
Nonscorables

Insufficient Evidence

Entry Example 1 (Mathematics)

Grade 8

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

Entry Number: Entry 3

Student Name: Jack	Student ID#: 4342
Subject Area: Mathematics	

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

Mathematics OR	<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
Science (OGT only)	<input type="checkbox"/> Earth & Space Science	<input type="checkbox"/> Life Sciences	<input type="checkbox"/> Physical Sciences	<input type="checkbox"/> Science & Technology	<input type="checkbox"/> Scientific Inquiry	<input type="checkbox"/> Scientific Ways of Knowing

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

Grade Level	Eight	Benchmark Letter	E	OR Grade-Level Indicator Number (Gr 3-8 ONLY)	Pick Num.
Benchmark or Grade-Level Indicator Description (provide in the space below).					
Compare, order and determine equivalent forms of real numbers.					
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 Checklist or describe "other"	Task (What was the student asked to do?)
	Count and state value for a small group of coins.
Evidence#2 Data Chart or describe "other"	Task (What was the student asked to do?)
	Count and state value for a small group of coins.
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

Performance Checklist

Student: Jack

Date of Performance: 2/28/05

Task: Count and state value for a small collection of coins.

Criteria for Successful Performance: Count and state value of group of coins correctly.

Task Steps	Record of Student Performance: Did student complete the step successfully?		
	Yes	No	Prompting Type
Count group of coins using quarter, dimes, and penny.	X		Verbal
Count group of coins using dimes, nickels, and pennies.	X		Verbal
Count group of coins using nickels and pennies.	X		Verbal
Count group of coins using dimes and nickels.	X		Verbal
Total			Limited

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.

Age-appropriate materials: Jack counted real coins.

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

Interacted with special education teacher who provided prompting in special education classroom.

Task Analysis Data Chart

Student: Jack

Task: Count and state value for a small collection of coins.

Settings and Interactions: Interacted with cafeteria worker who provided prompting in cafeteria.

Task Steps	Task Dates									
	11/19	11/22	1/12	1/14	2/3	2/7	2/10			
Count group of coins using quarter, dimes, and penny.	- V	- V	- V	- V	+ V	+ V	+ V	/	/	/
Count group of coins using dimes, nickels, and pennies.	- V	- V	+ V	+ V	+ V	+ V	+ V	/	/	/
Count group of coins using nickels and pennies.	- V	- V	+ V	+ V	+ V	+ V	+ V	/	/	/
Count group of coins using dimes and nickels.	- V	- V	+ V	+ V	+ V	+ V	+ V	/	/	/
	/	/	/	/	/	/	/	/	/	/
	/	/	/	/	/	/	/	/	/	/
	/	/	/	/	/	/	/	/	/	/
	/	/	/	/	/	/	/	/	/	/
Task Prompting Level:	F	F	L	L	L	L	L			

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.

Age-appropriate materials: Jack counted real coins.

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.

Scoring Discussion

Entry 3

Standard: Number Sense

Benchmark/Indicator: E. Compare, order and determine equivalent forms of real numbers.

Application: Identify money associated with making a purchase.

Type of evidence and task #1: Checklist – Count and state value for a small group of coins.

Type of evidence and task #2: Data Chart – Count and state value for a small group of coins.

	Scores
Performance	IE
Instructional Context	IE
Independence	IE

Rationale

The entry contains two pieces of evidence that are based on identical tasks. Therefore, the entry receives a nonscorable code of IE for all domains.

How to change this nonscorable entry to a scorable entry:

The instructional team may want to consider providing two pieces of evidence that are based on similar but not identical tasks. For example, provide specific coin amounts in each piece of evidence, and make sure the amounts are different between the evidence.

Note: If the instructional team had submitted a third piece of evidence that was based on a similar but not identical task, then the entry may have been scorable.

Nonscorables

Not to Standard

Entry Example 2 (Mathematics)

Grade 4

Ohio Alternate Assessment for Students With Disabilities Entry Sheet

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

Entry Number: Entry 3

Student Name: Lee	Student ID#: 4342
Subject Area: Mathematics	

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

Mathematics OR	<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
Science (OGT only)	<input type="checkbox"/> Earth & Space Science	<input type="checkbox"/> Life Sciences	<input type="checkbox"/> Physical Sciences	<input type="checkbox"/> Science & Technology	<input type="checkbox"/> Scientific Inquiry	<input type="checkbox"/> Scientific Ways of Knowing

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

Grade Level	Four	Benchmark Letter	A	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).

Use place value structure of the base-ten number system to read, write, represent and compare whole numbers and decimals.

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.

Indicate "more."

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 Checklist or describe "other"	Task (What was the student asked to do?) Lee uses facial expression or vocalization to communicate if she wishes to hear music. After listening to different kinds of music she communicates her preferences.
Evidence#2 Data Chart or describe "other"	Task (What was the student asked to do?) Lee vocalizes when she has placed all balls in the correct container so staff can check her work.
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

Performance Checklist

Student: Lee

Date of Performance: 2/25/2005

Task: Lee uses facial expression or vocalization to communicate if she wishes to hear music. After listening to different kinds of music, she communicates her preferences.

Criteria for Successful Performance:

Task Steps	Record of Student Performance: Did student complete the step successfully?		
	Yes	No	Prompting Type
Lee requests that music be played.	X		
Lee requests soft quiet music.	X		
Lee requests rock style music.	X		
Total			I

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. Lee listens to music in the special education classroom in the afternoons with special education staff.

Age-appropriate materials: The music is age-appropriate.

Percentage Data Chart

Student: Lee

Task: Lee vocalizes when she has placed all balls in the correct container so staff can check her work.

Settings and Interactions: Staff placed her on the floor mat in the special education classroom.

	Task Dates									
	1/10	1/12	1/14	1/20				1/24	1/28	2/11
Task: Vocalize when she has placed all balls in the correct container.	- P	- V	+ P	- V				-	+	+
Task Prompting Level:	F	F	L	L				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.

Age-appropriate materials: Tennis balls were used. These balls were considered age-appropriate.

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.

Scoring Discussion

Entry 3

Standard: Number Sense

Benchmark/Indicator: A. Use place value structure of the base-ten number system to read, write, represent and compare whole numbers and decimals.

Application: Indicate “more.”

Type of evidence and task #1: Checklist – Lee uses facial expression or vocalization to communicate if she wishes to hear music. After listening to different kinds of music, she communicates her preferences.

Type of evidence and task #2: Data Chart – Lee vocalizes when she has placed all balls in the correct container so staff can check her work.

	Scores
Performance	NTS
Instructional Context	NTS
Independence	NTS

Rationale

The tasks noted on the entry sheet do not align with the application. The tasks do not show the student indicating “more.” This entry receives a nonscorable code of NTS.

How to change this nonscorable entry to a scorable entry:

Neither piece of evidence reveals that the student indicates “more.” This entry would be scorable if the two pieces of evidence directly demonstrated the student’s ability to indicate “more.” For example, the student can request more music in the first piece of evidence and ask for more work in the second.

Nonscorables

Entry Sheet

Entry Example 3 (Mathematics)

Grade 4

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

Entry Number: Entry 3

Student Name:	Courtney	Student ID#:	4311
Subject Area:	Mathematics		

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

Mathematics OR	<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
Science (OGT only)	<input type="checkbox"/> Earth & Space Science	<input type="checkbox"/> Life Sciences	<input type="checkbox"/> Physical Sciences	<input type="checkbox"/> Science & Technology	<input type="checkbox"/> Scientific Inquiry	<input type="checkbox"/> Scientific Ways of Knowing

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

Grade Level	Four	Benchmark Letter	Pick Letter	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).

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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.

Indicate “more.”

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?)
	While at lunch, Courtney asked for more food, more milk, and more napkins.
Evidence#2 Observation or describe “other”	Task (What was the student asked to do?)
	Request more paint, during reverse-inclusion art activity, when more paint is needed.
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

Task Analysis Data Chart

Student: Courtney

Task: While at lunch, Courtney was asked to request more milk, more food, and more napkins as needed.

Settings and Interactions: Lunch time in the cafeteria.

Task Steps	Task Dates									
	1/24	1/28	2/4	2/11	2/14	2/18	2/23			
Request more milk using sign or speech.	- P	- P	- P	- V	+	+	+			
Request more food using sign or speech.	- P	- P	+P	+V	+	+	+			
Request more napkins using sign or speech.	- P	- P	+P	+V	+	+	+			
Task Prompting Level:	F	F	L	L	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.

Observation Form

Student: Courtney

Task: Request more paint, during reverse-inclusion art activity, when more paint is needed.

Setting: General education classroom

Time involved: Morning, 2/25/05

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.

A group of second graders come to our classroom to participate in an activity with the class. The kids read together, play games together, complete art projects, and practice academic skills.

During class, the students are paired together to complete an art project. They are beginning to make snowflakes. Terrence (a second grader) has the paint, and Courtney wants more paint. She signs "more" to Terrence, asking him for more paint. With some explanation, Terrence understands and hands the paint to Courtney to use. Courtney did not require any prompts for this activity. Courtney's sign was completely natural.

Mrs. Gonzalez, Special education teacher

Date: 2/25/05

Scoring Discussion

Entry 3

Standard: Number Sense

Benchmark/Indicator:

Application: Indicate “more.”

Type of evidence and task #1: Data Chart – While at lunch, Courtney asked for more food, more milk and more napkins.

Type of evidence and task #2: Observation – Request more paint, during reverse-inclusion art activity, when more paint is needed.

	Scores
Performance	ES
Instructional Context	ES
Independence	ES

Rationale

The entry does not specify a benchmark or an indicator. Therefore, the entry receives a nonscorable code of ES for all domains.

How to change this nonscorable entry to a scorable entry:

Provide a benchmark (e.g., A. Use place value structure of the base-ten number system to read, write, represent and compare whole numbers and decimals.)

Nonscorables

Missing Entry/Disqualified Entry

Entry Example 4 (English Language Arts)

Grade 6

100%

Name _____

Use a dictionary to locate the meanings of the following unknown words and use them correctly in your own sentence.

1. fret

Definition: to be unhappy or worried about something

Sentence: I fret because my sister is coming in my room

2. Strew

Definition: to scatter things around in a disorderly manner

Sentence: I Strewed my books around

3. Squall

Definition: a sudden violent gust of wind often with rain snow or sleet

Sentence: There was a squall of wind outside

Age-appropriate materials – The work sample is age-appropriate.

Independence – No prompting was needed.

Settings/Interactions – The task took place in the special education classroom.

Observation Form

Student: Patricia

Task: Locate various unfamiliar words in a glossary and use in simple sentences.

Setting: Special education classroom.

Time involved: 2/10/05

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.

Patricia located and copied six word meanings from her glossary. After copying word meanings, she wrote sentences using the words. Patricia used the glossary correctly for five of six words. She also wrote five of six sentences correctly. She had trouble with the last sentence.

Patricia completed the task without assistance.

Real-world – Students use glossaries throughout the school and at home when reading books, magazines, and newspapers.

Age-appropriate – Glossary is at student's grade level.

Words: truce, vaquero, mochilla, lei, tern, lariat

Date: February 10, 2005

Scoring Discussion

Entry 1

Standard:

Benchmark/Indicator:

Application:

Type of evidence and task #1: Work Sample -

Type of evidence and task #2: Data Chart -

Scores

Performance ME

Instructional Context ME

Independence ME

Rationale

The entry sheet is missing from this entry. Therefore, the entry receives a nonscorable code of ME for all domains.

How to change this nonscorable entry to a scorable entry:

Provide an entry sheet for the entry.

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:	Patricia	Student ID#:	4311
Subject Area:	English Language Arts		

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 checked="" 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 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	Six	Benchmark Letter	Pick Lett	OR Grade-Level Indicator Number (Gr 3-8 ONLY)	2
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Benchmark or Grade-Level Indicator Description (provide in the space below).

Analyze examples of cause and effect and fact and opinion.

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.

Distinguish fact from opinion.

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?)
	Write various statements that are either facts or opinions about horses.
Evidence#2 Work Sample or describe “other”	Task (What was the student asked to do?)
	Choose a newspaper article and identify three facts and three opinion statements within the article read to her by her teacher.
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

Task Analysis Data Chart

Student: Patricia

Task: Write two sentences that are facts and two sentences that are opinions about horses.

Settings and Interactions: Resource room during reading group.

Task Steps	Task Dates									
	1/12	1/14	2/3							
Write one factual sentence.	-	-	-							
Write a second factual sentence.	-	+	+							
Write one opinion sentence.	-	-	+							
Write a second opinion sentence.	-	+	+							
Task Prompting Level:	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.

Age-appropriate materials: Information about horses was found in a book called *Wild Horses*. The book contained photographs as illustrations and was on a lower grade level.

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.

6/6 100%

Distinguishing fact from opinion

****Write three statements from the news article that are facts on the lines below.**

1. More than 400 Parachute jumpers leaped off the 876 foot high New River Gorge Bridge during West Virginia's famous "fall" festival - Bridge Day.
2. I have 1,100 sky dives and 46 base jumps since I was 71. said Guxer, whose hometown was unavailable.
3. Several ambulances and emergency service personnel were on hand in case of injuries.

Distinguishing fact from opinion

****Write three statements from the news article that are opinions on the lines below.**

1. When you go off the edge, it's just nothing but joy. said Dennis Parroyte of Sacramento, Calif.
2. It was a lot of fun" said Stuart Massey, from Columbia S.C.
3. It's a huge amount of people and everybody's friendly down here, Albright said.

Age-appropriate materials – The work samples and news article are age-appropriate.

Independence – No prompting was needed.

Settings/Interactions – The task took place in the resource room.

Scoring Discussion

Entry 2

Standard: Informational Text

Benchmark/Indicator: 2. Analyze examples of cause and effect and fact and opinion.

Application: Distinguish fact from opinion.

Type of evidence and task #1: Data Chart – Write various statements that are either facts or opinions about horses.

Type of evidence and task #2: Work Sample – Choose a newspaper article and identify three facts and three opinion statements within the article read to her by her teacher.

	Scores
Performance	DE
Instructional Context	DE
Independence	DE

Rationale

Entry 1 received a nonscorable code of ME. Therefore, Entry 2 receives a nonscorable code of DE.

How to change this nonscorable entry to a scorable entry:

Change Entry 1 to a scorable entry.

Glossary

Accommodations: Changes made in the way materials are presented or in the way students respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.

Active response: An observable, measurable, purposeful response that depicts achievement. For students with the most severe disabilities, an active response may be very limited (e.g., a response of a facial muscle to touch), but does not include passive movements under the control of another person (e.g., the teacher moves the student's hand to activate a switch).

Activity: An organized educational procedure designed to stimulate performance of a skill.

Adaptations: Changes made to existing materials, instructional delivery or content to meet the needs of a student. An adaptation is either an accommodation or a modification.

Age-appropriate materials: Materials that reflect the chronological age of the student. They reflect illustrations and language that are used for typically developing students of the same age.

Applications: Knowledge and skills that are aligned to academic content standards, benchmarks and/or indicators but are reduced in scope or complexity for students with significant cognitive disabilities.

Assistive technology: Equipment or product systems that increase, maintain or improve the functional capabilities of a person with a disability.

Benchmark: A specific statement of what a student should know and be able to do at a specific time in his or her schooling. Benchmarks are used to measure a student's progress toward meeting the grade-specific academic content standard.

Classroom personnel: Teachers, including the teacher of record, related service personnel and paraprofessionals who interact with the targeted student in an instructional role.

Collection of Evidence: An entry sheet for each academic content standard assessed and evidence that demonstrates the student's achievement of each standard assessed. The alternate assessment is a collection of evidence of student achievement of knowledge and skills aligned to Ohio's Academic Content Standards.

Community members: Individuals outside the school setting (e.g., store clerk), school personnel who interact with the student in a noninstructional role (e.g., cafeteria worker, bus driver), students without disabilities who are more than two years younger or older than the targeted student. Family members are not considered community members.

Cue: To direct towards a correct response; to prompt.

Directions: Instructions provided to a student on how to complete a task. Directions are considered a natural cue—not a prompt or an interaction.

Entry: An entry sheet and two or three pieces of evidence used to document a student’s achievement of a standard.

Evidence: Products that document a student’s achievement (e.g., data charts, checklists, student work samples, and captioned photographs).

Family: Members of the student’s immediate family (e.g., parent, guardian, sibling, other care-giver).

General education classroom setting: A typical grade-level classroom.

Generalization: The ability to transfer learned skills to other settings and to demonstrate those skills in other tasks and different settings.

Grade-level indicator: A specific statement of the knowledge and/or skill that a student demonstrates at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.

Identify: To find or locate; to realize.

Independence: The degree to which assistance, or prompting, is provided to a student during the completion of standards-based tasks.

Instructional context: The degree to which the tasks contain age-appropriate materials and reflect real-world applications/activities. Also see age-appropriate materials and real-world applications.

Interaction: A reciprocal action that occurs while the targeted student is completing the task. It involves joint activity and communication between the targeted student and one or more individuals who has either an instructional role or a noninstructional role. A variety of settings and social interactions offer students the opportunity to generalize skills.

Match: To take identical items and put them together (e.g., draw a line from the word *stop* to a stop sign that has the word *stop* written in it; place a real dime over a picture of a dime).

Meaningful tasks: Activities that increase a student’s ability to function in integrated environments and promote independence.

Model: Something serving as an example to be imitated or compared.

Modeling: To construct or plan, especially after a pattern; to follow a model while completing a task.

Modifications: Changes made to the content that students are expected to learn for which the amount or complexity of materials is significantly altered from grade-level curriculum expectations.

Natural cues: Normally occurring directions, reminders or signals that indicate to a student that a response is required or requested; natural cues do not lead a student to the correct outcome and are not considered prompts.

Other school settings: Natural places where students have opportunities to interact (library, cafeteria, gym, playground, bus).

Peers: People who are of comparable age span, generally within two years, of targeted student. Older students may have peers who are adult coworkers.

Performance: A student's demonstration of standards-based skills or knowledge in a given task through an active response.

Prompt: Verbal, physical or gestural stimulus that guides a student toward a correct response.

Real-world applications: Situations in which students perform skills for purposeful outcomes. Performing skills in real-world applications presents students with optimal conditions to generalize and transfer skills. Real-world applications are usually associated with the highest levels of complexity in a student's learning.

Recognize: To know because the student has seen him, her or it before.

Residence and community settings: Home, residence, recreation center, restaurant, sporting event facility, store.

Scoring domains: Discrete dimensions that receive separate scores as defined on a scoring rubric. Each scoring domain may consider one or more criteria or features of student evidence.

Settings: Observed environments (including the physical setting and the social interactions) in which tasks are administered or performed. Settings are the physical environments in which the student attempts the tasks. A variety of settings and social interactions offer students the opportunity to generalize skills.

Simulated context: A representation of a particular environment.

Simulated real-world applications: Contrived situations in which tasks are performed. They allow students to demonstrate skill in a more controlled format. Performing skills in simulated real-world applications may lead to generalization and is considered an appropriate way to

provide instruction for students.

Skill: The ability to demonstrate achievement through an active response. A student's skill is usually gained through instruction and experience.

Sort: To arrange according to class, kind or size; classify; to separate from others.

Specialized settings: A school setting for instructing students with disabilities (e.g., self-contained classroom, resource room, therapy room).

Standard (Academic Content Standard): An overarching goal or theme. The standard statement describes, in broad terms, what students should know and be able to do as a result of the K – 12 program.

Standards-based applications: Knowledge and skills that are aligned to content standards, benchmarks and/or grade-level indicators but are reduced in scope or complexity for students with significant disabilities.

Task: A performed action with a specific outcome that is used to demonstrate achievement of knowledge/skill.

Where to Find Additional Collection of Evidence Exemplars

Two additional Collection of Evidence exemplars for grade 6 can be found in the Appendix, which is posted at the Ohio Department of Education Web site: <http://www.ode.state.oh.us>

