
Limited Performance Level

Collection of Evidence Example 5 (Mathematics)

Grade 7

Ohio Alternate Assessment for Students With Disabilities Entry Sheet

(Complete one Entry Sheet for each academic content standard assessed)

Entry Number: Entry 1

Student Name: Samuel	Student ID#: 20800
Subject Area: Mathematics	

Academic Content Standard: Select ONE standard for this entry (check appropriate box below)

Reading OR	<input type="checkbox"/> Acquisition of Vocabulary	<input type="checkbox"/> Reading Process	<input type="checkbox"/> Information Text	<input type="checkbox"/> Literary Text	<input type="checkbox"/> Phonemic Awareness (Grade 3 only)	
Writing OR	<input type="checkbox"/> Writing Process	<input type="checkbox"/> Writing Applications	<input type="checkbox"/> Writing Conventions			
Mathematics	<input checked="" type="checkbox"/> Number Sense	<input type="checkbox"/> Measure	<input type="checkbox"/> Geometry & Spatial Sense	<input type="checkbox"/> Patterns, Functions & Algebra	<input type="checkbox"/> Data Analysis & Probability	<input type="checkbox"/> Mathematic Processes

Benchmark or Grade-Level Indicator from the Academic Content Standards:

Grade Level	Seven	Benchmark Letter	B	OR Grade-Level Indicator Number (Gr 3-8 ONLY)	Pick Num.
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Benchmark or Grade-Level Indicator Description (provide in the space below).

Compare, order and convert among fractions, decimals and percents.

If the Benchmark or Grade-Level Indicator is out of the student’s reach, provide the Standards-Based Application of Knowledge/Skill in the space below.

Identify money associated with making a purchase.

Types of Evidence and Task Descriptions: Include at least two pieces of evidence that differ in type.

Types of Evidence—Data Chart, Checklist, Work Sample, Captioned Photos, Video, Audiotape, Observation, Interview, or Other (Describe “Other” if selected)	
Evidence#1 Observation or describe “other”	Task (What was the student asked to do?) Samuel identifies the coins needed to make a purchase of an item costing less than \$1.00 at Meijer.
Evidence#2 Data Chart or describe “other”	Task (What was the student asked to do?) Count out the correct amount of money to the cashier in the school cafeteria for a purchase.
Evidence#3 (optional) Select Type or describe “other”	Task (What was the student asked to do?)

Domain Considerations/Notations: (check when complete)

Consider real-world applications when collecting each piece of evidence and note age-appropriate materials, level of prompting and settings and interactions on each piece of evidence.

Instructional Context	Independence	Settings and Interactions
<input checked="" type="checkbox"/> Real-world applications	<input checked="" type="checkbox"/> Level of prompting <i>(continuous, frequent, limited, independent)</i>	<input checked="" type="checkbox"/> Description of physical setting
<input checked="" type="checkbox"/> Age-appropriate materials		<input checked="" type="checkbox"/> Description of individuals with whom the student interacted

Observation

Student: Samuel #20800

Task: Samuel identifies the coins needed to make a purchase of an item costing less than \$1.00 at Meijer.

Setting: Meijer Store in Ohio

Time involved: 11-29-04

Describe the student's performance of this activity. Please include information regarding his/her interaction with others (if appropriate) and the level of prompting required for success.

Note: Impressions or interpretations during the observation should be differentiated from actual facts.

Samuel was asked to select the correct amount of money from a group of coins to make a purchase at Meijer while going through the checkout line in the store. He was given several pennies, nickels, dimes, and quarters for this task, which he carried in his pocket.

Samuel chose to buy a Snicker's candy bar. He handed the candy to cashier and she scanned the item. She told Samuel that the total price was \$.68. He asked why it was more than the price listed on the box. The cashier explained that tax is added to some items and that makes them cost more.

Although Samuel completed the task independently without any prompting, he was unable to accurately count out the correct amount of money. He counted 2 quarters, 1 dime, 1 nickel, and 2 pennies (or \$.67) to purchase the candy bar.

Samuel was in line at the store with his teacher and people from the community who were doing their own shopping. He also interacted with the cashier.

This activity uses age-appropriate materials by having Samuel use and identify real money to make an actual purchase at a store in his community.

It also has real world applications, as most students will go to the store and make small purchases with money.

Observer: Michelle R.

Position: Intervention Specialist

Date: 11-30-04

Percentage Data Chart

Student: Samuel #20800

Task: Samuel was told to count out the correct amount of money to the cashier in the school cafeteria for a purchase. He chose the items he wanted for lunch each day, placed them on his tray, and then took his tray to the cashier. She rang up the items and told Samuel how much he owed. He then counted out the correct amount of money needed to make the purchase and gave it to the cashier. Samuel had a variety of coins (pennies, nickels, dimes, quarters) and some dollar bills with which to make his purchase each day.

Settings and Interactions: School cafeteria during lunch with same-age disabled and nondisabled peers. Samuel also interacted with the cashier and the ladies serving food.

	Task Dates									
	2/2	2/3	2/4	2/7	2/8	2/9	2/10	2/11	2/14	2/15
Task: Samuel counts out the correct amount of money to the cashier to make a purchase at lunch.	-	-	-	-	-	-	+	+	-	-
Task Prompting Level:	I	I	I	I	I	I	I	I	I	I

Key for Performance: + correct -- incorrect

Independence: Note the level (**C**ontinuous, **F**requent, **L**imited, **I**ndependent) and type (**V**erbal, **G**estural, **P**hysical) of prompting.

Note: If a section of the data chart above represents instruction/practice and another section represents assessment, please circle the dates that represent the assessment period. If no distinction is made, all data on the chart will be reviewed for scoring purposes.

This activity uses age-appropriate material because most 7th grade students use money to purchase their lunch in the school cafeteria. Purchasing items with money is a skill that helps Samuel to be more independent.

This activity has real-world applications because all people will make purchases using money during their lifetimes.

Limited Performance Level

Scoring Discussion

Entry 1

Standard 1: Number Sense

Benchmark/Indicator: Compare, order and convert among fractions, decimals and percents.

Application: Identify money associated with making a purchase.

Type of evidence and task #1: Observation – Samuel identifies the coins needed to make a purchase of an item costing less than \$1.00 at Meijer.

Type of evidence and task #2: Data Chart – Student will count out the correct amount of money to the cashier in the school cafeteria for a purchase.

	Scores
Performance	1
Instructional Context	4
Independence	4

Rationale

Performance: The observation and data chart reveal minimal or limited skill.

Instructional Context:

Age-appropriate: The observation and data chart reveal the use of age-appropriate materials.

Real-world applications: The observation and data reflect real-world applications. Making purchases at a store or cafeteria with real money is considered a real-world context.

Independence: The observation and data chart reveal that no assistance was required.

Settings/Interactions: Store; store cashier; cafeteria; lunchroom cashier

Ohio Alternate Assessment for Students With Disabilities Entry Sheet
(Complete one Entry Sheet for each academic content standard assessed)

Entry Number: Entry 2

Student Name: Samuel	Student ID#: 20800
Subject Area: Mathematics	

Academic Content Standard: Select ONE standard for this entry (check appropriate box below)

Reading OR	<input type="checkbox"/> Acquisition of Vocabulary	<input type="checkbox"/> Reading Process	<input type="checkbox"/> Information Text	<input type="checkbox"/> Literary Text	<input type="checkbox"/> Phonemic Awareness (Grade 3 only)	
Writing OR	<input type="checkbox"/> Writing Process	<input type="checkbox"/> Writing Applications	<input type="checkbox"/> Writing Conventions			
Mathematics	<input type="checkbox"/> Number Sense	<input checked="" type="checkbox"/> Measure	<input type="checkbox"/> Geometry & Spatial Sense	<input type="checkbox"/> Patterns, Functions & Algebra	<input type="checkbox"/> Data Analysis & Probability	<input type="checkbox"/> Mathematic Processes

Benchmark or Grade-Level Indicator from the Academic Content Standards:

Grade Level	Seven	Benchmark Letter	D	OR Grade-Level Indicator Number (Gr 3-8 ONLY)	Pick Num.
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Benchmark or Grade-Level Indicator Description (provide in the space below).

Select a tool and measure accurately to a specified level of precision.

If the Benchmark or Grade-Level Indicator is out of the student's reach, provide the Standards-Based Application of Knowledge/Skill in the space below.

Tell time on a digital or an analog clock.

Types of Evidence and Task Descriptions: Include at least two pieces of evidence that differ in type.

Types of Evidence—Data Chart, Checklist, Work Sample, Captioned Photos, Video, Audiotape, Observation, Interview, or Other (Describe "Other" if selected)	
Evidence#1 Data Chart or describe "other"	Task (What was the student asked to do?) Student will go to the office at 10:15 a.m. each day to pick up the attendance sheets.
Evidence#2 Checklist or describe "other"	Task (What was the student asked to do?) Student will go to the nurse's office at 1:15 p.m. to take his medication.
Evidence#3 (optional) Select Type or describe "other"	Task (What was the student asked to do?)

Domain Considerations/Notations: (check when complete)

Consider real-world applications when collecting each piece of evidence and note age-appropriate materials, level of prompting and settings and interactions on each piece of evidence.

Instructional Context	Independence	Settings and Interactions
<input checked="" type="checkbox"/> Real-world applications	<input checked="" type="checkbox"/> Level of prompting (continuous, frequent, limited, independent)	<input checked="" type="checkbox"/> Description of physical setting
<input checked="" type="checkbox"/> Age-appropriate materials		<input checked="" type="checkbox"/> Description of individuals with whom the student interacted

Percentage Data Chart

Student: Samuel #20800

Task: Samuel will raise his hand at 10:15 a.m. after he looks at the class analog clock and tell the teacher that it is 10:15 a.m. After the teacher confirms the time, she will nod to Samuel, and he will go to the office to pick up the daily attendance sheets and bring them back to the classroom within 2 minutes. He will check the time as he enters the class to make sure he is back by 10:17 a.m. The teacher will confirm the time with Samuel.

Settings and Interactions: Samuel tells time in the resource room and then interacts with the school secretary when he picks up the attendance sheets from the main office of the school.

	Task Dates									
	2/2	2/3	2/4	2/7	2/8	2/9	2/10	2/11	2/14	2/15
Task: Go to the school office and pick up the attendance sheets at 10:15 a.m. each day and bring them back to the classroom at 10:17 a.m.	-	-	-	-	-	-	-	+	-	-
	V	V	V	V	V	V	V	V	V	V
Task Prompting Level:	C	C	C	C	C	C	C	C	C	C

Key for Performance: + correct - incorrect

Independence: Note the level (**C**ontinuous, **F**requent, **L**imited, **I**ndependent) and type (**V**erbal, **G**estural, **P**hysical) of prompting.

Note: If a section of the data chart above represents instruction/practice and another section represents assessment, please circle the dates that represent the assessment period. If no distinction is made, all data on the chart will be reviewed for scoring purposes.

The student used a real clock and picked up a real attendance sheet. These are considered age-appropriate materials.

As a community member, Samuel will use clocks to tell time, and he will have to be on time for appointments in the real world. All the classrooms in this school have analog clocks.

Performance Checklist

Student: Samuel

Date of Performance: 10/8/2004

Task: Samuel will raise his hand at 1:15 p.m., after he looks at the class analog clock, and tell the teacher that it is 1:15 p.m. After the teacher confirms the time, she will nod to Samuel, and he will go to the nurse's office to take his medication.

Criteria for Successful Performance:

Task Steps	Record of Student Performance: Did student complete the step successfully?		
	Yes	No	Prompting Type
Raise hand at 1:15 p.m.		X	V
Tell teacher that it is 1:15 p.m.		X	V
Obtain permission to go to nurse's office.		X	V
Go to nurse's office.		X	V
Total			C

Independence: Describe the level (**C**ontinuous, **F**requent, **L**imited, **I**ndependent) and type (**V**erbal, **G**estural, **P**hysical) of prompting present for each step in this performance record.

Settings and Interactions: Describe special settings and interactions present during this performance, including the type of interaction and with whom it took place.

Samuel tells time in the resource room and then interacts with the teacher when he tells her it is 1:15 p.m. and then waits for her response.

The student used a real clock to tell time, which is considered age-appropriate.

As a community member, Samuel will use clocks to tell time, and he will have to be on time for appointments in the real world. All the classrooms in this school have analog clocks.

Scoring Discussion

Entry 2

Standard 2: Measurement

Benchmark/Indicator: Select a tool and measure accurately to a specified level of precision.

Application: Tell time on a digital or an analog clock.

Type of evidence and task #1: Data Chart – Student will go to the office at 10:15 a.m. each day to pick up the attendance sheets.

Type of evidence and task #2: Checklist – Student will go to the nurse’s office at 1:15 p.m. to take his medication.

	Scores
Performance	0
Instructional Context	4
Independence	1

Rationale

Performance: The data chart and checklist reveal no active performance or skill.

Instructional Context:

Age-appropriate: The data chart and checklist reveal the use of age-appropriate materials.

Real-world applications: The data chart and checklist reflect real-world applications. Keeping time and telling time on a real clock for a purpose is considered a real-world context.

Independence: The data chart and checklist reveal continuous prompting.

Settings/Interactions: Special education classroom; special education teacher; main office; school secretary

Entry 1 and 2

Nondisabled Peers/Community Members: 3

Score

Settings/Interactions: 4

Rationale

Samuel performs the tasks in four settings and reveals interactions with the four individuals, including three community members.

Total Achievement Score Summary* 4

Entry 1

Performance: 1

Instructional Context: 4

Total: 4

Entry 2

Performance: 0

Instructional Context: 4

Total: 0

*Total Achievement Score is calculated by multiplying Performance by Instructional Context for each entry.

How to improve the Total Achievement Score:

The instructional team may want to consider a range of skills that can be taught to the student throughout the year and show improvement/mastery of skills by the assessment period.

