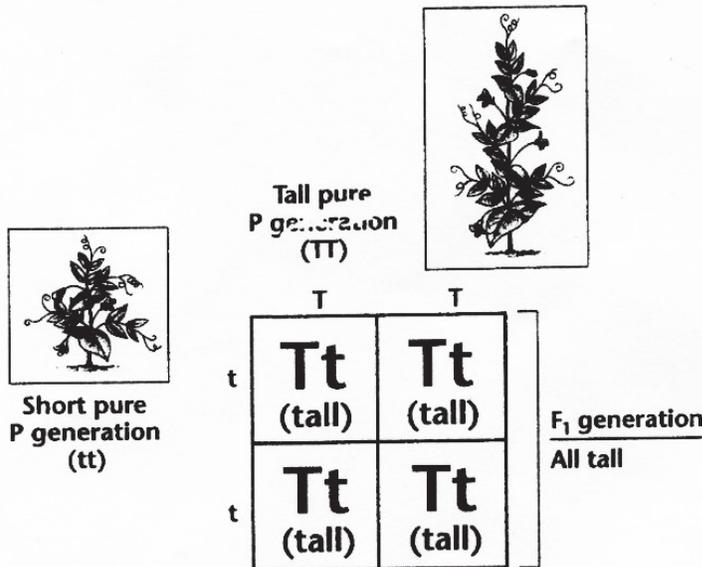
Name: KEY Date: _____

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

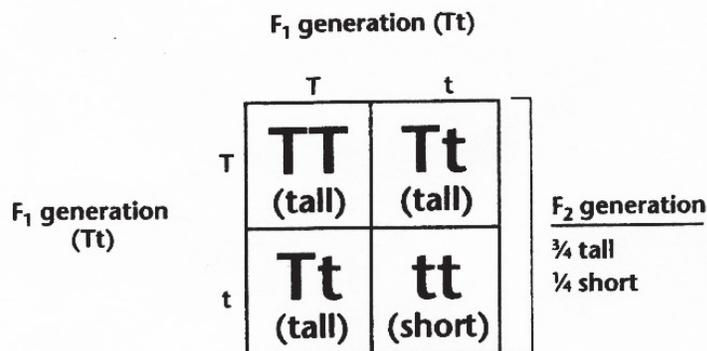
Predicting Offspring using Punnett Squares

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

T=Tall t=short



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



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

SAMPLE ENTRIES - GRADE 10

SAMPLE ENTRY 5

ANNOTATION

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

Performance: 4

The student completed three tasks on three different occasions. The student creates a model of a DNA nucleotide, completes a worksheet showing knowledge of the structure of a DNA nucleotide and molecule, and completes a work sample comparing parts of the DNA and RNA nucleotides. There is evidence that the student performs all the aligned tasks with mastery.

Context: 4

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

Level of Assistance: 4

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

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment
Student Profile
Students with Disabilities: Grades 5, 7, and 10 Science
 PLEASE PRINT

Student Name: Sample Entry 5

School: Sample School District: Sample District

Portfolio Beginning/End Dates: August - March

Age: 16 Grade (check one): 5 7 10

Please check ALL that apply.

Diagnosis (no abbreviations): Intellectually Delayed		
Type of class <input checked="" type="checkbox"/> Self-contained <input type="checkbox"/> Resource <input type="checkbox"/> Other: _____	Cognitive Skills <input checked="" type="checkbox"/> Needs organizers, schedules, visuals, and manipulatives <input checked="" type="checkbox"/> Needs assistance to focus	Special Factors <input type="checkbox"/> Uses magnifiers for sight <input type="checkbox"/> Uses hearing devices <input type="checkbox"/> Needs behavioral supports
Communication What is the student's means of communication? <input type="checkbox"/> Nonverbal <input type="checkbox"/> Point <input checked="" type="checkbox"/> Speech <input type="checkbox"/> Sign Language <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Vocalization <input type="checkbox"/> Blinking, or body movement <input type="checkbox"/> Other: _____ Low-tech Communication System <input type="checkbox"/> Communication Cards (PECS) <input type="checkbox"/> Pictures, symbols, or manipulatives Assistive Technology <input type="checkbox"/> Electronic <input type="checkbox"/> Electronic high-tech <input type="checkbox"/> Low-tech <input type="checkbox"/> Physical <input checked="" type="checkbox"/> Other: <u>TI-15 Calculator</u>	Fine Motor Skills <input type="checkbox"/> Limited ability to use upper extremities (switch access or eye gaze only) <input type="checkbox"/> Moderate use of upper extremities (unable to use a pencil/pen but can use a keyboard) <input type="checkbox"/> No use of extremities	Mobility <input type="checkbox"/> Uses a manual wheelchair with assistance <input type="checkbox"/> Uses a manual wheelchair without assistance <input type="checkbox"/> Uses an electric wheelchair <input type="checkbox"/> Walks with adaptive equipment <input type="checkbox"/> Totally immobile
Supportive Services		
Type of Prompting <input type="checkbox"/> Uses above systems to make choices <input checked="" type="checkbox"/> Needs verbal cues to make choices <input type="checkbox"/> Requires hand-over-hand assistance <input checked="" type="checkbox"/> Requires verbal prompting <input type="checkbox"/> Requires physical prompting	Strengths in Literacy Reading grade level: <u>2nd</u> <input type="checkbox"/> Needs text-on-tape or computer <input type="checkbox"/> Uses alternate methods for writing (e.g., word processor, scribe) <input checked="" type="checkbox"/> Recognizes basic picture symbols <input checked="" type="checkbox"/> Recognizes/identifies letters <input checked="" type="checkbox"/> Reads and comprehends basic words	Strengths in Math Math grade level: <u>2nd</u> <input type="checkbox"/> Recognizes only numbers 0–10 <input type="checkbox"/> Recognizes only basic shapes <input checked="" type="checkbox"/> Computes addition/subtraction <input checked="" type="checkbox"/> with calculator <input type="checkbox"/> without calculator <input checked="" type="checkbox"/> Computes multiplication/division <input checked="" type="checkbox"/> with calculator <input type="checkbox"/> without calculator
Unique characteristics of student (not included in above choices) that would help to understand challenges: <u>See attached page for Unique Characteristics of Student</u>		

SAMPLE ENTRIES – GRADE 10

SAMPLE ENTRY 5

STUDENT PROFILE

Unique Characteristics of

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

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

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

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

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

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grade 10 Science
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: Sample Entry 5

Entry Slip Completed by: Sample Teacher

Biology Strands/Content Standards (check one)

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

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

Content Standard #: Standard 05

Description: Students shall investigate the molecular basis of genetics.

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

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

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

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

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

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

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

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

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

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

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

Reset Form

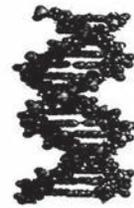
Comments (anything else that will help the scorer understand this entry):

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

SAMPLE ENTRIES – GRADE 10

SAMPLE ENTRY 5

Name:
Date: October 4
Evidence: 1

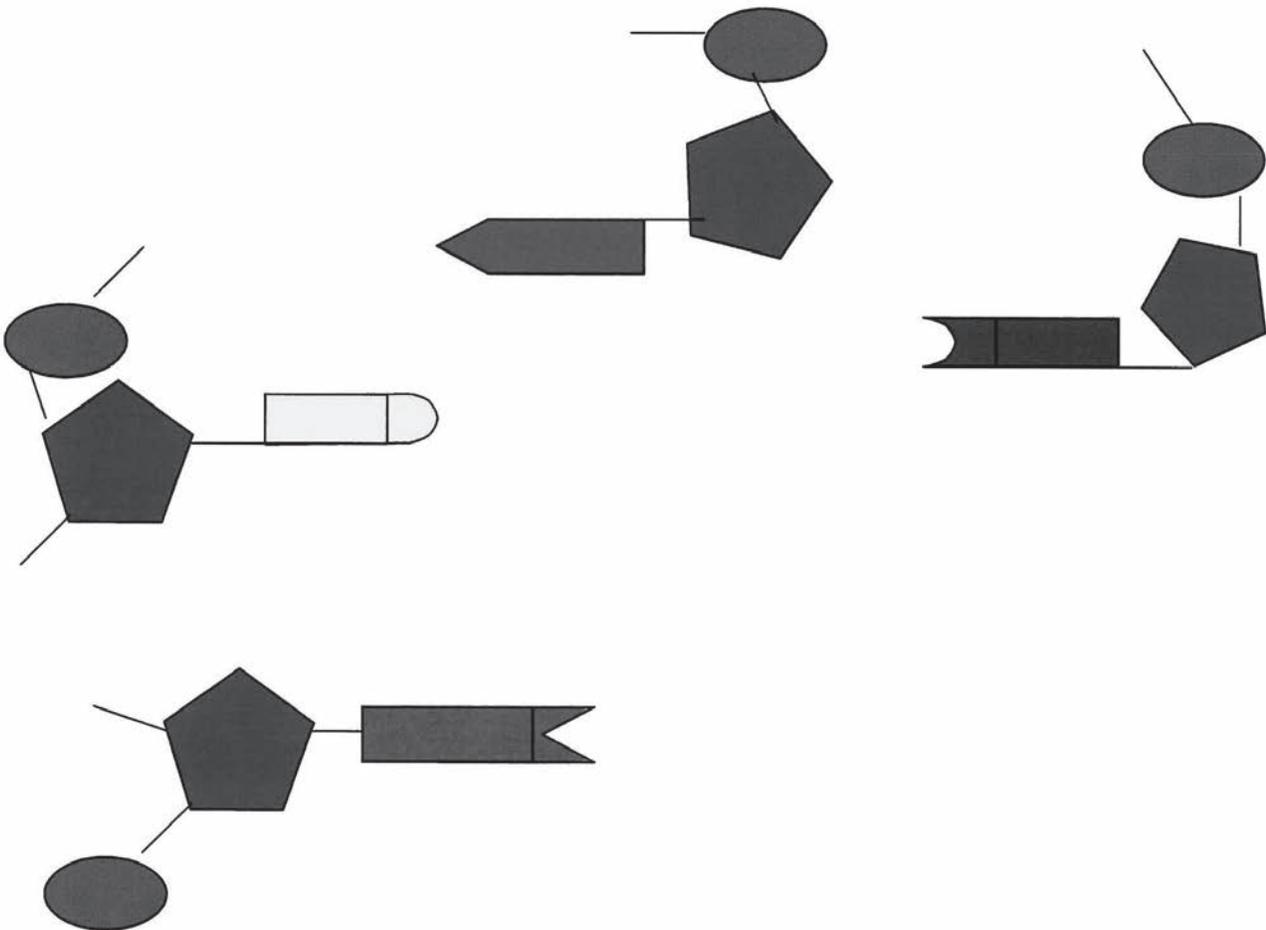


Content Standard: 5 Students shall investigate the molecular basis of genetics.

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

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

SAMPLE ENTRIES – GRADE 10



100%

Nucleotides

Key



Adenine



Phosphate



Cytosine



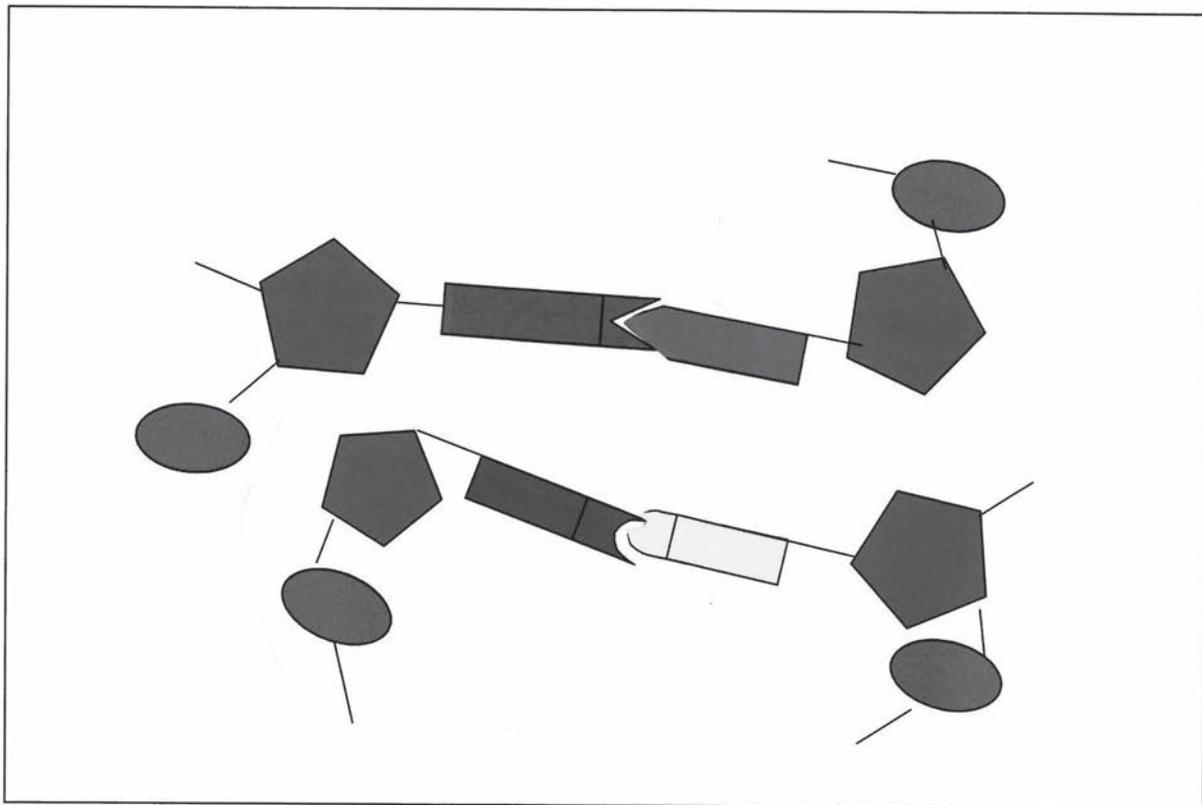
Thymine



Deoxyribose



Guanine



SAMPLE ENTRIES - GRADE 10

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

Adenine pairs with Thymine

Cytosine pairs with guanine

SAMPLE ENTRY 5

Name:

Date: October 10

Evidence: 2

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

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

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

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

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

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

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

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

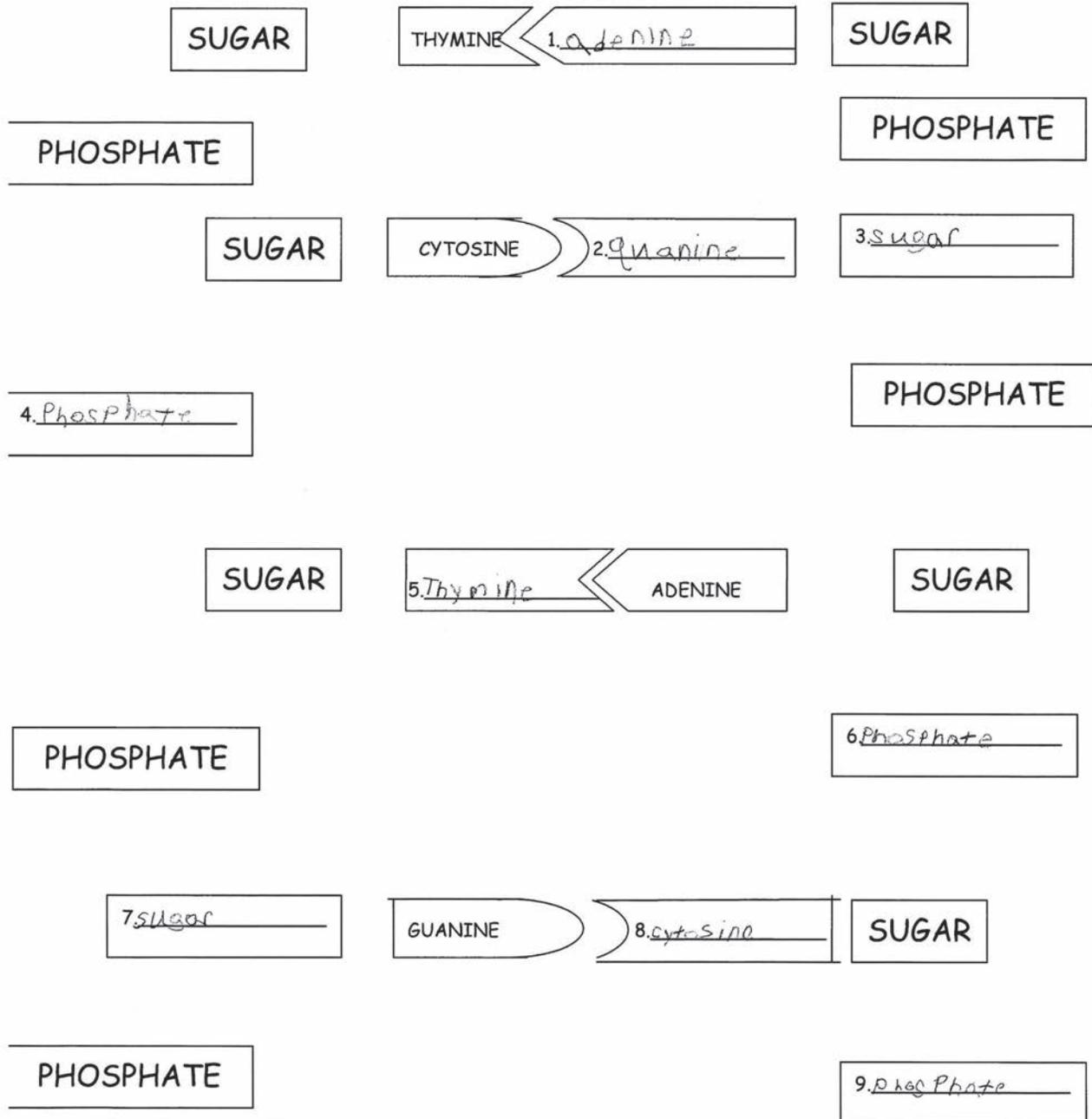


100%
At

The Genetic Code

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

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



SAMPLE ENTRIES - GRADE 10

SAMPLE ENTRY 5

Name: _____
Date: October 12
Evidence: 3

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

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

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

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



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

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

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

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

1. What is the name for DNA?

a. Ribonucleic Acid

~~100076~~
b. Deoxyribonucleic Acid

2. What is the name for RNA?

b. Ribonucleic Acid

b. Deoxyribonucleic Acid

3. How do these bases pair up in DNA?

Circle the correct answer.

a. Adenine pairs with

Guanine

Cytosine

Thymine

b. Guanine pairs with

Guanine

Cytosine

Thymine

4. How do these bases pair up in RNA?

Circle the correct answer.

c. Adenine pairs with

Guanine

Cytosine

Uracil

d. Cytosine pairs with

Guanine

Adenine

Uracil

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

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

SAMPLE ENTRY 6

ANNOTATION

- Strand:** Heredity and Evolution
Standard 06: Students shall examine the development of the theory of biological evolution.
HE.6.B.1: Compare and contrast Lamarck’s explanation of evolution with Darwin’s theory of evolution by natural selection.

Performance: 4

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

Context: 4

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

Level of Assistance: 4

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

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment
Student Profile
Students with Disabilities: Grades 5, 7, and 10 Science
 PLEASE PRINT

Student Name: Sample Entry 6

School: Sample School District: Sample District

Portfolio Beginning/End Dates: August 19 - March 4

Age: 16 Grade (check one): 5 7 10

Please check ALL that apply.

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

SAMPLE ENTRIES – GRADE 10

SAMPLE ENTRY 6

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 10 Science

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

Student Name: Sample Entry 6

Entry Slip Completed by: Sample Teacher

Biology Strands/Content Standards (check one)

Molecules and Cells

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

Heredity and Evolution

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

Classification and the Diversity of Life

- Organisms are diverse

Ecology and Behavioral Relationships

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

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

Content Standard #: Standard 06

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

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

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

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

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

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

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

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

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

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

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

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

Reset Form

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

Task 2

Activity Sheet 1: Compare the theories!

100%

Name _____ Date 1-20

H.E. I.B. I

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

SAMPLE ENTRIES - GRADE 10

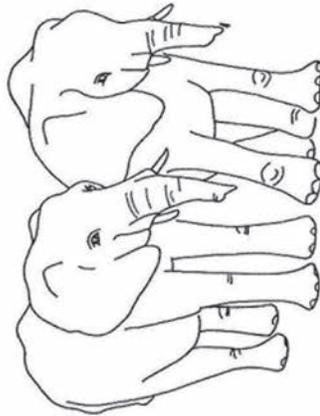
HEIBBI

Activity Sheet 2: Lamarck's Theory

Name _____ Date 1/20

Step 1

All elephants have short trunks



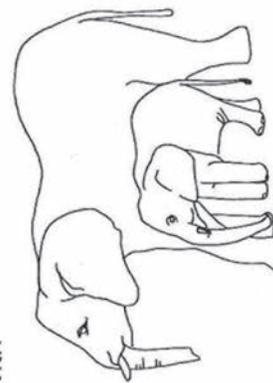
Step 2

All elephants stretch their trunks a little.



Step 3

Baby elephants are born with stretched trunks.



Step 4

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



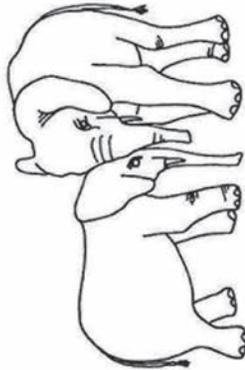
Activity Sheet 4: Darwin's Theory

HEIBL

Name _____ Date 1-20

Step 1

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



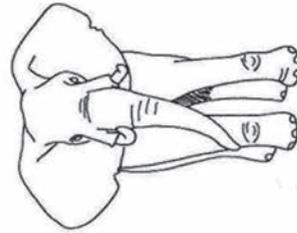
Step 2

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



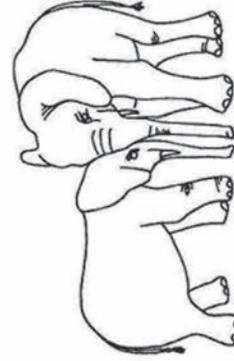
Step 3

All the elephants that survive have long trunks.



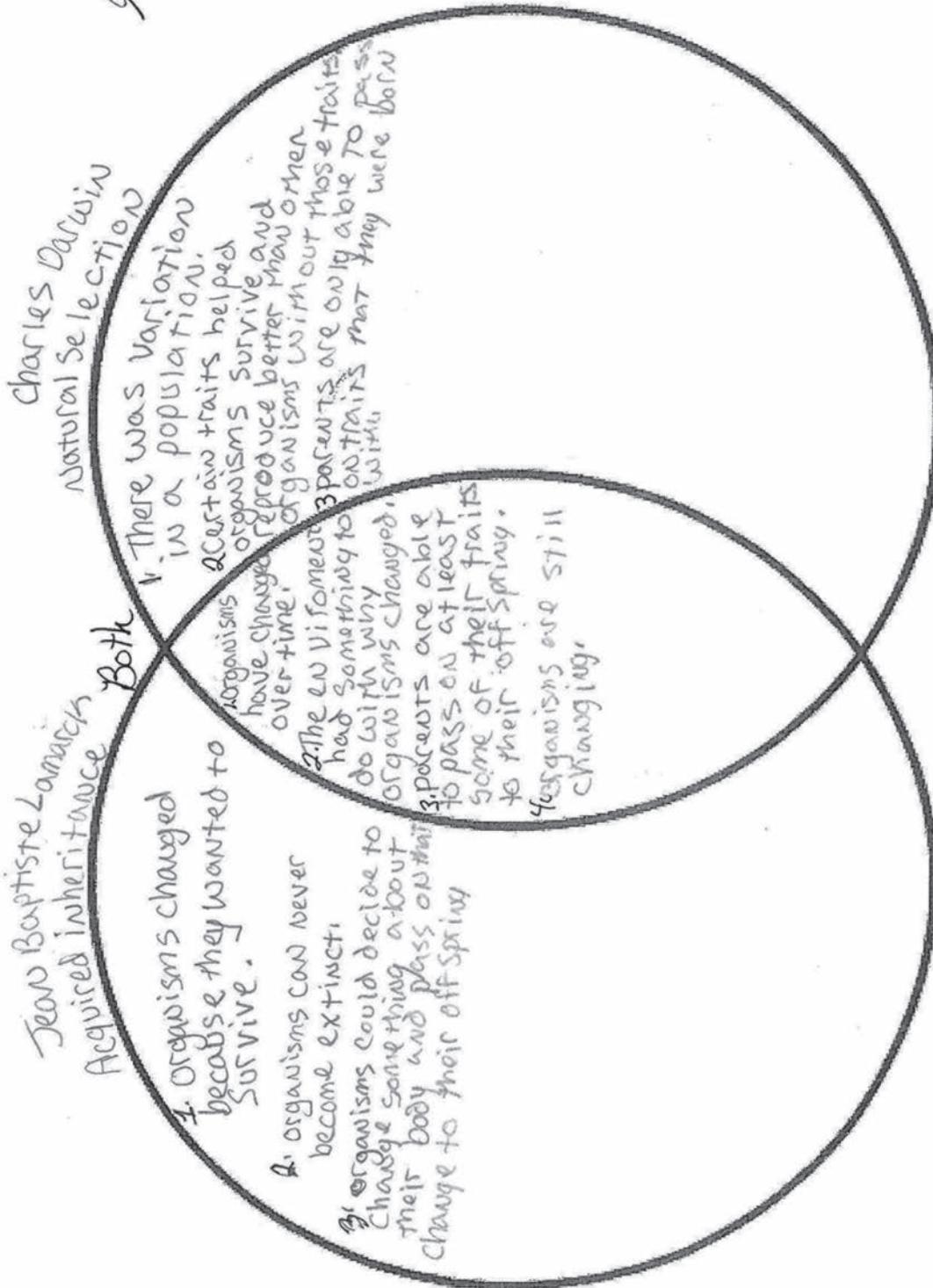
Step 4

Living elephants with long trunks have babies with long trunks.



1-2-2
HEIBILI
TASKS

Heat
100g



ANNOTATION

- Strand:** Classification and the Diversity of Life
Standard 07: Students shall demonstrate an understanding that organisms are diverse.
CDL.7.B.17: Describe the structure and function of the major parts of a plant.

Performance: 4

The student successfully labels the structure and/or function of a plant, a tree, and the reproductive parts of a flower. The student completes these three tasks successfully. The student displays mastery as demonstrated on multiple occasions.

Context: 4

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

Level of Assistance: 4

The teacher has indicated on the Entry Slip that this student does not require any additional assistance outside of what she needs on a daily basis, as noted on the Student Profile.

General Comments:

The photographs in evidence 3 show the student dissecting a flower, which is followed by a work sample diagram of a flower with student added function descriptions. The evidence shows what the task indicates (the student dissecting a flower and completing a follow up work sample) and the work sample clearly aligns with the student learning expectation (*describe* the structure and function of the major parts of a plant).

SAMPLE ENTRY 7

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment
Student Profile
Students with Disabilities: Grades 5, 7, and 10 Science
 PLEASE PRINT

Student Name: Sample Entry 7
 School: Sample School District: Sample District
 Portfolio Beginning/End Dates: September 4 to March 4
 Age: 15 Grade (check one): 5 7 10

Please check ALL that apply.

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

SAMPLE ENTRIES – GRADE 10

STUDENT PROFILE

is a fifteen-year-old girl with Down Syndrome. She does very little work independently. She is well below expected levels for academics for her age. In reading, she is learning a phonetic approach and reads some without assistance mostly by sounding out words. She often requires a teacher model or cue. She can read some words by sight on a pre-primer and primer level. In math, uses a counting line strategy to work simple addition, algebra addition, and subtraction problems. She often needs teacher cue and/or model to finish a problem. In class, materials are read aloud to the class or to individually in order for her to do group work and worksheets. Answer choices are also read to her. She can write very little independently. She can usually trace. She needs some hand over hand help or physical cuing to accomplish writing tasks. She can use a computer to type text, after dictating what she wants to say and having the teacher write it for her to copy on the keyboard. She also copies sentence strips or words that the teacher wrote, again from her dictated text. Her communication skills are limited. She can speak conversationally at times, but her responses are limited to simple sentences or phrases. is a slow processor and sometimes appears to be behind in her responses. She often needs cuing or teacher model for forming words and sentences. She is difficult to motivate and has difficulty staying on task. She often exhibits self-stimulation behaviors including hand flapping and rocking, or talking about a subject that is on her mind at the moment.

SAMPLE ENTRY 7

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 10 Science

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

Student Name: Sample Entry 7

Entry Slip Completed by: Sample Teacher

Biology Strands/Content Standards (check one)

Molecules and Cells

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

Heredity and Evolution

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

Classification and the Diversity of Life

- Organisms are diverse

Ecology and Behavioral Relationships

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

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

Content Standard #: Standard 07

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

Student Learning Expectation #: CDL.7.B.17

Description: Describe the structure and function of the major parts of a plant.

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

Task 1: Student was asked to label parts of a plant with its function. The teacher read the function description which Student then placed on the diagram appropriately.

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

Task 2: Student was asked to label parts of a tree with its function. The teacher read the function descriptions which Student placed on the diagram correctly.

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

Task 3: Student was asked to dissect a large flower, looking at the structures as the teacher described their functions. She then labeled a diagram of a flower with function descriptions.

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

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

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

Reset Form

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

When the teacher read the labels for the students, she did not identify the structure. She just read the functions. The students matched the function with the structure.

CDL 7.B.17 Evidence 1 January 11

page 1/1

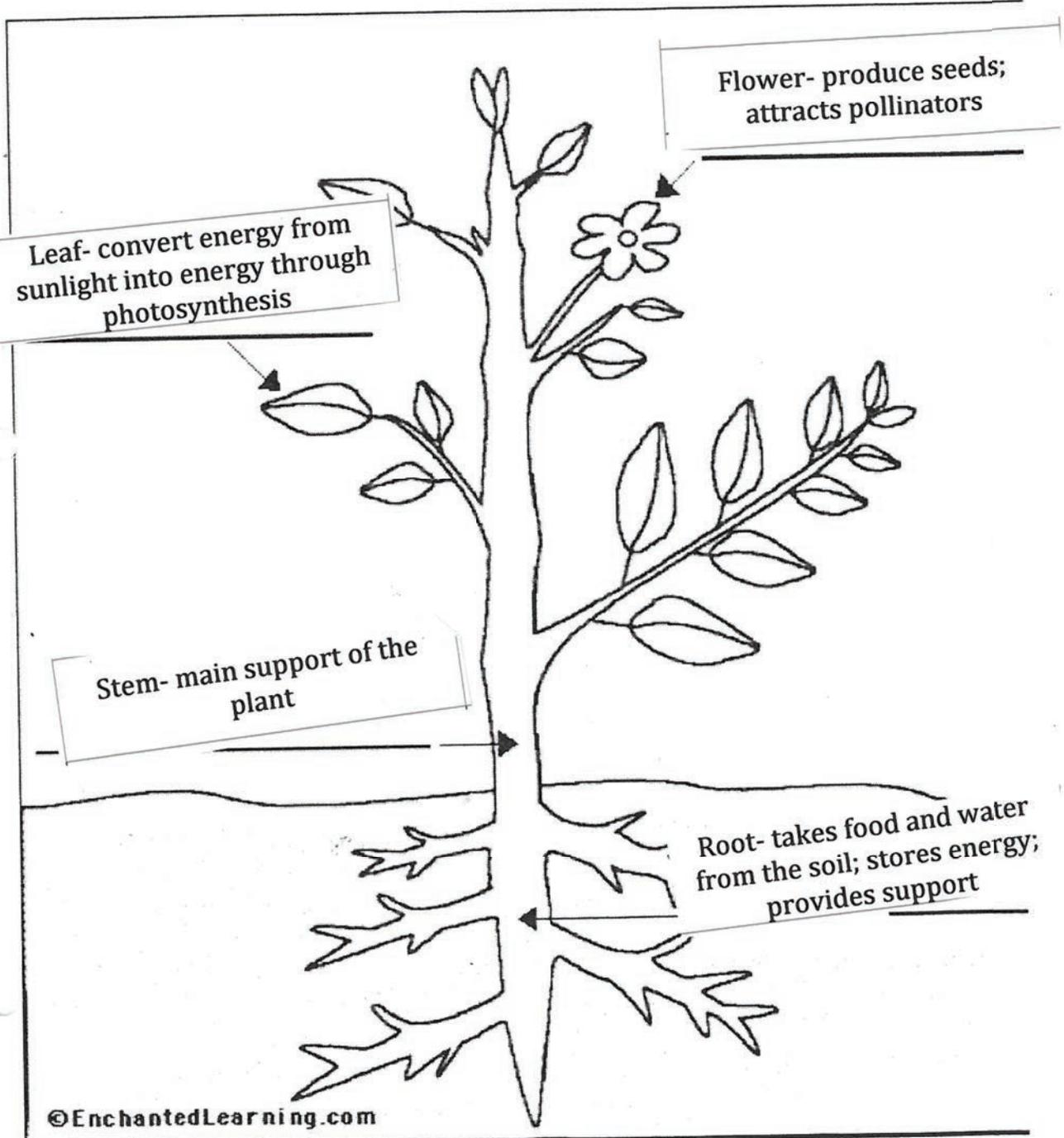
1002

EnchantedLearning.com

Label Simple Plant Anatomy

Name _____

Read the plant definitions, then label the diagram below.

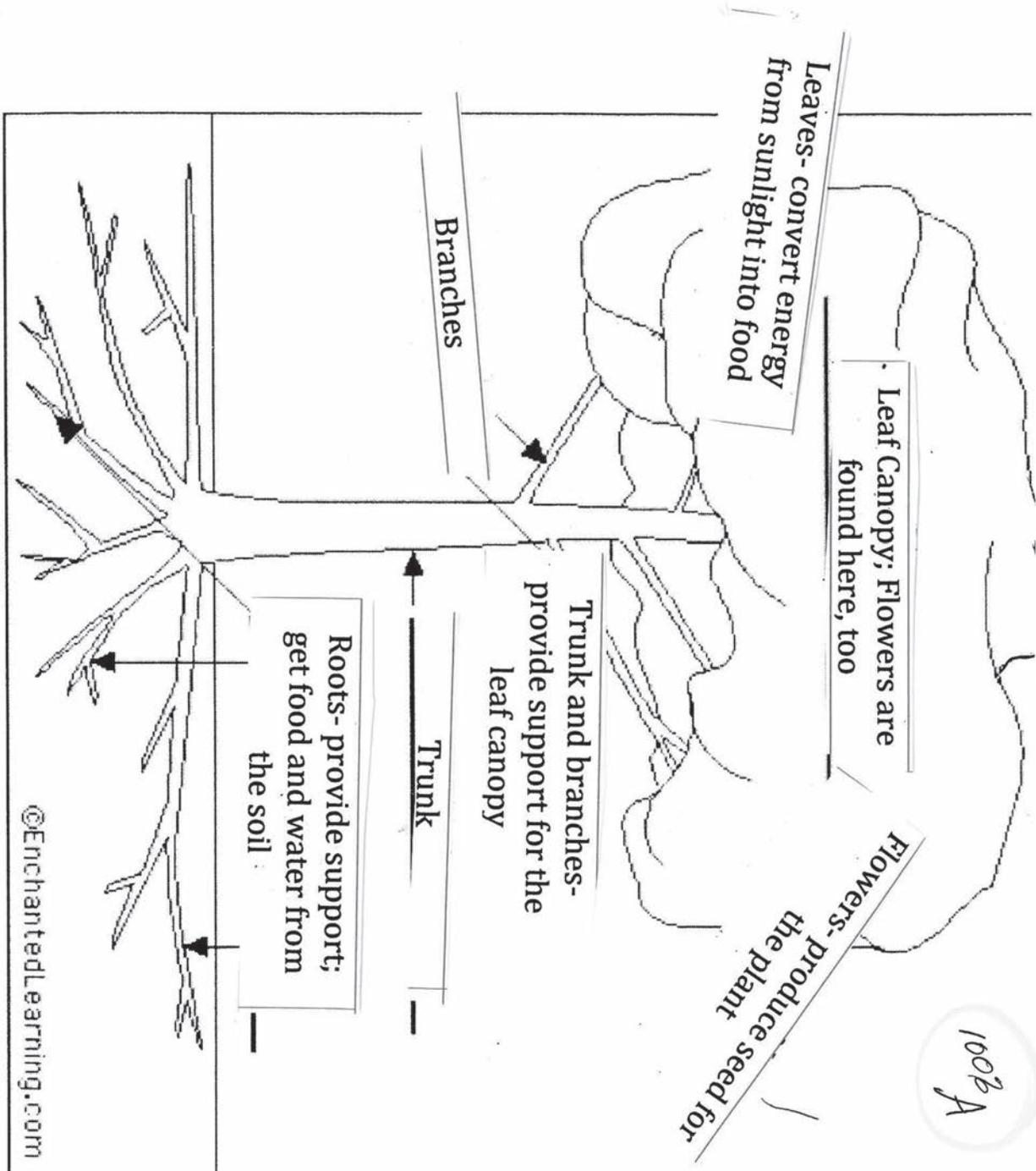


SAMPLE ENTRIES - GRADE 10

SAMPLE ENTRY 7

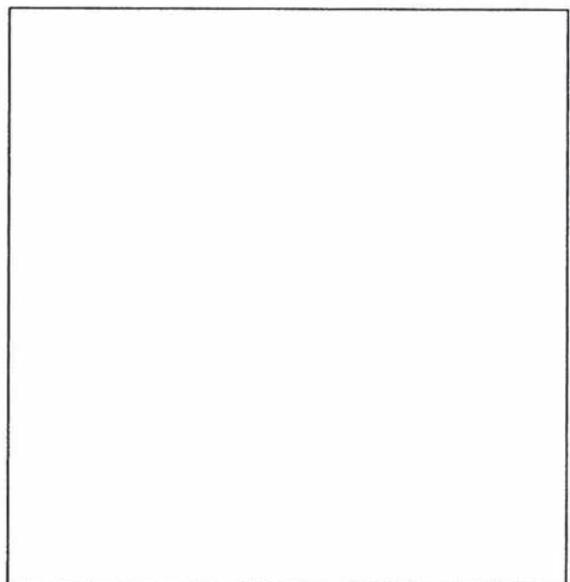
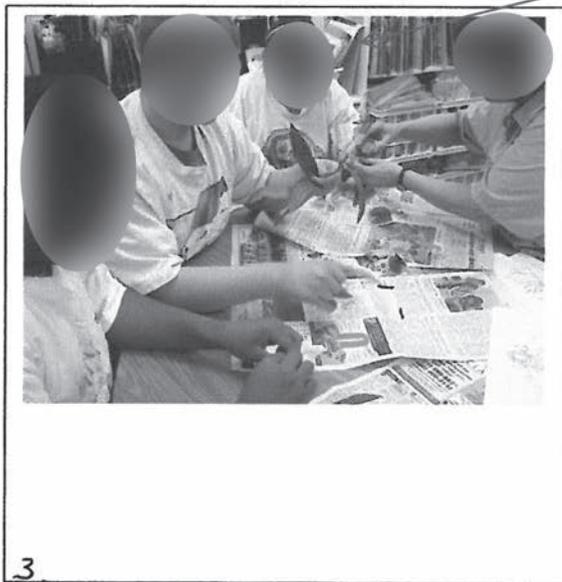
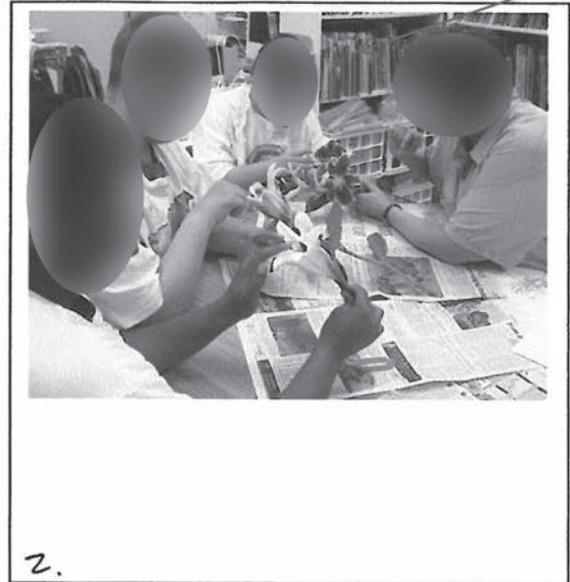
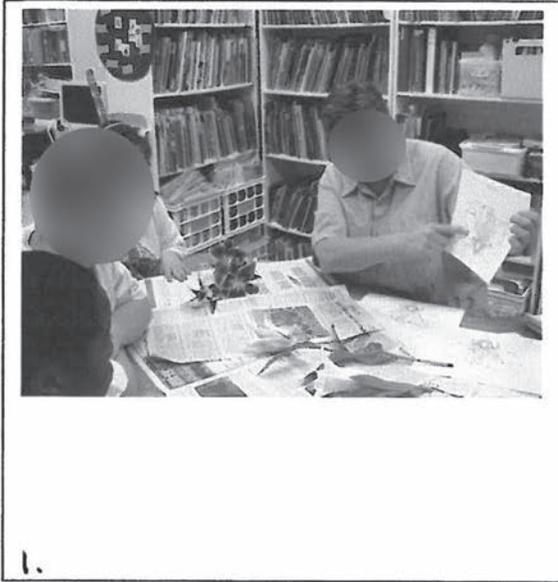
CDL 7.B.17 Evidence 2 January 14

page X₁



SAMPLE ENTRIES - GRADE 10

Strand: CDL 7.B.17	
Entry number: Evidence 3	page 1 of 2
Date: January 15	



works with flowers to find the various structures in each.

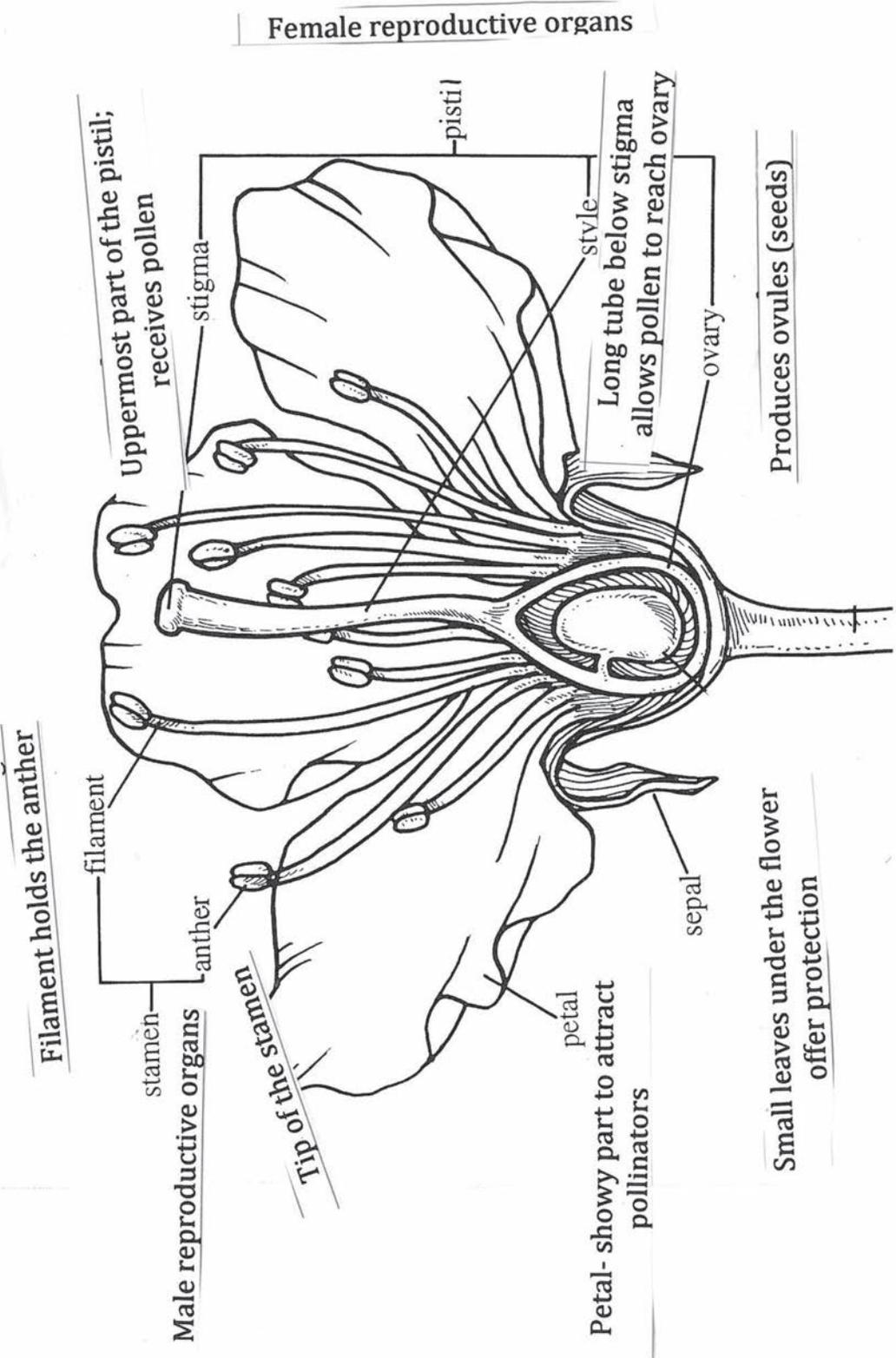
1. First, the teacher shows a diagram of the parts of a flower as the students compare it to the actual flower they had.
2. finds the stigma.
3. After looking at the various parts, the students pulled the flower apart to discover the ovary, where the seeds are made.

successfully identified various structures within a flower as the teacher identified their function. Then she completed a worksheet (next page) labeling each structure with its function.

Name _____

Flower Structure

A 1002



Female reproductive organs

pistil

Uppermost part of the pistil; receives pollen

stigma

style

Long tube below stigma allows pollen to reach ovary

ovary

Produces ovules (seeds)

Filament holds the anther

filament

stamen

anther

Male reproductive organs

Tip of the stamen

petal

Petal - showy part to attract pollinators

sepal

Small leaves under the flower offer protection

ANNOTATION

- Strand:** Ecology and Behavioral Relationships
Standard 08: Students shall demonstrate an understanding of ecological and behavioral relationships among organisms.
EBR.8.B.2: Compare and contrast the characteristics of biomes.

Performance: 4

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

Context: 4

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

Level of Assistance: 4

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

Note:

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

SAMPLE ENTRY 8

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment
Student Profile
Students with Disabilities: Grades 5, 7, and 10 Science
 PLEASE PRINT

Student Name: Sample Entry 8

School: Sample School District: Sample District

Portfolio Beginning/End Dates: September - March

Age: 16 Grade (check one): 5 7 10

Please check ALL that apply.

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

SAMPLE ENTRIES – GRADE 10

High School

Age:16

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

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

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

SAMPLE ENTRY 8

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 10 Science

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

Student Name: Sample Entry 8

Entry Slip Completed by: Sample Teacher

Biology Strands/Content Standards (check one)

Molecules and Cells

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

Heredity and Evolution

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

Classification and the Diversity of Life

- Organisms are diverse

Ecology and Behavioral Relationships

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

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

Content Standard #: Standard 08

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

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

Description: Compare and contrast the characteristics of biomes.

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

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

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

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

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

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

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

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

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

Reset Form

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

Entry 1

NAME _____

DATE

12/1

Lesson 6

100%

Biomes of the World

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

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

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

Entry 1 continued 12/1

NAME _____

DATE _____

100%

Biomes of the World (cont'd.)

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

Entry 2
HABITATS AND NICHES 12/5

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

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

100%

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

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

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

UNIT 4

SAMPLE ENTRIES - GRADE 10

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

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

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

Entry 2 Continued

12/5

BIOLOGY PRACTICE PAGE 116

100%

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

Answer the questions.

Which biome is near the Equator?

TROPICAL RAIN FORST

Which biome has very hot days and very cold nights?

DESERT

Which biome has more insects and animals than other biomes?

TROPICAL RAIN FORST

Which biome has polar and arctic areas?

TUNDRA

Entry 3

12/6

North America Biomes

Name _____

1. Name the 4 biomes in North America. Polar
Desert, Temperate
Tropical 100%

2. List 3 types of vegetation for each biome.

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

List 3 types of typical wildlife for each biome.

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

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

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

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

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

SAMPLE ENTRY 9

ANNOTATION

- Strand:** Ecology and Behavioral Relationships
- Standard 09:** Students shall demonstrate an understanding of the ecological impact of global issues.
- EBR.9.B.1:** Analyze the effects of human population growth and technology on the environment/biosphere.

Performance: 4

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

Context: 4

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

Level of Assistance: 4

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

STUDENT PROFILE

2015–2016 Arkansas Alternate Portfolio Assessment
Student Profile
Students with Disabilities: Grades 5, 7, and 10 Science
 PLEASE PRINT

Student Name: Sample Entry 9

School: Sample School District: Sample District

Portfolio Beginning/End Dates: October 07 - December 02

Age: 16 Grade (check one): 5 7 10

Please check ALL that apply.

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

SAMPLE ENTRIES – GRADE 10

SAMPLE ENTRY 9

ENTRY SLIP

2015–2016 Arkansas Alternate Portfolio Assessment

Entry Slip (submit one with each entry)

Students with Disabilities: Grade 10 Science

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

Student Name: Sample Entry 9

Entry Slip Completed by: Sample Teacher

Biology Strands/Content Standards (check one)

Molecules and Cells

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

Heredity and Evolution

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

Classification and the Diversity of Life

- Organisms are diverse

Ecology and Behavioral Relationships

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

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

Content Standard #: Standard 09

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

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

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

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

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

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

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

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

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

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

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

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

Reset Form

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

Photos and work samples are included for each task.

TANGLED

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

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

Materials: rubberband

Procedure:

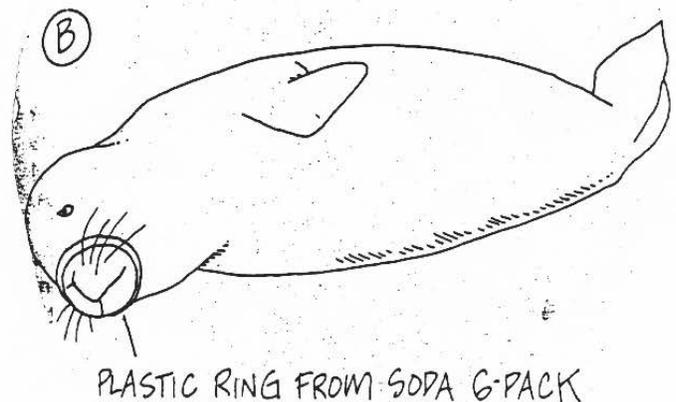
- Hook one end of the rubberband around your little finger.
- Stretch the rubber band across the back of your hand and hook the free end on your thumb.
- Try to remove the rubberband without touching anything.
- Seals and fish do not have hands. How can they remove the plastic rings from six-packs of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

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

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



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

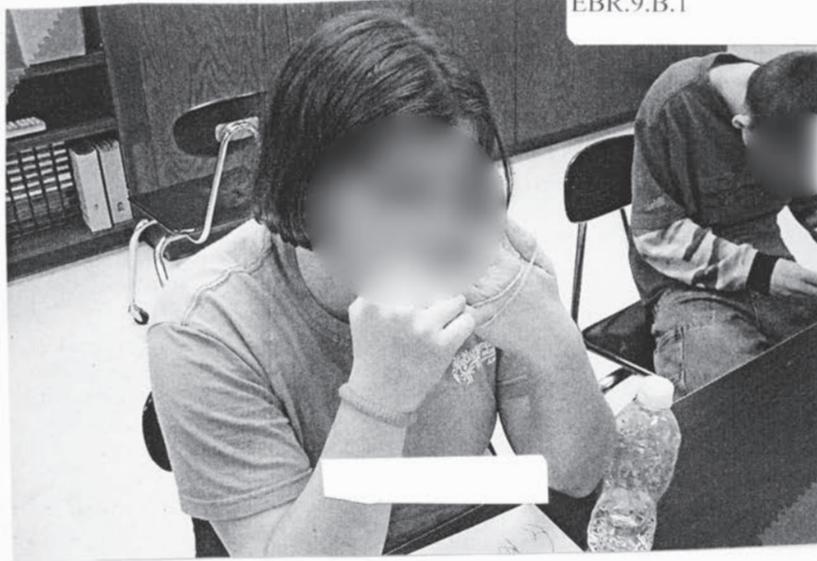


SAMPLE ENTRIES - GRADE 10

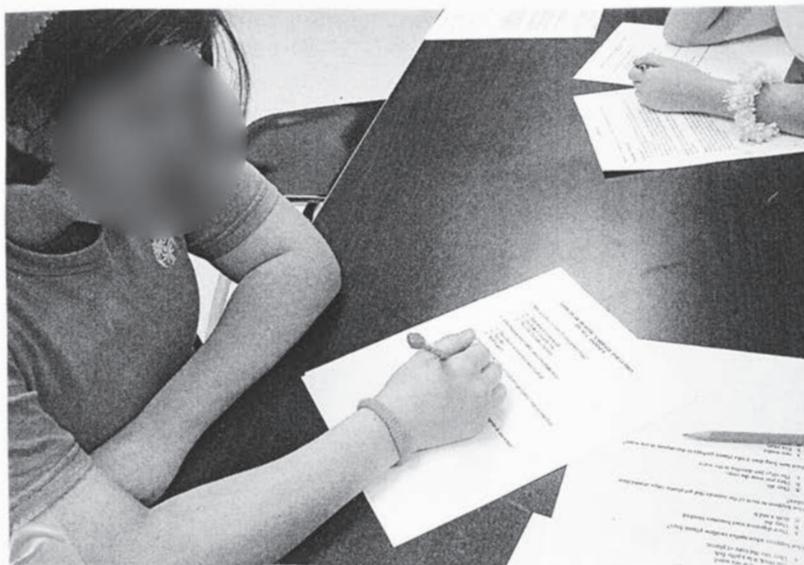
SAMPLE ENTRY 9

SAMPLE ENTRIES – GRADE 10

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



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



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

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

100%

EFFECTS OF PLASTIC GARBAGE POLLUTION ON SEA ANIMALS

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

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

Answer Key

EFFECTS OF PLASTIC GARBAGE POLLUTION ON SEA ANIMALS

1. Why do turtles swallow floating plastic bags?

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

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

2. What happens when turtles swallow plastic bags?

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

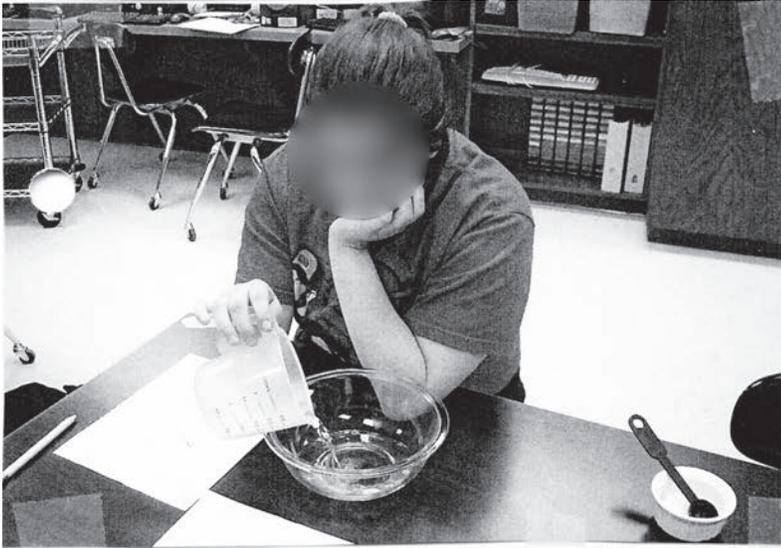
3. What happens to most of the animals that get plastic rings around their bodies?

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

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

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

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

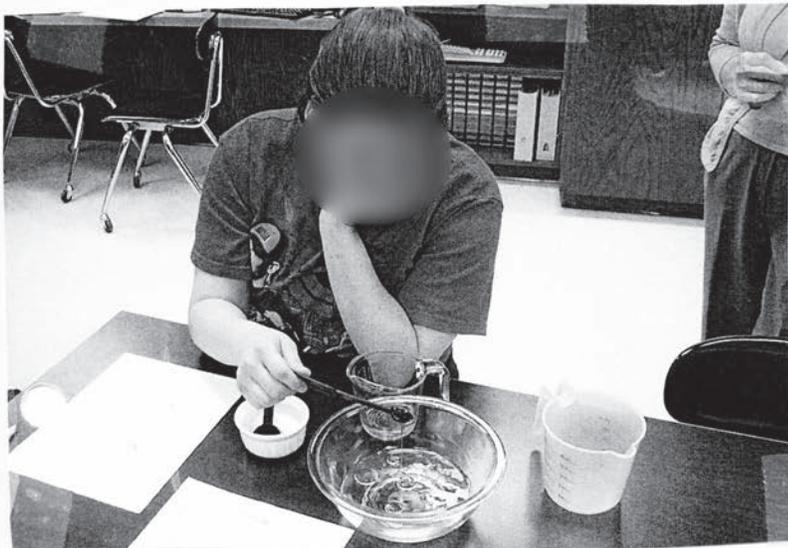


Strand: Ecology and Behavioral Relationships
Content Standard 9
EBR.9.B.1

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



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

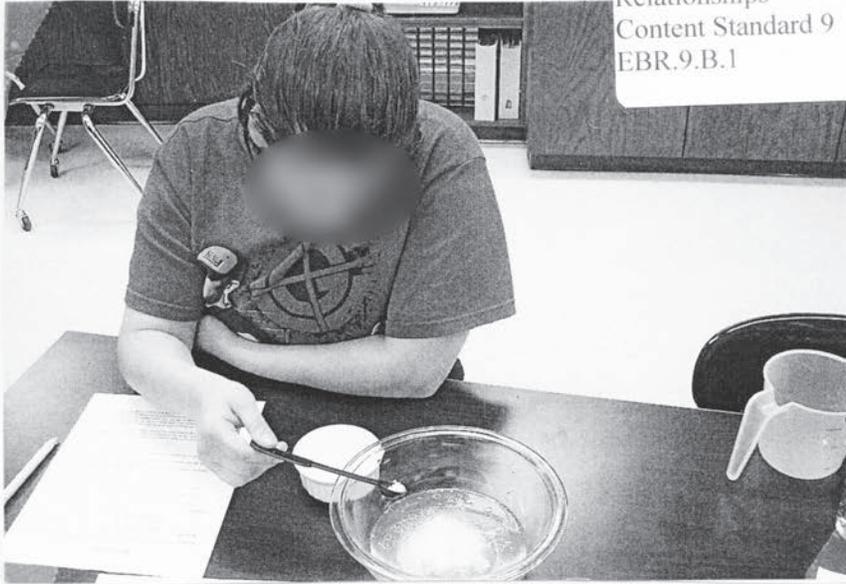


SAMPLE ENTRIES - GRADE 10

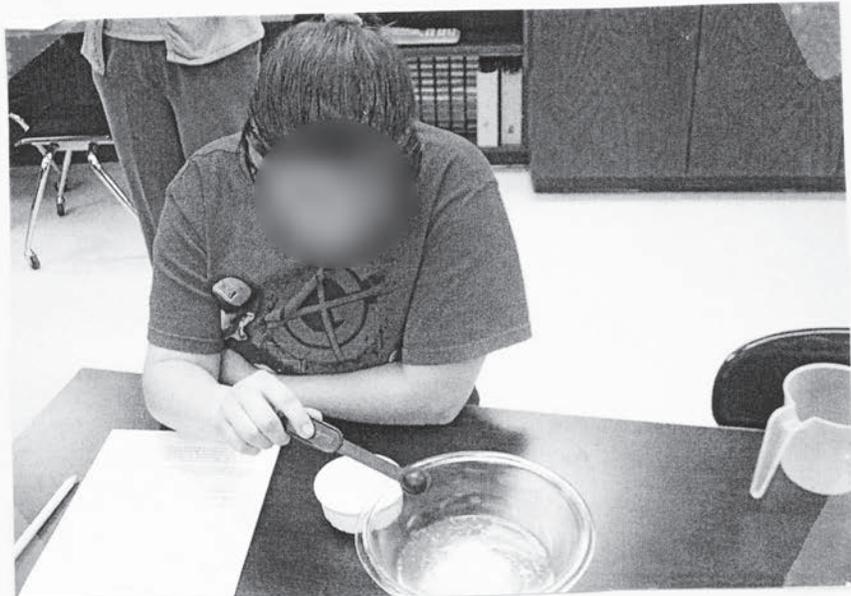
SAMPLE ENTRY 9

SAMPLE ENTRIES – GRADE 10

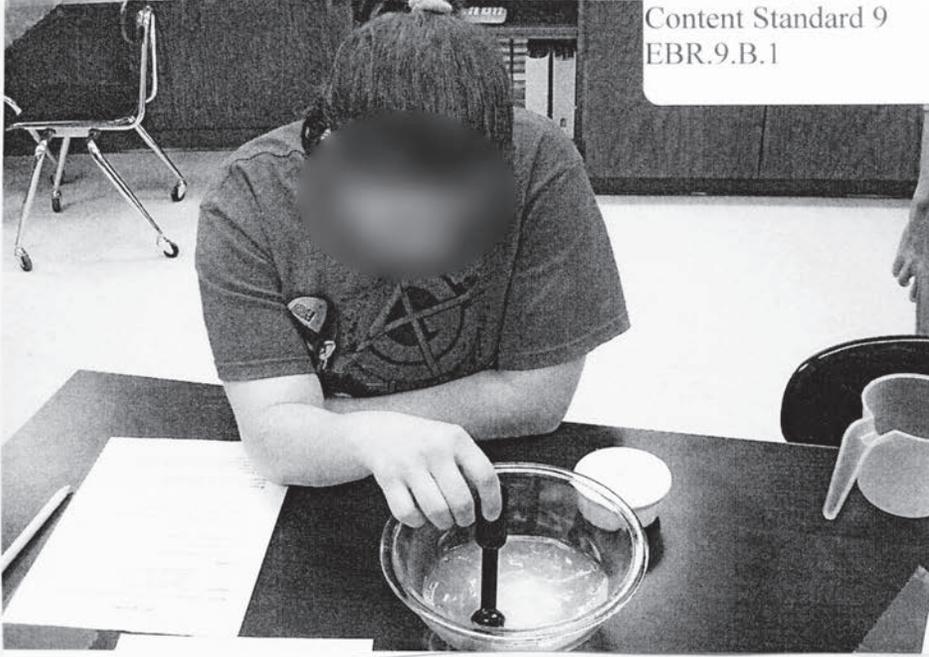
Strand: Ecology and Behavioral Relationships
Content Standard 9
EBR.9.B.1



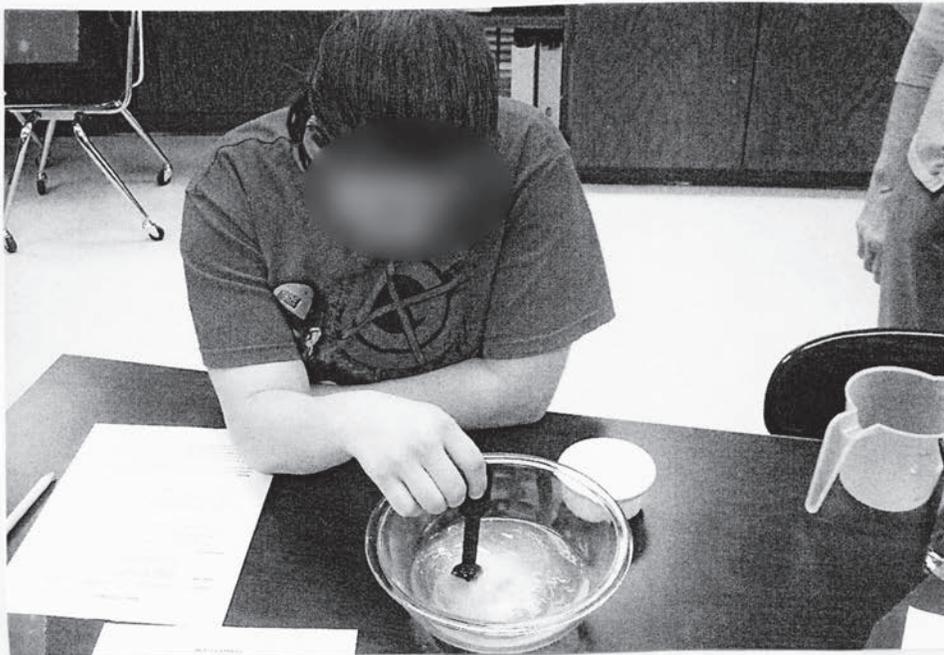
in the lab room
independently and successfully
adding powdered detergent to the
water on 11-06



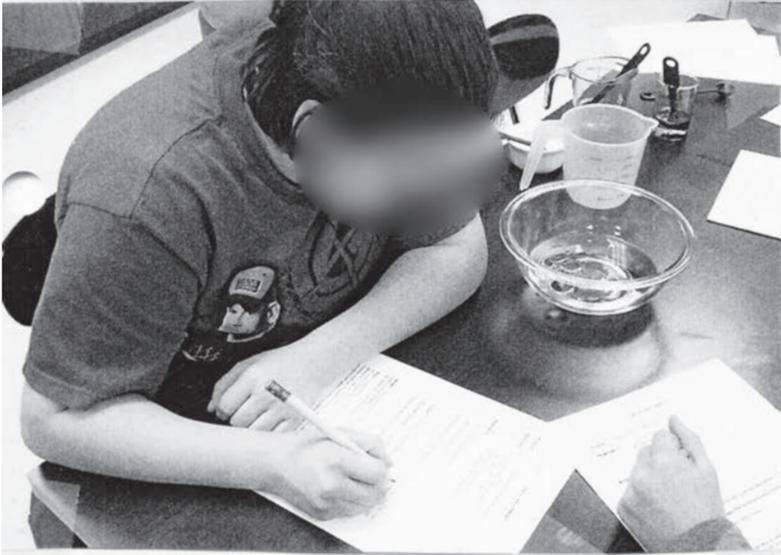
Strand: Ecology and Behavioral Relationships
Content Standard 9
EBR.9.B.1



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



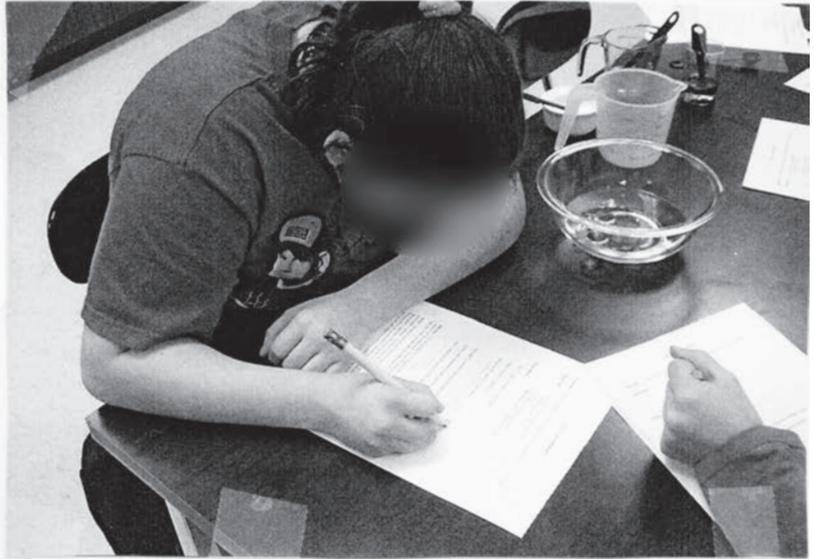
SAMPLE ENTRY 9



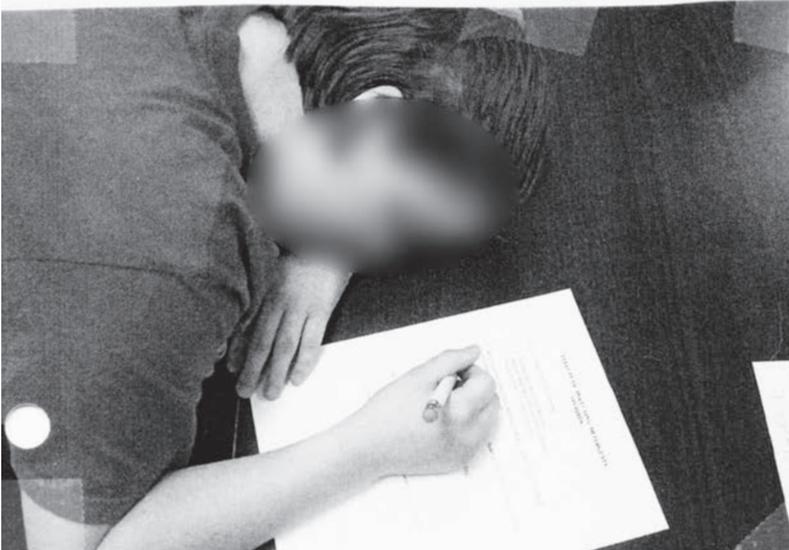
Strand: Ecology and Behavioral Relationships
Content Standard 9
EBR.9.B.1

SAMPLE ENTRIES – GRADE 10

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



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



100%

OILY FEATHERS

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

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

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

Procedure:

Pour 1 cup of water into the bowl.

Add 1 spoon of liquid oil.

Observe the surface of the water.

Big spots and
little sheas of oil on the water.

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

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

Again observe the surface of the water.

the oil has
brokns in to a lot of little spots.

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

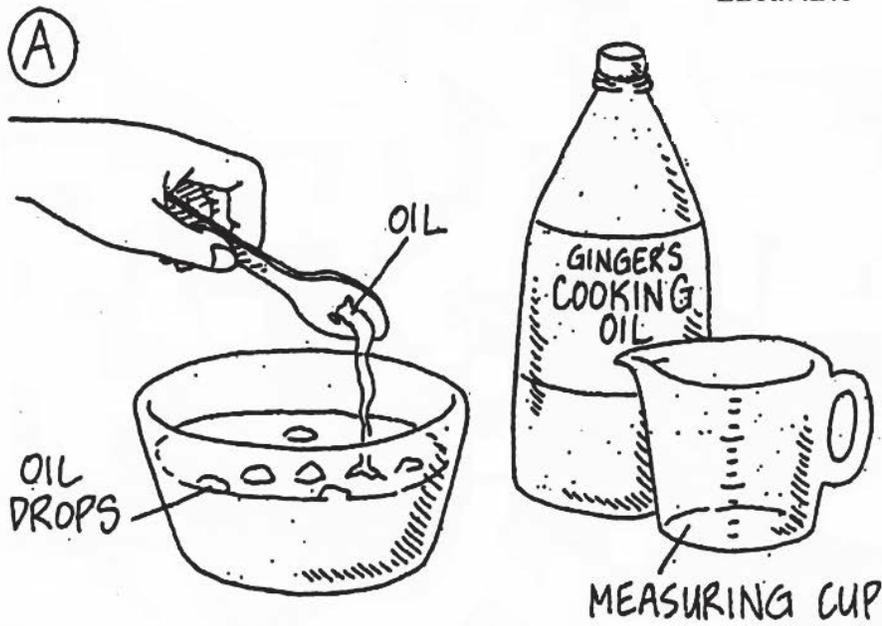
Why? Water is heavier and does not mix with oil, thus the oil was able to float on the water's surface. Detergent molecules stick to water on one side and the detergent's opposite side sticks to the oil. The large circles of oil no longer exist because there are molecules of the detergent which allows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

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

SAMPLE ENTRY 9

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

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



Answer Key

OILY FEATHERS

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

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

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

Procedure:

Pour 1 cup of water into the bowl.

Answer key for worksheet “Oily Feathers”.

Add 1 spoon of liquid oil.

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

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

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

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

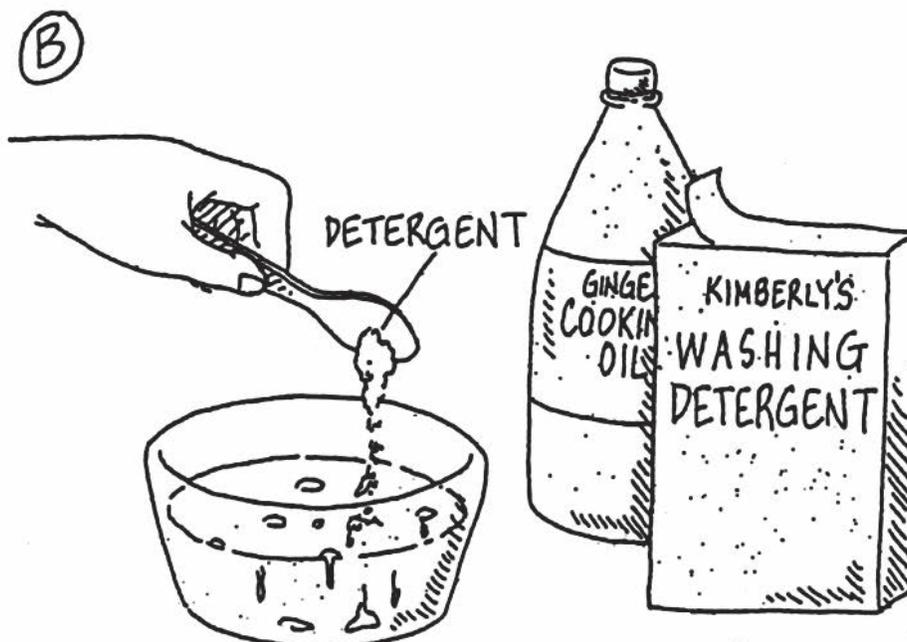
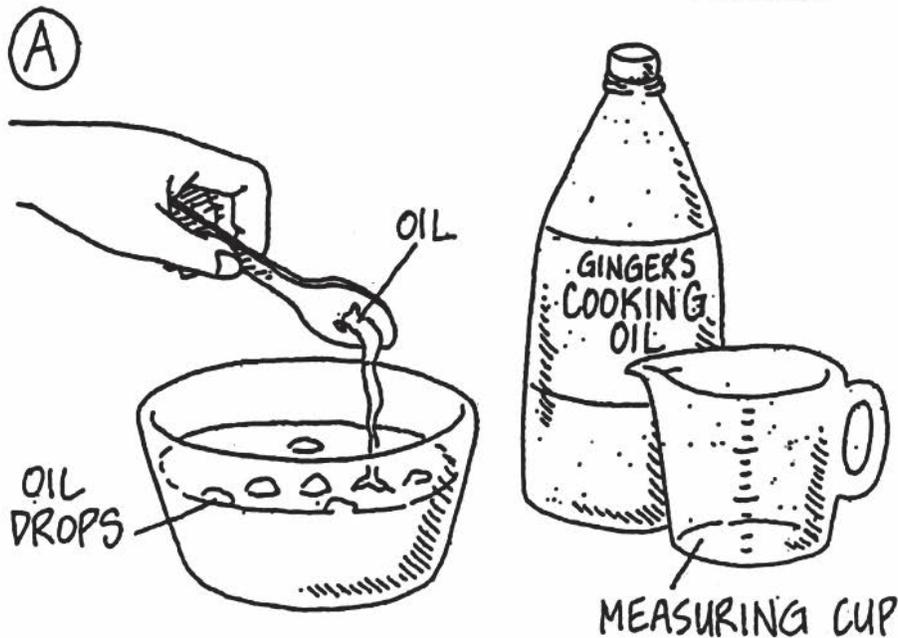
Results. The oil spread out in large circles on the surface of the water before the addition of the detergent. When the detergent was added, some of the oil sank and the rest broke up into tiny bubbles that covered the water’s surface.

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

SAMPLE ENTRY 9

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

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



100%

EFFECTS OF POLLUTING DETERGENTS ON BIRDS

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

1. Why can birds stay afloat in water?
 - a. Because they are good swimmer.
 - b. Because they have a floater in their bodies.
 - c. Because of the oil on their feathers.

2. What happens when birds become soaked in water containing a high concentration of detergent?
 - a. nothing happens
 - b. The natural oil in their feathers breaks up into tiny droplets and allows the water to penetrate the feathers.
 - c. They become very clean.

3. What happens when birds lose their waterproofing?
 - a. They become afraid of water.
 - b. They stay out of the water.
 - c. They sink and drown.

4. Why do the birds sink?
 - a. The extra water on their feathers increases the birds weight.
 - b. They forget to swim.
 - c. Both a and b.

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

Answer Key

EFFECTS OF POLLUTING DETERGENTS ON BIRDS

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

1. Why can birds stay afloat in water?

- a. Because they are good swimmer.
- b. Because they have a floater in their bodies.
- c. Because of the oil on their feathers.

2. What happens when birds become soaked in water containing a high concentration of detergent?

- a. nothing happens
- b. The natural oil in their feathers breaks up into tiny droplets and allows the water to penetrate the feathers.
- c. They become very clean.

3. What happens when birds lose their waterproofing?

- a. They become afraid of water.
- b. They stay out of the water.
- c. They sink and drown.

4. Why do the birds sink?

- a. The extra water on their feathers increases the birds weight.
- b. They forget to swim.
- c. Both a and b.

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

POLLUTION

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

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

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

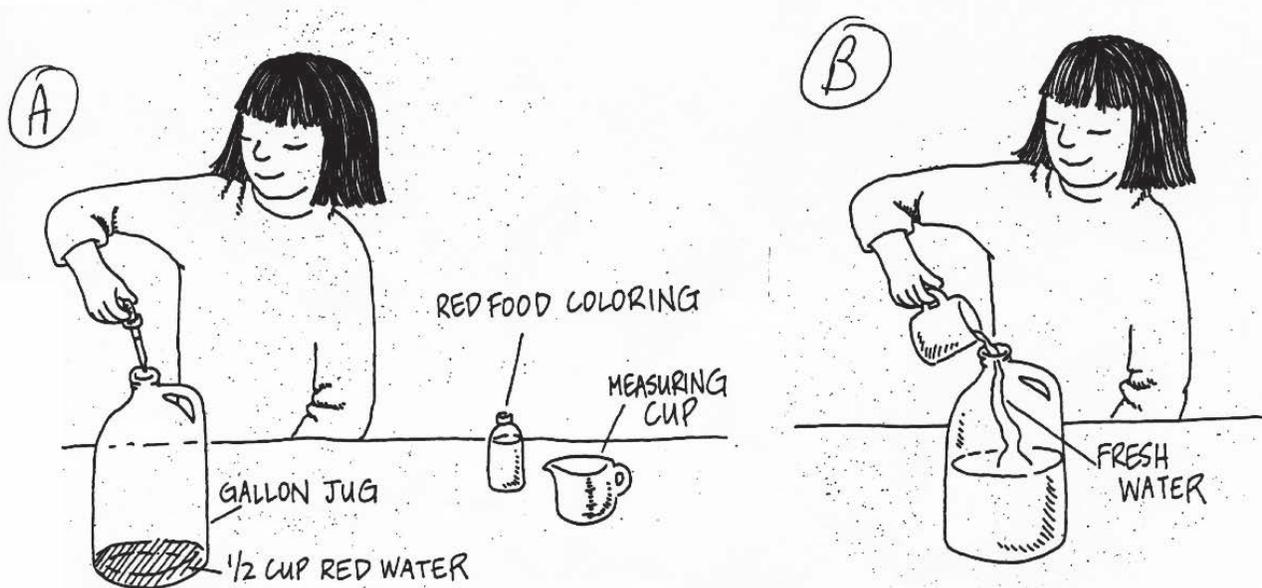
Instructions for Pollution activity independently & successfully participated in on 11-07- in the lab room.

Procedure:

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

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

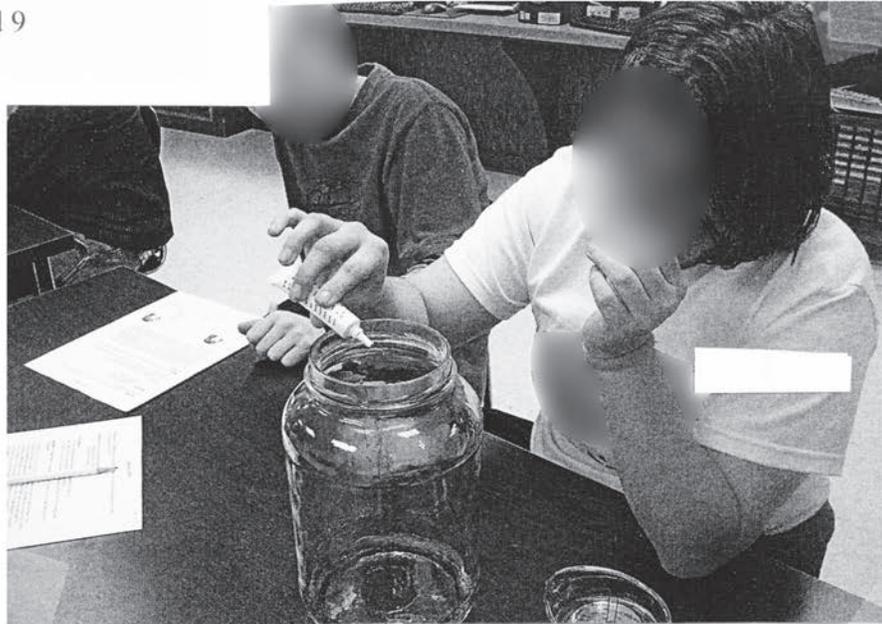
Why? The red is visible at first because the molecules of red color are close enough together to be seen. As clean water is added, the color molecules continue to spread evenly throughout the water. They finally get far enough apart to become invisible because of their small size. This is what happens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



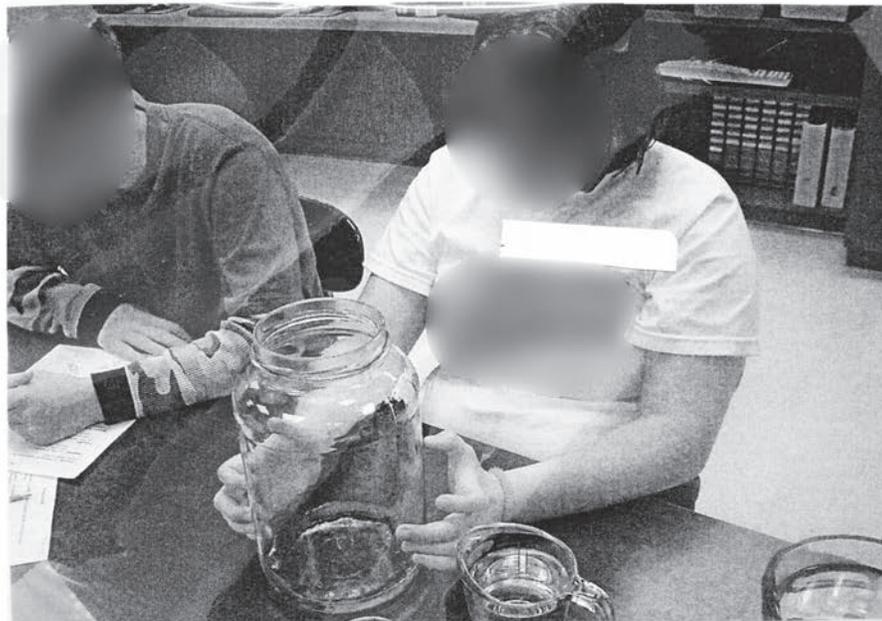
SAMPLE ENTRIES - GRADE 10

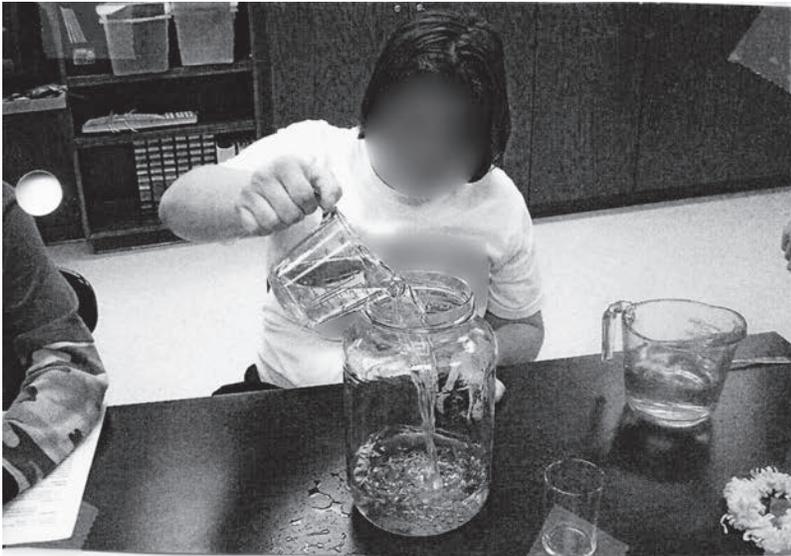
SAMPLE ENTRY 9

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



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





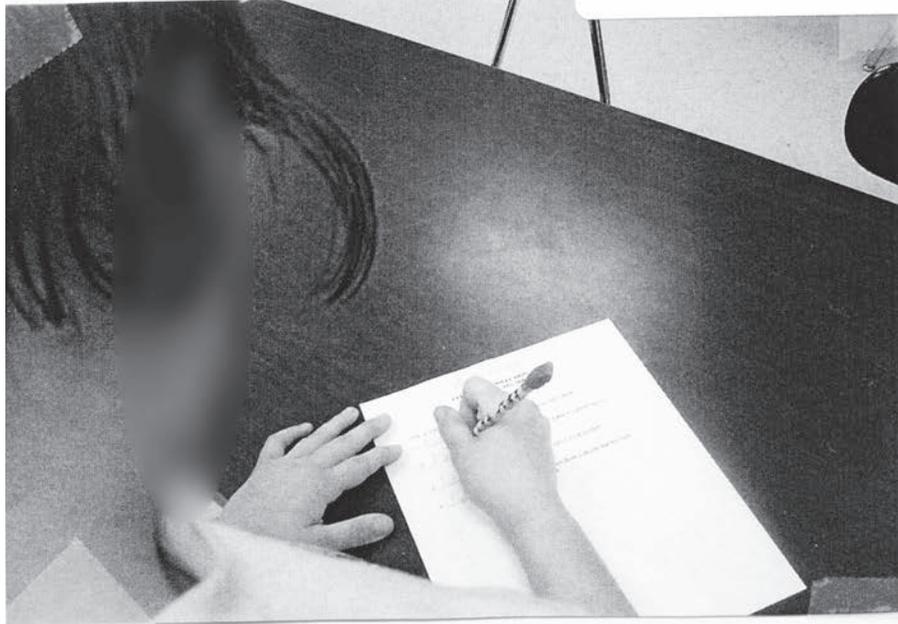
Strand: Ecology and Behavioral Relationships
Content Standard 9
EBR.9.B.1

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

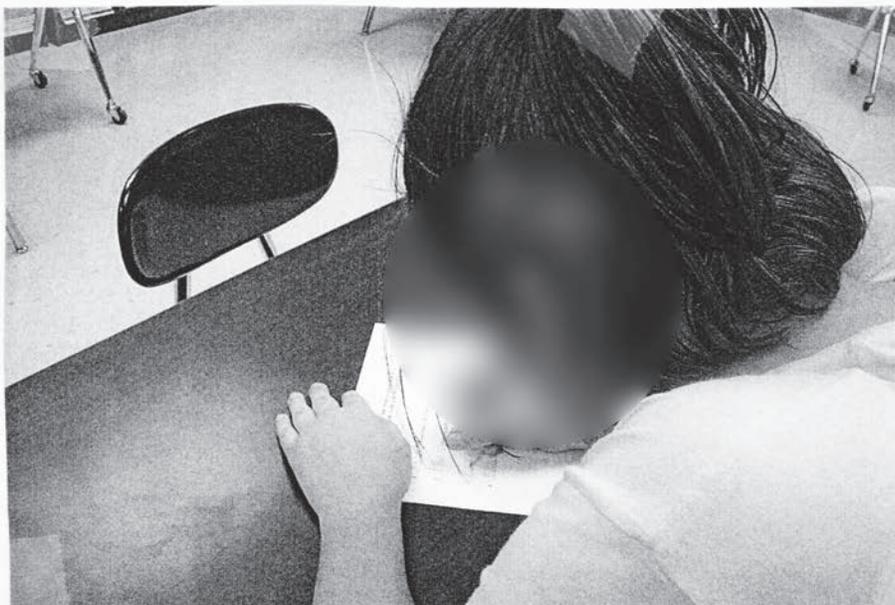


SAMPLE ENTRY 9

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



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



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

100%

EFFECTS OF POLLUTION ON A STREAM AND ITS WILDLIFE

True or False

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

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

Answer Key

EFFECTS OF POLLUTION ON A STREAM AND ITS WILDLIFE

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

True or False

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

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

APPENDICES

APPENDIX A: FORMS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

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2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grades 5 and 7 Science
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: _____

Grade: _____ Entry Slip Completed by: _____

Science Strands (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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

2015–2016 Arkansas Alternate Portfolio Assessment
TASK SHEET
Students with Disabilities: Grades 5 and 7 Science

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: _____

2015–2016 Arkansas Alternate Portfolio Assessment
Entry Slip (submit one with each entry)
Students with Disabilities: Grade 10 Science
Entry Slip MUST be completed correctly for the entry to be scoreable!

Student Name: _____

Entry Slip Completed by: _____

Biology Strands/Content Standards (check one)

Molecules and Cells

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

Heredity and Evolution

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

Classification and the Diversity of Life

- Organisms are diverse

Ecology and Behavioral Relationships

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

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

Content Standard #:

Description:

Student Learning Expectation #:

Description:

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

Task 1:

Type of Evidence for Task 1:

Task 2:

Type of Evidence for Task 2:

Task 3:

Type of Evidence for Task 3:

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

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

[Reset Form](#)

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

2015–2016 Arkansas Alternate Portfolio Assessment
Participant Validation Form
Students with Disabilities: Grades 5 and 7 Science

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.

2015–2016 Arkansas Alternate Portfolio Assessment
Portfolio Checklist
Students with Disabilities: Grades 5 and 7 Science

Student Name: _____ **Date of Portfolio Submission:** _____

Name of Person Responsible for Submitting Portfolio: _____

Participation Validation: This student’s IEP team has determined that he/she is unable to participate in the general statewide assessment, even with accommodations, and will participate in the Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grades 5 and 7 Science 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 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.
- There are two (2) entries for each Science 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.

2015–2016 Arkansas Alternate Portfolio Assessment
Portfolio Checklist
Students with Disabilities: Grade 10 Science

Student Name: _____ **Date of Portfolio Submission:** _____

Name of Person Responsible for Submitting Portfolio: _____

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

Signature of IEP team member

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

Signature of parent/guardian

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

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

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

Molecules and Cells

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

Heredity and Evolution

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

Classification and the Diversity of Life

- Organisms are diverse

Ecology and Behavioral Relationships

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

Checklist of Things to Remember:

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

2015–2016 Arkansas Alternate Portfolio Assessment
Verification of Evidence in Portfolio
Students with Disabilities: Grades 5 and 7 Science
 (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
Science								
#1 Life								
#2 Life								
#1 Physical								
#2 Physical								
#1 Earth and Space								
#2 Earth and Space								

2015–2016 Arkansas Alternate Portfolio Assessment
Verification of Evidence in Portfolio
Students with Disabilities: Grade 10 Science
 (For teacher use only—do NOT include in student portfolio.)

Student Name: _____ Date: _____

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

District/School Information
District Name:
School Name:

Assessment Level (mark all that apply)
<input type="radio"/> Grade 5 Science
<input type="radio"/> Grade 7 Science
<input type="radio"/> Grade 10 Science

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

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

I certify that, to my knowledge,

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

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

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

DO NOT WRITE BEYOND THIS AREA

DO NOT WRITE BEYOND THIS AREA



QAI14656



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.

2015–2016 Arkansas Alternate Portfolio Assessment Return Verification Access Questar ServicePoint™ Quick Reference Guide

Availability and System Requirements

- ❑ Access to ServicePoint for recording your return materials will be available **February 8–March 18, 2016**.
- ❑ 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 15-16**” 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 email address, confirm your email address, and click “**Save**” at the bottom of the screen. An email confirmation of your box counts will be sent to you.

Additional Help

The Service Point 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 emailed 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

To access ServicePoint you will need internet access and Adobe Acrobat Reader (version 8.0 or higher recommended).

APPENDIX C: LEA NUMBER INFORMATION

LEA numbers for the 2015–2016 school year have not been finalized at the time of publication of this manual. Please verify that the correct LEA number is listed on all Student Demographic Information Forms. Current LEA numbers can be found in the Education Directory on the ADE website or on the district transmittal form sent to each district with return materials. Incorrect LEA numbers may result in incorrect reporting for your district, so it is imperative that all LEA numbers are correct and verified by the District Test Coordinator.

APPENDIX D: RELATED LEGISLATION

Assessment Provisions of the Individuals with Disabilities Education Act

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

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

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

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

NCLB

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

Section 504 of the Rehabilitation Act of 1973

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

IASA

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

IDEA

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

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.

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

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

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

APPENDIX E: GLOSSARY

Arkansas Alternate Portfolio Assessment: A system used to gather data on the performance of students with significant cognitive 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 significant cognitive disability. Students with significant cognitive 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).

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

Evidence: Student-generated products that document the student's performance (i.e., actual student work/permanent product, captioned photographs, or scripted digital video and audio).

Generalization: The ability to transfer learned skills to other settings and to demonstrate those skills with other people, materials, and similar tasks.

High Mobility Students: Any student enrolled in the current school or moving between schools in the district after October 1 of the current school year.

Individualized Education Program (IEP): A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 CFR 300.320-300.324.

LEA Number: A distinct local educational agency number assigned by the Arkansas Department of Education for reporting purposes.

Level of Assistance: The degree of independence demonstrated in the student's performance. The Level of Assistance is determined after the introduction of the lesson activity. Each portfolio entry is scored for Level of Assistance.

Limited English Proficient (LEP) Students: Those having a language background other than English and who have been assessed and found to have difficulty speaking, reading, writing, or understanding the English language. A district's Language Proficiency Assessment Committee determines whether a student is Limited English Proficient. All students must participate in the state's required criterion-referenced assessment program.

Mastery: Consistent performance of a skill as demonstrated on multiple occasions.

Meaningful/Functional: The degree to which an activity has meaning for a student in current or future integrated environments and results in increased capacity or independence. Meaningful (functional) skill instruction is based upon a student's needs in his/her home, school, community, and workplace.

Modifications: Substantial changes in what a student is expected to learn and/or demonstrate; changes may be in level, content, performance, test format, or performance format.

Multiple Settings: Appropriate locations in which students perform tasks. Skills selected for instruction should be taught in the settings in which the activities typically occur.

Norm-Referenced Tests (NRT): Assessments that provide information to compare the performance of Arkansas students against the performance of a sample of students from across the country (that sample is called the norming or standardization group). Because norm-referenced tests are not built exclusively around Arkansas' academic standards and because their purpose is to group students based on their performance relative to the norming group, NRTs are used for assisting in broad program evaluation and in individual student diagnosis. NRT data will not be a primary state-mandated indicator within the accountability component but will be reported annually on the School Performance Report.

Observation: The process of watching and documenting student performance.

Peer: A student without identified significant cognitive disabilities who is within a two-year age span of the targeted student; a peer at the senior high level could be 16 years old or older (e.g., an adult co-worker of any age).

Permanent Product: A work sample created by a student such as a card, collage, or model. A photograph of the product may be submitted if it is impractical to submit in the portfolio.

APPENDIX E: GLOSSARY

Portfolio Assessment: A showcase of student work that documents, measures, and reflects student performance; has a defined assessment purpose; clear criteria or methods for what to put into the portfolio, by whom, and when; and criteria for making judgments about performance. Portfolio tasks should be a natural part of daily instruction and provide opportunity for a wide range of instructional strategies.

Progress: The forward movement of student performance on a targeted IEP goal/objective from a beginning to a more advanced level; this is most easily documented with instructional data and graphs.

Prompts: Ways students are helped to learn skills or get better at skills they have already acquired. The purpose of prompts is not to give the most help possible. Giving the least amount of help is usually best because minimal assistance encourages independence.

Prompt, Verbal: For this assessment, verbal cues that lead the student to the correct response.

Prompt, Physical: For this assessment, touch or hand-over-hand assistance to guide the student to the correct response. This prompt gives the most direct kind of help because the teacher actually guides the student's movements.

Rubric: The set of criteria by which entries are scored.

Scorer: A person who evaluates or judges student performance on a portfolio assessment using specific scoring criteria. Sometimes referred to as a "reader" or "rater."

Significant Cognitive Disability: Cognitive impairments that prevent a student from attaining grade-level achievement standards.

Special Education Students: Those determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA) and who have Individualized Education Programs (IEPs). A student's IEP must stipulate that the student will participate in the mandatory assessments either with or without accommodations or through Arkansas' Alternate Portfolio Assessment.

Strands: Themes that form the basis of the standards.

Student Learning Expectations: Specific skills defined at grade level for each strand.

Supports: That which is required by the student (either technological or human assistance) to function independently.

Instructional/Environmental/Social/Natural Supports: Support provided by peers in the context of students learning together (e.g., cooperative learning groups, working on a class project together, assisting the student with significant cognitive disabilities in a regular class activity, assistance on the job provided by a co-worker, interpreting the student's communication response to peers on the playground). Support is provided to all students in the context of regular education (e.g., instruction provided by the regular education teacher, help given by a regular classroom volunteer, community worker using a student's adaptation within the context of a normally occurring interaction, support from a collaborative special education teacher/paraprofessional/therapist in an integrated setting that is consistent with support provided to all students).

Task: For this assessment, an activity or assignment aligned to a specific standard and student learning expectation.

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

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	<p>LS.2.5.1 Compare the <i>cell theory</i> to the characteristics of a scientific <i>theory</i></p> <p>LS.2.5.2 Examine cells on a microscopic level</p> <p>LS.2.5.3 Describe the similarities of basic <i>cell</i> functions in all <i>organisms</i></p> <p>LS.2.5.4 Model and identify the parts of animal cells and plant <i>cells</i>:</p> <ul style="list-style-type: none"> • <i>cell</i> wall • <i>cell</i> membrane • <i>nucleus</i> • cytoplasm • chloroplast <p>LS.2.5.5 Compare and contrast plant and animal <i>cells</i></p> <p>LS.2.5.6 Conduct investigations to separate plant pigments from the <i>cell</i></p> <p>LS.2.5.7 Identify the role of chlorophyll in the process of photosynthesis</p> <p>LS.2.5.8 Explain and illustrate photosynthesis</p> <p>LS.2.5.9 Explain <i>cellular respiration</i></p> <p>LS.2.5.10 Conduct investigations demonstrating the process of <i>cellular respiration</i></p> <p>LS.2.5.11 Investigate careers, scientists, and historical breakthroughs related to <i>cells</i></p>	<p>LS.2.7.1 Illustrate the hierarchical relationships of <i>cells</i>, <i>tissues</i>, <i>organs</i>, and <i>organ systems</i></p> <p>LS.2.7.2 Analyze how two or more <i>organs</i> work together to perform a function (e.g., mouth and stomach to digest food)</p> <p>LS.2.7.3 Identify <i>organ systems</i> in <i>vertebrates</i> and plants</p> <p>LS.2.7.4 Analyze the structure and function of <i>tissues</i>, <i>organs</i>, and <i>organ systems</i> of a <i>vertebrate</i> and an <i>angiosperm</i> using various models or methods of dissection</p> <p>LS.2.7.5 Compare and contrast <i>vertebrate</i> systems and plant <i>organ systems</i></p> <p>LS.2.7.6 Identify human body systems:</p> <ul style="list-style-type: none"> • nervous • digestive • circulatory • respiratory • excretory • integumentary • skeletal/muscular • endocrine • reproductive <p>LS.2.7.7 Relate the structure of <i>vertebrate</i> and plant body systems to their functions</p> <p>LS.2.7.8 Investigate functions of human body systems</p> <p>LS.2.7.9 Describe interactions between major <i>organ systems</i></p> <p>LS.2.7.10 Investigate careers, scientists, and historical breakthroughs related to life systems</p>

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

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		<p>LS.3.7.1 Explain that the fertilized <i>egg cell</i> carries <i>genetic</i> information from each parent and multiplies to form a complete <i>organism</i></p> <p>LS.3.7.2 Distinguish between <i>sperm cells</i> and <i>egg cells</i></p> <p>LS.3.7.3 Compare and contrast the structure and function of the <i>sperm cell</i> and the <i>egg cell</i> in <i>vertebrates</i> and plants and their role in <i>sexual reproduction</i></p> <p>LS.3.7.4 Investigate and analyze the development of <i>embryos</i></p> <p>LS.3.7.5 Dissect a poultry <i>egg</i> to analyze its structure (e.g., paper, plastic, or <i>clay</i> models; virtual dissection; or specimen dissection)</p> <p>LS.3.7.6 Dissect a flower to analyze the reproductive system of <i>angiosperms</i> (e.g., paper, plastic, or <i>clay</i> models; virtual dissection; or specimen dissection)</p> <p>LS.3.7.7 Differentiate between sexual and <i>asexual reproduction</i> in</p> <ul style="list-style-type: none"> • <i>vertebrates</i> • plants <p>LS.3.7.8 Identify the number and source of chromosomes in human body <i>cells</i></p> <p>LS.3.7.9 Identify the number and source of chromosomes in human sex <i>cells</i></p> <p>LS.3.7.10 Explain the role of <i>cell</i> division</p> <p>LS.3.7.11 Investigate careers, scientists, and historical breakthroughs related to <i>reproduction</i></p>
Regulation and Behavior		<p>LS.3.7.12 Summarize the interactions between <i>organ systems</i> in the maintenance of <i>homeostasis</i></p>

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

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	<p>LS.4.5.1 Distinguish among and model</p> <ul style="list-style-type: none"> • <i>organisms</i> • <i>populations</i> • <i>communities</i> • <i>ecosystems</i> • <i>biosphere</i> <p>LS.4.5.2 Identify the transfer of <i>energy</i> using <i>energy</i> pyramids:</p> <ul style="list-style-type: none"> • terrestrial • aquatic <p>LS.4.5.3 Design food webs in specific <i>habitats</i> to show the flow of <i>energy</i> within <i>communities</i>:</p> <ul style="list-style-type: none"> • terrestrial • aquatic <p>LS.4.5.4 Evaluate food webs under conditions of stress:</p> <ul style="list-style-type: none"> • overgrazing • overpopulation • natural disaster • introduction of non-native <i>species</i> • human impact/urban development <p>LS.4.5.5 Examine the role of <i>limiting factors</i> on the <i>carrying capacity</i> of an <i>ecosystem</i>:</p> <ul style="list-style-type: none"> • food • space • water • shelter <p>LS.4.5.6 Describe and diagram the nitrogen cycle in <i>ecosystems</i></p> <p>LS.4.5.7 Describe and diagram the <i>carbon cycle</i> in <i>ecosystems</i></p> <p>LS.4.5.8 Describe and diagram the <i>carbon dioxide-oxygen cycle</i> in <i>ecosystems</i></p> <p>LS.4.5.9 Conduct investigations demonstrating the role of the <i>carbon dioxide-oxygen cycle</i> in <i>ecosystems</i></p> <p>LS.4.5.10 Analyze the concept of conservation of <i>mass</i> as related to the amount of <i>matter</i> in an <i>ecosystem</i></p> <p>LS.4.5.11 Create <i>ecosystems</i> in which plants can exist without animals</p>	<p>LS.4.7.1 Explain the role of <i>reproduction</i> in the continuation of a <i>species</i></p>

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

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
<p>Populations and Ecosystems (continued)</p>	<p>LS.4.5.12 Conduct investigations in which plants are encouraged to thrive</p> <p>LS.4.5.13 Construct, compare, and contrast <i>environments</i> in <i>open</i> and <i>closed</i> aquaria</p> <p>LS.4.5.14 Categorize <i>organisms</i> by the function they serve in ecosystems and food webs:</p> <ul style="list-style-type: none"> • <i>predator/prey</i> • <i>parasitism</i> • <i>producer/consumer/decomposer</i> • <i>scavenger</i> • <i>herbivore/carnivore/omnivore</i> <p>LS.4.5.15 Conduct <i>field studies</i> identifying and categorizing <i>organisms</i> in a given area of an ecosystem</p> <p>LS.4.5.16 Evaluate positive and negative human effects on <i>ecosystems</i></p> <p>LS.4.5.17 Describe and illustrate various symbiotic relationships:</p> <ul style="list-style-type: none"> • <i>parasitism</i> • <i>mutualism</i> • <i>commensalism</i> <p>LS.4.5.18 Investigate careers, scientists, and historical breakthroughs related to <i>populations</i> and <i>ecosystems</i></p>	

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

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	<p>PS.5.5.1 Identify the relationship of <i>atoms</i> to all <i>matter</i></p> <p>PS.5.5.2 Conduct <i>scientific investigations</i> on <i>physical properties</i> of objects</p> <p>PS.5.5.3 Identify common examples of <i>physical properties</i>:</p> <ul style="list-style-type: none"> • length • <i>mass</i> • area • perimeter • texture • taste • odor • color • elasticity <p>PS.5.5.4 State characteristics of physical changes</p> <p>PS.5.5.5 Identify characteristics and common examples of physical changes</p> <p>PS.5.5.6 Explain how heat influences the states of matter of a substance:</p> <ul style="list-style-type: none"> • solid • liquid • gas • plasma <p>PS.5.5.7 Demonstrate the effect of changes in the <i>physical properties</i> of <i>matter</i></p> <p>PS.5.5.8 Model the motion and position of <i>molecules</i> in solids, liquids, and gases in terms of <i>kinetic energy</i></p> <p>PS.5.5.9 Conduct investigations demonstrating expansion and contraction</p> <p>PS.5.5.10 Investigate scientists, careers, and historical breakthroughs related to <i>physical properties</i>, physical changes, and states of <i>matter</i></p>	<p>PS.5.7.1 Explain how a small number of naturally-occurring <i>elements</i> can result in the large variety of substances found in the world</p> <p>PS.5.7.2 Create models of common <i>compounds</i>:</p> <ul style="list-style-type: none"> • water • carbon dioxide • salt • iron oxide • ammonia <p>PS.5.7.3 Identify <i>compounds</i> as substances consisting of two or more <i>elements</i> chemically combined</p> <p>PS.5.7.4 Compare and contrast properties of <i>compounds</i> to those of the <i>elements</i> that compose them:</p> <ul style="list-style-type: none"> • salt: sodium, chlorine • water: hydrogen, oxygen • carbon dioxide: carbon, oxygen <p>PS.5.7.5 Demonstrate techniques for forming and separating <i>mixtures</i>:</p> <ul style="list-style-type: none"> • mixing • magnetic attraction • evaporation • filtration • chromatography • settling <p>PS.5.7.6 Classify substances as</p> <ul style="list-style-type: none"> • <i>elements</i> • <i>compounds</i> • <i>mixtures</i> <p>PS.5.7.7 Distinguish among <i>solvent</i>, <i>solute</i>, and <i>solution</i></p> <p>PS.5.7.8 Investigate the effect of variables on <i>solubility</i> rates</p> <p>PS.5.7.9 Interpret solubility graphs</p> <p>PS.5.7.10 Investigate scientists, careers, and historical breakthroughs related to <i>elements</i>, <i>mixtures</i>, and <i>compounds</i></p>

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

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 <i>simple machines</i> PS.6.5.2 Conduct investigations using <ul style="list-style-type: none"> • levers (e.g., toothbrush) • pulleys • inclined planes-ramps, wedges, and screws • wheels and axles PS.6.5.3 Relate <i>simple machines</i> to inventions and discoveries PS.6.5.4 Compare and contrast <i>potential energy</i> and <i>kinetic energy</i> as applied to motion PS.6.5.5 Classify real world examples as <i>potential energy</i> or <i>kinetic energy</i> as applied to motion PS.6.5.6 Conduct investigations using <i>potential energy</i> and <i>kinetic energy</i> PS.6.5.7 Investigate careers, scientists, and historical breakthroughs related to <i>simple machines</i> and <i>potential</i> and <i>kinetic energy</i>	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 <i>matter</i> through <i>absorption</i> , <i>refraction</i> , and <i>reflection</i> 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, <i>translucent</i> , and <i>opaque</i> as applied to light PS.7.5.5 Investigate physical interactions of light and <i>matter</i> and the effect on color perception: <ul style="list-style-type: none"> • <i>refraction</i> • <i>absorption</i> • <i>transmission</i> • <i>scattering</i> PS.7.5.6 Investigate careers, scientists, and historical breakthroughs related to <i>light energy</i>	PS.7.7.1 Identify <i>natural resources</i> used to supply energy needs PS.7.7.2 Describe alternatives to the use of <i>fossil fuels</i> : <ul style="list-style-type: none"> • <i>solar energy</i> • <i>geothermal energy</i> • <i>wind</i> • <i>hydroelectric power</i> • <i>nuclear energy</i> • <i>biomass</i> PS.7.7.3 Conduct investigations to identify types of <i>potential energy</i> and <i>kinetic energy</i> PS.7.7.4 Investigate alternative <i>energy</i> sources PS.7.7.5 Investigate careers, scientists, and historical breakthroughs related to <i>natural resources</i> , alternative resources, <i>electricity</i> , and <i>magnetism</i>

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

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	<p>ESS.8.5.1 Identify some basic <i>elements</i> composing minerals:</p> <ul style="list-style-type: none"> • silicon • oxygen • iron • sodium • chlorine • calcium • carbon • hydrogen • aluminum <p>ESS.8.5.2 Investigate the growth of crystals</p> <p>ESS.8.5.3 Identify characteristics of minerals</p> <p>ESS.8.5.4 Conduct investigations on mineral properties:</p> <ul style="list-style-type: none"> • luster • hardness • streak • acid test for calcite • fluorescence <p>ESS.8.5.5 Identify the following minerals:</p> <ul style="list-style-type: none"> • halite (salt) • feldspar • sulfur • quartz • diamonds • gypsum • calcite • talc • hematite (iron) • precious <i>metals</i> (gold, silver) <p>ESS.8.5.6 Identify minerals found in Arkansas:</p> <ul style="list-style-type: none"> • bauxite • diamonds • quartz • galena <p>ESS.8.5.7 Identify characteristics of <i>sedimentary, igneous, and metamorphic</i> rocks</p> <p>ESS.8.5.8 Compare and contrast by investigation characteristics of the three basic types of rocks:</p> <ul style="list-style-type: none"> • <i>sedimentary</i> • <i>igneous</i> • <i>metamorphic</i> <p>ESS.8.5.9 Classify the three basic types of rocks</p>	<p>ESS.8.7.1 Describe the composition and physical characteristics of the <i>atmosphere</i></p> <p>ESS.8.7.2 Investigate the influence of global patterns on local weather:</p> <ul style="list-style-type: none"> • movement of air masses • <i>Coriolis effect</i> • <i>jet stream</i> • global wind belts <p>ESS.8.7.3 Conduct investigations demonstrating the effects of <i>solar energy</i> on the <i>atmosphere</i></p> <p>ESS.8.7.4 Investigate the effect that oceans have on <i>climate</i></p> <p>ESS.8.7.5 Identify <i>elements</i> of weather:</p> <ul style="list-style-type: none"> • <i>temperature</i> • air pressure • wind <i>speed</i> • wind direction • <i>humidity</i> <p>ESS.8.7.6 Conduct investigations using weather measurement devices:</p> <ul style="list-style-type: none"> • <i>anemometers</i> • <i>barometers</i> • <i>slings psychrometers</i> • <i>thermometers</i> • weather charts <p>ESS.8.7.7 Predict weather conditions using data on the following:</p> <ul style="list-style-type: none"> • <i>temperature</i> • air pressure: highs, lows, fronts • clouds • wind <i>speed</i> • wind direction • <i>humidity</i> <p>ESS.8.7.8 Identify the causes and effects of weather-related phenomena:</p> <ul style="list-style-type: none"> • thunderstorms • tornadoes/ hurricanes/cyclones/ typhoons • drought • <i>acid precipitation</i> <p>ESS.8.7.9 Explain tornado belt weather patterns using a map of the United States</p>

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

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 <i>climates</i> of major Earth regions ESS.8.7.12 Analyze the effect of the shape of Earth and the tilt of Earth’s <i>axis</i> on <i>climate</i> ESS.8.7.13 Identify and explain the effects that human activities have on weather and <i>atmosphere</i> ESS.8.7.14 Describe causes and effects of <i>acid precipitation</i> ESS.8.7.15 Investigate careers, scientists, and historical breakthroughs related to <i>atmosphere</i> 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 <i>water cycle</i> ESS.8.7.17 Explain the relationship between the <i>water cycle</i> and ground water ESS.8.7.18 Investigate cloud formation ESS.8.7.19 Conduct investigations demonstrating the <i>greenhouse effect</i> ESS.8.7.20 Research how human activities may contribute to <i>global warming</i> ESS.8.7.21 Explain examples of actual events that cause temporary <i>climate</i> changes: <ul style="list-style-type: none"> • volcanic dust • drought • <i>meteor</i> impact

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

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	<p>ESS.9.5.1 Explain and give examples of how physical <i>evidence</i> from <i>fossils</i> supports the <i>theory</i> that Earth has changed over time</p> <p>ESS.9.5.2 Analyze <i>fossil record evidence</i> about plants and animals that lived long ago</p> <p>ESS.9.5.3 Infer the nature of ancient <i>environments</i> based on <i>fossil record evidence</i></p>	<p>ESS.9.7.1 Analyze charts to infer past atmospheric conditions based on the <i>organisms</i> found in the <i>fossil record</i></p> <p>ESS.9.7.2 Demonstrate that Earth has a magnetic field that is detectable at the surface with a compass</p> <p>ESS.9.7.3 Compare and contrast Earth's magnetic field to those of natural or human-made magnets with</p> <ul style="list-style-type: none"> • North and South poles • lines of force <p>ESS.9.7.4 Analyze evidence of sea floor spreading:</p> <ul style="list-style-type: none"> • magnetic reversal • molten material • drilling samples <p>ESS.9.7.5 Research ways in which people have used compasses</p>

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

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
<p>Solar System: Sun, Earth, Moons, Planets, Galaxies</p>	<p>ESS.10.5.1 Compare the physical characteristics of the sun to other stars:</p> <ul style="list-style-type: none"> • size • color • brightness <p>ESS.10.5.2 Demonstrate the order of planets and other space objects in our <i>solar system</i></p> <p>ESS.10.5.3 Compare the properties of planets in our <i>solar system</i>:</p> <ul style="list-style-type: none"> • size • shape • <i>density</i> • <i>atmosphere</i> • distance from the sun • orbital path • moons • surface • composition <p>ESS 10.5.4 Distinguish between <i>mass</i> and <i>weight</i></p> <p>ESS.10.5.5 Compare the human body’s <i>mass</i> to <i>weight</i> on Earth, the moon, and other planets in our <i>solar system</i></p> <p>ESS.10.5.6 Investigate careers, scientists, and historical breakthroughs related to planets</p>	<p>ESS.10.7.1 Identify and model the causes of night and day</p> <p>ESS.10.7.2 Compare and contrast Earth’s day to those of other planets in our <i>solar system</i></p> <p>ESS.10.7.3 Identify and model the cause of <i>planetary years</i></p> <p>ESS.10.7.4 Compare and contrast Earth’s year to those of other planets in our <i>solar system</i></p> <p>ESS.10.7.5 Identify and model the causes of seasons</p> <p>ESS.10.7.6 Investigate careers, scientists, and historical breakthroughs related to rotations and revolutions of bodies in space</p>

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

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

APPENDIX F: ARKANSAS SCIENCE CURRICULUM FRAMEWORK

Suggested Science Labs – Grade 7

Strand	Suggested Laboratory or Activity
<p>Life Science</p>	<p>Dissect tissues, organs, and organ systems of a vertebrate and angiosperm Dissect poultry egg Dissect a flower</p>
<p>Physical Science</p>	<p>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</p>
<p>Earth and Space Science</p>	<p>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</p>

APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

Strand: Molecules and Cells

Content Standard 1: Students shall demonstrate an understanding of the role of chemistry in life processes.

MC.1.B.1	Describe the structure and function of the major organic molecules found in living systems: <ul style="list-style-type: none">• <i>carbohydrates</i>• <i>proteins</i>• <i>enzymes</i>• <i>lipids</i>• <i>nucleic acids</i>
MC.1.B.2	Describe the relationship between an enzyme and its substrate molecule(s)
MC.1.B.3	Investigate the properties and importance of water and its significance for life: <ul style="list-style-type: none">• surface tension• <i>adhesion</i>• <i>cohesion</i>• <i>polarity</i>• <i>pH</i>
MC.1.B.4	Explain the role of energy in chemical reactions of living systems: <ul style="list-style-type: none">• <i>activation energy</i>• <i>exergonic reactions</i>• <i>endergonic reactions</i>

APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

Strand: Molecules and Cells

Content Standard 2: Student shall demonstrate an understanding of the structure and function of cells.

MC.2.B.1	Construct a hierarchy of life from cells to <i>ecosystems</i>
MC.2.B.2	Compare and contrast <i>prokaryotes</i> and <i>eukaryotes</i>
MC.2.B.3	Describe the role of sub-cellular structures in the life of a cell: <ul style="list-style-type: none"> • <i>organelles</i> • <i>ribosomes</i> • <i>cytoskeleton</i>
MC.2.B.4	Relate the function of the <i>plasma (cell) membrane</i> to its structure
MC.2.B.5	Compare and contrast the structures of an animal cell to a plant cell
MC.2.B.6	Compare and contrast the functions of <i>autotrophs</i> and <i>heterotrophs</i>
MC.2.B.7	Compare and contrast <i>active transport</i> and <i>passive transport mechanisms</i> : <ul style="list-style-type: none"> • <i>diffusion</i> • <i>osmosis</i> • <i>endocytosis</i> • <i>exocytosis</i> • <i>phagocytosis</i> • <i>pinocytosis</i>
MC.2.B.8	Describe the main events in the <i>cell cycle</i> , including the differences in plant and animal cell division: <ul style="list-style-type: none"> • <i>interphase</i> • <i>mitosis</i> • <i>cytokinesis</i>
MC.2.B.9	List in order and describe the stages of mitosis: <ul style="list-style-type: none"> • <i>prophase</i> • <i>metaphase</i> • <i>anaphase</i> • <i>telophase</i>
MC.2.B.10	Analyze the meiotic maintenance of a constant <i>chromosome</i> number from one generation to the next
MC.2.B.11	Discuss <i>homeostasis</i> using <i>thermoregulation</i> as an example

APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

Strand: Molecules and Cells

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

MC.3.B.1	Compare and contrast the structure and function of <i>mitochondria</i> and <i>chloroplasts</i>
MC.3.B.2	Describe and model the conversion of stored energy in organic molecules into usable cellular energy (ATP): <ul style="list-style-type: none"> • <i>glycolysis</i> • <i>citric acid cycle</i> • <i>electron transport chain</i>
MC.3.B.3	Compare and contrast <i>aerobic</i> and <i>anaerobic respiration</i> : <ul style="list-style-type: none"> • <i>lactic acid fermentation</i> • <i>alcoholic fermentation</i>
MC.3.B.4	Describe and model the conversion of light energy to chemical energy by photosynthetic organisms: <ul style="list-style-type: none"> • <i>light dependent</i> reactions • <i>light independent</i> reactions
MC.3.B.5	Compare and contrast <i>cellular respiration</i> and <i>photosynthesis</i> as energy conversion pathways

Strand: Heredity and Evolution

Content Standard 4: Students shall demonstrate an understanding of *heredity*.

HE.4.B.1	Summarize the outcomes of Gregor Mendel’s experimental procedures
HE.4.B.2	Differentiate among the <i>laws</i> and <i>principles</i> of <i>inheritance</i> : <ul style="list-style-type: none"> • <i>dominance</i> • <i>segregation</i> • <i>independent assortment</i>
HE.4.B.3	Use the <i>laws</i> of probability and <i>Punnett squares</i> to predict <i>genotypic</i> and <i>phenotypic ratios</i>
HE.4.B.4	Examine different modes of inheritance: <ul style="list-style-type: none"> • <i>sex linkage</i> • <i>codominance</i> • <i>crossing over</i> • <i>incomplete dominance</i> • <i>multiple alleles</i>
HE.4.B.5	Analyze the historically significant work of prominent geneticists
HE.4.B.6	Evaluate <i>karyotypes</i> for abnormalities: <ul style="list-style-type: none"> • monosomy • trisomy

APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

Strand: Heredity and *Evolution*

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

HE.5.B.1	Model the components of a <i>DNA nucleotide</i> and an <i>RNA nucleotide</i>
HE.5.B.2	Describe the Watson-Crick <i>double helix model</i> of <i>DNA</i> , using the <i>base-pairing rule</i> (<i>adenine-thymine, cytosine-guanine</i>)
HE.5.B.3	Compare and contrast the structure and function of <i>DNA</i> and <i>RNA</i>
HE.5.B.4	Describe and model the processes of replication, <i>transcription</i> , and <i>translation</i>
HE.5.B.5	Compare and contrast the different types of <i>mutation</i> events, including <i>point mutation, frameshift mutation, deletion, and inversion</i>
HE.5.B.6	Identify effects of changes brought about by <i>mutations</i> : <ul style="list-style-type: none"> • beneficial • harmful • neutral

Strand: Heredity and *Evolution*

Content Standard 6: Students shall examine the development of the *theory of biological evolution*.

HE.6.B.1	Compare and contrast Lamarck's explanation of <i>evolution</i> with Darwin's <i>theory of evolution</i> by <i>natural selection</i>
HE.6.B.2	Recognize that <i>evolution</i> involves a change in allele frequencies in a <i>population</i> across successive generations
HE.6.B.3	Analyze the effects of <i>mutations</i> and the resulting <i>variations</i> within a <i>population</i> in terms of <i>natural selection</i>
HE.6.B.4	Illustrate <i>mass extinction</i> events using a time line
HE.6.B.5	Evaluate <i>evolution</i> in terms of evidence as found in the following: <ul style="list-style-type: none"> • fossil record • <i>DNA</i> analysis • <i>artificial selection</i> • morphology • embryology • viral <i>evolution</i> • geographic distribution of related <i>species</i> • <i>antibiotic</i> and <i>pesticide resistance</i> in various organisms
HE.6.B.6	Compare the processes of <i>relative dating</i> and <i>radioactive dating</i> to determine the age of fossils
HE.6.B.7	Interpret a <i>Cladogram</i>

APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

Strand: Classification and the Diversity of Life

Content Standard 7: Students shall demonstrate an understanding that organisms are diverse.

CDL.7.B.1	Differentiate among the different <i>domains</i> : <ul style="list-style-type: none"> • Bacteria • Archaea • Eukarya
CDL.7.B.2	Differentiate the characteristics of the six kingdoms: <ul style="list-style-type: none"> • Eubacteria • Archaea • Protista • <i>Fungi</i> • Plantae • Animalia
CDL.7.B.3	Identify the seven major taxonomic categories: <ul style="list-style-type: none"> • kingdom • phylum • class • order • family • <i>genus</i> • <i>species</i>
CDL.7.B.4	Classify and name organisms based on their similarities and differences applying <i>taxonomic nomenclature</i> using <i>dichotomous keys</i>
CDL.7.B.5	Investigate Arkansas' <i>biodiversity</i> using appropriate tools and <i>technology</i>
CDL.7.B.6	Compare and contrast the structures and characteristics of <i>viruses</i> (<i>lytic</i> and <i>lysogenic cycles</i>) with non-living and living things
CDL.7.B.7	Evaluate the medical and economic importance of <i>viruses</i>
CDL.7.B.8	Compare and contrast life cycles of familiar organisms <ul style="list-style-type: none"> • sexual reproduction • asexual reproduction • metamorphosis • <i>alternation of generations</i>
CDL.7.B.9	Classify <i>bacteria</i> according to their characteristics and adaptations
CDL.7.B.10	Evaluate the medical and economic importance of <i>bacteria</i>
CDL.7.B.11	Describe the characteristics used to classify protists: <ul style="list-style-type: none"> • plant-like • animal-like • <i>fungus</i>-like
CDL.7.B.12	Evaluate the medical and economic importance of protists
CDL.7.B.13	Compare and contrast <i>fungi</i> with other eukaryotic organisms
CDL.7.B.14	Evaluate the medical and economic importance of <i>fungi</i>
CDL.7.B.15	Differentiate between <i>vascular</i> and <i>nonvascular plants</i>
CDL.7.B.16	Differentiate among cycads, gymnosperms, and angiosperms

APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

Strand: Classification and the Diversity of Life (continued)

Content Standard 7: Students shall demonstrate an understanding that organisms are diverse.

CDL.7.B.17	Describe the structure and function of the major parts of a plant: <ul style="list-style-type: none"> • roots • stems • leaves • flowers
CDL.7.B.18	Relate the structure of plant tissue to its function <ul style="list-style-type: none"> • epidermal • ground • vascular
CDL.7.B.19	Evaluate the medical and economic importance of plants
CDL.7.B.20	Identify the symmetry of organisms: <ul style="list-style-type: none"> • radial • bilateral • asymmetrical
CDL.7.B.21	Compare and contrast the major invertebrate classes according to their nervous, respiratory, excretory, circulatory, and digestive systems
CDL.7.B.22	Compare and contrast the major vertebrate classes according to their nervous, respiratory, excretory, circulatory, digestive, reproductive and integumentary systems

Strand: Ecology and Behavioral Relationships

Content Standard 8: Students shall demonstrate an understanding of ecological and behavioral relationships among organisms.

EBR.8.B.1	Cite examples of abiotic and <i>biotic factors</i> of <i>ecosystems</i>
EBR.8.B.2	Compare and contrast the characteristics of <i>biomes</i>
EBR.8.B.3	Diagram the carbon, nitrogen, phosphate, and water cycles in an <i>ecosystem</i>
EBR.8.B.4	Analyze an <i>ecosystem's</i> energy flow through food chains, food webs, and <i>energy pyramids</i>
EBR.8.B.5	Identify and predict the factors that control <i>population</i> , including <i>predation</i> , <i>competition</i> , crowding, water, nutrients, and shelter
EBR.8.B.6	Summarize the symbiotic ways in which individuals within a <i>community</i> interact with each other: <ul style="list-style-type: none"> • <i>commensalism</i> • <i>parasitism</i> • <i>mutualism</i>
EBR.8.B.7	Compare and contrast <i>primary succession</i> with <i>secondary succession</i>
EBR.8.B.8	Identify the properties of each of the five levels of <i>ecology</i> : <ul style="list-style-type: none"> • organism • <i>population</i> • <i>community</i> • <i>ecosystem</i> • <i>biosphere</i>

APPENDIX G: ARKANSAS BIOLOGY SCIENCE CURRICULUM FRAMEWORK

Strand: *Ecology and Behavioral Relationships*

Content Standard 9: Students shall demonstrate an understanding of the ecological impact of global issues.

EBR.9.B.1	Analyze the effects of human <i>population</i> growth and <i>technology</i> on the environment/ <i>biosphere</i>
EBR.9.B.2	Evaluate long range plans concerning resource use and by-product disposal in terms of their environmental, economic, and political impact
EBR.9.B.3	Assess current world issues applying scientific themes (e.g., global changes in climate, <i>epidemics</i> , <i>pandemics</i> , ozone depletion, UV radiation, natural resources, use of <i>technology</i> , and public policy)

Suggested Biology Labs

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

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