IEP Participation Documentation
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ACT Aspire is an assessment system that measures academic achievement in English, math, reading, science, and writing. It is linked to the ACT College- and Career-Readiness Standards. It is administered to students in Grades 9-11.
<table>
<thead>
<tr>
<th>Title</th>
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<tr>
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<td>Guidelines for use of a Proctor and Scribe</td>
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<td>IEP ACT Aspire Accommodations Checklist Feb 2015</td>
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<td>IEP ACT Qualcore Accommodations Checklist</td>
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<td>IEP ACT WorkKeys Internet Version Accommodations Checklist</td>
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<td>IEP ACT WorkKeys Paper/Pencil Accommodations Checklist</td>
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<td>IEP Alabama Alternate Assessment (AAA) Accommodations Checklist</td>
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<tr>
<td>IEP Participation Form Revised Feb 2015</td>
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<td>Test ACT Plus Writing Online Accommodations Checklist</td>
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<td>Letter of Notification of Change to the IEP ACT Aspire October 2014</td>
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<td>Letter of Notification of Change to the IEP WorkKeys</td>
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<td>Requesting ALSDE Approval Form</td>
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<td>Temporary Emergency Medical Form</td>
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<tr>
<td>Test Interpreter Agreement Form</td>
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</table>
When completed by the IEP Team, this checklist becomes a part of the student’s IEP.

Name: __________________________  School: __________________  Grade: _______  Year: _______

ACT Aspire

☐ 1. Student will participate in the ACT Aspire in reading and mathematics in Grades 3-8 and 10. * LEA may choose to assess additional subjects.
☐ 2. Student will participate in the ACT Aspire in science in Grades 5, 7, or 10.
☐ 3. No accommodations are required for student to participate.
☐ 4. Accommodations are required for student to participate. (See attached ACT Aspire Accommodations Checklists.)
☐ 5. Student will participate in the Alabama Alternate Assessment in reading and mathematics in Grades 3-8 and 10.
☐ 6. Student will participate in the Alabama Alternate Assessment in science in Grades 5, 7, or 10.
☐ 7. No accommodations are required for student to participate in the Alabama Alternate Assessment.
☐ 8. Accommodations are required for student to participate in the Alabama Alternate Assessment. (See attached Alabama Alternate Assessment Accommodations Checklist.)

Justification for all decisions made above:

_________________________________________
**ACT WorkKeys**

1. Student will participate in the ACT WorkKeys assessment.
2. No accommodations are required for student to participate.
3. Accommodations are required for student to participate. (See attached ACT WorkKeys Paper/Pencil or Online Accommodations Checklist.)
4. Student will participate in the Alabama Alternate Assessment in reading and mathematics in Grade 3-8 and 10. *LEA may choose to assess additional subjects.
5. No accommodations are required for student to participate.
6. Accommodations are required for student to participate. (See attached ACT Alternate Assessment Accommodations Checklist.)
7. Student will participate in the Alabama Alternate Assessment in reading and mathematics in Grade 3-8 and 10. *LEA may choose to assess additional subjects.
8. No accommodations are required for student to participate.
9. Accommodations are required for student to participate. (See attached Alabama Alternate Assessment Accommodations Checklist.)

Institutions for all decisions made above.

**ACCESS for ELL**

1. Student will participate in ACCESS for ELL.
2. No accommodations are required for student to participate.
3. Accommodations are required for student to participate. (See attached ACCESS for ELL Accommodations Checklist.)
4. Student will participate in Alternate ACCESS for ELL.
5. No accommodations are required for student to participate in Alternate ACCESS for ELL.
6. Accommodations are required for student to participate in Alternate ACCESS for ELL. (See attached Alternate ACCESS for ELL Accommodations Checklist.)

Institutions for all decisions made above.

If the school is chosen to participate in piloting of an assessment or the National Assessment of Educational Progress (NAEP), the student will participate unless the IEP Team is recommended. Students needing special formats will participate in pilot only if special formats are available.

ACT Plus Writing

1. Student will participate in the ACT Plus Writing assessment.
2. No accommodations are required for student to participate.
3. Accommodations are required for student to participate. (See attached ACT Plus Writing Paper/Pencil or Online Accommodations Checklist.)
4. Student will participate in the Alabama Alternate Assessment.
5. No accommodations are required for student to participate in the Alabama Alternate Assessment.
6. Accommodations are required for student to participate in the Alabama Alternate Assessment. (See attached Alabama Alternate Assessment Accommodations Checklist.)

Justification for all decisions made above:
When completed by the IEP Team, this checklist becomes a part of the student’s IEP.

Name ____________________________________ School ___________________ Grade ______ Year: ________

ACT Aspire

☐ 1. Student will participate in the ACT Aspire in reading and mathematics in Grades 3-8 and 10. LEA may choose to assess additional subjects.
☐ 2. Student will participate in the ACT Aspire in science in Grades 5, 7, or 10.
☐ 3. No accommodations are required for student to participate.
☐ 4. Accommodations are required for student to participate. (See attached ACT Aspire Accommodations Checklist)
☐ 5. Student will participate in the Alternate Assessment in reading and mathematics in Grade 10.
☐ 6. No accommodations are required for student to participate in the Alternate Assessment.
☐ 7. Accommodations are required for student to participate in the Alternate Assessment. (See attached Alternate Assessment Accommodations Checklist)

Justification for all decisions made above:

ACT Quality Core End-of-Course Assessments

☐ 1. Student will participate in the Quality Core End-of-Course Assessment.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached ACT Quality Core End-of-Course Assessment Accommodations Checklist)

Justification for all decisions made above:

ACT Plan Writing

☐ 1. Student will participate in the ACT Plan Writing assessment.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached ACT Plan Writing Accommodations Checklist)
☐ 4. Student will participate in the Alternate Assessment.
☐ 5. No accommodations are required for student to participate in the Alternate Assessment.
☐ 6. Accommodations are required for student to participate in the Alternate Assessment. (See attached Alternate Assessment Accommodations Checklist)

Justification for all decisions made above:

ACCESS for ELL

☐ 1. Student will participate in ACCESS for ELL.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached ACCESS for ELL Accommodations Checklist)
☐ 4. Student will participate in Alternate ACCESS for ELL.
☐ 5. No accommodations are required for student to participate in Alternate ACCESS for ELL.
☐ 6. Accommodations are required for student to participate in Alternate ACCESS for ELL. (See attached Alternate ACCESS for ELL Accommodations Checklist)

Justification for all decisions made above:

If the school is chosen to participate in placing of an assessment on the National Assessment of Educational Progress (NAEP), the student will participate unless the IEP Team is recused. Students needing special formats will participate in print only if special formats are available.

For additional information regarding student participation in the Alternate Student Assessment Program please refer to the Alabama Student Assessment Program Policies and Procedures for Students of Special Populations Manual issued by the Alabama State Department of Education, Student Assessment Web page: http://www.alsde.edu/Assessment/AssessmentManuals/
Alabama Student Assessment Program Continued

ACT WorkKeys

- □ 1. Student will participate in the ACT WorkKeys assessment.
- □ 2. No accommodations are required for student to participate.
- □ 3. Accommodations are required for student to participate. (See attached ACT WorkKeys Paper/Pencil or Online Accommodations Checklist.)
- □ 4. Student will participate in the Alabama Alternate Assessment.
- □ 5. No accommodations are required for student to participate in the Alabama Alternate Assessment.
- □ 6. Accommodations are required for student to participate in the Alabama Alternate Assessment. (See attached Alabama Alternate Assessment Accommodations Checklist.)

Justification for all decisions made above:

______________________________
Guidance for Good Evidence
The Office of Student Assessment is responsible for the coordination, development, and implementation of the state testing program. Our goal is to improve academic achievement for all Alabama students. This goal is accomplished by providing administrators, educators, parents, and the community the tools and information about student performance in the context of college and career readiness. Contact us.

ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce.
AAA
The Alabama Alternate Assessment (AAA) is a criterion-referenced state assessment administered as an alternate to the general education state assessment. The AAA is administered to students with significant cognitive disabilities working on the Alabama Extended Standards in the areas of reading, English language arts, mathematics and science. The AAA is designed with four levels of complexity and three levels of assistance selected by the teacher based on the student's abilities to complete a task. During the school year, the teacher provides instruction on all extended standards for the subjects to be assessed according to the student's grade-level and collects pieces of evidence reflective of the student's performance. Three pieces of evidence per extended content standard are selected as the student's portfolio, and the evidence is scored using the AAA Rubric.
- Level of assistance
- Mastery of content
- Additional Resources
- Related Documents
  - Testing Policies and Procedures
  - Podcasts and Training
  - FAQs
## Additional Resources

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<tr>
<td>AAA Minimum Evidence Science Updated 2011</td>
<td>Alabama Alternate Assessment Minimum Evidence Science Grades 5-7 and 11 Updated 2011</td>
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<tr>
<td>AAA Science Minimum Evidence Checklist Rubric</td>
<td>Alabama Alternate Assessment Minimum Evidence Checklist Rubric for Science 2007</td>
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<td>AAA Scoring Rubric</td>
<td>Alabama Alternate Assessment &amp; #160;Scoring Rubric</td>
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<td>AAA System Test Coordinator Test Security Checklist</td>
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<td>Alabama Alternate Assessment Ethics in Data Collection Form</td>
<td>This form must be completed and kept on file for each test administrator for the Alabama Alternate Assessment (AAA).</td>
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<td>Alabama Alternate Assessment Flow Chart</td>
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<td>Alabama Alternate Assessment Minimum Evidence Rubric for Reading</td>
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<td>Alabama Alternate Assessment Overview</td>
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<td>Guidelines for Good Evidence on the Alabama Alternate Assessment AAA Feb 2013</td>
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<tr>
<td>Link to Engrade video for the Alabama Alternate Assessment (AAA)</td>
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<tr>
<td>The Alabama Alternate Assessment Procedures Manual</td>
<td>Step-by-step instructions on how to access and post evidence into Engrade for the Alabama Alternate Assessment.</td>
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<tr>
<td>The New Alabama Alternate Assessment AAA Highlights Fall 2014</td>
<td>Handout for the Fall 2014 AAA Workshop</td>
<td>11/21/2014</td>
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Guidance for Good Evidence on the Alabama Alternate Assessment (AAA)

1. The AAA is assessing a student's cognition; however, teachers must ensure appropriate and correct content is being taught and assessed.

2. The test administrator must provide the student's name on the evidence. The evidence should be included in the description of the student's performance in the task summary area.

3. Test administration should also indicate questions asked, problems presented, cards shown, etc., with student's responses and not simply state the student completed the test, did it, mastered it, or 100%, etc., when providing the description in the task area.

4. The test administrator should select evidence at the highest complexity level that a student can complete most independently and receives the most mastery.

5. The test administrator must collect 3 pieces of evidence for each subject required for the grade level of enrollment according to the INOW. The complexity taught and tested may vary by extended standard and by subject, but within a standard all 3 pieces of evidence collected and submitted must be at the same complexity level.

6. A student should not have evidence submitted higher than Complexity Level 1 if the student fails to complete or perform on a task/activity.

7. Accommodations are not a level of assistance.

8. Relevant strength is a positive description of how the student is performing on a given task. (ex.: Johnny eye guesses his answers because of his immobility.)

9. The test administrator must state, in the area of reading, that the student read the story, passage, words, number, sounds, etc. (read aloud, signed, etc.).

10. In the subject of reading, the student must read at Complexity Levels 3 and 4 unless the extended standard/complexity level states the story can be read aloud or presented in alternative means.

11. A story, passage, test is at least three sentences in length. Pictures cannot be used as a substitute for words or sentences in a story, passage or text used to assess at Complexity Levels 3 and 4. At Complexity Level 4 a story, passage, test may need to be more than three sentences.

12. The student may use manipulatives, but must also show work in mathematics. No pre-printed counters, touch math, or calculators can be used unless stated in the extended standard or complexity level (ex. pre-printed counters: dice or pictures of objects provided on a worksheet, exact number of pieces or pictures, etc.)

13. Technology may be used as long as it doesn't supplant the skill.

14. Hand-over-hand is not allowed on the assessment. We are assessing the student's cognition on the task.

15. The test administrator should use different stories, passages, text, books, numbers, letters, symbols, etc. on each piece of evidence. Duplication is permitted when providing evidence using coins, bills, one-digit numbers, etc. For longer passages the test administrator has the option to separate and assign a title.

16. High Frequency words are words that students use on a daily basis. The test administrator must indicate those words.

17. Test Administrators should indicate how the student "attends, participates, responds" based on the student's ability level.

18. Test administrators may need to provide certain information for a student to complete a task such as data for a graph, the author's claim, chance, etc.
1. The AAA is assessing a student’s cognition.

2. The test administrator must provide the student’s name on the evidence.

3. Test administrators should indicate questions asked, problems presented, cards shown, etc. with student’s responses.

4. The test administrator should select evidence at the highest complexity level that a student can complete most independently and receive the most mastery.
5. The test administrator must collect 3 pieces of evidence per each subject required for the grade-level of enrollment according to iNOW.

6. A student should not have evidence submitted higher than Complexity Level 1 if the student fails to complete or perform on a task/activity.

7. An accommodation is not a level of assistance.
IEP ACCOMMODATIONS CHECKLIST

Alabama Alternate Assessment

The state assessment accommodations specified below mirror instructional accommodations documented in the student’s IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: ________________________ School: ________________________ Grade: _______ Year: _______

A. Setting/Administration Accommodations. Tasks/activities will be administered

☐ 1. At the student’s home (homeschool students only)
☐ 2. With use of interpreter in mathematics for tasks/activities, teacher directives, and student responses
☐ 3. With use of interpreter in science for tasks/activities, teacher directives, and student response
☐ 4. With use of interpreter in English language arts tasks/activities, teacher directives, and student response
☐ 5. With use of interpreter in locating information tasks/activities, teacher directives, and student response
☐ 6. With use of interpreter in writing tasks/activities, teacher directives, and student response
☐ 7. With use of interpreter in reading for teacher directives and student response only.
☐ 8. With other accommodations needed due to the nature of the disability and the nature of the assessment. 

ALSDE APPROVAL ONLY.

B. Format and/or Equipment Accommodations. Tasks/activities will be administered with

☐ 1. Magnifying equipment.
☐ 2. Amplification equipment (e.g., hearing aid, auditory trainer).
☐ 3. Abacus.
☐ 4. Large-print test materials.
☐ 5. Braille.
☐ 6. Communication device/AAC.
☐ 7. With other accommodations needed due to the nature of the disability and the nature of the assessment. 

ALSDE APPROVAL ONLY.

C. Recording Accommodations. Tasks/activities will be administered with the following recording accommodation(s)

☐ 1. Student will record answers using a computer/keyboard or AAC.
☐ 2. Student’s answers will be recorded by teacher or proctor.
☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

ALSDE APPROVAL ONLY.
A. Setting/Administration Accommodations. Tasks/activities will be administered

- 1. At the student’s home (homebound students only).
- 2. With use of interpreter in mathematics for tasks/activities, teacher directives, and student responses.  
- 3. With use of interpreter in science for tasks/activities, teacher directives, and student responses. 
- 4. With use of interpreter in English language arts tasks/activities, teacher directives, and student responses. 
- 5. With use of interpreter in locating information tasks/activities, teacher directives, and student responses. 
- 6. With use of interpreter in writing tasks/activities, teacher directives, and student responses. 
- 7. With use of interpreter in reading for teacher directives and student responses only. 
- 8. With other accommodations needed due to the nature of the disability and the nature of the assessment.

ALSDE APPROVAL ONLY.

3. Abacus.
4. Large-print test materials.
5. Braille.
6. Communication device/AAC.
7. With other accommodations needed due to the nature of the disability and the nature of the assessment.

ALSDE APPROVAL ONLY.

B. Recording Accommodations. Tasks/activities will be administered with the following recording accommodation(s)

- 1. Student will record answers using a computer/keyboard or AAC. 
- 2. Student’s answers will be recorded by teacher or proctor.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

ALSDE APPROVAL ONLY.
IEP ACCOMMODATIONS CHECKLIST

Alabama Alternate Assessment

The state assessment accommodations specified below mirror instructional accommodations documented in the student’s IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: ___________________________ School: ___________________________ Grade: ________ Year: ________

A. Setting/Administration Accommodations. Tasks/activities will be administered

☐ 1. At the student’s home (homebound students only)
☐ 2. With use of interpreter in mathematics for tasks/activities, teacher directives, and student responses.
☐ 3. With use of interpreter in science for tasks/activities, teacher directives, and student responses.
☐ 4. With use of interpreter in English language arts tasks/activities, teacher directives, and student responses.
☐ 5. With use of interpreter in locating information tasks/activities, teacher directives, and student responses.
☐ 6. With use of interpreter in writing tasks/activities, teacher directives, and student responses.
☐ 7. With use of interpreter in reading for teacher directives and student responses only.
☐ 8. With other accommodations needed due to the nature of the disability and the nature of the assessment.

ALSDE APPROVAL ONLY.

B. Format and/or Equipment Accommodations. Tasks/activities will be administered with

☐ 1. Magnifying equipment.
☐ 2. Amplification equipment (e.g., hearing aid, auditory trainer).
☐ 3. Abacus.
☐ 4. Large-print test materials.
☐ 5. Braille.
☐ 6. Communication device/AAC.
☐ 7. With other accommodations needed due to the nature of the disability and the nature of the assessment.

ALSDE APPROVAL ONLY.

C. Recording Accommodations. Tasks/activities will be administered with the following recording accommodation(s)

☐ 1. Student will record answers using a computer/keyboard or AAC.
☐ 2. Student’s answers will be recorded by teacher or proctor.
☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

ALSDE APPROVAL ONLY.
IEP ACCOMMODATIONS CHECKLIST
Alabama Alternate Assessment

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student's IEP.

Name: ___________________ School: ___________________ Grade: _______ Year: _______

A. Setting/Administration Accommodations. Tasks/activities will be administered
   □ 1. At the student's home (homebound students only)

B. Format and/or Equipment Accommodations. Tasks/activities will be administered with
   □ 1. Magnifying equipment.
   □ 2. Amplification equipment (e.g., hearing aid, auditory trainer).
   □ 3. Abacus.
   □ 4. Large-print test materials.
   □ 5. Braille.
   □ 6. Communication device/AAC.
   □ 7. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   ALSDE APPROVAL ONLY.

ALSDE APPROVAL ONLY.

C. Recording Accommodations. Tasks/activities will be administered with the following recording accommodation(s)
   □ 1. Student will record answers using a computer/keyboard or AAC.
   □ 2. Student’s answers will be recorded by teacher or proctor.
   □ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   ALSDE APPROVAL ONLY.
IEP ACCOMMODATIONS CHECKLIST

The state assessment accommodations specified below mirror instructional accommodations documented in the student’s IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: ___________________________ School: ___________________________ Grade: _______ Year: _______

A. Setting/Administration Accommodations. Tasks/activities will be administered
   1. At the student’s home (homebound students only)
   2. With use of interpreter in mathematics for tasks/activities, teacher directives, and student responses
   3. With use of interpreter in science for tasks/activities, teacher directives, and student responses
   4. With use of interpreter in English language arts tasks/activities, teacher directives, and student responses
   5. With use of interpreter in locating information tasks/activities, teacher directives, and student responses
   6. With use of interpreter in writing tasks/activities, teacher directives, and student responses
   7. With use of interpreter in reading for teacher directives and student responses only
   8. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   ALSDE APPROVAL ONLY.

B. Format and/or Equipment Accommodations. Tasks/activities will be administered with
   1. Magnifying equipment
   2. Amplification equipment (e.g., hearing aid, auditory trainer)
   3. Abacus
   4. Large-print test materials
   5. Braille
   6. Communication device/AAC
   7. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   ALSDE APPROVAL ONLY.

C. Recording Accommodations. Tasks/activities will be administered with the following recording accommodation(s)
   1. Student will record answers using a computer/keyboard or AAC
   2. Student’s answers will be recorded by teacher or proctor
   3. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   ALSDE APPROVAL ONLY.
IEP ACCOMMODATIONS CHECKLIST
Alabama Alternate Assessment

The state assessment accommodations specified below mirror instructional accommodations documented in the student’s IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: ___________________________ School: ___________________________ Grade: ___________ Year: ___________

A. Setting/Administration Accommodations. Tasks/activities will be administered

☐ 1. At the student’s home (homebound students only)
☐ 2. With use of interpreter in mathematics for tasks/activities, teacher directives, and student responses
☐ 3. With use of interpreter in science for tasks/activities, teacher directives, and student responses
☐ 4. With use of interpreter in English language arts tasks/activities, teacher directives, and student responses
☐ 5. With use of interpreter in locating information tasks/activities, teacher directives, and student responses
☐ 6. With use of interpreter in writing tasks/activities, teacher directives, and student responses
☐ 7. With use of interpreter in reading for teacher directives and student responses only
☐ 8. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   ALSDE APPROVAL ONLY.

B. Format and/or Equipment Accommodations. Tasks/activities will be administered with

☐ 1. Magnifying equipment

C. Recording Accommodations. Tasks/activities will be administered with the following recording accommodation(s)

☐ 1. Student will record answers using a computer/keyboard or AAC.
☐ 2. Student’s answers will be recorded by teacher or proctor.
☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   ALSDE APPROVAL ONLY.

☐ 2. Student’s answers will be recorded by teacher or proctor
☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   ALSDE APPROVAL ONLY.
8. Relevant strength is a positive description of how the student is performing on a given task.

9. The test administrator must state, in the area of reading, that the student read the story, passage, words, numbers, sounds, etc. (read aloud, signed, etc.).

10. In the subject of reading the student must read at Complexity Levels 3 and 4 unless the extended standard/complexity level states the story can be read aloud or presented in alternative means.
11. A story, passage, text is at least three sentences in length.

12. The student may use manipulatives, but must also show work in mathematics. No pre-printed counters, touch math, or calculators can be used unless stated in the extended standard or complexity level.

13. Technology may be used as long as it doesn’t supplant the skill.
14. Hand-over-hand is not allowed on the assessment. We are assessing the student’s cognition on the task.

15. The test administrator should use different stories, passages, text, books, numbers, letters, sounds, etc. on each piece of evidence.

16. High Frequency words are words that students use on a daily basis. The test administrator must indicate those words.
17. Test Administrator should indicate how the student “attends, participates, responds” based on the student’s ability level.

18. Test administrators may need to provide certain information for a student to complete a task such as data for a graph, the author’s claim, choices, etc.
<table>
<thead>
<tr>
<th>General Education Standard 3.16</th>
<th>M. ES 3.3</th>
<th>(4) Identify time to the half hour using analog clock.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell and write time to the nearest minute, and measure time intervals in minutes. Solve word problems</td>
<td>Identify time to the half hour using digital clock.</td>
<td></td>
</tr>
<tr>
<td>(3) Identify time to the half hour using digital clock.</td>
<td>(2) Match digital clock time to the hour. Example: Match 1:00 to 1:00</td>
<td></td>
</tr>
<tr>
<td>involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. [3-MD1]</td>
<td>(1) Identify a digital clock. Example: Eye gaze or touch a digital clock when shown a digital clock and something else</td>
<td></td>
</tr>
<tr>
<td>Extended Standard</td>
<td>Complexity Level</td>
<td>At a Minimum Does the Evidence Show:</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>M. ES 3.3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify time to</td>
<td>4 - Identify</td>
<td>□ Student identified time to the</td>
</tr>
<tr>
<td>the half hour</td>
<td>the half hour</td>
<td>half hour using analog clock</td>
</tr>
<tr>
<td>using digital</td>
<td>using digital</td>
<td>□ At least five times per piece</td>
</tr>
<tr>
<td>clock.</td>
<td>clock.</td>
<td>of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ An analog clock was used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>3 - Identify</td>
<td>□ Student identified time to the</td>
</tr>
<tr>
<td></td>
<td>the half hour</td>
<td>half hour</td>
</tr>
<tr>
<td></td>
<td>using digital</td>
<td>□ At least five times per piece</td>
</tr>
<tr>
<td></td>
<td>clock.</td>
<td>of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ A digital clock was used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>2 - Match</td>
<td>□ Student matched digital clock</td>
</tr>
<tr>
<td></td>
<td>digital clock</td>
<td>times to the hour</td>
</tr>
<tr>
<td></td>
<td>time to the</td>
<td>□ At least four times per piece</td>
</tr>
<tr>
<td></td>
<td>the hour.</td>
<td>of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ A digital clock was used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>1 - Identify a</td>
<td>□ Student identified a digital clock</td>
</tr>
<tr>
<td></td>
<td>digital clock.</td>
<td>from an object/pictorial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>representation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Teacher defines ”identify” (per</td>
</tr>
<tr>
<td></td>
<td></td>
<td>student ability)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Different object per piece of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
</tbody>
</table>
Task Summary
I gave Ashanti a sheet of paper with 4 analog clock faces set at different times. I then gave her 6 slips of paper with digital times on them. I told her to match the digital times to the correct clock faces. She did so for 100%. 
<table>
<thead>
<tr>
<th>2 - Match digital clock time to the hour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Student matched digital clock times to the hour</td>
</tr>
<tr>
<td>□ At least four times per piece of evidence</td>
</tr>
<tr>
<td>□ A digital clock was used</td>
</tr>
<tr>
<td>□ Three pieces of evidence</td>
</tr>
</tbody>
</table>

Student did not match digital clock time to the hour; instead she matched digital to analog.
2. Match digital clock time to the hour.

- Student matched digital clock times to the hour.
- At least four times per piece of evidence.
- A digital clock was used.
- Three pieces of evidence.

Student did not match digital clock time to the hour; instead, she matched digital to analog.
Math 3.3.2

ASHANTI’S EVIDENCE B

Written Performance Summary

I showed Ashanti a clock set to 10:00 and she gave me the card with 10:00 on it.

I showed Ashanti a clock set to 10:30 and she gave me the card with 10:30 on it.

I showed Ashanti a clock set to 12:00 and she gave me the card with 12:00 on it.

We used a digital clock.
Will need to add two more examples of matching digital clock times to the hour to make one complete piece of evidence.

- Match digital clock time to the hour.
  - Student matched digital clock times to the hour
  - At least four times per piece of evidence
  - A digital clock was used
  - Three pieces of evidence

Math 3.3.2

ASHANTI’S EVIDENCE B

Written Performance Summary

I showed Ashanti a clock set to 10:00 and she gave me the card with 10:00 on it.
I showed Ashanti a clock set to 10:30 and she gave me the card with 10:30 on it.
I showed Ashanti a clock set to 12:00 and she gave me the card with 12:00 on it.
We used a digital clock.
Will need to add two more examples of matching digital clock times to the hour to make one complete piece of evidence.
Math 3.3.2

ASHANTI’S EVIDENCE C

Written Performance Summary

Teacher set digital clock to 1:00 and presented flash cards with 1:00, 12:00, 2:00. Ashanti pointed to the 1:00 card.

Teacher set digital clock to 2:00 and presented flash cards with 1:00, 12:00, 2:00. Ashanti pointed to the 2:00 card.

Teacher set digital clock to 12:00 and presented flash cards with 1:00, 12:00, 2:00. Ashanti pointed to the 12:00 card.

Throughout the activity I had to prompt Ashanti to stay on task.
Will need to add one more example of matching digital clock times to the hour to make one complete piece of evidence.
2 - Match digital clock time to the hour.

- Student matched digital clock times to the hour
- At least four times per piece of evidence
- A digital clock was used
- Three pieces of evidence

Will need to add one more example of matching digital clock times to the hour to make one complete piece of evidence.

Math 3.3.2

ASHANTI’S EVIDENCE C

Written Performance Summary

Teacher set digital clock to 1:00 and presented flash cards with 1:00, 12:00, 2:00. Ashanti pointed to the 1:00 card.

Teacher set digital clock to 2:00 and presented flash cards with 1:00, 12:00, 2:00. Ashanti pointed to the 1:00 card.

Teacher set digital clock to 1:00 and presented flash cards with 1:00, 12:00, 2:00. Ashanti pointed to the 12:00 card.

Throughout the activity I had to prompt Ashanti to stay on task.
<table>
<thead>
<tr>
<th>General Education Standard 3.25</th>
<th>M. ES 3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. [3-G2] Example: Partition a shape into 4 parts with equal area, and describe the area of each part as of the area of the shape. 14</td>
<td>Identify half and whole.</td>
</tr>
<tr>
<td></td>
<td>(4) Divide an object in half.</td>
</tr>
<tr>
<td></td>
<td>(3) Identify half and whole.</td>
</tr>
<tr>
<td></td>
<td>(2) Match whole objects and half objects. Examples: Match a whole apple to a whole apple: Match a half of pizza to a half of pizza</td>
</tr>
<tr>
<td></td>
<td>(1) Participate in matching whole objects and half objects.</td>
</tr>
<tr>
<td>Extended Standard</td>
<td>Complexity Level</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| M. ES 3.4         | 4 - Divide an object in half. | □ Student divided an object in half  
                  |                  | □ At least five different objects per piece of evidence  
                  |                  | □ Three pieces of evidence |
|                   | 3 - Identify half and whole. | □ Student identified half and whole objects  
                  |                  | □ At least two different identifications of a half per piece of evidence  
                  |                  | □ At least two different identifications of a whole per piece of evidence  
                  |                  | □ Three pieces of evidence |
|                   | 2 - Match whole objects and half objects. | □ Student matched whole and half objects  
                  |                  | □ At least two different whole objects per piece of evidence  
                  |                  | □ At least two different half objects per piece of evidence  
                  |                  | □ Three pieces of evidence |
|                   | 1 - Participate in matching whole objects and half objects. | □ Student participated in matching a whole object and half object  
                  |                  | □ Teacher defines “participate” (per student ability)  
                  |                  | □ One different object/pictorial representation per piece of evidence  
                  |                  | □ Three pieces of evidence |
Task Summary
I gave Mable a picture of a pie and told her to divide it into half. She cut the “pie” in half and glued the 2 halves onto a sheet of paper. She scored 100%.
Will need to add four more examples of dividing objects in half to make one complete piece of evidence.
Will need to add four more examples of dividing objects in half to make one complete piece of evidence.
Task Summary
I reminded Mable about the concepts of “whole” and “half”. Then I gave her 2 red dots to cut in halves. I also gave her a yellow square to cut in half. She cut all 3 objects in half and glued them onto a sheet of paper.
Will need to add two more examples of dividing objects in half to make one complete piece of evidence.
<table>
<thead>
<tr>
<th>4 - Divide an object in half.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student divided an object in half</td>
</tr>
<tr>
<td>At least five different objects to support evidence</td>
</tr>
<tr>
<td>Three pieces of evidence</td>
</tr>
</tbody>
</table>

Will need to add two more examples of dividing objects in half to make one complete piece of evidence.
I gave Mable a large cookie and told her to divide the cookie into halves. I gave her a blunt knife and she used it to cut the cookie in half. She said, “All done.” Then she ate half of the cookie and handed the other half to me.
Will need to add four more examples of dividing objects in half to make one complete piece of evidence.
Will need to add four more examples of dividing objects in half to make one complete piece of evidence.
<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Extended Standard</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Standard 4.9</td>
<td><strong>M. ES 4.1</strong> Add a one-digit number to a two digit number <strong>without</strong> regrouping. Example:</td>
<td>(4) Add a one-digit number to a two digit number with regrouping. Example:</td>
</tr>
<tr>
<td></td>
<td>12 +4</td>
<td>Add 15 +6</td>
</tr>
<tr>
<td>Fluently add and subtract multi-digit whole numbers using the standard algorithm. [4-NBT4]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Also aligns to General Education Standards:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 [4-OA5]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.21 [4-MD3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.25 [4-MD7]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) Participate in matching two-digit numbers.

(2) Match two-digit numbers. Example: Match 21 to 21 and 33 to 33

(3) Add a one-digit number to a two digit number **without** regrouping. Example: Add 12 +4

(4) Add a one-digit number to a two digit number with regrouping. Example: Add 15 +6
<table>
<thead>
<tr>
<th>Extended Standard</th>
<th>Complexity Level</th>
<th>At a Minimum Does the Evidence Show:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. ES 4.1</td>
<td>4 - Add a one-digit number to a two digit number with regrouping.</td>
<td>□ Student added a one-digit number to a two-digit number with regrouping  &lt;br&gt; □ Student did not use a calculator, touch math, or preprinted counters  &lt;br&gt; □ Student written work with “carrying” shown  &lt;br&gt; □ At least eight different problems per piece of evidence  &lt;br&gt; □ Three pieces of evidence</td>
</tr>
<tr>
<td>Add a one-digit number to a two digit number without regrouping.</td>
<td>3 - Add a one-digit number to a two digit number without regrouping.</td>
<td>□ Student added a one-digit number to a two-digit number without regrouping  &lt;br&gt; □ Student did not use a calculator, touch math, or preprinted counters  &lt;br&gt; □ At least six different problems per piece of evidence  &lt;br&gt; □ Three pieces of evidence</td>
</tr>
<tr>
<td>Example:</td>
<td>12 + 4</td>
<td>2 - Match two-digit numbers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 - Participate in matching two-digit numbers.</td>
</tr>
</tbody>
</table>
Math 4.1.1

AUGIE EVIDENCE A

Written Performance Summary

Augie and the teacher sat at the work table. Teacher placed a #8 tile and a pencil on the table in front of the student. Teacher asked the student to look at the #8.

Augie eye-gazed on the #8 for approximately 4 seconds.

Augie completed this activity with 100% accuracy.
Activity was not matching two-digit numbers, only looking at a single digit number.
1 - Participate in matching two-digit numbers.

- Student participated in matching two-digit numbers
- Teacher defines “participate” (per student ability)
- One different two-digit number(s) per piece of evidence
- Three pieces of evidence

Math 4.1.1

AUGIE EVIDENCE A

Written Performance Summary

Augie and the teacher sat at the work table. Teacher placed a #8 tile and a pencil on the table in front of the student. Teacher asked the student to look at the #8. Augie eye-gazed on the #8 for approximately 4 seconds. Augie completed the activity with 100% accuracy.

Activity was not matching two-digit numbers, only looking at a single digit number.
Task Summary
Augie was seated by another student, Jo. Jo had a worksheet wherein she was matching two digit numbers. Jo would draw a line from one column to the other and Augie would watch and clap when each line was complete. Augie participated in this matching activity with 100% mastery.
1. Participate in matching two-digit numbers.

- Student participated in matching two-digit numbers
- Teacher defines "participate" (per student ability)
- One different two-digit number(s) per piece of evidence
- Three pieces of evidence

Match the numbers:
- 21
- 34
- 75
- 68
- 19
- 75
- 34
- watch
- work
This counts as one of the three pieces of evidence required.
Math 4.1.1

AUGIE’S EVIDENCE C

Written Performance Summary

Augie and the teacher sat at the work table. Teacher explained they were going to match numbers made out of playdough and they needed to make some more numbers.

After the teacher explained how to make a #1, Augie rolled out a long cylinder of blue play dough. Then he made another and the teacher helped him bend it into a number 2. Then the teacher and another student looked for a match in the three other numbers already made. The other student found the match and then Augie got to squish the numbers back into a ball.

Augie completed this participation activity with 100% accuracy.
Activity was not matching two-digit numbers, only matching single digit numbers.
Activity was not matching two-digit numbers, only matching single digit numbers
<table>
<thead>
<tr>
<th>General Education Standard 5.8</th>
<th>M. ES 5.2</th>
<th>(4) Recall multiplication facts for 1’s and 2’s.</th>
</tr>
</thead>
</table>
| Fluently multiply multi-digit whole numbers using the standard algorithm. [5-NBT5] | **Replicate groups of objects when given a multiplication fact.**  
Example: Place two objects 4 times to demonstrate 2x4. | 
| Also aligns to General Education Standards: 5.4 [5-NBT1]  
5.5 [5-NBT2]  
5.14 [5-NF4]  
5.16 [5-NF6]  
5.22 [5-MD5] | (3) Replicate (repeat or duplicate) groups of objects when given a multiplication fact.  
Example: Place two objects 4 times to demonstrate 2x4. | 
| (2) Imitate replicating (repeating or duplicating) groups of objects to demonstrate multiplication.  
Example: Create four groups of two objects after teacher creates four groups of two objects to demonstrate 2x4. | 
<p>| (1) Participate in replicating (repeating or duplicating) groups of objects to demonstrate multiplication. |</p>
<table>
<thead>
<tr>
<th>Extended Standard</th>
<th>Complexity Level</th>
<th>At a Minimum Does the Evidence Show:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. ES 5.2</td>
<td>4 - Recall</td>
<td>□ Student recalled multiplication</td>
</tr>
<tr>
<td></td>
<td>multiplication facts for 1’s and 2’s.</td>
<td>facts for 1’s and 2’s.</td>
</tr>
<tr>
<td></td>
<td>□ Student recalled facts orally, written, or signed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ At least all facts for 1’s and 2’s up to “x12” per piece of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Student did not use a calculator, touch math, or preprinted counters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Three pieces of evidence</td>
<td></td>
</tr>
<tr>
<td>Example: Place two objects 4 times to demonstrate 2x4.</td>
<td>3 - Replicate (repeat or duplicate) groups of objects when given a multiplication fact.</td>
<td>□ Student used a group of objects to replicate a multiplication fact</td>
</tr>
<tr>
<td></td>
<td>□ At least four different facts per piece of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Student did not use a calculator, touch math, or preprinted counters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Three pieces of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 - Imitate replicating (repeating or duplicating) groups of objects to demonstrate multiplication.</td>
<td>□ Student used a group of objects to recreate a multiplication fact presented by the teacher using objects</td>
</tr>
<tr>
<td></td>
<td>□ At least two different replications per piece of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Three pieces of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - Participate in replicating (repeating or duplicating) groups of objects to demonstrate multiplication.</td>
<td>□ Student participated in activity of replicating objects to represent multiplication facts</td>
</tr>
<tr>
<td></td>
<td>□ Teacher defines “participate” (per student ability”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ One different activity per piece of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Three pieces of evidence</td>
<td></td>
</tr>
</tbody>
</table>
Math 5.2.3

CHRISTINE’S EVIDENCE A

Written Performance Summary

Teacher gave Christine a card with 2x3 on it and asked her to show the math problem using pennies.

Christine grouped two pennies in two different groups.

Christine did not correctly replicate a multiplication fact.
### 3 - Replicate (repeat or duplicate) groups of objects when given a multiplication fact.

- [ ] Student used a group of objects to replicate a multiplication fact
- [ ] At least four different facts per piece of evidence
- [ ] Student did not use a calculator, touch math, or preprinted counters
- [ ] Three pieces of evidence

### Math 5.2.3

#### CHRISTINE’S EVIDENCE A

**Written Performance Summary**

Teacher gave Christine a card with 2x3 on it and asked her to show the math problem using pennies.

Christine grouped two pennies in two different groups.

Christine did not correctly replicate a multiplication fact.
<table>
<thead>
<tr>
<th>Math 5.2.3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHRISTINE’S EVIDENCE A</td>
<td>Written Performance Summary</td>
</tr>
</tbody>
</table>

**Teacher gave Christine a card with a problem on it and asked her to show the math problem using pennies.**

Christine grouped two pennies in two different groups.

Christine did not correctly replicate a multiplication fact.

---

| Student did not correctly replicate (repeat or duplicate) groups of objects when given a multiplication fact

- Student used a group of objects to replicate a multiplication fact
- At least four different facts or types of evidence
- Student did not use a calculator, teach math, or preprinted counters
- Three pieces of evidence
Math 5.2.3

CHRISTINE’S EVIDENCE B

Written Performance Summary

Teacher gave Christine a card with 4x4 on it and asked her to show the math problem using pennies.

Christine grouped four pennies in four different groups. This was correct.

Christine replicated groups of objects when given a multiplication fact with 100% accuracy.
**Math 5.2**

**CHRISTINE’S EVIDENCE B**

**Written Performance Summary**

Teacher gave Christine a card with $4 \times 4$ on it and asked her to show the math problem using pennies.

Christine grouped four pennies in four different groups. This was correct.

Christine replicated groups of objects when given a multiplication fact with 100% accuracy.

<table>
<thead>
<tr>
<th>3 - Replicate (repeat or duplicate) groups of objects when given a multiplication fact.</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Student used a group of objects to replicate a multiplication fact</td>
</tr>
<tr>
<td>☐ At least four different facts per piece of evidence</td>
</tr>
<tr>
<td>✔ Student did not use a calculator, touch math, or preprinted counters</td>
</tr>
<tr>
<td>☐ Three pieces of evidence</td>
</tr>
</tbody>
</table>

Will need to add three more facts to make one complete piece of evidence.
Will need to add three more facts to make one complete piece of evidence.
Math 5.2.3

CHRISTINE’S EVIDENCE C

Written Performance Summary

The student was given a worksheet with three multiplication problems.

Directions given to student: Christine, draw circles to show multiplication facts below.

2x3
4x2
4x1

Christine drew circles to show the multiplication facts below each problem:

2x3 (Three groups of two circles)
4x2 (Two groups of four circles)
4x1 (One group of four circles)

The student replicated groups of objects when given a multiplication fact with 100% accuracy.
Will need to add one more fact to make one complete piece of evidence.
Will need to add one more fact to make one complete piece of evidence.
<table>
<thead>
<tr>
<th>General Education Standard 6.24</th>
<th>M. ES 6.5</th>
<th>(4) Identify cubes, cylinders, spheres, and pyramids. Example: Identify a picture or model of cubes, cylinders, spheres, and pyramids.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represent three-dimensional</td>
<td><strong>Identify cubes and pyramids.</strong></td>
<td></td>
</tr>
<tr>
<td>figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. ([6-G4])</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Also aligns to General Education Standards: (6.21 \ [6-G1]) (6.22 \ [6-G2]) (6.23 \ [6-G3])</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Participate in matching cubes, cylinders, spheres, and pyramids.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Match cubes, cylinders, spheres, and pyramids. Example: Match a pyramid to a pyramid; Match a cube to a cube.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Identify cubes and pyramids.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Standard</td>
<td>Complexity Level</td>
<td>At a Minimum Does the Evidence Show:</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>M. ES 6.5</td>
<td></td>
<td>□ Student identified one each: cube, cylinder, sphere, and pyramid per piece of evidence</td>
</tr>
<tr>
<td>Identify cubes and pyramids.</td>
<td></td>
<td>□ Different cubes, cylinders, spheres, and pyramids per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Student answered orally, written, or signed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td>3 - Identify cubes and pyramids.</td>
<td></td>
<td>□ Student identified different cubes and pyramids</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ At least two of each per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Student answered orally, written, or signed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td>2 - Match cubes, cylinders, spheres, and pyramids.</td>
<td></td>
<td>□ Student matched one of each: cubes, cylinders, spheres, pyramids per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Different cubes, cylinders, spheres, and pyramids per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td>1 - Participate in matching cubes, cylinders, spheres, and pyramids.</td>
<td></td>
<td>□ Student participated in an activity matching cubes, cylinders, spheres, and pyramids</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ One different participation per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Teacher defines “participation” (per student ability)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
</tbody>
</table>
Task Summary
Jeremiah independently identified cubes, cylinders, spheres and pyramids on a worksheet.

He achieved 100% mastery.
4 - Identify cubes, cylinders, spheres, and pyramids.

- Student identified one each: cube, cylinder, sphere, and pyramid per piece of evidence.
- Different cubes, cylinders, spheres, and pyramids per piece of evidence.
- Student answered orally, written, or signed.
- Three pieces of evidence.
This counts as one of the three pieces of evidence required.
Task Summary
Jeremiah independently identified shapes that are three dimensional on his worksheet.

He only missed one.
Will need to add an example of cylinder and sphere to make one complete piece of evidence.
Will need to add an example of cylinder and sphere to make one complete piece of evidence.
Task Summary
Jeremiah independently identified cubes, cylinders, spheres and pyramids on a work sample.

Jeremiah was given a work sample with four different areas labeled by the shape names. He was then given a sheet of shapes that included 4 of each correct 3D shapes and 4 additional shapes (2 2D shapes and 2 3D shapes not assessed in this standard/complexity.

Jeremiah cut and pasted 13 out of 16 correctly for 81% mastery.
<table>
<thead>
<tr>
<th>4 - Identify cubes, cylinders, spheres, and pyramids.</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Student identified one each: cube, cylinder, sphere, and pyramid per piece of evidence</td>
</tr>
<tr>
<td>✔ Different cubes, cylinders, spheres, and pyramids per piece of evidence</td>
</tr>
<tr>
<td>✔ Student answered orally, written, or signed</td>
</tr>
<tr>
<td>☐ Three pieces of evidence</td>
</tr>
</tbody>
</table>
This counts as one of the three pieces of evidence required.
<table>
<thead>
<tr>
<th>General Education Standard 7.6</th>
<th>M. ES 7.2</th>
<th>(4) Solve simple multiplication or division word problems (using a calculator if necessary). Example: Solve <strong>There are 8 apples in the box. The apples will be evenly split between Sally and Kendra. How many apples will each girl get?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions). [7-NS3]</td>
<td>Solve simple addition or subtraction word problems (using a calculator if necessary). Example: Solve <strong>There are 3 cups on the table. Joan puts 2 more cups on the table. How many cups are on the table?</strong></td>
<td></td>
</tr>
<tr>
<td>Also aligns to General Education Standards: 7.4 [7-NS1] 7.9 [7-EE3] 7.16 [7-G6]</td>
<td></td>
<td>(2) Solve picture problems with pre-printed counters, recording the answer on paper, orally, or with number cards. Example: Solve ****: Solve ****: Solve ****:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1) Identify an object used in a word problem. Example: <strong>Eye gaze or touch the pencils when shown pencils and something else</strong></td>
</tr>
<tr>
<td>Extended Standard</td>
<td>Complexity Level</td>
<td>At a Minimum Does the Evidence Show:</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>M. ES 7.2 Solve simple addition</td>
<td>4 - Solve simple multiplication or division word problems (using a calculator if</td>
<td>□ Student is given a simple word problem to read or one is read</td>
</tr>
<tr>
<td>or subtraction word problems</td>
<td>necessary).</td>
<td>□ Student solved simple multiplication or division for each word problem</td>
</tr>
<tr>
<td>(using a calculator if necessary)</td>
<td></td>
<td>□ At least five different word problems per piece of evidence</td>
</tr>
<tr>
<td>Example:</td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td>Solve</td>
<td>3 - Solve addition or subtraction word problems (using a calculator if necessary).</td>
<td>□ Student is given a simple word problem to read or one is read</td>
</tr>
<tr>
<td>There are 3 cups on the table.</td>
<td></td>
<td>□ Student solved simple addition or subtraction problems for each word problem</td>
</tr>
<tr>
<td>Joan puts 2 more cups on the</td>
<td></td>
<td>□ At least four different word problems per piece of evidence</td>
</tr>
<tr>
<td>table. How many cups are on the</td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td>table?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve</td>
<td>2 - Solve picture problems with preprinted counters, recording the answer on</td>
<td>□ Student solved picture problems</td>
</tr>
<tr>
<td>There are 3 cups on the table.</td>
<td>paper, orally, or with number cards.</td>
<td>□ Student answered orally, written, or signed</td>
</tr>
<tr>
<td>Joan puts 2 more cups on the</td>
<td></td>
<td>□ At least four different picture problems per piece of evidence</td>
</tr>
<tr>
<td>table. How many cups are on the</td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td>table?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve</td>
<td>1 - Identify an object used in a word problem.</td>
<td>□ Student identified object used in a word problem</td>
</tr>
<tr>
<td>There are 3 cups on the table.</td>
<td></td>
<td>□ Teacher defines “identify” (per student ability)</td>
</tr>
<tr>
<td>Joan puts 2 more cups on the</td>
<td></td>
<td>□ At least two different objects to identify the one used in a word problem</td>
</tr>
<tr>
<td>table. How many cups are on the</td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td>table?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task Summary
Criteria for success: Given 6 simple word problems, Sheilene will correctly solve 5 out of 6 simple word problems involving 2-digit numbers. Teacher gave the directive to solve the word problems.
Sheilene independently completed the worksheet in 10 minutes at one sitting. Sheilene correctly solved 6 out of 6 simple word problems involving 2-digit numbers with a calculator. 100% mastery.
Subtraction Word Problems

Problem:

There were 92 students in a school. 37 of them are in the first grade. How many students are in the second grade?

Answer: 55 students

Another Word Problem:

A pizza had 72 slices of pepperoni on it. 42 slices were eaten. How many slices of pepperoni are left?

Answer: 30 slices

Student is given a simple word problem to read or is read aloud. Three pieces of evidence:

1. At least four different word problems per piece of evidence

2. The student solves the problem

3. The student solves the problem correctly

Total:

Name:

Date:

2/20/2021

Mathematics Assessment
This counts as one of the three pieces of evidence required.
Task Summary
Criteria for success: Given 5 simple word problems, Sheilene will correctly solve 4 out of 5 simple word problems involving 2-digit numbers. Teacher gave the directive to solve the word problems. Sheilene independently completed the worksheet in 15 minutes at one sitting. Sheilene correctly solved 5 out of simple word problems involving 2-digit numbers with a calculator. 100% mastery.
There are 49 bananas in a box. Gregory takes 13 bananas. How many are left?

Ruby has 83 apples. Emily takes 55 away. How many apples will Ruby have?

Brian has 76 cards. Wayne takes 59 away. How many cards will Brian have?

Billy has 62 crayons. 52 are eaten by a hippopotamus. How many crayons will Billy have?

Pamela starts with 30 bottle caps. Jean takes 26 away. How many bottle caps does Pamela end with?

- Student is given a simple word problem to read or one is read
- Student solved simple addition or subtraction problems for each word problem
- At least four different word problems per piece of evidence
- Three pieces of evidence
This counts as one of the three pieces of evidence required.
Task Summary
Criteria for success: Given 5 simple word problems, Sheilene will correctly solve 4 out of 5 simple word problems involving 2-digit numbers. Teacher gave the directive to solve the word problems. Sheilene independently completed the worksheet in 15 minutes at one sitting. Sheilene correctly solved 5 out of 5 simple word problems involving 2-digit numbers with a calculator. 100% mastery.
Name: ________________________________ 01/21/13

1. Norma has 88 cards. She loses 70. How many cards will Norma have?

   88 - 70 = 18

2. Earl has 92 stickers. Thomas takes 51 away. How many stickers will Earl have?

   92 - 51 = 41

3. Anna weighs 93 pounds. Joan weighs 82 pounds. How much heavier is Anna than Joan?

   93 - 82 = 11

4. There are 49 bananas in a box. Jose takes 13 bananas. How many are left?

   49 - 13 = 36

5. Jesse starts with 78 pencils. He gives 44 to Joshua. How many pencils does Jesse end with?

   78 - 44 = 34

Student is given a simple word problem to read or one is read.
Student solved simple addition or subtraction problems for each word problem.
At least four different word problems per piece of evidence.
Three pieces of evidence.
This counts as one of the three pieces of evidence required.
<table>
<thead>
<tr>
<th>General Education Standard 8.16</th>
<th>M. ES 8.4</th>
<th>(4)</th>
<th>Identify parallel lines, perpendicular lines, and right angles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify experimentally the properties of rotations, reflections, and translations: [8-G1a] Lines are taken to lines, and line segments are taken to line segments of the same length. [8-G1b] b. Angles are taken to angles of the same measure. [8-G1c] c. Parallel lines are taken to parallel lines. [8-G1c]</td>
<td>Identify parallel lines and perpendicular lines. Examples: Point to the parallel lines when the teacher says which lines run side by side; Point to the perpendicular lines when the teacher says which lines intersect each other</td>
<td>(3)</td>
<td>Identify parallel lines and perpendicular lines. Examples: Point to the parallel lines when the teacher says which lines run side by side; Point to the perpendicular lines when the teacher says which lines intersect each other</td>
</tr>
<tr>
<td>Also aligns to General Education Standards: 8.13 [8-F3] 8.26 [8-SP2]</td>
<td>Match parallel lines, perpendicular lines, and right angles. Example: Match railroad track to railroad track</td>
<td>(2)</td>
<td>Match parallel lines, perpendicular lines, and right angles. Example: Match railroad track to railroad track</td>
</tr>
<tr>
<td></td>
<td>Identify a straight line. Example: Eye gaze or touch the picture or tactile representation of a straight line</td>
<td>(1)</td>
<td>Identify a straight line. Example: Eye gaze or touch the picture or tactile representation of a straight line</td>
</tr>
<tr>
<td>Extended Standard</td>
<td>Complexity Level</td>
<td>At a Minimum Does the Evidence Show:</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>M. ES 8.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify parallel lines and perpendicular lines.</td>
<td>4 - Identify parallel lines, perpendicular lines, and right angles.</td>
<td>□ Student identified parallel lines, perpendicular lines, and right angles &lt;br&gt; □ At least two identification of parallel lines, perpendicular lines, and right angles per piece of evidence &lt;br&gt; □ Student answered orally, written, or signed &lt;br&gt; □ Three pieces of evidence</td>
<td></td>
</tr>
<tr>
<td>Examples: Point to the parallel lines when the teacher says which lines run side by side; Point to the perpendicular lines when the teacher says which lines intersect each other</td>
<td>3 - Identify parallel lines and perpendicular lines.</td>
<td>□ Student identified parallel lines and perpendicular lines &lt;br&gt; □ At least two identifications of parallel lines and perpendicular lines per piece of evidence &lt;br&gt; □ Student answered orally, written, or signed &lt;br&gt; □ Three pieces of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 - Match parallel lines, perpendicular lines, and right angles.</td>
<td>□ Student matched parallel lines, perpendicular lines, and right angles &lt;br&gt; □ At least two matches of parallel lines, perpendicular lines, and right angles per piece of evidence &lt;br&gt; □ Three pieces of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - Identify a straight line.</td>
<td>□ Student identified a straight line from an object or pictorial representation &lt;br&gt; □ Teacher defines “identify” (per student ability) &lt;br&gt; □ One different object or pictorial representation per piece of evidence &lt;br&gt; □ Three pieces of evidence</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Match perpendicular lines to perpendicular lines.

Match parallel lines to parallel lines.

Match right angles to right angles.

Worksheet has sets of lines and an angle on each side. Theo has drawn lines to match the correct sets of lines and an angle.
Will need to add one more match of perpendicular lines and one more match of right angles to make one complete piece of evidence.
Will need to add one more match of perpendicular lines and one more match of right angle to make one complete piece of evidence.
Directions: Match parallel lines and perpendicular lines by gluing lines to the dotted lines.

Taylor has glued yarn to match the lines.
Student did not match lines and angles – only glued yarn onto lines on a worksheet.
Student did not match lines and angles – only glued yarn onto lines on a worksheet.
<table>
<thead>
<tr>
<th>General Education Standard</th>
<th>M. ES 10.4</th>
<th>(4) Create two equal numerical expressions. Example: 3+3 and 4+2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I. 12</td>
<td></td>
<td>(3) Determine if two numerical expressions are equal or not equal. Example: Identify if 4+2 and 3+1 are equal or not equal</td>
</tr>
<tr>
<td>Create equations and inequalities in one variable, and use them to solve problems. <em>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</em> [A-CED1]</td>
<td></td>
<td>(2) Identify if two groups of objects less than ten are equal or not equal. Example: Identify if a group of 3 envelopes and a group of 3 envelopes is equal or not equal</td>
</tr>
<tr>
<td>Also aligns to General Education Standard: Algebraic Connections 1</td>
<td></td>
<td>(1) Participate in identifying if two groups of objects less than ten are equal or not equal</td>
</tr>
</tbody>
</table>

*Note: The table is a partial representation of the document content.*
<table>
<thead>
<tr>
<th>Extended Standard</th>
<th>Complexity Level</th>
<th>At a Minimum Does the Evidence Show:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. ES 10.4 Determine if two numerical expressions are equal or not equal.</td>
<td>4 - Create two equal numerical expressions.</td>
<td>□ Student created the set of equal numerical expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ At least five different sets per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>3 - Determine if two numerical expressions are equal or not equal.</td>
<td>□ Student identified if numerical expressions were equal or not equal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ At least four different expressions per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>2 - Identify if two groups of objects less than ten are equal or not equal.</td>
<td>□ Student identified if two groups of objects are equal or not equal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Groups are less than ten items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ At least two different identifications per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>1 - Participate in identifying if two groups of objects less than ten are equal or not equal</td>
<td>□ Student participated in activity of identifying objects as equal or not equal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Teacher defines “participate” (per student ability)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Different activity per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
</tbody>
</table>
Math 10.4.1

MARY-MARTHA’S EVIDENCE A

Written Performance Summary

Teacher and Mary-Martha are seated at the table. In front of them are six red straws.
Teacher makes one group of four and asks M-M to help put the others away from the first.
The teacher counts them and says there are two in that group.
Teacher identifies the groups are not equal and M-M nods her head.

She participated in identifying if two groups are equal or not with 100% accuracy.
Math 10.4.1

MARY-MARTHA’S EVIDENCE A

Written Performance Summary

Teacher and Mary-Martha are seated at the table. In front of them are six red straws.

Teacher makes one group of four and asks M-M to help put the others away from the first.

The teacher counts them and says there are two in that group.

Teacher identifies the groups are not equal and M-M nods her head.

She participated in identifying if two groups are equal or not with 100% accuracy.
Mary-Martha's Evidence A

Written Performance Summary

Teacher and Mary-Martha are seated at the table. In front of them are six red straws.

Teacher makes one group of four and asks M-M to help put the others away from the first.

The teacher counts them and says there are two in that group.

Teacher identifies the groups as not equal and M-M nods her head.

She participated in identifying if two groups are equal or not with 100% accuracy.

This counts as one of the three pieces of evidence required.
Mary-Martha and teacher are at the table. There is a pile of plastic cat figures. M-M watches as the teacher arranges them into two groups, one of four and the other of three.

Teacher identifies that they are not equal and M-M nods her head.

Mary-Martha participated in identifying if two groups are equal or not with 100% accuracy.
Mary-Martha’s Evidence B

Written Performance Summary

Mary-Martha and teacher are at the table. There is a pile of plastic cat figures. M-M watches as the teacher arranges them into two groups, one of four and the other of three.

Teacher identifies that they are not equal and M-M nods her head.

Mary-Martha participated in identifying if two groups are equal or not with 100% accuracy.

1. Participate in identifying if two groups of objects less than ten are equal or not equal.

Student participated in activity of identifying objects as equal or not equal
Teacher defines “participate” (per student ability)
Different activity per piece of evidence
Three pieces of evidence
This counts as one of the three pieces of evidence required.
Teacher and Mary-Martha are seated at the table. In front of them are six red straws.

Teacher makes one group of four and asks M-M to help put the others away from the first.

The teacher counts them and says there are two in that group.

Teacher identifies the groups are not equal and M-M nods her head.

She participated in identifying if two groups are equal or not with 100% accuracy.
Mary Martha's Evidence C

Written Performance Summary

Teacher and Mary-Martha are seated at the table. In front of them are six red straws.

Teacher makes one group of four and asks M-M to help put the others away from the first.

The teacher counts them and says there are two in that group.

Teacher identifies the groups are not equal and M-M nods her head.

She participated in identifying if two groups are equal or not with 100% accuracy.

This piece of evidence is a copy of the Written Performance Summary from Evidence A.
This piece of evidence is a copy of the Written Performance Summary from Evidence A.
Examples of Reading Evidence
<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Extended Standard</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Standard 3.1</td>
<td>R. ES 3.1</td>
<td>(4) Answer <em>why</em> questions about key details in a story. Example: Answer <em>why</em> was Jack crying</td>
</tr>
<tr>
<td></td>
<td><strong>Answer <em>who, what or where</em> questions about key details in a story read aloud or presented in alternative means.</strong></td>
<td>(3) Answer <em>who, what or where</em> questions about key details in a story read aloud or presented in alternative means.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Answer a <em>what or where</em> question about key details in a story read aloud or presented in alternative means.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1) Respond to a yes/no question about a character in a story read aloud or presented in alternative means. Example: Answer yes or no to did <em>Billy</em> lose his coat in the story read aloud or presented in alternative means.</td>
</tr>
</tbody>
</table>

Also aligns to General Education Standard: 3.10 [RL.3.1]
<table>
<thead>
<tr>
<th>Extended Standard</th>
<th>Complexity Level</th>
<th>At a Minimum Does the Evidence Show:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R. ES 3.1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Answer *who*, *what* or *where* questions about key details in a story read aloud or presented in alternative means. | 4 - Answer *why* questions about key details in a story. | □ Student read a story containing at least three sentences  
□ Student answered *why* questions about key details  
□ At least four *why* questions per piece of evidence  
□ Different story per piece of evidence  
□ Three pieces of evidence |
|                   | 3 - Answer *who*, *what* or *where* questions about key details in a story read aloud or presented in alternative means. | □ Student read a story or story was read aloud containing at least three sentences  
□ Student answered *who*, *what* or *where* questions  
□ At least three *who*, *what* or *where* questions per piece of evidence  
□ Different stories per piece of evidence  
□ Three pieces of evidence |
|                   | 2 - Answer a *what* or *where* question about key details in a story read aloud or presented in alternative means. | □ Student answered *what* or *where* questions  
□ Story read aloud or presented in alternative means  
□ At least two *what* or *where* questions answered per piece of evidence  
□ Different story per piece of evidence  
□ Three pieces of evidence |
|                   | 1 - Respond to a yes/no question about a character in a story read aloud or presented in alternative means. | □ Student responded yes or no to a question  
□ One response of yes or no to a question about a character per piece of evidence  
□ Teacher defines “response” (per student ability)  
□ Different story per piece of evidence  
□ Three pieces of evidence |
Bob was diagnosed with Autism at age 5. Due to deficits in reading, Bob has a difficult time attending to task and focusing. Therefore Bob requires one on one instruction to meet his academic goals. Bob will answer three yes/no questions about a character in a story.

Step 1: Teacher gives directions.
Step 2: Teacher plays story “Three Dogs” aloud.
Step 3: Teacher asks Bob question 1.
Step 4: Bob says “Yes”.
Step 5: Teacher asks question 2.
Step 6: Student says “No”.
Step 7: Teacher asks question 3.
Step 8: Student says “Yes”.
Bob completes the activity with 100% accuracy.
Best Practice is to include the questions that were asked. There is NO guarantee that credit will be given otherwise.
Bob's Evidence A

Written Performance Sum

Bob was diagnosed with Autism at age 5. Due to deficits in reading, Bob has a difficult time attending to task and focusing. Therefore Bob requires one on one instruction to meet his academic goals. Bob will answer three yes/no questions about a character in a story.

Step 1: Teacher gives directions.
Step 2: Teacher plays story "Three Dogs" aloud.
Step 3 Teacher asks Bob question 1.
Step 4: Bob says "Yes".
Step 5: Teacher asks question 2.
Step 6: Student says "No".
Step 7: Teacher asks question 3.
Step 8: Student says "Yes".
Bob completes the activity with 100% accuracy.

This counts as one of the three pieces of evidence required.
Task Summary

After reading the story “Duck, Duck, Goose” to Bob, I gave him a sheet of paper with animal cutouts. He was told to pick out two characters from the story. He picked two pictures and glued them to a sheet of paper. Only one was a picture of the character from our story. Bob only scored one out of two. He performed with 50% accuracy.
Bob did not respond to a yes or no question about a character in a story.
Bob did not respond to a yes or no question about a character in a story.

---

1. Respond to a yes/no question about a character in a story read aloud or presented in alternative means.

   - Student responded yes or no to a question about a character in a story.
   - Yes/no question about a character in a story read aloud or presented in alternative means.
   - Teacher defined “responding” per piece of evidence per student ability.
   - Three pieces of evidence.

   - Three pieces of evidence.
   - Three pieces of evidence.
   - Three pieces of evidence.
Bob’s Evidence C

Written Performance Summary

Bob was diagnosed with Autism at age 5. Due to deficits in reading, Bob has a difficult time attending to task and focusing. Therefore Bob requires one on one instruction to meet his academic goals. Bob will answer three yes/no questions about a character in a story.

Step 1: Teacher gives directions.

Step 2: Teacher plays story “Bob Goes to School”.

Step 3 Teacher asks Bob question 1.

Step 4: Bob says “Yes”.

Step 5: Teacher asks question 2.

Step 6: Student says “No”.

Step 7: Teacher asks question 3.

Step 8: Student says “Yes”.

Bob completes the activity with 67% accuracy. He missed question 3.
Bob was diagnosed with Autism at age 5. Due to deficits in reading, Bob has a difficult time attending to task and focusing. Therefore Bob requires one on one instruction to meet his academic goals. Bob will answer three yes/no questions about a character in a story.

1. Teacher gives directions.
2. Teacher plays story “Bob Goes to School”.
3. Teacher asks Bob question 1.
4. Bob says “Yes”.
5. Teacher asks question 2.
6. Student says “No”.
7. Teacher asks question 3.
8. Student says “Yes”.

Bob completes the activity with 67% accuracy. He missed question 3.

Credit has been received on Evidence A without questions provided. This piece does not receive credit without the question. Remember there is NO guarantee that credit will be given.
**Reading 3.1.1**

**BOB’S EVIDENCE**

Bob was diagnosed with Autism at age 5. Due to deficits in reading, Bob has a difficult time attending to task and focusing. Therefore Bob requires one on one instruction to meet his academic goals. Bob will answer three yes/no questions about a character in a story.

**Written Performance Skills**

- Step 1: Teacher gives directions.
- Step 2: Teacher plays story “Bob Goes to School”.
- Step 3 Teacher asks Bob question 1.
- Step 4: Bob says “Yes”.
- Step 5: Teacher asks question 2.
- Step 6: Student says “No”.
- Step 7: Teacher asks question 3.
- Step 8: Student says “Yes”.

Bob completes the activity with 67% accuracy. He missed question 3.

**Credit has been received on Evidence A without questions provided. This piece does not receive credit without the question. Remember there is NO guarantee that credit will be given.**
<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Extended Standard</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Standard 4.1</td>
<td>R. ES 4.1 Answer <em>who, what, where or when</em> questions about key details in a story.</td>
<td>(4) Refer to details and examples in a story when drawing conclusions about the story. Example: Draw a conclusion about a story and identify details and examples from the story to support the conclusion.</td>
</tr>
<tr>
<td>Also aligns to General Education Standard: 4.10 [RL.4.1]</td>
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</tbody>
</table>

1. Respond to a yes/no question about an action or event in a story read aloud or presented in alternative means. Example: Answer yes to the question *Was it raining* in the story about the storm that was read aloud or presented in alternative means.

2. Identify a key detail in a story read aloud or presented in alternative means.

3. Answer *who, what, where or when* questions about key details in a story.

4. Refer to details and examples in a story when drawing conclusions about the story.
<table>
<thead>
<tr>
<th>Extended Standard</th>
<th>Complexity Level</th>
<th>At a Minimum Does the Evidence Show:</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. ES 4.1</td>
<td></td>
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<tr>
<td></td>
<td>4 - Refer to details and examples in a story when drawing conclusions about the story.</td>
<td>□ Student read a story containing at least three sentences □ At least one conclusion by referring to a detail or example in a story □ Different story per piece of evidence □ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>3 - Answer <em>who, what, where or when</em> questions about key details in a story.</td>
<td>□ Student read a story containing at least three sentences □ Student answered <em>who, what, where or when</em> questions about key details in a story □ At least four different questions per piece of evidence □ Different story per piece of evidence □ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>2 - Identify a key detail in a story read aloud or presented in alternative means.</td>
<td>□ Student identified key details in a story read aloud or presented in alternative means □ At least two key details per story □ Different story per piece of evidence □ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>1 - Respond to a yes/no question about an action or event in a story read aloud or presented in alternative means.</td>
<td>□ Student responded to yes or no question about an action or event in a story read aloud or presented in alternative means □ At least one response per piece of evidence □ Teacher defines “response” (per student ability) □ Different story per piece of evidence □ Three pieces of evidence</td>
</tr>
</tbody>
</table>
Task Summary
The teacher gave Chase the attached worksheet containing the name, title, author and a fill in rectangle. The sheet contained 3 pictures to choose from. The teacher read Chase the story “No, David” and the directions on the sheet. Chase cut and pasted one detail from the story with 100% accuracy.
Will need to add one more identification of a key detail from this same story to make one complete piece of evidence.
Will need to add one more identification of a key detail from this same story to make one complete piece of evidence.
Reading 4.1.2

**CHASE’S EVIDENCE B**

Written Performance Summary

1. After the story, *Goldilocks and the Three Bears* was read aloud, Chase was presented with five pictures. 3 of the pictures were directly related to the story and 2 pictures were non-related.
2. Teacher asked Chase to “hand me the three pictures that were details from the story.
3. Chase handed the teacher the three pictures that contained details from the story for 100% accuracy.

Pictures:
1. bear (chosen by student)
2. goldilocks (chosen by student)
3. porridge (chosen by student)
4. big bad wolf
5. 3 pigs
Reading 4:

CHASE’S EVID

Written Performance

2. Identify a key detail in a story read aloud or presented in alternative means.

- Student identified key details in a story read aloud or presented in alternative means
- At least two key details per story
- Different story per piece of evidence
- Three pieces of evidence

Ingredients:
1. After the story, Goldilocks and the Three Bears was read aloud, Chase was presented with five pictures. 3 of the pictures were directly related to the story and 2 pictures were non-related.
2. Teacher asked Chase to “hand me the three pictures that were details from the story.
3. Chase handed the teacher the three pictures that contained details from the story for 100% accuracy.

Pictures:
1. Bear (chosen by student)
2. Goldilocks (chosen by student)
3. Porridge (chosen by student)
4. Big bad wolf
5. 3 pigs
This counts as one of the three pieces of evidence required.
Reading 4.1.2

CHASE’S EVIDENCE C

Written Performance Summary

1. After the story, *Bee and Me* was read aloud, Chase was presented asked four questions about details in the story.
2. Chase answered all four questions correctly.
3. Chase answered 3 out of 4 correctly for 75% accuracy.
Best Practice is to include the details that were identified. There is NO guarantee that credit with be given otherwise.
Best Practice is to include the questions that were asked. There is NO guarantee that credit will be given otherwise.

This counts as one of the three pieces of evidence required.
<table>
<thead>
<tr>
<th>General Education Standard 5.21</th>
<th>R. ES 5.3</th>
<th>(4) Read simple sentences containing high frequency words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]</td>
<td>Read high frequency words.</td>
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<tr>
<td></td>
<td>(3) Read high frequency words.</td>
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<tr>
<td></td>
<td>(2) Match high frequency words. Example: Match high frequency word card to same high frequency word card such as “the” to “the”</td>
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<tr>
<td></td>
<td>(1) Demonstrate that a symbol represents something. Example: Use an object, picture, or specific gesture/sign to express an idea</td>
<td></td>
</tr>
<tr>
<td>Extended Standard</td>
<td>Complexity Level</td>
<td>At a Minimum Does the Evidence Show:</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>R. ES 5.3</td>
<td>4 - Read simple sentences containing high frequency words.</td>
<td>□ Student read simple sentences with high frequency words</td>
</tr>
<tr>
<td>Read high frequency</td>
<td></td>
<td>□ At least five different sentences with high frequency words per piece of evidence</td>
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<tr>
<td>words.</td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>3 - Read high frequency words.</td>
<td>□ Student read high frequency words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ At least six different high frequency words per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>2 - Match high frequency words.</td>
<td>□ Student matched high frequency words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ At least four matches per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Different high frequency words per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>1 - Demonstrate that a symbol represents something.</td>
<td>□ Student demonstrated that a symbol represents something</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ At least one demonstration per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Different symbol per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
</tbody>
</table>
NICOLAS’ EVIDENCE A

Written Performance Summary

Date: 4-1-14  Duration: 10 minutes
Level of Assistance: Independent  Setting: Resource Room
Participants: Ms. Jordan and Nicolas S.
Materials: Reading Passage—Animals of the Rain Forest
Directions to Student: You will read this reading passage to me.

STEP 1—Nicolas read the title, reading the multi-syllable “animal” correctly.

STEP 2—Nicolas read the first paragraph. He decoded and read the multi-syllable words “tropical” and “different.” He decoded the unfamiliar words “toucan” and “beak” correctly.

STEP 3—Nicolas read the second paragraph. He correctly decoded the word “layers.”

STEP 4—Nicolas read the third paragraph. He decoded and read the multi-syllable word “emergent” correctly. He decoded two unfamiliar words, “macaws” and “parrot” correctly.

STEP 5—Nicolas read the fourth paragraph. He decoded and read the multi-syllable word “canopy” and the unfamiliar word “branch” correctly.

STEP 6—Nicolas read the fifth paragraph. He decoded and read the multi-syllable words “understory,” “anacondas,” and “nocturnal” correctly.

STEP 7—Nicolas read the last paragraph. He decoded and read the multi-syllable words “Mexico” and “America.” He decoded and read the unfamiliar word “jaguars” correctly. He was unable to decode the word “central” correctly.

Nicolas read a reading passage with 94% accuracy score.
**Written Performance Summary**

Date: 4-1-14  
Duration: 10 minutes

Level of Assistance: Independent  
Setting: Resource Room

Participants: Ms. Jordan and Nicolas S.

Materials: Reading Passage—Animals of the Rain Forest

Directions to Student: You will read this reading passage to me.

**STEP 1**—Nicolas read the title, reading the multi-syllable “animal” correctly.

**STEP 2**—Nicolas read the first paragraph. He decoded and read the multi-syllable words “tropical” and “different.” He decoded the unfamiliar words “toucan” and “beak” correctly.

**STEP 3**—Nicolas read the second paragraph. He correctly decoded the word “layers.”

**STEP 4**—Nicolas read the third paragraph. He decoded and read the multi-syllable word “emergent” correctly. He decoded two unfamiliar words, “macaws” and “parrot” correctly.

**STEP 5**—Nicolas read the fourth paragraph. He decoded and read the multi-syllable word “canopy” and the unfamiliar word “branch” correctly.

**STEP 6**—Nicolas read the fifth paragraph. He decoded and read the multi-syllable words “understory,” “anacondas,” and “nocturnal” correctly.

**STEP 7**—Nicolas read the last paragraph. He decoded and read the multi-syllable words “Mexico” and “America.” He decoded and read the unfamiliar word “jaguars” correctly. He was unable to decode the word “central” correctly.

Nicolas read a reading passage with 94% accuracy score.
Student read simple sentences with high frequency words.
At least five different sentences with high frequency words per piece of evidence.
Three pieces of evidence.

This counts as one of the three pieces of evidence required.
Task Summary

Nicholas was required to read and answer the questions on the “A Fawn in the Forest” worksheet. He was only required to complete the single sheet included, not the entire exercise. He scored 6/7 for 86%.
The question below is an incomplete sentence. Best completes the sentence.

Fawns have white spots on their fur, ______ see them easily.

A. but
B. because
C. so

**Directions:** Read the vocabulary word and definition below. Then answer questions 9 and 10.

**Vocabulary Word:** hidden (hid - den): when something cannot be seen easily or seen at all.

Read the sentences below and underline all forms of the word hidden.

a. Jack made sure his favorite toy was hidden under his bed so that his baby brother couldn’t find it.

b. There is a hidden prize inside the cereal box, but I will have to eat all of the cereal to find it.

c. Bob buried the treasure in the sand to make sure it would be hidden from other pirates.

d. Camouflage is a way that many animals stay hidden from predators.

e. I could not wait to open my birthday gift to see what was hidden inside.

f. Which picture shows something that can be easily hidden?

---

**Notes:**

- Student read simple sentences with high frequency words
- At least five different sentences with high frequency words per piece of evidence
- Three pieces of evidence
This counts as one of the three pieces of evidence required.
NICOLAS’ EVIDENCE C

Written Performance Summary

Date: 4-22-14  Duration: 10 minutes
Level of Assistance: Independent  Setting: Resource Room
Participants: Ms. Jordan and Nicolas S.
Materials: Worksheet with five sentences.

Directions to Student: You will read this these five sentences to me, starting with the one on top.

The sentences were:
“Amber left the football field to look for Mike.”
“I took the elevator all the way to the top floor of the building.”
“Misty and Lisa take turns looking through telescopes.”
“Greg wished tomorrow was his birthday.”
“Jack’s dog Boo was so fluffy he could not see her eyes!”

Nicolas read all of the sentences clearly and with 100% accuracy.
4. Read simple sentences containing high frequency words.

Student read simple sentences with high frequency words.
- At least five different sentences with high frequency words per piece of evidence
- Three pieces of evidence

Date: 4-22-14
Duration: 10 minutes

Level of Assistance: Independent
Setting: Resource Room

Participants: Ms. Jordan and Nicolas S.

Materials: Worksheet with five sentences.

Directions to Student: You will read these five sentences to me, starting with the one on top.

The sentences were:
“Amber left the football field to look for Mike.”
“I took the elevator all the way to the top floor of the building.”
“Misty and Lisa take turns looking through telescopes.”
“Greg wished tomorrow was his birthday.”
“Jack’s dog Boo was so fluffy he could not see her eyes!”

Nicolas read all of the sentences clearly and with 100% accuracy.
This counts as one of the three pieces of evidence required.
<table>
<thead>
<tr>
<th>General Education Standard 6.10</th>
<th>R. ES 6.3</th>
<th>(4)</th>
<th>Read 20-30 words of connected text. Example: Read 20-30 words of any written material involving multiple words that form a coherent thought</th>
</tr>
</thead>
</table>
| By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.6.10] | **Decode regularly spelled multi-syllabic words with short and long vowels.** 
Examples: Read words such as **apple**, **table**, **pencil**, **paper**; Read words such as **the apple sat on the table** | (3) | Decode regularly spelled multi-syllabic words with short and long vowels. 
Examples: Read words such as **apple**, **table**, **pencil**, **paper**; Read words such as **the apple sat on the table** |
| (2) | **Recognize 2 personally relevant words.** 
Examples: Recognize first name and last name; recognize War and Eagle or Roll and Tide; recognize Men and Women; recognize Lake and Martin; recognize good and bad | (1) | **Identify a picture or tactile representation for a relevant word.** 
Examples: Eye gaze or touch the wheelchair when shown a picture of a wheelchair and something else; Eye gaze or touch tactile representation for voice box when shown tactile representation for voice box and something else |
<table>
<thead>
<tr>
<th>Extended Standard</th>
<th>Complexity Level</th>
<th>At a Minimum Does the Evidence Show:</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. ES 6.3</td>
<td></td>
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</table>

Decode regularly spelled multi-syllabic words with short and long vowels.

Examples: Read words such as apple, table, pencil, paper; Read words such as *the apple sat on the table*.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>4 -</td>
<td>Read 20-30 words of connected text.</td>
</tr>
<tr>
<td>3 -</td>
<td>Decode regularly spelled multisyllabic words with short and long vowels.</td>
</tr>
<tr>
<td>2 -</td>
<td>Recognize 2 personally relevant words.</td>
</tr>
<tr>
<td>1 -</td>
<td>Identify a picture or tactile representation for a relevant word.</td>
</tr>
</tbody>
</table>

- Student read 20-30 words of connected text
- At least two different text per piece of evidence
- Three pieces of evidence
- Student decoded and read multisyllabic words
- At least two different words containing short vowels and at least two different words containing long vowels or four words containing short and long vowels per piece of evidence
- Three pieces of evidence
- Student recognized personally relevant words
- At least two different words per piece of evidence
- Three pieces of evidence
- Student identified a picture or tactile representation for a relevant word
- At least one identification per piece of evidence
- Different word per piece of evidence
- Three pieces of evidence
Task Summary
Jett was provided a worksheet with pictures of two objects (a glass of water and an egg). The teacher asked him to mark the picture of the word water. Jett marked the correct picture.

Teacher directions: Place a mark on the picture of the word "WATER"
1 - Identify a picture or tactile representation for a relevant word.

- Student identified a picture or tactile representation for a relevant word
- At least one identification per piece of evidence
- Different word per piece of evidence
- Three pieces of evidence

Teacher directions: Place a mark on the picture of the word “WATER”
This counts as one of the three pieces of evidence required.
Task Summary
Jett was provided a worksheet with pictures of two objects (a car and a toilet). The teacher asked him to mark the picture of the word potty. Jett marked the correct picture.
| 1 - Identify a picture or tactile representation for a relevant word. | Χ Student identified a picture or tactile representation for a relevant word

☐ At least one identification per piece of evidence

☐ Different word per piece of evidence

☐ Three pieces of evidence

Teacher directions: Place a mark on the picture of the word “POTTY”
1. Identify a picture or tactile representation for a relevant word.

- Student identified a picture or tactile representation for a relevant word
- At least one identification per piece of evidence
- Different word per piece of evidence
- Three pieces of evidence

Teacher directions: Place a mark on the picture of the word “POTTY”.

This counts as one of the three pieces of evidence required.
Task Summary
Jett was provided a worksheet with pictures of two objects (a pumpkin and a witch). The teacher asked him to mark the picture of the word pumpkin. Jett marked the correct picture.
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify a picture or tactile representation for a relevant word.</td>
</tr>
<tr>
<td></td>
<td>Student identified a picture or tactile representation for a relevant word</td>
</tr>
<tr>
<td></td>
<td>At least one identification per piece of evidence</td>
</tr>
<tr>
<td></td>
<td>Different word per piece of evidence</td>
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<td>Three pieces of evidence</td>
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</table>

Teacher directions: Place a mark on the picture of the word “PUMPKIN”
Teacher directions: Place a marker on the picture of the word “PUMPKIN”.

This counts as one of the three pieces of evidence required.
<table>
<thead>
<tr>
<th>General Education Standard 7.13</th>
<th>R. ES 7.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]</td>
<td>Identify the literal or usual meaning for figurative words or phrases. Examples: Identify the literal meaning for phrases such as at the drop of a hat, back to square one, in the bag, it’s Greek to me, take a rain check.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<thead>
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</thead>
<tbody>
<tr>
<td>(4)</td>
<td>Finish a phrase with a simile using a word or illustration. Examples: Finish the phrase I am as...quick as, slow as, happy as, strong as; Point to the turtle when teacher says I am as slow as.</td>
</tr>
<tr>
<td>(3)</td>
<td>Finish a phrase with a simile using a word or illustration. Examples: Finish the phrase I am as...quick as, slow as, happy as, strong as; Point to the turtle when teacher says I am as slow as.</td>
</tr>
<tr>
<td>(2)</td>
<td>Identify an illustration or tactile representation that relates to a simile. Example: Eye gaze or touch the button when shown a button and a pencil and the teacher says You are as cute as a button.</td>
</tr>
<tr>
<td>(1)</td>
<td>Attend to an illustration or tactile representation for a sound or physical characteristic. Examples: Attend to the train when the teacher says choo choo; Touch the stuffed cat when brushed with whiskers.</td>
</tr>
<tr>
<td>Extended Standard</td>
<td>Complexity Level</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>R. ES 7.4</td>
<td>4 - Identify the literal or usual meaning for figurative words or phrases.</td>
</tr>
<tr>
<td>Finish a phrase with a simile using a word or illustration.</td>
<td>3 - Finish a phrase with a simile using a word or illustration.</td>
</tr>
<tr>
<td>Examples: Finish the phrase I am as...quick as, slow as, happy as, strong as; Point to the turtle when teacher says I am as slow as</td>
<td>2 - Identify an illustration or tactile representation that relates to a simile.</td>
</tr>
<tr>
<td></td>
<td>1 - Attend to an illustration or tactile representation for a sound or physical characteristic.</td>
</tr>
</tbody>
</table>
Task Summary
Rachel read several passages independently that contained figurative phrases/idioms and their meanings. Rachel worked on the worksheet independently. Criteria for success was 70%. Rachel made 80%.
Will need to add one more identification of the literal or usual meaning for figurative words or phrases to make one complete piece of evidence.
Will need to add one more identification of the literal or usual meaning for figurative words or phrases to make one complete piece of evidence.
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5]</td>
<td>Identify table of contents, a heading, and glossary.</td>
<td></td>
</tr>
<tr>
<td>(3) Identify table of contents, a heading, and glossary.</td>
<td>(2) Identify a heading.</td>
<td></td>
</tr>
<tr>
<td>(1) Identify emphasized text. Examples: Distinguish bold and not bold text; Identify highlighted or underlined text, Identify braille emphasis; Identify words read aloud or presented in alternative means with emphasis; Distinguish thicker and thinner tactile text</td>
<td></td>
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</tr>
<tr>
<td>Extended Standard</td>
<td>Complexity Level</td>
<td>At a Minimum Does the Evidence Show:</td>
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<tr>
<td>-------------------</td>
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</tbody>
</table>
| R. ES 7.3         | 4 - Use table of contents, headings, and the glossary. | □ Student read the table of contents, headings, and the glossary per piece of evidence  
 □ At least once per text student used table of contents, headings, and glossary  
 □ Different text per piece of evidence  
 □ Three pieces of evidence |
|                   | 3 - Identify table of contents, a heading, and glossary. | □ Student identified the table of contents, headings, and the glossary per piece of evidence  
 □ At least once per text student identified table of contents, heading, and glossary  
 □ Three different texts per piece of evidence  
 □ Three pieces of evidence |
|                   | 2 - Identify a heading. | □ Student identified the heading  
 □ At least one identification per text per piece of evidence  
 □ Two different text per piece of evidence  
 □ Three pieces of evidence |
|                   | 1 - Identify emphasized text. | □ Student identified emphasized text  
 □ At least one identification per text per piece of evidence  
 □ Different text per piece of evidence  
 □ Three pieces of evidence |
Clayton was shown the magazine *National Wildlife* with a little white fox on the cover.

Question 1: Where would you look to find the article about the white fox? He said, “To find it, look for the table of contents.”

Question 2: what is the heading on page 29. He said, “Resources is a heading.”

Question 3: Where is the glossary? He said the glossary was on page 31.

He answered all the questions with 100% accuracy.
Clayton was shown the magazine *National Wildlife* with a little white fox on the cover.

Question 1: Where would you look to find the article about the white fox? He said, “To find it, look for the table of contents.”

Question 2: What is the heading on page 29? He said, “Resources is a heading.”

Question 3: Where is the glossary? He said the glossary was on page 31.

He answered all the questions with 100% accuracy.
Student did not use the table of contents, heading, or glossary.
<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Extended Standard</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Standard 8.2</td>
<td>R. ES 8.1 Identify the setting in a story.</td>
<td>(4) Describe the setting and a character in relation to each other. Example: Describe Black Beauty as the main character in the pasture.</td>
</tr>
<tr>
<td>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. [RL.8.2]</td>
<td></td>
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<tr>
<td>Also aligns to General Education Standard: 8.10 [RI.8.1]</td>
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<td></td>
<td>(3) Identify the setting in a story.</td>
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<td>(2) Identify the setting in a story read aloud or presented in alternative means.</td>
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<tr>
<td></td>
<td>(1) Participate in identifying the setting in a story read aloud or presented in alternative means.</td>
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</tr>
<tr>
<td>Extended Standard</td>
<td>Complexity Level</td>
<td>At a Minimum Does the Evidence Show:</td>
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<td>------------------------</td>
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<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>R. ES 8.1 Identify the</td>
<td>4 - Describe the setting and a character in relation to each other.</td>
<td>□ Student read a story containing more than three sentences</td>
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<tr>
<td>setting in a story.</td>
<td></td>
<td>□ Student described the setting and a character in relation to each other per story</td>
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<td></td>
<td></td>
<td>□ At least two different stories per piece of evidence</td>
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<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
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<tr>
<td></td>
<td>3 - Identify the setting in a story.</td>
<td>□ Student read a story containing at least three sentences</td>
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<td></td>
<td></td>
<td>□ Student identified the setting per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ At least two different stories per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>2 - Identify the setting in a story read aloud or presented in alternative</td>
<td>□ Student identified the setting in a story read aloud or presented in alternative means.</td>
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<tr>
<td></td>
<td>means.</td>
<td>□ At least two different stories per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
</tr>
<tr>
<td></td>
<td>1 - Participate in identifying the setting in a story read aloud or presented in</td>
<td>□ Student participated in identifying the setting in a story read aloud or presented in alternative</td>
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<tr>
<td></td>
<td>alternative means.</td>
<td>means.</td>
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<td></td>
<td></td>
<td>□ At least one participation per piece of evidence</td>
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<td></td>
<td></td>
<td>□ Teacher defines “participate” (per student ability)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Different stories per piece of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Three pieces of evidence</td>
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</tbody>
</table>
SHANDREAKA’S EVIDENCE A

Written Performance Summary

Shandreaka listened to the play “Romeo and Juliet” (adopted by Joe Hanley and Julie King, Sommerville Special School) as it was read aloud. After the story was read, Shandreaka was given a handout for identifying the setting (place and time) of the story. Directions for the handout state for Shandreaka to cut and place the place and time of the story in the boxes from the choices at the bottom of the handout. Shandreaka had three choices for place (vault, balcony, cave). She had three for time of day (day, night, evening). Shandreaka cut one choice for place and one for time. Shandreaka glued her choice in the appropriate box on the handout. The assignment was completed in one sitting. The criteria for success was a minimum of 75%. Shandreaka scored 100%
Student did not read the story.
ShandreaKA listened to the play “Romeo and Juliet” (adopted by Joe Hanley and Julie King, Sommerville Special School) as it was read aloud. After the story was read, ShandreaKA was given a handout for identifying the setting (place and time) of the story. Directions for the handout state for ShandreaKA to cut and place the place and time of the story in the correct space from the choices at the bottom of the handout. ShandreaKA had three choices for place (vault, balcony, cave). She had three for time of day (day, night, evening). ShandreaKA cut one choice for each one. ShandreaKA glued her choice in the appropriate box on the handout. The assignment was completed in one sitting. The criteria for success was a minimum of 75%. ShandreaKA scored 100%.
Task Summary
Shandreaka was given a story to read and to follow the directions at the bottom of the page.

Criteria for success will be 100% accuracy. She scored 100%.
Will need to add a second story identifying the setting to submit as one piece of evidence.
Will need to add a second story identifying the setting to submit as one piece of evidence.