

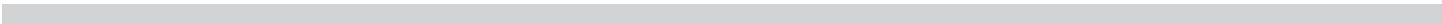


Ohio Achievement Tests



Resource Manual for the Alternate Assessment for Students With Disabilities Appendix





Appendix

Advanced Performance Level

Collection of Evidence Example 1
(English Language Arts and Mathematics)

Grade 6

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: Pedro	Student ID#: 6543
Subject Area: English Language Arts	

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

Reading OR	<input checked="" 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 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 Letter	OR Grade-Level Indicator Number (Gr 3-8 ONLY)	1
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Benchmark or Grade-Level Indicator Description (provide in the space below).

Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.

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.

Read commonly used sight words.

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?) The student randomly found and read known/high-frequency words from school hallway posters.
Evidence#2 Interview or describe "other"	Task (What was the student asked to do?) The student read a book that contained several vocabulary words he learned in class during the week.
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"/> Age-appropriate materials	<input checked="" type="checkbox"/> Level of prompting (continuous, frequent, limited, independent)	<input checked="" type="checkbox"/> Description of physical setting <input checked="" type="checkbox"/> Description of individuals with whom the student interacted

Observation

Pedro

February 11, 2005

Pedro was in the hallway with Mrs. G, the school's computer lab specialist. Unidentified students also passed by, looking at posters on the bulletin board display that related to a program called Second Step. As part of this program, each classroom at the school is visited by the school counselor to learn ways to appropriately react and act socially and to solve problems. In viewing the posters, Pedro independently picked out and read the following words correctly, with no prompting or assistance:

out	in	and
look	at	the
you	are	to
say	what	good
time	of	where
will	if	not
can	do	use
it	no	stop
your	ask	

The posters had pictures of students in a school setting. The pictures were considered age-appropriate.

Elizabeth C.

2/11/05

Interview

Student: Pedro

Date: 1/20/05

Person interviewed: Ms. Brown, reading specialist

Interview conducted by: Mrs. C, special education teacher

1. **Describe the task/activity performed by the student.** Pedro was instructed to read a book that contained several vocabulary words that he had learned in class during the week.

2. **Describe the student's performance of the task.** Pedro was able to read 13 of 15 words correctly. The 13 words he read correctly were: funny, go, jump, like, play, red, run, three, fast, ride, cold, fly, and walk. He was unable to read the following two words: said, yellow.

3. **Describe the level of prompting required by the student.** Pedro completed the task independently.

4. **Describe where the task/activity took place.** Special education classroom

Other comments:

Although the book was not at the 6th grade level, the book contained real photographs as illustrations and therefore was age-appropriate.

Scoring Discussion

Entry 1

Standard 1: Acquisition of Vocabulary

Benchmark/Indicator: 1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.

Application: Read commonly used sight words.

Type of evidence and task #1: Observation – The student randomly found and read known/ high-frequency words from school hallway posters.

Type of evidence and task #2: Interview – The student read a book that contained several vocabulary words he had learned during the week.

	Scores
Performance	3
Instructional Context	4
Independence	4

Rationale

Performance: Observation and interview reveal consistent skill.

Instructional Context:

Age-appropriate: The observation and interview reveal age-appropriate materials.

Real-world applications: The observation and interview reveal real-world applications.

Independence: Both the observation and interview reveal that no assistance was needed.

Settings/Interactions: School hallway; special education classroom

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: Pedro	Student ID#: 6543
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	C	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).

Explain how main ideas connect to each other in a variety of sources.

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.

Use a variety of sources to locate specific information.

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 Work Sample or describe "other"	Task (What was the student asked to do?)
	The student was asked to choose the correct reference material to answer different scenarios.
Evidence#2 Data Chart or describe "other"	Task (What was the student asked to do?)
	The student was asked to match a scenario with the reference material.
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

Name _____ Date _____

Use a Resource

When you're doing a student project, you might choose to use one or more of these resources for information.

~~_____~~
card catalog

~~_____~~
encyclopedia

~~_____~~
dictionary

~~_____~~
telephone book

+5/5

Completed
independently

Which resources would you use to complete each project below? Write their names and the information you could find in each one.

1. You want to find words in American English that come from French and Spanish. dictionary

books

2. You need to gather your classmates to put on a play. tele phone

3. You need to write a report about a local election for mayor

NEWS PAPER

4. You need to draw a map of Canada. encycloPedia

5. You want to find out about the weather in the Philippine Islands.

NEWS PAPER

Data Chart

Student: Pedro

Standard: Informational, Technical and Persuasive Text

What was the student asked to do? Pedro was asked to match a scenario with the reference material.

Time and place: 6th grade study time in special education classroom

Support: 6th grade volunteer

Tasks	Response
Selected phone book for finding number of pizza place	I
Selected encyclopedia for finding information on a country	I
Selected dictionary for finding meaning of a word	I
Selected newspaper for finding local sports team scores	I
Selected table of contents to find chapter title in book	I

**X = incorrect response, VP = verbal prompt,
I = independent and correct**

Scoring Discussion

Entry 2

Standard 2: Informational Text

Benchmark/Indicator: C. Explain how main ideas connect to each other in a variety of sources.

Application: Use a variety of sources to locate specific information.

Type of evidence and task #1: Work Sample – The student was asked to choose the correct reference material to answer different scenarios.

Type of evidence and task #2: Data Chart – The student was asked to match a scenario with the reference material.

	Scores
Performance	3
Instructional Context	3
Independence	4

Rationale

Performance: Work sample and data chart reveal consistent skill.

Instructional Context:

Age-appropriate: Work sample and data chart reveal age-appropriate materials.

Real-world applications: Work sample and data chart reveal simulated real-world applications.

Independence: The work sample and data chart reveal that no assistance was needed.

Settings/Interactions: Special education classroom

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: Pedro	Student ID#: 6543
Subject Area: Mathematics	

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

Mathematics OR	<input type="checkbox"/> Number Sense	<input type="checkbox"/> Measure	<input type="checkbox"/> Geometry & Spatial Sense	<input type="checkbox"/> Patterns, Functions & Algebra	<input checked="" 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	Six	Benchmark Letter	B	OR Grade-Level Indicator Number (Gr 3-8 ONLY)	Pick Num.
Benchmark or Grade-Level Indicator Description (provide in the space below).					
Interpret data by looking for patterns and relationships, draw and justify conclusions and answer related questions.					
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/use tables, charts and/or graphs to locate information in daily activities.					

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

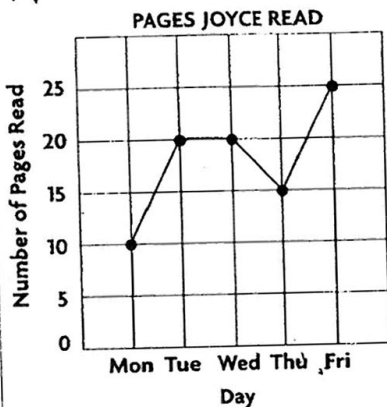
Types of Evidence—Data Chart, Checklist, Work Sample, Captioned Photos, Video, Audiotape, Observation, Interview, or Other (Describe "Other" if selected)	
Evidence#1 Work Sample or describe "other"	Task (What was the student asked to do?)
	The student was asked to use the graphs to answer questions.
Evidence#2 Checklist or describe "other"	Task (What was the student asked to do?)
	The student was asked to point to a certain type of graph.
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.

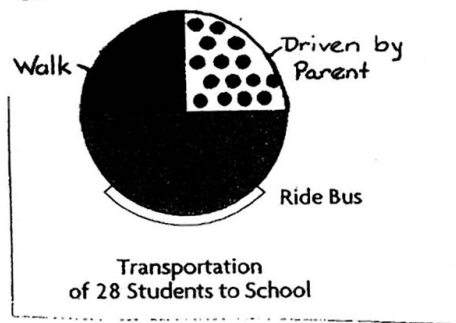
Instructional Context	Independence	Settings and Interactions
<input checked="" type="checkbox"/> Real-world applications <input checked="" type="checkbox"/> Age-appropriate materials	<input checked="" type="checkbox"/> Level of prompting (continuous, frequent, limited, independent)	<input checked=""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

A.

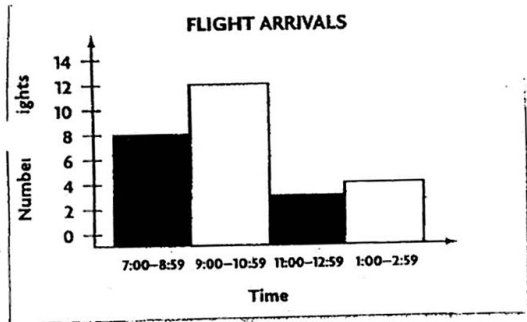


+3/3

B.



C.



Completed with frequent prompting

In graph A, how many pages were read on Friday? 25

In graph B, $\frac{1}{2}$ of the students Ride BUS

In graph C, during what times do the most flights arrive? 9:00-10:59

Name _____

Date _____

Checklist

Student: Pedro

Standard: Data Analysis and Probability

What was the student asked to do? Pedro was asked to point to a certain type of graph. The graphs looked similar to the ones found on the work sample.

Level of prompting: Frequent prompting was required to complete the task.

Time and place: 6th grade study time in special education classroom

Support: 6th grade volunteer

Task	Never	Sometimes	Always
Points to line graph			x
Points to bar graph		x	
Points to pie graph			x

Scoring Discussion

Entry 3

Standard 3: Data Analysis and Probability

Benchmark/Indicator: B. Interpret data by looking for patterns and relationships, draw and justify conclusions and answer related questions.

Application: Identify/use tables, charts, and/or graphs to locate information in daily activities.

Type of evidence and task #1: Work Sample – The student was asked to use the graphs to answer questions.

Type of evidence and task #2: Checklist – The student was asked to point to a certain type of graph.

	Scores
Performance	3
Instructional Context	3
Independence	2

Rationale

Performance: Work sample and checklist reveal consistent skill.

Instructional Context:

Age-appropriate: The work sample and checklist reveal age-appropriate materials.

Real-world applications: The work sample and checklist reveal simulated real-world applications.

Independence: The work sample and checklist reveal frequent prompting.

Settings/Interactions: Special education classroom; special education teacher; 6th grade volunteer

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

Entry Number: Entry 4

Student Name: Pedro	Student ID#: 6543
Subject Area: Mathematics	

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

Mathematics OR	<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	
Social Studies (OGT only)	<input type="checkbox"/> History	<input type="checkbox"/> People in Societies	<input type="checkbox"/> Geography	<input type="checkbox"/> Economics	<input type="checkbox"/> Government	<input type="checkbox"/> Citizen Rights & Responsib.	<input type="checkbox"/> Social Studies Skills & Methods

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

Grade Level	Six	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.

Select appropriate measurement units and tools in daily living activities.

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?)
	Pedro selected real objects from his shopping list; then he was asked to give the appropriate unit of measurement for them.
Evidence#2 Data Chart or describe "other"	Task (What was the student asked to do?)
	Pedro was shown real objects; then he was asked to give the appropriate unit of measurement for them.
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: Pedro

Date of Performance: 2/2/2005

Task: Pedro selected real objects from his shopping list; then he was asked to give the appropriate unit of measurement for them.

Criteria for Successful Performance:

Task Steps	Record of Student Performance: Did student complete the step successfully?		
	Yes	No	Prompting Type
Ice cream – pounds	X		I
Can of soda – ounces	X		I
Candy bar – ounces	X		I
Orange juice – gallon	X		V
Cake – pounds	X		I
Total			L

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.

Pedro identified real items in a grocery store with limited prompting from special education teacher.

The student used real items that he was purchasing for the classroom party; use is considered age appropriate.

Data Chart

Student: Pedro

Standard: Measurement

What was the student asked to do? Pedro was shown real objects; then he was asked to give the appropriate unit of measurement for them.

Place: Special education classroom; outside school building, cafeteria, parking lot

Support: 6th grade volunteer

Task

Gave gallons for measuring amount of liquid in classroom aquarium
Gave inches for measuring length of teacher
Gave feet for measuring length of school building
Gave ounces for measuring amount of milk in school milk carton
Gave tons for measuring weight of principal's car

Response

I
I
I
I
VP

**X = incorrect response, VP = verbal prompt and correct,
I = independent and correct**

Scoring Discussion

Entry 4

Standard 4: Measurement

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

Application: Select appropriate measurement units and tools in daily living activities.

Type of evidence and task #1: Checklist – Pedro selected real objects from his shopping list; then he was asked to give the appropriate unit of measurement for them.

Type of evidence and task #2: Data Chart – Pedro was shown real objects; then he was asked to give the appropriate unit of measurement for them.

	Scores
Performance	3
Instructional Context	4
Independence	3

Rationale

Performance: Checklist and data chart reveal consistent skill.

Instructional Context:

Age-appropriate: Checklist and data chart reveal age-appropriate materials.

Real-world applications: Checklist and data chart reveal real-world applications.

Independence: The checklist and data chart reveal limited prompting.

Settings/Interactions: Grocery store; special education teacher; special education classroom; outside school building; cafeteria; school parking lot; 6th grade volunteer

Entry 1, 2, 3, and 4

Nondisabled Peers/Community Members: 0

Score
Settings/Interactions: 2

Rationale

Student performs tasks in one or more different settings with evidence of interaction. The 6th grade volunteer acted in an instructional role, thus counting as an interaction, but not as a community member.

Scoring Discussion — Continued

<p>Total Achievement Score Summary – English Language Arts* 21</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Entry 1</u> Performance: 3 Instructional Context: 4 Context: 3</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Entry 2</u> Performance: 3 Instructional Context: 3</p> </td> </tr> <tr> <td style="padding: 5px;">Total: 12</td> <td style="padding: 5px;">Total: 9</td> </tr> </table> <p>*Total Achievement Score is calculated by multiplying Performance by Instructional Context for each entry</p> <p>How to improve the Total Achievement Score: For Entry 2, the instructional team may want to consider submitting evidence that shows the student providing extended responses instead of matching (e.g., providing reference materials needed to complete specific tasks).</p>	<p><u>Entry 1</u> Performance: 3 Instructional Context: 4 Context: 3</p>	<p><u>Entry 2</u> Performance: 3 Instructional Context: 3</p>	Total: 12	Total: 9	<p>Total Achievement Score Summary – Mathematics* 21</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Entry 3</u> Performance: 3 Instructional Context: 3 Context: 4</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Entry 4</u> Performance: 3 Instructional Context: 3 Context: 4</p> </td> </tr> <tr> <td style="padding: 5px;">Total: 9</td> <td style="padding: 5px;">Total: 12</td> </tr> </table> <p>*Total Achievement Score is calculated by multiplying Performance by Instructional Context for each entry</p> <p>How to improve the Total Achievement Score: For Entry 3, the instructional team may want to consider having the student interpret charts and graphs that require the student to answer implicit questions (e.g., Evidence #1– “In graph B, how many students ride the bus?”).</p>	<p><u>Entry 3</u> Performance: 3 Instructional Context: 3 Context: 4</p>	<p><u>Entry 4</u> Performance: 3 Instructional Context: 3 Context: 4</p>	Total: 9	Total: 12
<p><u>Entry 1</u> Performance: 3 Instructional Context: 4 Context: 3</p>	<p><u>Entry 2</u> Performance: 3 Instructional Context: 3</p>								
Total: 12	Total: 9								
<p><u>Entry 3</u> Performance: 3 Instructional Context: 3 Context: 4</p>	<p><u>Entry 4</u> Performance: 3 Instructional Context: 3 Context: 4</p>								
Total: 9	Total: 12								