Rhode Island Alternate Assessment

Test Administration Manual for Science, Grades 4, 8, and 11

http://www.ride.ri.gov/

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Important Dates and Deadlines for 2016–17 *(Updated 9.22.2016)*	
Student Registration	
September 30	ProFile Open for Student Registration
February 10	Registration closes for 2016-17
February 10	Last Day to Remove Students from Class Lists. *Only transfer students processed after 2/12.*
May 12, 2017	Last Day to submit requests for exemptions for MSAA and RIAA Science
Materials Shipments	
March 13, 2017	Binders & Return Materials Shipped to Schools
April 28, 2017	UPS Pickup
September 7, 2017	Report Shipment
September 12, 2017	Datafolio Return Shipment
Assessment Dates 2016 - 17	
Collection Period 1	
October 3 – November 11	Collection Period 1: Assessment
November 11 – December 2	Wrap-Up and Administrative Review
December 2	ProFile locks at midnight
Collection Period 2	
January 2 – February 10, 2017	Collection Period 2
February 10 – 22	Wrap-Up and Administrative Review
February 24	ProFile locks at midnight
Collection Period 3	
February 27 – April 7, 2017	Collection Period 3
April 7 – April 28	Wrap-Up and Administrative Review
April 28	ProFile locks at midnight

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Acknowledgements

State of Rhode Island and Providence Plantations

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Note about Eligibility for Alternate Assessments

The RIAA Science Test Administration Manual was written with the assumption that the student's individualized education program (IEP) team met and determined that the student met all eligibility criteria required for participation in the RIAA and that all procedures and guidelines were followed in making that decision.

If the student's IEP team has not met or you have questions about the student's eligibility for this test, please read and use the *IEP Team Guidance on Eligibility for Alternate Assessments* available at www.ride.ri/RIAA.

Introduction to the Rhode Island Alternate Assessment (RIAA)

Participation in the Rhode Island Alternate Assessment Program is an important means of ensuring that each student has the opportunity to acquire the knowledge and skills addressed in the Common Core State Standards for ELA and Mathematics, as well as the Alternate Assessment Grade Span Expectations for Science. The majority of students with disabilities will learn in general education classrooms, participate in the general education curriculum, and participate in the subject area assessments of the PARCC ELA and mathematics assessments and the NECAP Science Assessment. However, some students with significant cognitive disabilities require an alternative method of assessment. Students who cannot participate in the NECAP or PARCC, even with accommodations, participate in the alternate assessments. The RIAA Science is based on the Alternate Assessment Grade Span Expectations (AAGSE), which are an extension of the NECAP Grade Level and Grade Span Expectations (GLEs and GSEs) in Science. The National Center and State Consortium (NCSC) Alternate Assessment is the alternate assessment administered for English language arts and mathematics.

The Individuals with Disabilities Act (IDEA) of 2004 is the federal special education law that requires that students with disabilities be involved in the general education curriculum with supplementary aides and supports when necessary. This law further requires that students with disabilities be included in all general and district-wide assessment programs with appropriate accommodations or alternate assessments when necessary, as determined by their IEP team. In addition, the No Child Left Behind Act (2001), Title I, requires that all students participate in state assessments in reading, mathematics, and science and that their performance results be reported. Reading and mathematics will be assessed using the NCSC alternate assessment. For information on NCSC, please go to www.ride.ri.gov/ncsc.

High-quality assessments provide information on which to base ongoing development of curriculum and instruction that is responsive to individual student needs. Students with significant cognitive disabilities are valued and contributing members of their schools and communities and are assessed using the NCSC alternate assessment in ELA and Mathematics and the RIAA in Science. The RIAA design consists of an assessment that utilizes Structured Performance Tasks (SPT), which promote integrated academic and life opportunities for students. Capturing evidence of student learning is the core of the RIAA. Teachers collect data and student work to assess the student's progress, accuracy, and independence. The collected evidence provides documentation that ensures a connection between the standards and instruction.

The Importance of Communication

It is important that all students have a strategy and/or device that allows them to communicate beyond addressing their basic needs. Without a communication system that allows students to show what they know and can do academically, and that addresses their desires personally and socially, an adequate education that encourages students to reach their full potential cannot be ensured. Communication is essential to all people, regardless of their ability level.

Communication devices and strategies should be evaluated each year to ensure that the student has the device that best suits his or her needs and abilities. These systems should allow the student to engage both socially and academically in a meaningful way. To foster and support communication competence, the Rhode Island Department of Education (RIDE) is organizing and supporting the Rhode Island Statewide Communication Competence Initiative in order to facilitate growth and understanding in this area.

What is Augmentative/Alternative Communication (AAC)?

Although the same systems can be used for either augmentative communication or alternative communication needs, there is a difference between the two.

Communication devices that either supplement a person's speaking ability or replace it completely are referred to as AAC. The term "Augmentative/Alternative Communication" refers to any mode of communication other than speech. AAC includes systems such as sign language, symbol or picture boards, and electronic devices with synthesized speech.

Augmentative communication systems are used by people who already have some speech but whose speech is unintelligible, or people who require an additional communication system to allow them full access to the many ways communication is used. In such cases, other modes of communication are used to support or supplement what the person is able to communicate verbally.

Alternative communication systems are used when a person does not have the ability to speak. These systems are for people who must rely completely on another method to make all of their ideas, wants, and needs known.

District and School Administrator Responsibilities

- Ensure that teachers receive appropriate training on the RIAA. Training session information can be found here: www.ride.ri.gov/RIAA .
- Provide time for teachers to administer the assessment and enter data into ProFile by the dates listed on the inside front cover of this manual.
- Monitor the datafolios of students in their schools, districts, and outplacement facilities to ensure accurate and timely entry of assessment information and to provide additional support where needed.
- Review the datafolio, discuss with the teacher, and sign the Affirmation of Test Security before shipping the datafolio to Measured Progress.
- Provide score reports and copies of past datafolios, if available, to teachers so they can make appropriate assessment and instructional decisions for the current school year.
- Ensure that district policies keep all information and data entered into ProFile and datafolios confidential and secure, and that these policies adhere to FERPA guidelines.

Who should take the RIAA Science?

All students in grades 4, 8, and 11 who meet the criteria outlined in the *IEP Team Guidance on Eligibility for Alternate Assessments* should take the RIAA Science. All eligibility determinations should be made before the first collection period of RIAA Science begins *(see inside front cover of this manual for date).*

Grade Levels and Assessment
Students who take the RIAA are assessed in grades 4, 8, and 11, which are the same grades as the NECAP science assessment. All eligible students in these grades must take the RIAA Science assessment.

The IEP team should use the district's policy regarding retention/advancement in conjunction with students' identified needs to determine grade designation. Students should not be assigned to a grade that is more than two years below typical-grade peers, by chronological age, or to a grade that is outside the grade range of the school they are attending.

Retaining a student
If a student is retained, he or she must participate in any assessments required for his or her current grade. For example, if a student was retained in grade 4 for two years, that student must take the RIAA science assessment a second time.

> **NOTE:** If a student is in a grade level for more than one year, consideration should be given to ensure the student is not more than two years below typical grade peers, by chronological age, or is not designated in a grade that is outside the grade range of the school in which he or she is being instructed.

Grade advancement
If a student's grade designation changes from grade 6 to grade 8, then he or she must participate in assessments for grade 8. Grades that are "missed" do not need to be assessed. In this example, any assessments in grade 7 would not be administered; only those assessments required for grade 8 would be administered.

Reviewing Datafolios: Affirmation of Test Security Form

By signing the Affirmation form, school administrators and teachers are certifying that the collection of evidence in the datafolio is a true representation of what the student knows and can do across all three domains of Science. Administrators should feel comfortable signing the Affirmation form. However, before signing, administrators should review each datafolio to ensure they understand how each student was instructed and assessed over the year.

Practical Look at the Datafolio. To perform a quick review, ask the following questions:

- Data Summary Sheet (DSS): Are there three assessment dates per collection period, and were they conducted within the collection period? Does the date on the student work match the date on the summary sheet?
- SDF: Is the activity clearly described?
- Are all entries included for all content areas?
- Is student work included in the form of either a photograph showing the student engaged in the assessment activity or the product of the assessment itself (writing sample, chart, graph, etc.)?
- Is the student work graded appropriately and according to what the teacher said was assessed?
- Does the student work include the student's name and a date?

How to Evaluate Student Work. In order to gauge whether or not the student work accurately shows what the student knows and can do, it is helpful to answer the following questions:

1. Is the student work an assessment of the Inquiry Construct or AAGSE?
2. Is the name of the student and the date recorded on each work sample?
3. Is the student work graded?
4. Are the levels of accuracy, assistance, and independence noted on the student work?
5. For a photograph:
   a. Does the photograph show the student engaged in the assessment?
   b. Is the student demonstrating the AAGSE in the photograph?

Discussing the Datafolio: Topics to Deepen Understanding

The following are topics and questions that could help facilitate discussion of the datafolios:

1. Each entry should describe and show what the student knows and can do regarding the standard being assessed.
2. The teacher should be able to clearly explain how the work sample or the photograph is evidence of the student's knowledge and/or ability.
3. Discuss how the student's level of independence changed or stayed the same across the collection period or the year.
4. Discuss improvements/challenges in the student's knowledge and skills over the year.
5. Discuss the student's communication plan. Is it meeting his or her needs academically and socially?

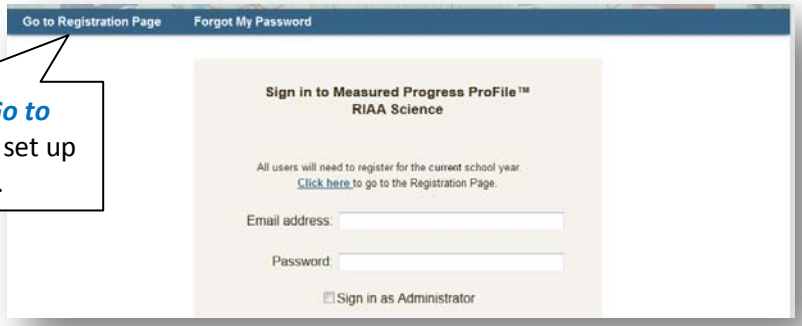
ProFile Instructions for Administrator Access to Datafolios

The instructions for administrators to create an account in ProFile are below. Creating an account will enable you to review datafolios throughout the year through read-only access. To enable you to see students in your school, district, or other outplacement school, two things need to happen:

1. Teachers will need to set up an account in ProFile.
2. Teachers in your school, district, or outplacement school will need to assign their student accounts to administrators.

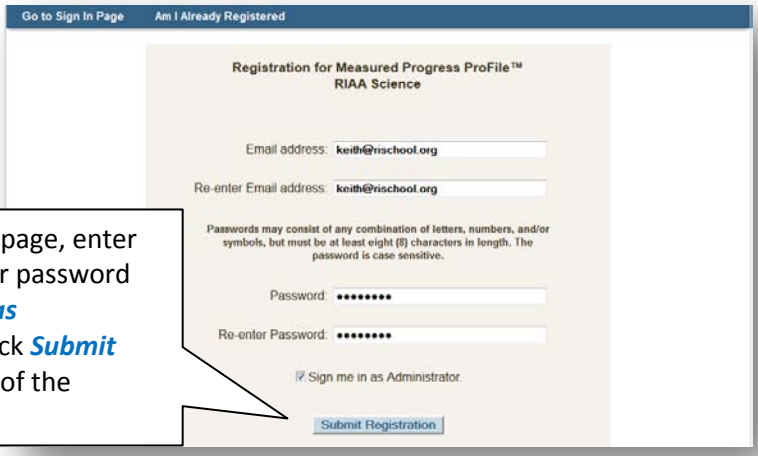
How to Create an Administrator ProFile Account

Step 1: Go to the ProFile home page at https://profile.measuredprogress.org/RIAA/login.aspx.



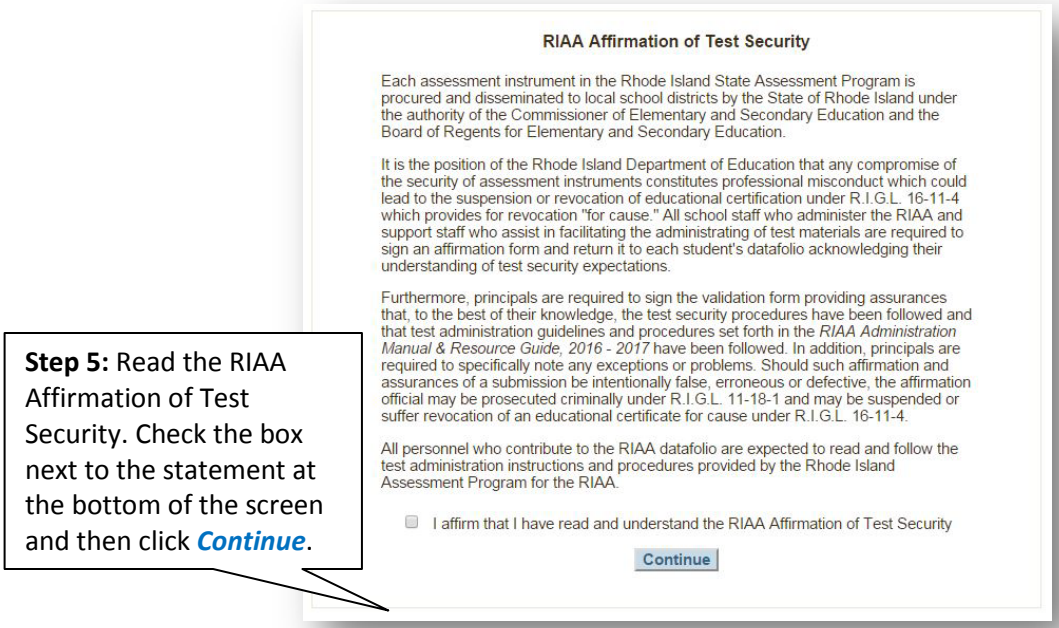
Step 2: Click on the ***Go to Registration Page*** to set up an account in ProFile.

NOTE: Do not click the ***Sign in as Administrator*** box on the sign-in page. You will click this box only after creating your account the first time.

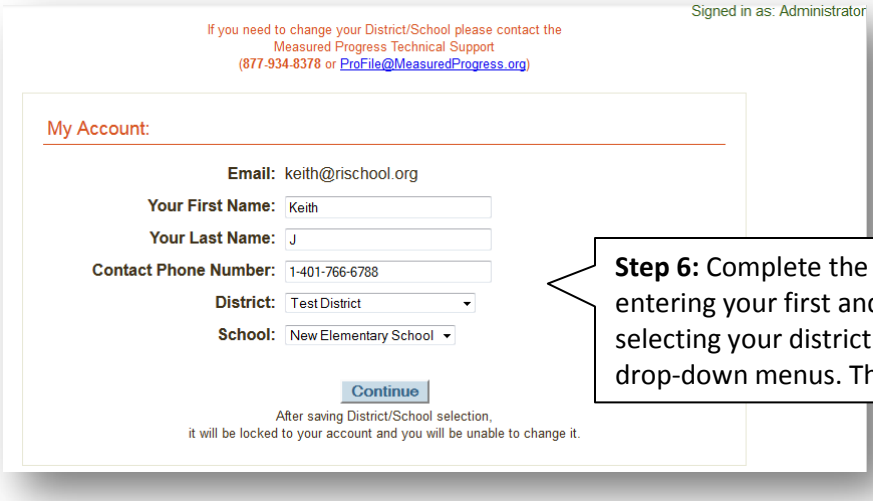


Step 3: On the Registration page, enter your email address and your password twice. Click the ***Sign me in as Administrator*** box. Then click ***Submit Registration*** at the bottom of the screen.

Step 4: Click ***My Account*** in the blue task bar.



Step 5: Read the RIAA Affirmation of Test Security. Check the box next to the statement at the bottom of the screen and then click ***Continue***.



Step 6: Complete the ***My Account*** page by entering your first and last names and selecting your district and school from the drop-down menus. Then click ***Continue***.

Step 7: On the next ***My Account*** screen, verify your account information and then click ***Save Account Data*** at the bottom of the screen. You have completed the steps to create your account.

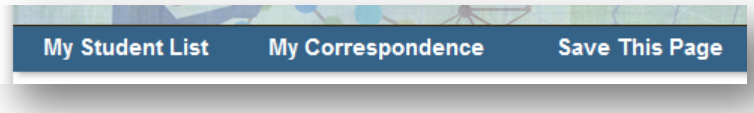
Process for Viewing Datafolio Entries in ProFile as an Administrator

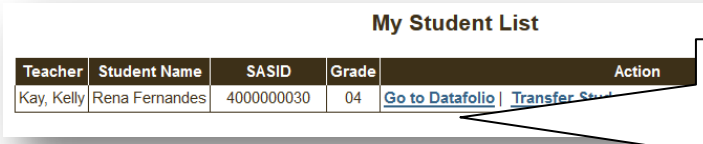
It is important that school and district administrators monitor the RIAA in their schools and districts just as they would any other state assessment.

After teachers create their class lists, they will enter the email addresses of the administrators, including principals, district special education directors, and/or district testing coordinators who need to view the datafolio. Administrators can view this information in a read-only format; they cannot make changes to any of the documentation.

At the close of the testing cycle, principals are required to sign the *Affirmation of Test Security and Fidelity of Implementation* form before submitting the datafolio for scoring. By signing this form, the principal, teacher, and any other teachers involved in the administration of the RIAA certify that the policies and procedures outlined in this manual and the *Administration Manual and Resource Guide for Teachers* have been followed. Signing the form also certifies that the data, narratives, and any student work submitted were properly collected on the dates provided.

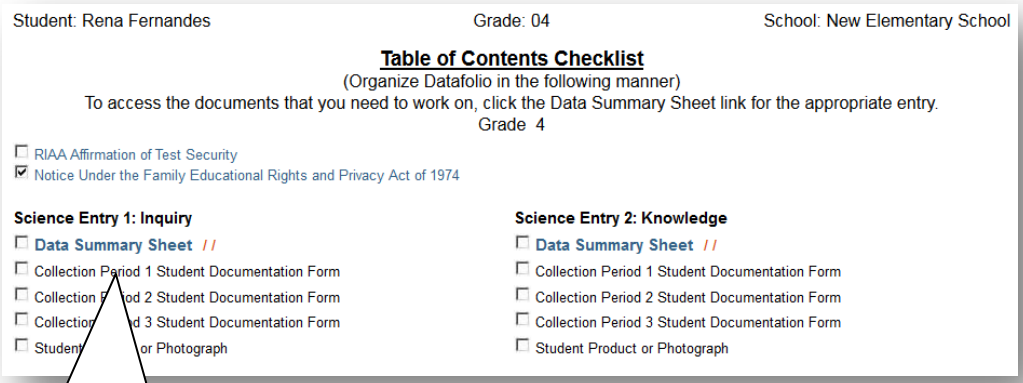
Step 1: Click ***My Student List*** located in the blue bar.





Step 2: Find the student whose datafolio you want to view and click ***Go to Datafolio.***

NOTE: My Student List will only populate if a teacher has assigned their student to you.



Step 3: Click on ***Data Summary Sheet***, which will bring you to the Data Summary Sheet and the Student Documentation Forms.

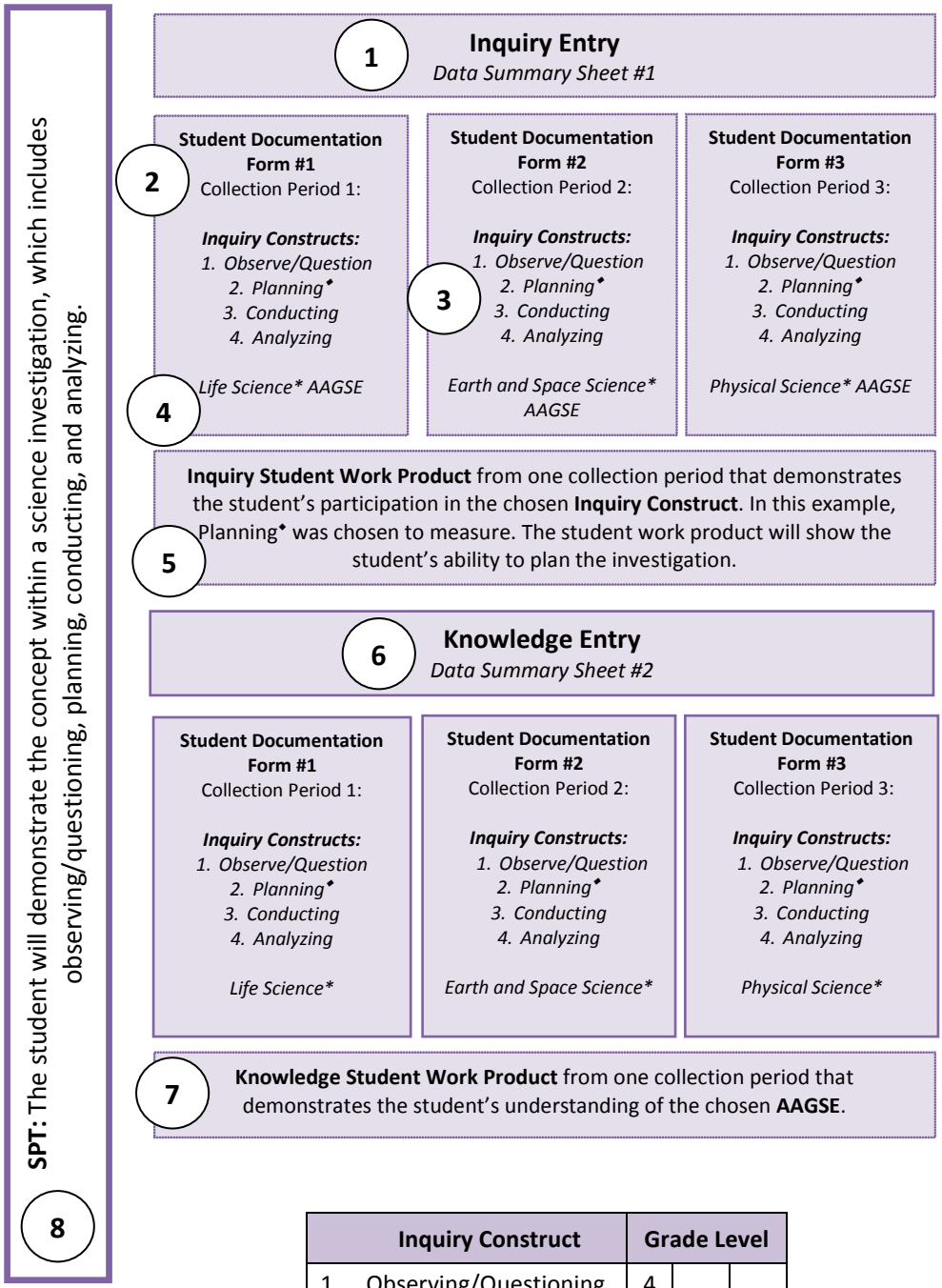
Step 4: When you are done, remember to click ***SIGN OUT***.

Chapter 1: The Design and Structure of the RIAA in Science

The Standards: The scope of standards assessed on the RIAA Science Assessment is much narrower than on the NECAP science assessment in order to accommodate the unique needs of the students who take the RIAA science. The RIAA for Science measures the AAGSEs (Alternate Assessment Grade Span Expectations), which can be found in the back of this manual.

The Components: Science content is measured across the three science domains through three teacher-designed science investigations. In addition to focusing on science content, the science investigations focus on one of four Inquiry Constructs, although they must include all four investigation components in order for the student to receive a coherent and meaningful science experience. A diagram of the science assessment is on the next page.

RIAA Science Test Design



Inquiry Construct	Grade Level		
1. Observing/Questioning	4		
2. Planning		8	
3. Conducting	4	8	11
4. Analyzing			11

1. **Inquiry Entry:** Teachers collect data on student performance on the inquiry construct on the *Data Summary Sheet*. Each grade has a choice of two Inquiry Constructs to assess *(see table below)*; however all inquiry constructs must be included in the investigation.
2. **Student Documentation Form:** On this form, the teacher must describe the larger context of the student's participation in the assessment, the assessment activity, how well the student performed the skill (Accuracy), and how much of the assessment the student did on his or her own (Independence).
3. **Inquiry Constructs:** Each of the four constructs should be included in each science investigation. One of the constructs will be the focus for assessment across all domains.
4. **Domain:** Each of the three domains of science should be covered across the year; one per collection period.
5. **Note.**
6. **Knowledge Entry:** Teachers will record all of the data they collect on the student's performance on the AAGSEs, on the Data Summary Sheet.
7. **Knowledge Entry Student Work:** student work (paper product or photo) should be from **one** of the domains and show the student's knowledge of the AAGSE.
8. **SPT:** The structured performance task describes the general instructional situation in which the science instruction and assessment take place.

Chapter 2: AAGSEs, Inquiry Constructs, and Science Investigation Design

Choosing AAGSEs

AAGSEs and Inquiry Constructs are in the back of this manual. Select **one** AAGSE for each of the three science domains being assessed; Life Science, Earth Science, and Physical Science (see page 20 for example). When choosing AAGSEs, consider the following:

1. Make sure you understand the content contained in the AAGSE. If you have questions about the content, be sure to ask another educator or contact one of the people listed in this manual for assistance.
2. Pay close attention to student factors; including their strengths, needs, and interests.
3. Be aware of when certain science topics are covered in your district's general curriculum.
4. Make sure the AAGSE for each domain is available to be assessed using the Inquiry Construct that was selected.

Understanding the Inquiry Constructs

While teachers assess only one of the Inquiry Constructs for the RIAA, all four constructs must be included in each investigation. Below are some of the activities associated with each Inquiry Construct that will help teachers design valid science investigations. **These questions can also help teachers write up the descriptions for box 1 of the Student Data Form for both the Inquiry and Knowledge entries.**

Step 1: Observing/Questioning. *Make and describe observations in order to ask a question or make a prediction related to the science investigation.* This means that students gather information they will use to make observations related to the content of the AAGSE so they can ask a question. Students may also make a prediction instead of asking a question. If students are formulating a question, they need only have *one* question per investigation. The following are examples of observing/questioning:

- Students watch animals in the classroom to formulate a question or predict what might happen next based on what they know; they watch animals or plants in nature to see how they live.
- Students read about the seasonal changes and then look for those changes in nature.
- Students read about key concepts of the AAGSE so they can formulate a question for their investigation (e.g., reading a book, reviewing vocabulary words related to the investigation to help with developing a research question, looking at objects/photos related to the topic).
- **Write it up:** What is the question/observation that students will focus on during this investigation? What did the students observe or read in order to learn more about the AAGSE content?

Step 2: Planning. *Identify information or evidence that needs to be collected or tools to be used in order to answer a question or check a prediction.*

- *Tools to be used:* Students identify the tangible items they need to gather to carry out the investigation in order to answer their question or confirm their prediction (e.g., thermometers, scales, data sheets, pictures, magnets, books, places to go, etc.).
- *Information to be collected:* Students identify the sources of information (e.g., the books to get photos of animals, computer websites to find weather information, newspaper to get phases of the moon); identify the times/frequency of their data collection.
- *What data they will collect:* number of days of rain, temperature, people with a certain trait (blue eyes, green eyes), etc. that will allow them to gather evidence to answer a question or confirm a prediction. Examples of visual changes could include changes in trees throughout the season, animals changing to prepare for the winter or spring, the differences in the surfaces of Earth, the moon, or other planets.

- **Write it up:** What information, tools, and/or materials will students need to gather that will help them answer the question or provide evidence for their observation? List the steps students will use to conduct this investigation. What data will the student collect (i.e., qualitative [numerical] or quantitative [observations]) and in what categories?

Step 3: Conducting.
Grade 4: *Follow procedures or use appropriate equipment or measurement devices accurately to record qualitative or quantitative data.*

- Procedures: How the student collects data
- Equipment/measurement devices: How the student records the data on his or her datasheet
- **Write it up:** What will the student do to complete the investigation? Write out the procedure the student follows to gather the data or evidence. List the measurement devices used.

Grade 8: *Use data to summarize results.*

- How the student takes the raw numerical data and creates an average (e.g., after measuring rainfall over the weekend, student creates a "weekly rainfall average"; after completing three test car runs, student creates an "average speed"; after doing a survey, student adds up the results).
- How the student takes the raw observational data and makes a statement about what he or she saw (e.g., the leaves changed color in October and then fell off the trees in November and December; lighter objects [less mass] float and heavier objects [more mass] sink).
- **Write it up:** What will the student do to complete the investigation? Write the procedures? Gather evidence? Document observations or record data?

Grade 11: *Use accepted methods of organizing, representing, or manipulating data.*

- Organizing: The student uses a data sheet to put the data into **categories** like light/dark, heavy/light, season (summer, winter, fall, and spring), etc.
- Representing/Manipulating: The student uses a table, bar graph, line graph, pictures, etc., to show trends, amounts, or results in a meaningful way. All visual representations of data should be properly labeled and include a title, *x*- and *y*-axis labels, and labels for each variable/category being measured.
- **Write it up:** What will the student do to complete the investigation? Write the procedures? Gather evidence? Document observations or record data?

Step 4: Analyzing. *Use evidence to support and/or justify interpretations or conclusions or explain how the evidence refutes the hypothesis.* To effectively measure a student's ability to analyze, the student needs to have a question, hypothesis, or conclusion to refer back to, or the analysis won't make sense. **Analyzing is not recording data; it is using the data to draw a conclusion about the hypothesis or question. Analyzing is not answering questions about the data.** Students should be using their data to make a decision about the content of the AAGSE and ultimately decide what their data shows regardless of whether it's observational or quantitative data.

- Deciding the answer to the question and identifying the data that supports that answer (e.g., *Earth tilts on its axis away from the Sun, so the days become shorter; this makes the leaves change color*).
- Deciding if the prediction/hypothesis was correct or accurate based on the data the student got.
- **Write it up:** What does the data display, or what do the observations tell the student about his or her question/observation/hypothesis?

Assessed Inquiry Constructs by Grade*				
Grade	**Observing/ Questioning**	**Planning**	**Conducting**	**Analyzing**
4	Make and describe observations in order to ask a question or make a prediction related to the science investigation.		Follow procedures or use appropriate equipment or measurement devices accurately to record qualitative or quantitative data.	
8		Identify information or evidence that needs to be collected or tools to be used in order to answer a question or check a prediction.	Use data to summarize results.	
11			Use accepted methods of organizing, representing, or manipulating data.	Use evidence to support and/or justify interpretations or conclusions or explain how the evidence refutes their prediction or hypothesis.
**Remember that these are the Inquiry Constructs that teachers can assess at each grade level; however, ALL constructs must be present in each investigation in order for it to be scored.*				

Sample Grade 4 Outline of RIAA Science Assessment

Teachers will assess the same inquiry construct across all science domains. However, *all* inquiry constructs must be included in the investigation design for it to be considered complete and to receive full credit during scoring. These other Inquiry Constructs should be described *briefly*. Below is an example of how a teacher might develop investigations around the selected Inquiry Construct for each domain.

In this example Observing/Questioning is the Inquiry Construct being assessed in each domain.

All other Inquiry Constructs need to be included in the science investigation and in the narrative written in ProFile.

		1. Observing/Questioning: Make and describe observations in order to ask a question or make a prediction related to the science investigation.	**2. Planning:** Identify information or evidence that needs to be collected or tools to be used in order to answer a question or check a prediction.	**3. Conducting:** Follow procedures or use appropriate equipment or measurement devices accurately to record qualitative or quantitative data.	**4. Analyzing:** Use evidence to support and/or justify interpretations or conclusions or explain how the evidence refutes their prediction or hypothesis.
CP 1	**Life Science** LS1 1.2b: *Sort organisms based on one or two similar or different external features.*	Some animals have fur/hair and others have scales. Students predict that animals that have fur/hair live on land and animals that have scales live in the water.	Students find and collect pictures of animals that have scales and animals that have hair/fur to be used in their investigation.	Students review pictures of animals and identify the characteristics of each animal: those that have scales and those that have hair/fur.	Students create a chart of animals that have scales and animals that have hair/fur and record where they live (water or land).
CP 2	**Earth Space Science** ESS 1.2.13b: *Describe the seasons.*	Students notice that over the year, the weather and the temperatures change and the trees look different depending on the season. They predict that these things happen because the days are shorter.	Students identify that they need to record temperature, precipitation, observations of trees, and times the sun rises and sets throughout the year to describe the difference in seasons.	Students record temperatures with thermometer and precipitation with a rain gage and ruler (for snow), make observations of trees with a camera, and observe what time the sun rises and sets using a clock.	Students create a line graph of temperatures and times when the sun rises and sets and record observations of how the seasons change: presence/color of leaves, time of sun rising/setting, temperature, and amount of precipitation.
CP 3	**Physical Science** PS 3.2.1a: *Identify objects that are or are not attracted to magnets.*	Students notice that some objects "stick" to a magnet and other objects don't. What makes this happen? What do these objects have in common?	Students gather objects from home and the classroom to see if they are attracted to the magnet. Students record their results.	Students take one object at a time to see if it "sticks" to the magnet. Students record their results.	After reviewing the data, student can see that objects made of metal are attracted to the magnet and non-metal objects are not.

Key Components of a Good Assessment Activity

Alignment to the Standard (AAGSE)
After selecting the AAGSEs that you will use for instruction and assessment for a student, it is important to create an assessment activity that accurately measures the standard selected. The following are the two most important aspects of designing any instructional or assessment activity:

1. **Understanding the content.** Not understanding the content will mean that any assessment activity created will not be an accurate measure of what the student knows.

2. **Reading the standard.** To effectively read any standard, in any content area, it is important to note all of the following: *and*, *or,* and plurals.

Independence
For the purposes of designing assessment activities for students assessed by the RIAA, it is important to design activities that show the student demonstrating his or her skill or knowledge in the most independent and appropriate way possible for that student.

Questions to guide assessment development:

1. Some AAGSEs must be divided into smaller, more manageable sections in order to facilitate learning before the whole AAGSE can be mastered. Is this something that you need to consider? If so, what part(s) of it will be taught by each assessment time (collection period)?
2. Do the questions, activities, discussion, project, etc., require the student to be at his or her most independent level? Student independence can change over time. It is important to incorporate the student's greatest level of independence at the time of the assessment.
3. Are the *questions and/or activities* (not applicable to some projects) written or designed to have a clearly *wrong* answer and a clearly *right* answer?
4. Does the science investigation use hands-on objects and materials? Science is best learned and understood through the senses, such as using rocks, dirt, and water; identifying real animals when possible and practical rather than using pictures; looking through a microscope or telescope, etc.; and using other hands-on materials.

Number of trials, questions, or opportunities

As part of the RIAA, the numbers of trials, questions, or opportunities are an important part of calculating progress and accuracy. **A general rule of thumb is that if an activity has more than 10 trials, questions, or opportunities, it has too many**.

Chapter 3: Organizing the RIAA and Explanation of the Forms

Below is a step-by-step checklist for completing a datafolio for each Science entry.

Step 1: If this is your first year giving the RIAA, make sure you are part of the RIAA listserv by contacting Heather Heineke at 401-222-8493 or heather.heineke@ride.ri.gov.

Step 2: Write all of the important dates listed at the beginning of this manual on your calendar.

Step 3: Read this manual. This document covers all assessment policies and procedures for administering the RIAA Science.

Step 4: Select the Inquiry Construct and AAGSEs for Science.

- ☐ Use RIAA Planning Worksheets for Science.

Step 5: Log in to ProFile and:

- ☐ Create a new user account.
- ☐ Register your students for the RIAA by creating class lists.
- ☐ Give your administrator(s) read-only access.
- ☐ Select the Inquiry Construct and AAGSEs you will assess this year for each student you have on your class list.
- ☐ Enter levels of prompting.

Step 6: Develop a plan to conduct the science investigation and collect student work.

Step 7: Enter information into ProFile as you complete each assessment.

- ☐ Review each entry before ProFile locks at the end of each collection period and make necessary corrections.

Step 8: Print the forms from ProFile (*Teachers can print at any point in the year, even if ProFile is locked)*:

- ☐ Correct any mistake(s) you find. Refer to the correction instructions, found in the section about each form. Don't accidentally invalidate the entry by making corrections incorrectly.
- ☐ Make a copy for yourself to keep at your school.
- ☐ Place the completed forms in each student's binder.

Step 9: Review the datafolio with administrators.

- ☐ Sign the Affirmation of Test Security.
- ☐ Request that parents sign the FERPA form. *This is not required for submission.*

Step 10: Send the datafolio(s) to Measured Progress for scoring.

ProFile

ProFile is an online system that allows teachers to input their assessment data and narratives and print out all of the forms. At the end of the year, teachers will print all of the required documentation from ProFile for each student and place it, along with the student work, into the three-ring binders that will be shipped to schools in January.

Special education directors and principals are able to read what teachers have entered into ProFile throughout the year in a read-only format in order to facilitate monitoring and shorten the time required for reviewing datafolios at the end of the year. It is important to remember the following about ProFile and viewing datafolios:

- ProFile is the only approved method to submit assessment information for the RIAA.
- It is the responsibility of the district to develop policies regarding who can see the datafolio. However, any information and data entered into ProFile is confidential and is to be treated as secure, private, and subject to applicable FERPA guidelines.
- District administrators have the right to view the datafolios of students in outplacement schools in Rhode Island and in any other state.

ProFile Is Locked after Each Collection Period

It is important to view these collection periods as testing windows. For this reason, there will be time after each collection period for teachers to input data before ProFile locks. Teachers will be able to input narratives and data only for the applicable collection period. Collection periods will not be reopened. Teachers will still be able to print and have read-only access to their data and narratives. However, they will not be able to change any of the information after the collection period locks.

The only way to document evidence for the RIAA is through the ProFile system. ***Handwritten or modified datafolio entries or student work will be invalidated.*** Each datafolio is a valid and reliable collection of evidence of student learning only if the assessment is administered during the appropriate collection period. Locking the collection periods is one way to ensure that each student assessment is conducted within the appropriate testing window.

ProFile Instructions for Teachers Administering the RIAA

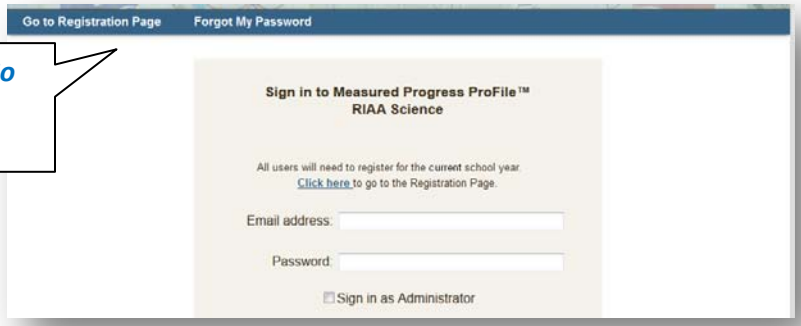
You must have an account in ProFile before you can register students.

- If you had an account last year, it is no longer available. You will need to create a new account this year.
- If you are a first-time user, you will need to create your own teacher account.
- If you can't remember your password, click on *Forgot My Password*. You should receive an email shortly with your current password.

Login to ProFile at https://profile.measuredprogress.org/RIAA/

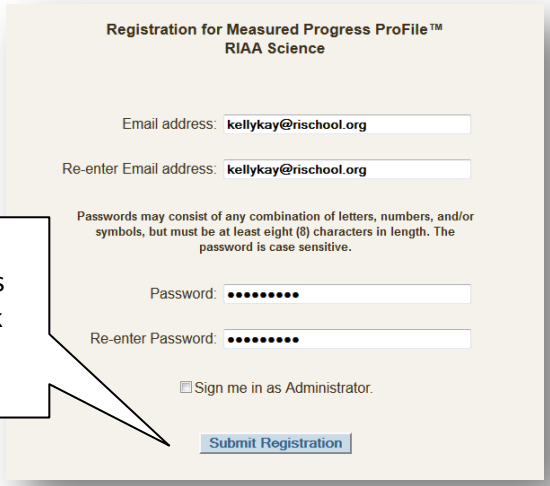
How to Create a Teacher Account

Step 1: Click on ***Go to Registration Page***.

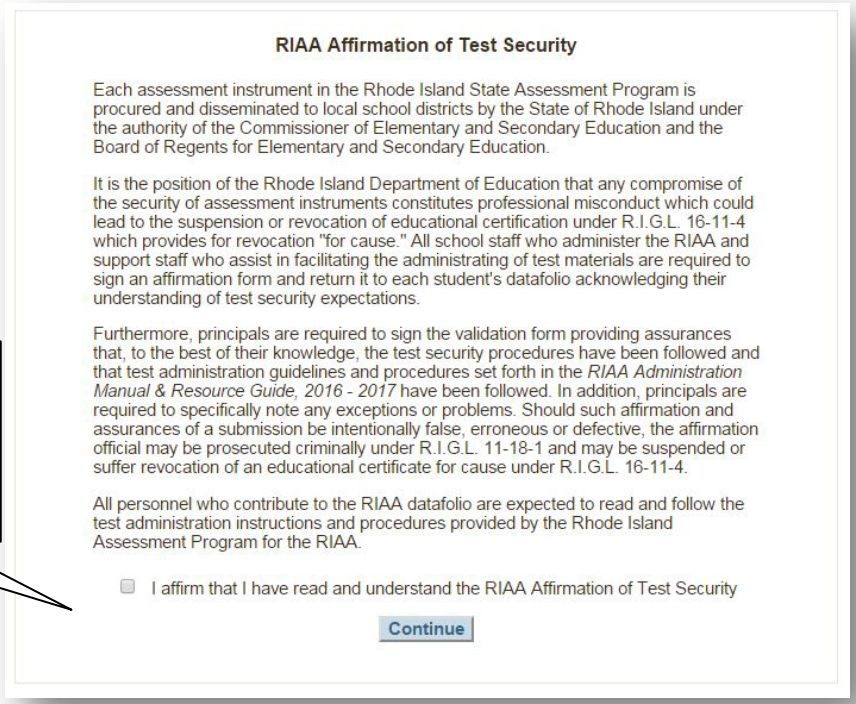


NOTE: Do not click the ***Sign In as Administrator*** on the Sign-in or Registration pages. ProFile allows administrators read-only access to student datafolios.

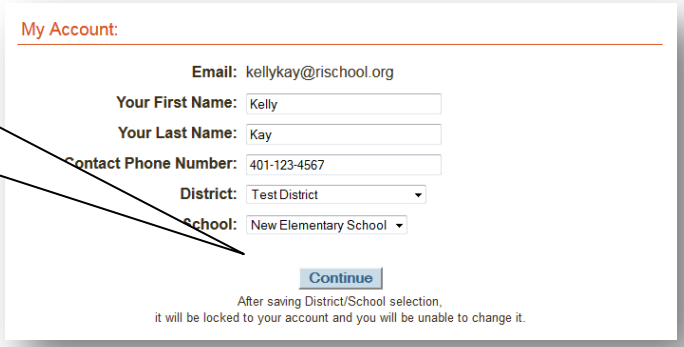
Step 2: On the Registration page, enter your email address and your password twice. Click ***Submit Registration*** at the bottom of the screen.

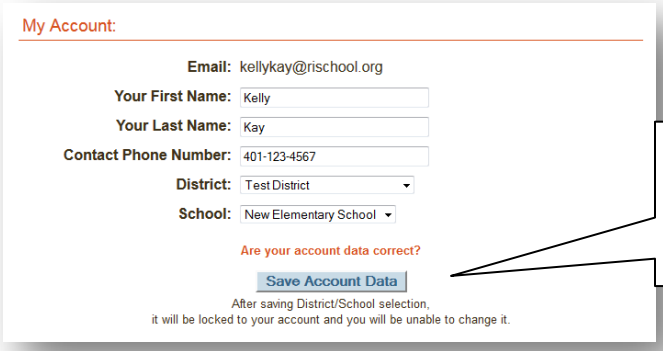


Step 3: Read and check the statement at the bottom of this Affirmation of Test Security screen. Then click ***Continue***.



Step 4: Complete the ***My Account*** page. Select your district and school from the drop-down menus. Then click ***Continue***.

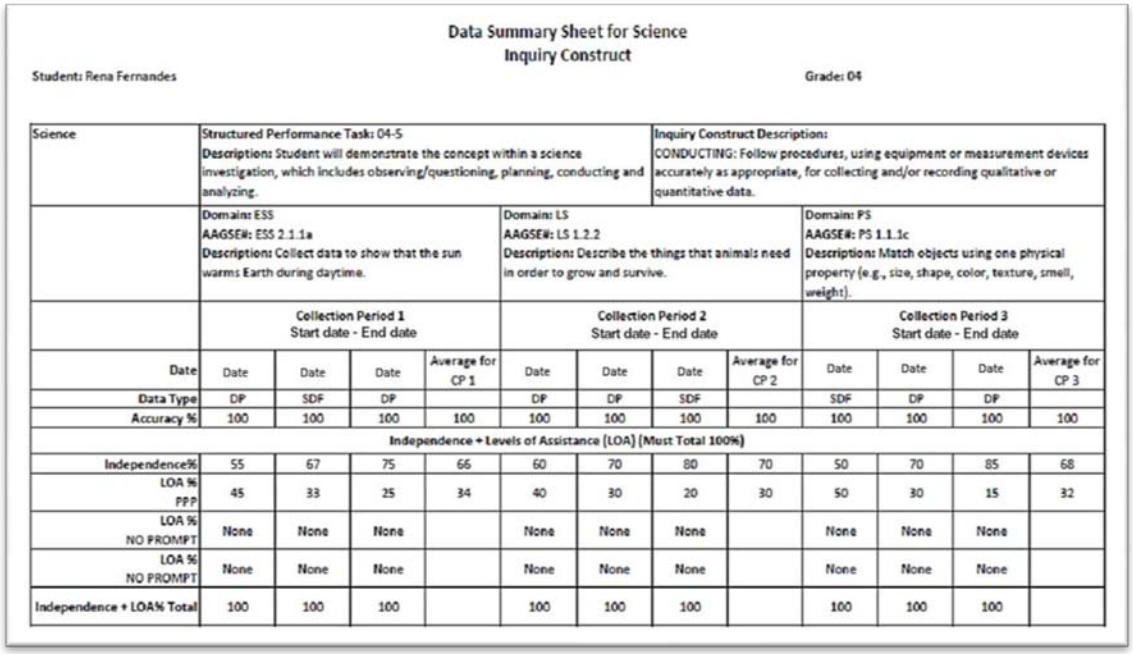




Step 5: Verify your information and then click ***Save Account Data***. Your account is now created.

Data Summary Sheet

Below is an example of a completed DSS. The DSS is the form in ProFile that holds all of the data collected for accuracy, independence, and prompting for each of the domains for the entire year. **ProFile is the only method for providing valid data for the RIAA. Handwritten datafolios or handwritten data in a blank DSS are not acceptable and will not be scored.**



Data Summary Sheet for Science
Inquiry Construct

Student: Rena Fernandes — Grade: 04

Science	Structured Performance Task: 04-5 Description: Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.						Inquiry Construct Description: CONDUCTING: Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.					
	Domain: ESS AAGSE#: ESS 2.1.1a Description: Collect data to show that the sun warms Earth during daytime.				Domain: LS AAGSE#: LS 1.2.2 Description: Describe the things that animals need in order to grow and survive.				Domain: PS AAGSE#: PS 1.1.1c Description: Match objects using one physical property (e.g., size, shape, color, texture, smell, weight).			
	Collection Period 1 Start date - End date				Collection Period 2 Start date - End date				Collection Period 3 Start date - End date			
Date	Date	Date	Date	Average for CP 1	Date	Date	Date	Average for CP 2	Date	Date	Date	Average for CP 3
Data Type	DP	SDF	DP		DP	DP	SDF		SDF	DP	DP	
Accuracy %	100	100	100	100	100	100	100	100	100	100	100	100
Independence + Levels of Assistance (LOA) (Must Total 100%)												
Independence%	55	67	75	66	60	70	80	70	50	70	85	68
LOA % PPP	45	33	25	34	40	30	20	30	50	30	15	32
LOA % NO PROMPT	None	None	None		None	None	None		None	None	None	
LOA % NO PROMPT	None	None	None		None	None	None		None	None	None	
Independence + LOA% Total	100	100	100		100	100	100		100	100	100	

Tips for completing the DSS

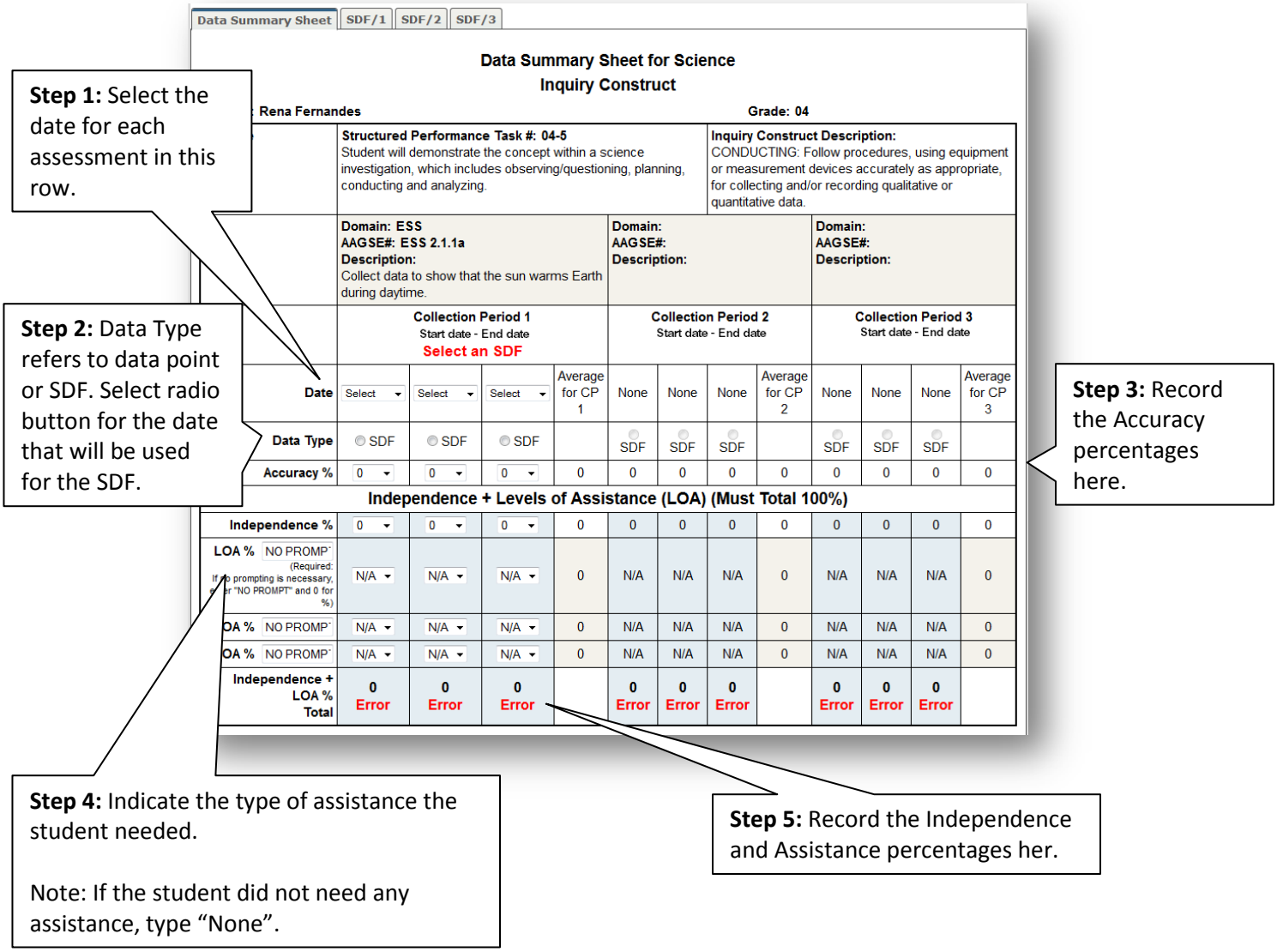
- Enter all of the data before ProFile locks at the end of each collection period (*dates are listed on the inside front cover of this manual*).
- Ensure that the percentages that appear in the columns marked "SDF" are explained on the Student Documentation Form in terms of number of trials out of total trials. If there is a question during scoring regarding the percentages, the scorers need to verify the percentage in order to give credit.
- Do NOT wait until the end of the collection period to enter your data. You may run out of time and after ProFile locks, it will not be reopened.

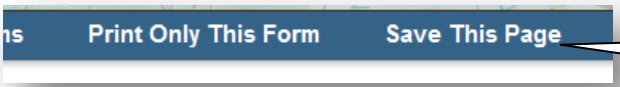
How to correct mistakes on the DSS

- CORRECT: Cross out the incorrect number(s) and write the correct number(s)
- Do NOT use white out, as this will invalidate the data in those cells.
- Do NOT paste or tape data, AAGSEs, or any other information onto the DSS.
- If you have questions, please contact Heather Heineke at heather.heineke@ride.ri.gov.

How to Enter Data into the DSS in ProFile

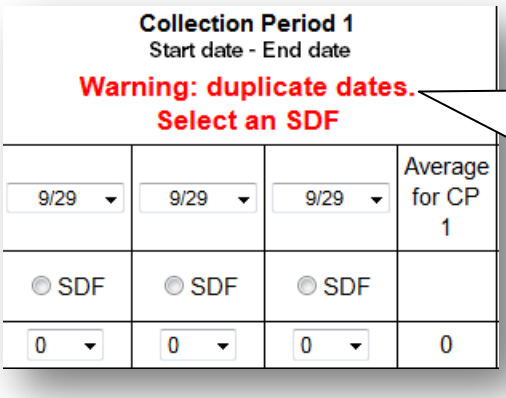
NOTE: The student's name, grade, content area, content strand, SPT, and the AAGSE number and description will be preloaded on the DSS and the SDF. See the samples below for completing the rest of these forms.





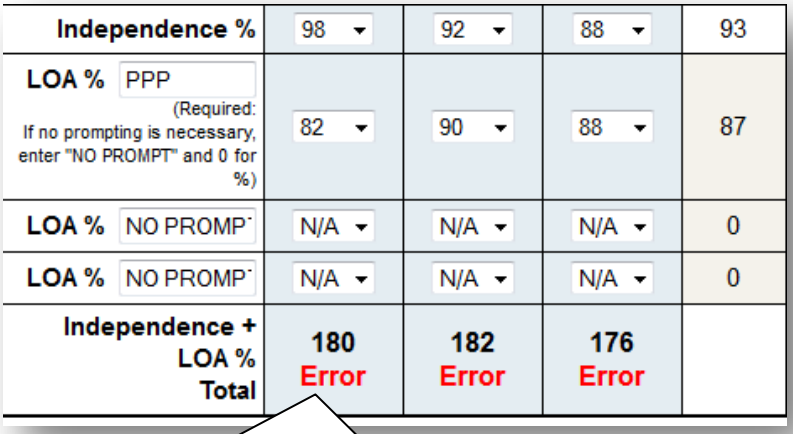
Step 6: Click ***Save This Page*** located in the blue bar.

Note: After completing Steps 1–6 above, the total percentage for Accuracy, Independence, and Levels of Assistance is calculated in ProFile and will appear in the column "Average for CP X".



An error message will appear if the same date is selected for more than one data point.

An error message will also appear if an SDF was not selected.



An error message will appear if the percentages for Independence and Assistance do not add up to 100.

Student Documentation Form

One SDF must be submitted for each collection period; you should have three forms for the Inquiry Entry and three more for the Knowledge Entry.

How to complete the INQUIRY ENTRY SDF in ProFile box-by-box:

- The boxes **Student, Grade, Date, Collection Period, Science Domain,** and **Inquiry Construct Description** will be pre-populated for you by ProFile. Once any data or narratives are entered into ProFile for the inquiry construct, it cannot be changed in ProFile without losing all of the information. This is because that inquiry construct is measured across the year and all domains.
- **Describe the four inquiry constructs (observation/question, plan, conduct, and analyze) as they are embedded in the science investigation of the AAGSE.** Be specific and concise. See the annotated example on pages 33 & 34 and use the questions on pages 17 & 18 to guide you. Copy and paste this description into the Knowledge Entry for the same AAGSE.
- **Describe the student's application of the assessed Inquiry Construct within the science investigation.** Details are very important for scorers to understand what the investigation was and also what the student was assessed on. If you assessed
    - **Observe/Question**, write the observation or question that the student was investigating. *Students should investigate or answer **one** question, observation, or hypothesis.*
    - **Planning**, depending on what you took data on, include the list of tools, information gathered, etc.
    - **Conducting**, describe the procedures, graphs, charts, other observational data, organizing categories, etc.
    - **Analyzing**, include the conclusions students drew about their initial question, observation, or hypothesis, and the data they used as information for that conclusion.
- **Accuracy.** Write one to three sentences about how the percentages were determined and what data was taken on. In your narratives, include the number of trials, questions, or opportunities correct out of the total number of trials, opportunities, etc. For example: *7 out of 10 were correct.*
- **Independence.** Write one to three sentences about how the percentages were determined. Include the levels of assistance required for each attempt if more than one type of prompting was used. The example on the following page doesn't name the type of prompting, but this student only used one so it is easy for scorers to understand what was used.

How to complete the KNOWLEDGE ENTRY SDF in ProFile box-by-box:

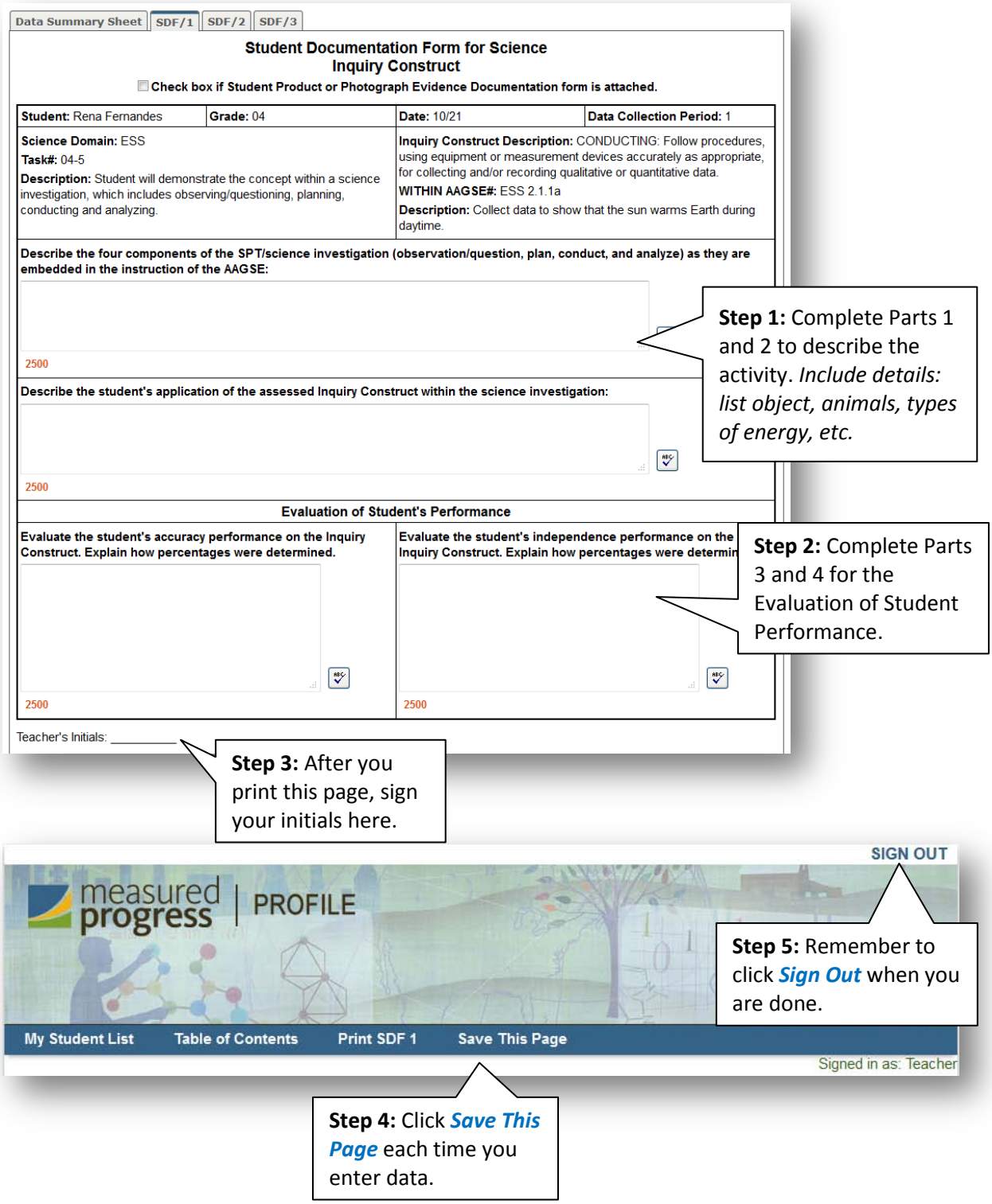
- The boxes **Student, Grade, Date, Collection Period, Science Domain,** and **Inquiry Construct Description** will be pre-populated for you by ProFile. Once any data or narratives are entered into ProFile for the inquiry construct, it cannot be changed in ProFile without losing all of the information. This is because that inquiry construct is measured across the year and all domains.
- **Describe the four inquiry constructs (observation/question, plan, conduct, and analyze) as they are embedded in the science investigation of the AAGSE.** Be specific and concise. See the annotated example on the following pages. It is acceptable to copy and paste this narrative from the Inquiry Entry.
- **Describe the student's application of the assessed AAGSE within the science investigation.** This should include information about the AAGSE content.
- **Accuracy.** Write one to three sentences about how the percentages were determined and what data was taken on. Include the number of trials, questions, or opportunities correct out of the total number of trials, opportunities, etc. For example: *7 out of 10 were correct.*

- **Independence.** Write one to three sentences about how the percentages were determined. Include the levels of assistance required for each attempt and each type of prompting.

Tips for completing the SDF:

- Create a Word document in which to write and edit all of your narratives. After you are satisfied with how they are worded, copying and pasting into ProFile will save a lot of time.
- In each narrative, be specific. If the investigation includes types of rocks, minerals, animals, habitats, etc., list them in your narrative.
- Enter all of the data well before ProFile locks at the end of each collection period so you have time to fix any errors you may find.
- Make sure that the percentages that appear in the columns marked "SDF" are explained on the SDF in terms of *number of trials* out of *total trials*.
- Have someone read the datafolio entry before ProFile locks. This person can tell you if the narratives clearly describe **what was assessed** (the inquiry construct), **how it was assessed** (the investigation), and **how the student performed** (accuracy and independence).
- Have someone review the student work to be submitted with each entry to ensure that there is a clear alignment between the inquiry construct, the narrative, and the student work.

How to Enter Data into the SDF in ProFile



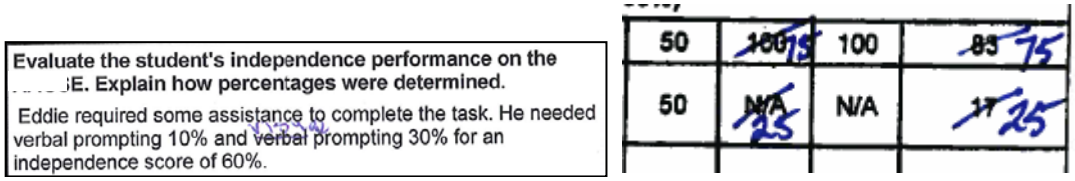
Note about teacher initials

Only the teacher who administered the assessment, wrote the narratives, and collected the student work should initial the printed forms. If the teacher who is submitting the datafolio did not complete the entries, the previous teacher needs to initial the forms that he or she prepared. All teachers who contributed to the datafolio should also sign the Affirmation of Test Security.

If the previous teacher is unavailable to initial the SDFs, write "unable to obtain initials" and the teacher's name. If there are questions about the datafolio, then the correct teacher can be contacted.

How to correct mistakes on the DSS and SDF

The only acceptable way to make corrections on the SDF is to use a pen or pencil to cross out the word(s) and write in the correct word(s). Below is an example.



Evaluate the student's independence performance on the ...E. Explain how percentages were determined.	50	~~100~~ 75	100	~~83~~ 75
Eddie required some assistance to complete the task. He needed verbal prompting 10% and verbal prompting 30% for an independence score of 60%.	50	~~N/A~~ 25	N/A	~~17~~ 25

- Do NOT use white out for large sections of the narratives.
- Do NOT paste or tape data, AAGSEs, or any other information onto any of the forms.
- Leave sections of this form blank if you did not have enough time to complete them before ProFile locked. Even if you hand write something in those boxes, it will not be scored.
- Do NOT worry if there are some errors.
- If you have concerns or questions, please contact Heather Heineke at heather.heineke@ride.ri.gov with a description of the concern.

Annotated Science Inquiry SDF

The ☐ are those parts of the SDF that will be pre-populated for you in ProFile. The 💬 contain important tips and information for entering data and narratives into ProFile.

Student Documentation Form for Science Inquiry Construct

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: James Robertson	Grade: 08	Date: 10/1	Data Collection Period: 1
ience Domain: LS ructured Performance Task#: 08-2 scription: Student will demonstrate the concept within a nce investigation, which includes observing/questioning, anning, conducting and analyzing.		Inquiry Construct Description CONDUCTING: Use data to summarize results. WITHIN AAGSE# LS 1.1.1 Description: Distinguish between living and non-living things.	

Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:

OBSERVE/QUESTION: Students read a book about living and nonliving things and identified that living things move, breathe, and grow. As a group, students chose the hypothesis "All living things breathe" to investigate. PLANNING: Students selected the following objects to test: two rocks, dog, plant, fish in the classroom fish tank, sand from the beach. CONDUCTING: Students followed this cedure to complete their investigation 1) observe each organism/object, 2) see/feel if it is moving, is warm, breathing and 3)write h on the data sheet whether or not the organism/object was breathing and any other observations (like hard, has skin, fur, scales,). 4) Students reviewed their observations/data together and realized the plant, dog, and fish all breathe. ANALYZING:Based on ir data and observations, the students realized hypothesis was correct: living things breathe and non-living things do not breathe.

escribe the student's application of the assessed Inquiry Construct within the science investigation:

While James was conducting his investigation, he was assessed on his ability to use his data to summarize the results: that living hings breathe.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined.	Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined.
James was given 2 opportunities to show that the data he collected showed that living things breathe. He was correct 1 out of 2 times for an accuracy rate of 50%.	James needed physical prompting both times for an independence rate of 0%.

eacher's Initials: _____ RIAA Web ProFile

Automatically filled in by ProFile.

This teacher is assessing CONDUCTING and includes all four inquiry constructs in the narratives below.

The AAGSE domain is Life Science (LS).

The Structured Performance Task is the same across the Inquiry and Knowledge Entries.

What to notice:
- Describes the unit of study.
- Includes each Inquiry Construct by explaining how they were part of the science investigation.
- Writes out the question the students are answering through their investigation.
- Includes specific examples, such as how students gathered data, the question being answered by the investigation, and the tools they used.

What to notice:
- There are two options for writing data. One is more narrative and the other is just a list of each prompt and if it was used. Either option will work.

Please see note on page 33 about teacher's initials if you did not write the narratives or collect the student work.

Annotated Student Documentation Form (SDF): Knowledge Entry

Student Documentation Form for Science
Knowledge Entry

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: James Robertson	**Grade:** 08	**Date:** 10/1	**Data Collection Period:** 1
Science Domain: LS **Structured Performance Task#:** 08-2 **Description:** Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		**WITHIN AAGSE#** LS 1.1.1 **Description:** Distinguish between living and non-living things.	

Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:

OBSERVE/QUESTION: Students read a book about living and nonliving things and identified that living things move, breathe, and grow. As a group, students chose the hypothesis "All living things breathe" to investigate. PLANNING: Students selected the following objects to test: two rocks, dog, plant, fish in the classroom fish tank, sand from the beach. CONDUCTING: Students followed this procedure to complete their investigation 1) observe each organism/object, 2) see/feel if it is moving, is warm, breathing and 3)write down on the data sheet whether or not the organism/object was breathing and any other observations (like hard, has skin, fur, scales, etc.). 4) Students reviewed their observations/data together and realized the plant, dog, and fish all breathe. ANALYZING:Based on their data and observations, the students' hypothesis was correct: living things breathe and on-living things do not breathe.

Describe the student's application of the assessed AAGSE within the SPT/science investigation:

James was presented with one living organism (dog) and one non-living organism (sand from the beach) and he touched and observed both of them. James was asked to feel if the dog was breathing by touching his nose and feeling the side of the dog to tell if his sides were moving. He could feel the breath of the dog and see the dog's sides moving. James repeated this with the sand from the beach and was asked if the sand was breathing - could he hear it? Feel breath? He could not feel breath from the sand.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.**
James was accurate in feeling for dog and the sand breathing in 5 out of 5 trials: accuracy 100%	James was independent in all 5 trials: independence 100%

Teacher's Initials: _____ RIAA Web ProFile

Automatically filled in by ProFile.

What to notice:
- Matches what is written on the Inquiry Construct SDF.
- Includes brief descriptions of all four Inquiry Constructs.
- Includes the question the students are answering.
- Includes specific examples, such as how the students gathered data, the question being answered by the investigation, and the tools students used.

What to notice:
- Description aligns to the AAGSE.
- Explains individual student performance.

What to notice:
- The prompts are named and number of opportunities/trials included.
- Brief

Please see note on page 33 about teacher's initials if you did not write the narratives or collect the student work.

What to notice:
- Description of what the student was assessed on and which aligns to the AAGSE.

Criteria for Student Work

Student work is evidence that the student knows and can demonstrate the skill/knowledge in the AAGSE and Inquiry Construct. It can be either an actual student work product or a photograph.

- Submit **one** piece of student work for the Inquiry Entry for **one** collection period.
- Submit **one** piece of student work for the Knowledge Entry for **one** collection period.
- Teachers often collect student work products and photographs for every collection period (every domain) and then decide towards the end of the school year which work sample or photograph(s) are the best. This is a good strategy.
- If student work or photograph(s) are submitted for more than one collection period, then the first collection period with student work or photograph(s) will be scored.

Student Work Product Criteria

- The work must be completed by the student.
- The student work must be graded and initialed by the teacher.
- Student work must be graded in a manner so it is clear what *is* and *is not* correct. Scorers will not spend time trying to figure out how a teacher graded something.
- Examples of work products include drawings or writings, worksheets, journal entries, projects, lab reports, and data sheets.

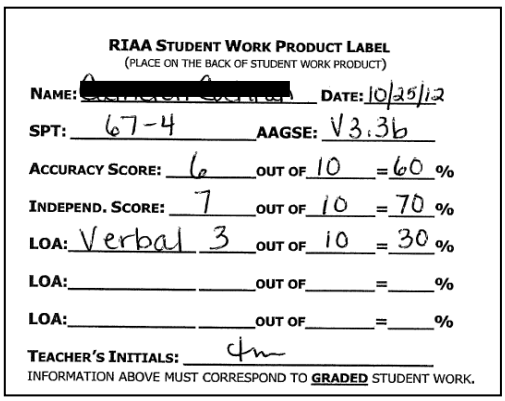
Photograph Criteria

- A photograph of the student *participating* in the science investigation, not a picture of the student standing next to the finished product, is the *only* acceptable photograph.
- Multiple photographs are acceptable.
- An explanation of the student's participation must be included on the Photograph Evidence Documentation form. This form can be found in ProFile. To activate the form, click the box under the heading on the SDF. Activate the form on each SDF for each collection period if you are unsure which piece of evidence to submit. This way you will have access to the form, whether or not you need it. **NOTE:** If you didn't activate the form and you would like to include student work for that collection period, you may type or hand-write a description and include it with the photograph. *This is the ONLY part of the datafolio that can be hand-written.*

Student Work Product Label

The *optional* Student Work Product Label was designed as a reminder to include the required data for student work. Some things to keep in mind if you use the label are listed below:

- It is a tool to ensure all information is included; it is **NOT** required to submit student work.
- If a Student Work Product Label is used, that information must correspond to the graded student work attached.
- One sheet of labels will be shipped to schools with binder materials.
- More labels can be printed from the RIDE website at www.ride.ri.gov/RIAA and click on the "RIAA" tab.
- Measured Progress will not ship additional labels to you.
- An example of a completed Student Work Product Label appears to the right.



RIAA STUDENT WORK PRODUCT LABEL
(PLACE ON THE BACK OF STUDENT WORK PRODUCT)

NAME: [redacted] DATE: 10/25/12
SPT: 67-4 AAGSE: V3.3b
ACCURACY SCORE: 6 OUT OF 10 = 60 %
INDEPEND. SCORE: 7 OUT OF 10 = 70 %
LOA: Verbal 3 OUT OF 10 = 30 %
LOA: _____ OUT OF _____ = ____ %
LOA: _____ OUT OF _____ = ____ %
TEACHER'S INITIALS: _____
INFORMATION ABOVE MUST CORRESPOND TO GRADED STUDENT WORK.

Chapter 4: Assembling the Datafolio

All forms are available on ProFile and should only be completed there. Handwritten datafolios will not be accepted for scoring.

Measured Progress will mail three-ring binders and tabs for each section to schools. Look for that date on the inside front cover of this manual.

Note about printing: Forms can be printed from ProFile at any time; a collection period does not need to be open for you to print. If you encounter an error with printing, please call the Measured Progress Helpdesk at 866-834-8880.

A complete datafolio contains the following:

- **Table of Contents Checklist**. Use this as your guide for assembling the binder.
- **Notice Under the Family Educational Rights and Privacy Act of 1974 (FERPA).** This is a form that allows RIDE or its contractor, Measured Progress, to use the student's datafolio to train educators. Both English and Spanish versions are available on ProFile.
- **RIAA Affirmation of Test Security**. This form is used to document all school staff who administered or who facilitated the administration of the RIAA read, understood, and followed test security expectations. Principals (or other school or district administration staff) are **required** to sign the Affirmation form. *For an example, see the following pages.*
- **Inquiry and Knowledge entries**:
    - 1 DSS
    - 3 SDFs
    - 1 piece of student work

Tips for Assembling the Datafolio

- Use the table of contents in ProFile for the grade level assessed as your guide for putting the datafolio together.
- Review your narratives **BEFORE** ProFile locks for each collection period; collection periods will not be reopened once they are locked. Check the inside front cover of this manual for dates.
- Meet with your principal/director **BEFORE** ProFile locks in case there are any changes that need to be made.
- Print forms for each collection period as you go and insert them into the datafolio after each collection period closes.
- Number the pages of the datafolio. If the pages become loose, having the page numbers ensures that they are put back in the correct order.
- Put student work BEHIND the SDF to which it belongs. This avoids confusion during scoring about which collection period the student work is associated with.

Table of Contents Checklist (SAMPLE Grades 4, 8, or 11)

Student: _____ Grade: _____ School: _____

(Organize datafolio in the following manner)

☐ RIAA Affirmation of Test Security Form
☐ Notice Under the Family Educational Rights and Privacy Act of 1974

Tab 1 Science Entry 1: Inquiry
Inquiry Construct: (circle one)
Planning Conducting
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Tab 2 Science Entry 2: Knowledge
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

State of Rhode Island and Providence Plantations
Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903-3400

FERPA Form - English

Notice Under the Family Educational Rights and Privacy Act of 1974, as amended

Dear Parent or Guardian:

Federal law protects the disclosure of education records and personally identifiable information maintained by educational agencies and/or their agents by requiring prior written consent before educational records or person identifiable information are disclosed. Your consent is requested so that materials from your child's Rhode Island Alternate Assessment datafolio might be used by the Rhode Island Department of Education and our state testing contractor, Measured Progress, to train educators in Rhode Island to compile alternate assessment datafolios. If you give your consent, please sign below.

CONSENT TO ALLOW DATAFOLIO TO BE USED FOR TRAINING PURPOSES

I,_____(please print), am the

parent or legal guardian of_____. (please print)

I hereby give my consent to the Rhode Island Department of Elementary and Secondary Education and Measured Progress to disclose any and all material contained in or related to my child's Rhode Island Alternate Assessment datafolio (including written documentation and pictures) to train educators to compile an Alternate Assessment datafolio. I understand that in the event that my child's assessment datafolio is selected for training purposes, steps will be taken to avoid disclosure of personally identifiable information, e.g., names removed from documents and faces blanked out of pictures. I also understand that if selected for training purposes, materials from my child's assessment datafolio may be included in teacher training manuals and other similar materials produced for future training programs for the Rhode Island Alternate Assessment only and for no other test program.

_____

Signature of Parent/Guardian Date

_____

Signature of Student, if over 18 years of age Date

Estado de Rhode Island and Providence Plantations
Departmento de Educación
255 Westminster Street
Providence, Rhode Island 02903-3400

FERPA Form - Spanish

Aviso concerniente a la ley de 1974 referente a los derechos de educación a la familia y la privacidad, tal como fue enmendada

Estimado padre de familia o guardián:

La ley federal protege para que no se dé a conocer la información que se encuentra en un expediente educativo (o la información personal que se menciona a continuación y con la que se pueda identificar al propietario de la misma) el cual esté bajo el control de los distritos escolares o sus representantes sin antes obtener el permiso escrito para que tal distrito divulgue dicho expediente de educación o información con la que se pueda identificar a una persona. Por medio de la presente solicitamos su autorización para que **Measured Progress,** una firma evaluadora contratada por el estado, pueda utilizar los materiales que se encuentran en el portafolio de Evaluación Alterna en Rhode Island [Rhode Island Alternate Assesment] de su hijo para entrenar a educadores. Si usted accede a otorgarnos su permiso, por favor firme en el espacio indicado a continuación.

AUTORIZACIÓN

Yo, _____ (por favor escriba en letra de molde) soy el

padre/madre o guardián asignado de _____
(por favor escriba en letra de molde)

y por medio de la presente, autorizo al Departamento de Educación Primaria y Secundaria y a Measured Progress, Inc., para que dén a conocer todo material que se encuentre o que esté relacionado al portafolio de Asesoramieno Alterno en Rhode Island de mi hijo (incluyendo documentación por escrito y fotos) a educadores para entrenarlos a recopilar y/o evaluar un portafolio de evaluación alterna. Entiendo que en caso de que el portafolio de mi hijo sea seleccionado con el propósito de usarse en el entrenamiento, se tomarán las medidas necesarias para evitar que se dé a conocer la información por medio de la cual se le pueda identificar; por ejemplo: se eliminarán los nombres de todos los documentos y las caras se borrarán de las fotos. También entiendo que de ser seleccionado, los materiales del portafolio de evaluación de mi hijo pudieran incluirse en manuales de entrenamiento para maestros y en otro tipos de materiales parecidos para el entrenamiento a llevarse a cabo en futuros programas de entrenamiento del Asesoramieno Alterno en Rhode Island y en ningun otro programa.

_____

Firma del padre de familia/Guardián Fecha

_____

Firma del estudiante, si es mayor de 18 años Fecha

RIAA Affirmation of Test Security - SAMPLE

Each assessment instrument in the Rhode Island State Assessment Program is procured and disseminated to local school districts by the State of Rhode Island under the authority of the Commissioner of Elementary and Secondary Education and the State Board of Education.

It is the position of the Rhode Island Department of Education that any compromise of the security of assessment instruments constitutes professional misconduct which could lead to the suspension or revocation of educational certification under R.I.G.L. 16-11-4 which provides for revocation "for cause." All school staff who administer the RIAA and support staff who assist in facilitating the administering of test materials are required to sign an affirmation of test security expectations.

Furthermore, **principals are required to sign the affirmation** for providing assurances that, to the best of their knowledge, the test security, test administration guidelines, and procedures set forth in the *2016–17 RIAA Science Test Administration Manual* have been followed. In addition, principals are required to specifically note any exceptions or problems. Should such affirmation and assurances of a submission be intentionally false, erroneous, or defective, the affirmation official may be prosecuted criminally under R.I.G.L. 11-8-1 and may be suspended or suffer revocation of an educational certificate for cause under R.I.G.L. 16-11-4.

DIRECTIONS: All personnel who contribute to the RIAA datafolio are expected to read and follow the test administration instructions and procedures provided by the Rhode Island Assessment Program for the RIAA Science. **All** contributing staff **and** the principal shall sign the affirmation listed below prior to submitting the datafolio for scoring.

I affirm that I have read and understand the RIAA Affirmation of Test Security. I further affirm that the datafolio of _____ is the result of a true and accurate assessment of said student's performance.

Name (print): _____ **Position:** *Principal*

Signature: _____ **Date:** _____

I affirm that I have read and understand the RIAA Affirmation of Test Security.
I further affirm that the datafolio of _____ is the result of a true and accurate assessment of said student's performance.

Name (print): _____ **Position:** _____

Signature: _____ **Date:** _____

I affirm that I have read and understand the RIAA Affirmation of Test Security.
I further affirm that the datafolio of _____ is the result of a true and accurate assessment of said student's performance.

Name (print): _____ **Position:** _____

Signature: _____ **Date:** _____

Chapter 5: Registering and Transferring Students

Registering Students for the RIAA

All teachers administering the RIAA Science, including teachers in private special education schools (in and out of state), will use the ProFile online system to register students by creating class lists. Class lists will trigger the registration, binder ordering, and shipment processes. Look at the inside front cover of this manual for dates.

Any school or district administrator can have read-only viewing privileges of the class lists and any data and narratives entered into the ProFile system.

To register students, teachers will need the following:

1. An account in ProFile.
2. State-Assigned Student Identification numbers (SASID) for each student they need to register. The SASID is always 10 digits long and begins with 1000.
3. The first and last name of each student they need to register.
4. Current grade of each student they need to register.

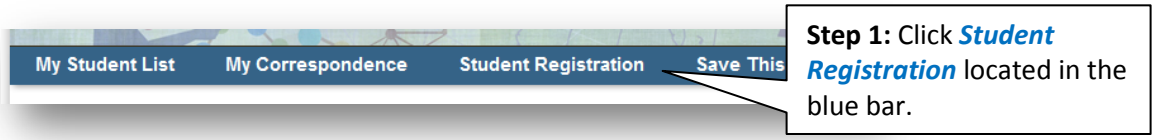
Outplacement Schools in Rhode Island or Other States

All teachers who have students enrolled from a public school district in Rhode Island must use the ProFile system to register and document the assessment for students taking the RIAA. It is the responsibility of the school district to ensure that all eligible students on the enrollment take all applicable assessments required by the state of Rhode Island.

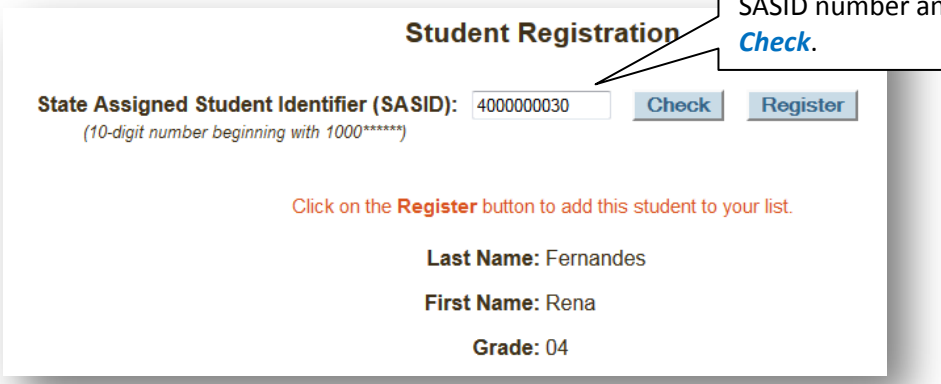
The process for registering a student who is out of state or in an outplacement school is the same. Teachers in any outplacement school must have an account in ProFile to create class lists in order to register students and receive binder shipments. To register a student or create a teacher account, please see the ProFile section of this manual for step-by-step instructions.

How to Register Students in ProFile

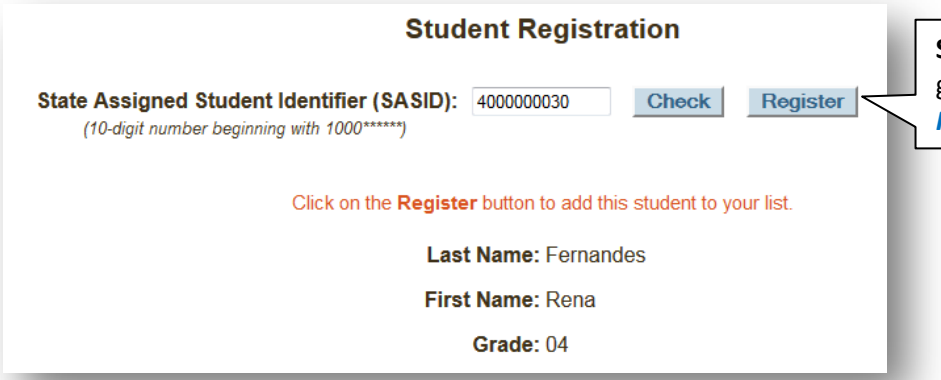
Once you have set up an account, you can register your students. Below is a step-by-step guide for registering students.



Step 1: Click ***Student Registration*** located in the blue bar.



Step 2: Enter the 10-digit SASID number and click ***Check***.



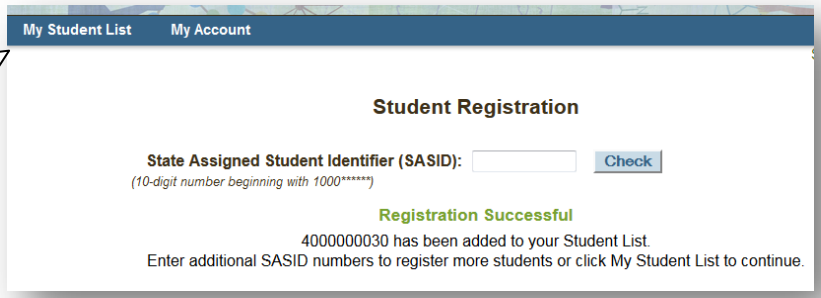
Step 3: If the name and grade are correct, click ***Register***.

NOTE: If the name is not correct, verify the SASID for the student. Then click ***Check*** to verify that the name of the student. If it is correct, then click ***Register***. If not, contact your school office to verify the correct SASID number.

If a student is not found in ProFile please leave a message for RIDE that includes the student's name, grade, and SASID. Instructions are on page 51.

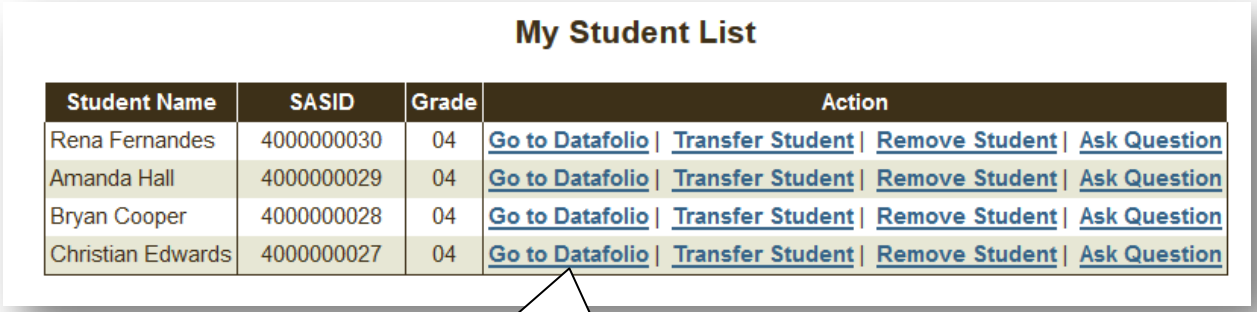
Step 4: Once the student is registered, you'll be prompted to add another student. You can add more students if necessary.

When you are done, click ***My Student List*** to access the datafolio forms. Otherwise, click ***Sign Out*** in the top right corner of the screen.



Assign Students to an Administrator

All students should be assigned to an Administrator. This gives Administrators Read Only access to review datafolios.

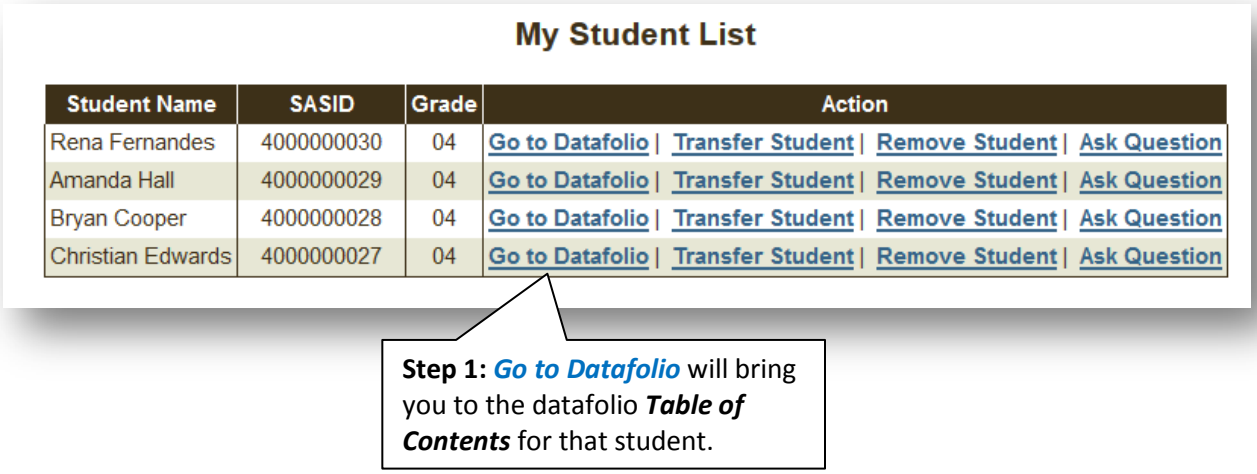


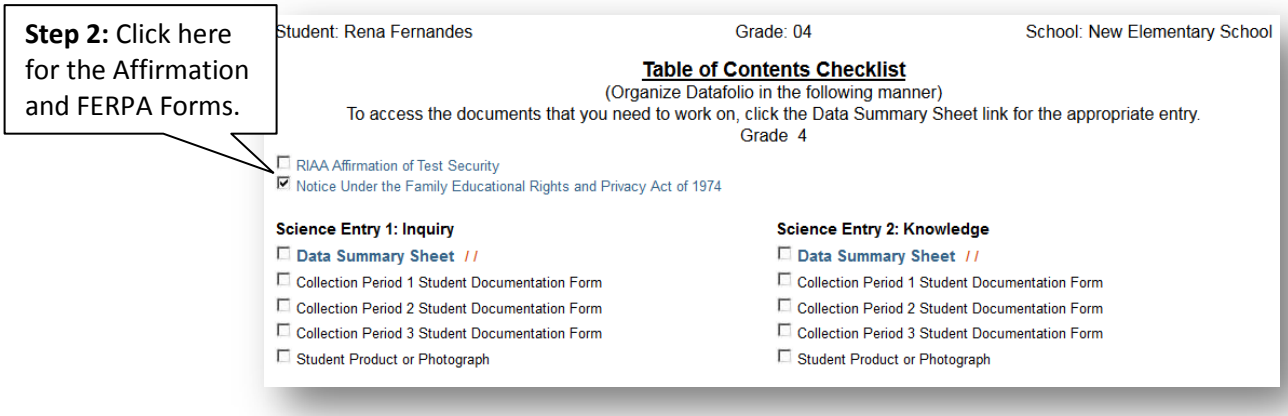
Step 1: ***Go to Datafolio*** will bring you to the datafolio ***Table of Contents*** for that student.

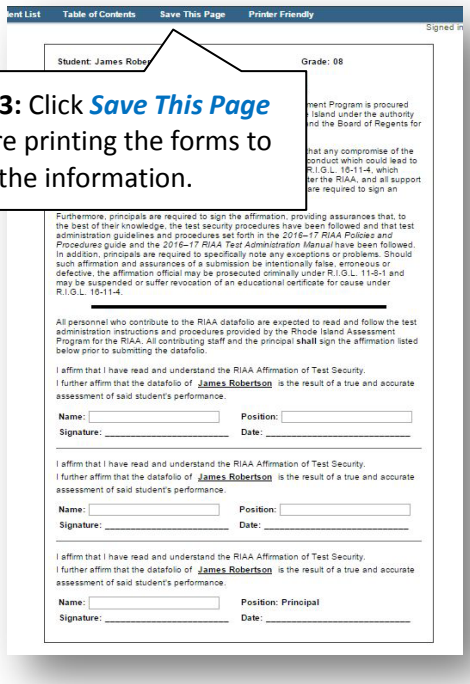
Step 2: Click ***Student Page*** located in the blue bar.

How to Access the Datafolio Forms

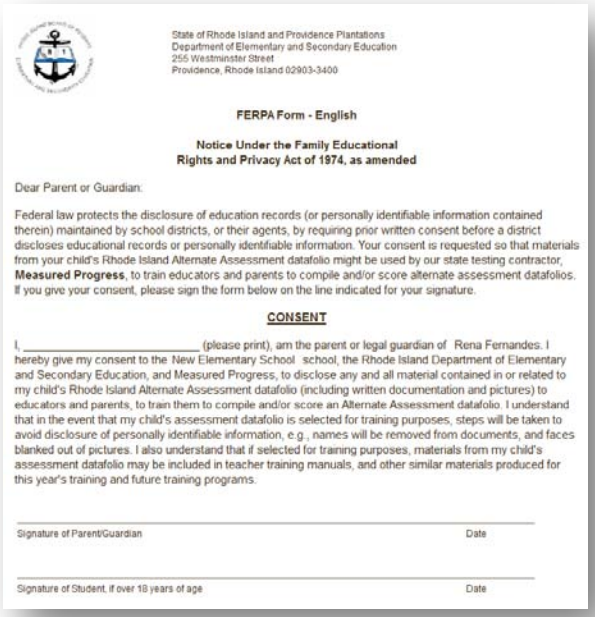
All the forms required for a student's datafolio are available in ProFile. These forms must be completed in ProFile and then printed for submission of each datafolio. Handwritten or modified datafolio entries or student work will be invalidated. The following steps show where to locate these forms and how to complete them.







Step 3: Click ***Save This Page*** before printing the forms to save the information.



State of Rhode Island and Providence Plantations
Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903-3400

FERPA Form - English

Notice Under the Family Educational Rights and Privacy Act of 1974, as amended

Dear Parent or Guardian:

Federal law protects the disclosure of education records (or personally identifiable information contained therein) maintained by school districts, or their agents, by requiring prior written consent before a district discloses educational records or personally identifiable information. Your consent is requested so that materials from your child's Rhode Island Alternate Assessment datafolio might be used by our state testing contractor, **Measured Progress**, to train educators and parents to compile and/or score alternate assessment datafolios. If you give your consent, please sign the form below on the line indicated for your signature.

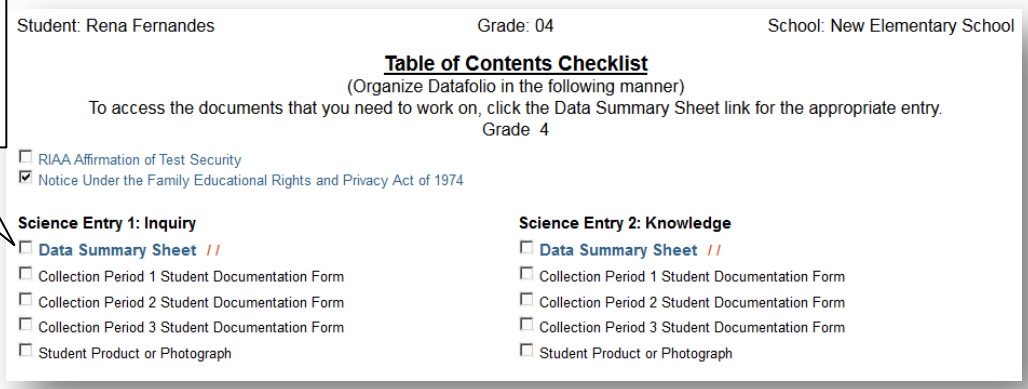
CONSENT

I, _____ (please print), am the parent or legal guardian of Rena Fernandes. I hereby give my consent to the New Elementary School school, the Rhode Island Department of Elementary and Secondary Education, and Measured Progress, to disclose any and all material contained in or related to my child's Rhode Island Alternate Assessment datafolio (including written documentation and pictures) to educators and parents, to train them to compile and/or score an Alternate Assessment datafolio. I understand that in the event that my child's assessment datafolio is selected for training purposes, steps will be taken to avoid disclosure of personally identifiable information, e.g., names will be removed from documents, and faces blanked out of pictures. I also understand that if selected for training purposes, materials from my child's assessment datafolio may be included in teacher training manuals, and other similar materials produced for this year's training and future training programs.

Signature of Parent/Guardian — Date

Signature of Student, if over 18 years of age — Date

Step 4: Click ***Data Summary Sheet*** to access the DSS and the SDF.



Student: Rena Fernandes Grade: 04 School: New Elementary School

Table of Contents Checklist

(Organize Datafolio in the following manner)

To access the documents that you need to work on, click the Data Summary Sheet link for the appropriate entry.

Grade 4

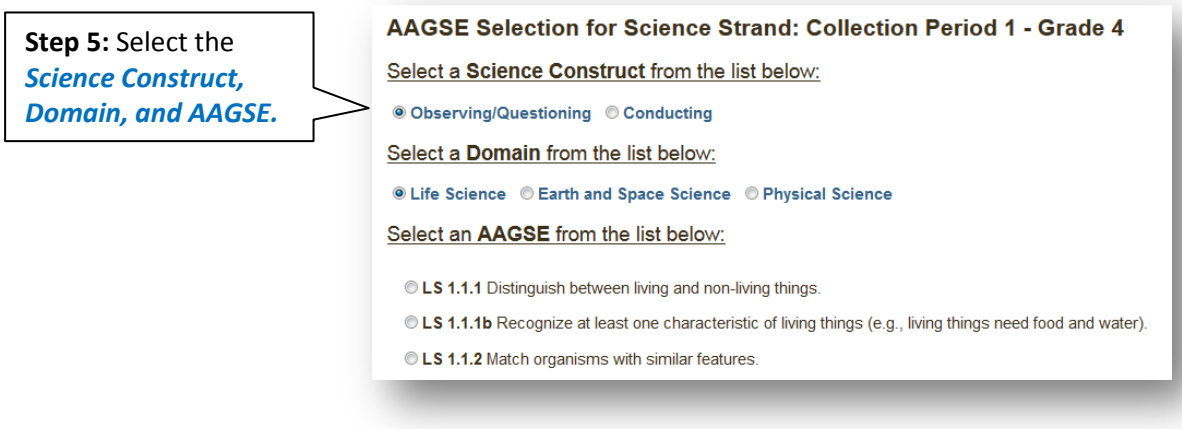
- ☐ RIAA Affirmation of Test Security
- ☑ Notice Under the Family Educational Rights and Privacy Act of 1974

Science Entry 1: Inquiry

- ☐ Data Summary Sheet / /
- ☐ Collection Period 1 Student Documentation Form
- ☐ Collection Period 2 Student Documentation Form
- ☐ Collection Period 3 Student Documentation Form
- ☐ Student Product or Photograph

Science Entry 2: Knowledge

- ☐ Data Summary Sheet / /
- ☐ Collection Period 1 Student Documentation Form
- ☐ Collection Period 2 Student Documentation Form
- ☐ Collection Period 3 Student Documentation Form
- ☐ Student Product or Photograph

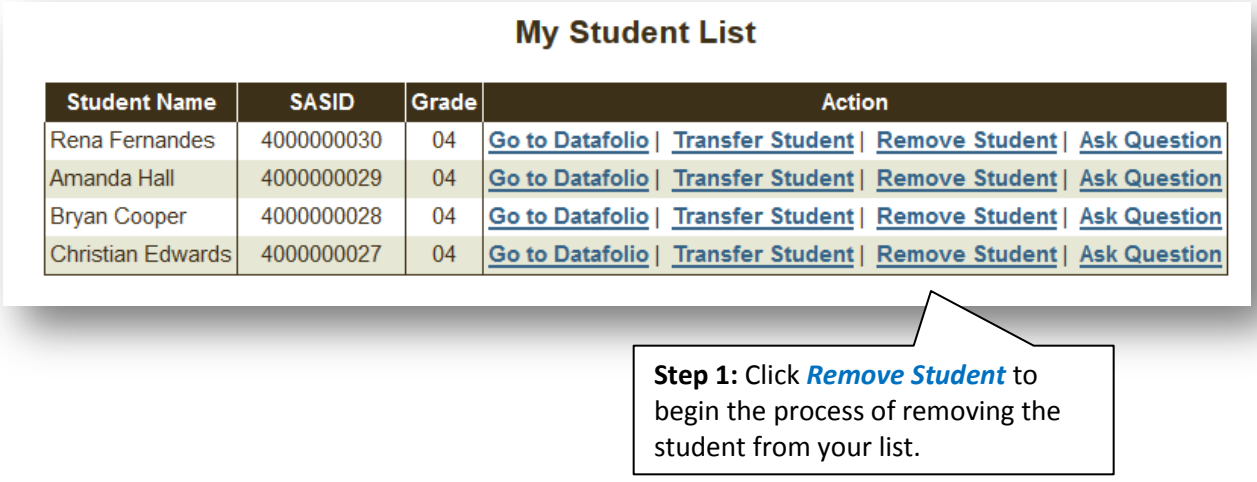


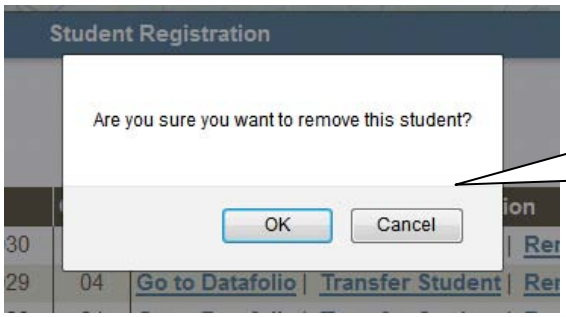
How to Remove a Student from your Student List

There are three reasons to remove a student from the class list:

1. *Registered in error.*
2. *No longer eligible for alternate assessment; student will take PARCC/NECAP Science.* If they are no longer eligible for the alternate assessments, they should take PARCC and NECAP Science.
3. *No longer enrolled in a Rhode Island district*.*

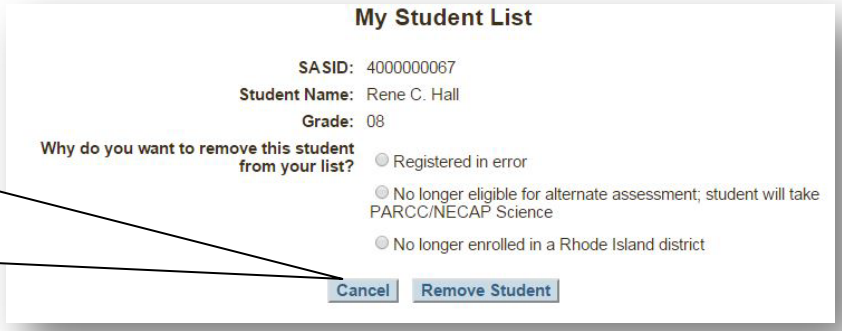
* If the student moves anywhere within Rhode Island and remains eligible for the RIAA, please see directions on how to transfer a student.





Step 2: Click ***OK*** to confirm that this student should be removed from your list. Click ***Cancel*** if this student should not be removed from your list.

Step 3: Select the reason for removing the student from your list. Then click **Remove Student** at the bottom of the screen.



How to Transfer a Student

Transferring a student is necessary when the student fulfills both of the following conditions:

1. The student remains eligible for the alternate assessments.
2. The student remains on the enrollment roster of a Rhode Island public school district.

Step 1: Sending School

The sending school's teacher must release the student from his or her class list (on ProFile) by selecting TRANSFER STUDENT and completing and printing the form.

Step 2: Transfer Student Form

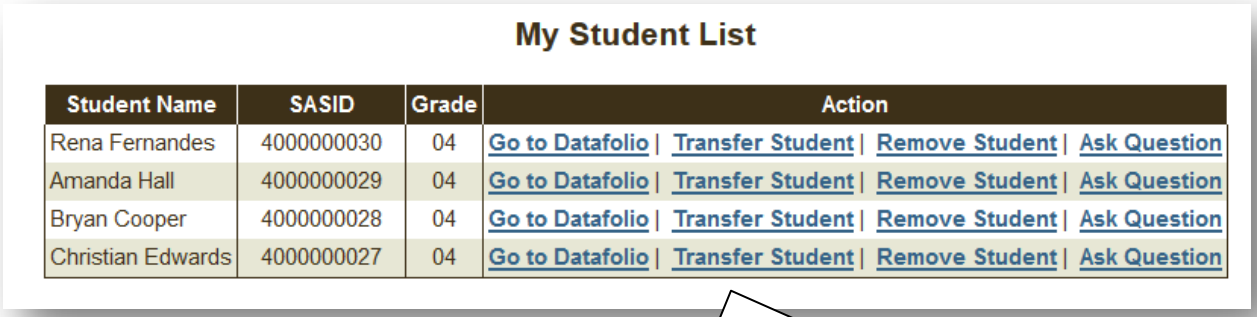
The sending school's teacher must include the completed Transfer Student Form inside the datafolio, along with any student work collected, to the new school following district protocols for the transfer of student records.

Step 3: Receiving School

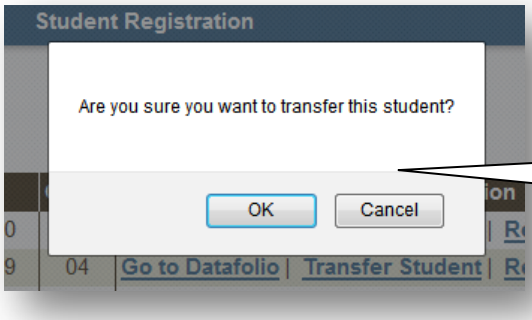
The receiving school's teacher must complete the Receiving Transfer Student Form in ProFile. This will allow any data collected by the former teacher to be transferred to the new teacher. Once that step has been completed and the binder with student work is received, the teacher can begin to add any data in ProFile and new student work to the binder.

Step 4: Sending the datafolio

Any narratives and data entered into ProFile and any student work collected by the teacher during any of the collection periods must be submitted to Measured Progress for that student. In most cases, a student's in-progress RIAA datafolio (binder and materials) will be sent to the new school following district policies for the transfer of student records. The new school will complete the student's datafolio and submit it for scoring.

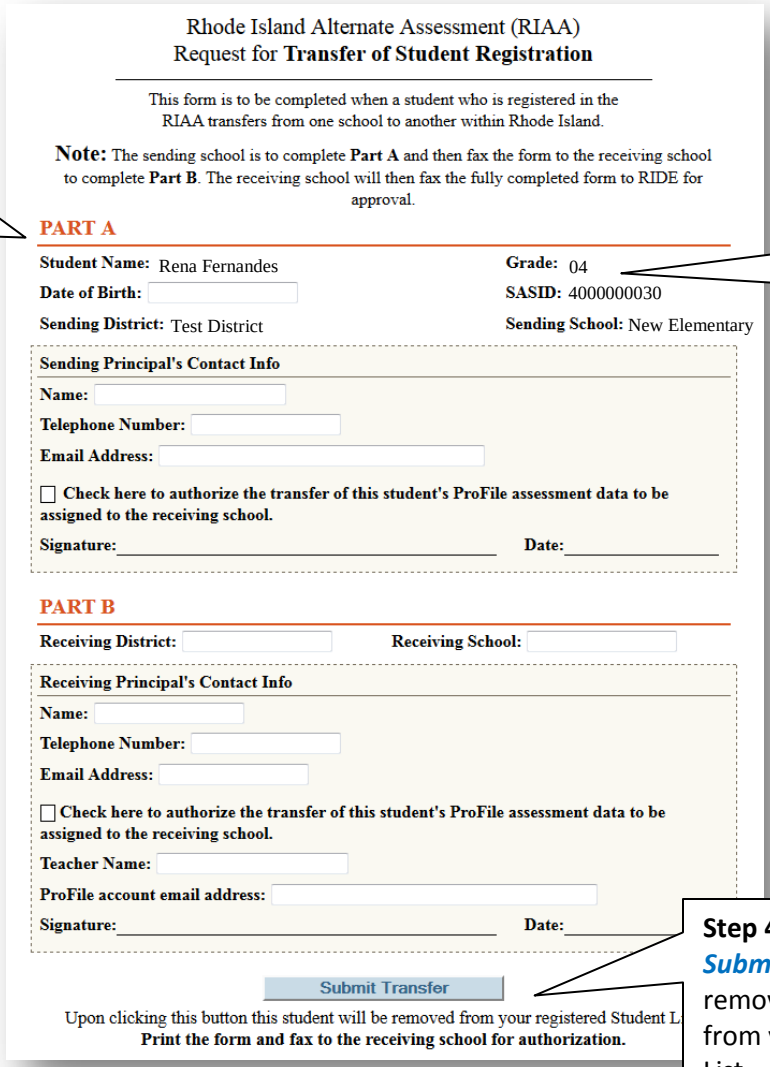


Step 1: Click ***Transfer Student*** to begin the process of transferring the student to another teacher.



Step 2: Click ***OK*** to confirm that this student should be transferred from your list. Click ***Cancel*** if this student should not be transferred from your list.

Step 3: Complete Part A and fax this form to the receiving school.



Rhode Island Alternate Assessment (RIAA)
Request for **Transfer of Student Registration**

This form is to be completed when a student who is registered in the RIAA transfers from one school to another within Rhode Island.

Note: The sending school is to complete **Part A** and then fax the form to the receiving school to complete **Part B**. The receiving school will then fax the fully completed form to RIDE for approval.

PART A

Student Name: Rena Fernandes **Grade:** 04
Date of Birth: **SASID:** 4000000030
Sending District: Test District **Sending School:** New Elementary

Sending Principal's Contact Info

Name:
Telephone Number:
Email Address:

☐ **Check here to authorize the transfer of this student's ProFile assessment data to be assigned to the receiving school.**

Signature: **Date:**

PART B

Receiving District: **Receiving School:**

Receiving Principal's Contact Info

Name:
Telephone Number:
Email Address:

☐ **Check here to authorize the transfer of this student's ProFile assessment data to be assigned to the receiving school.**

Teacher Name:
ProFile account email address:
Signature: **Date:**

Submit Transfer

Upon clicking this button this student will be removed from your registered Student L
Print the form and fax to the receiving school for authorization.

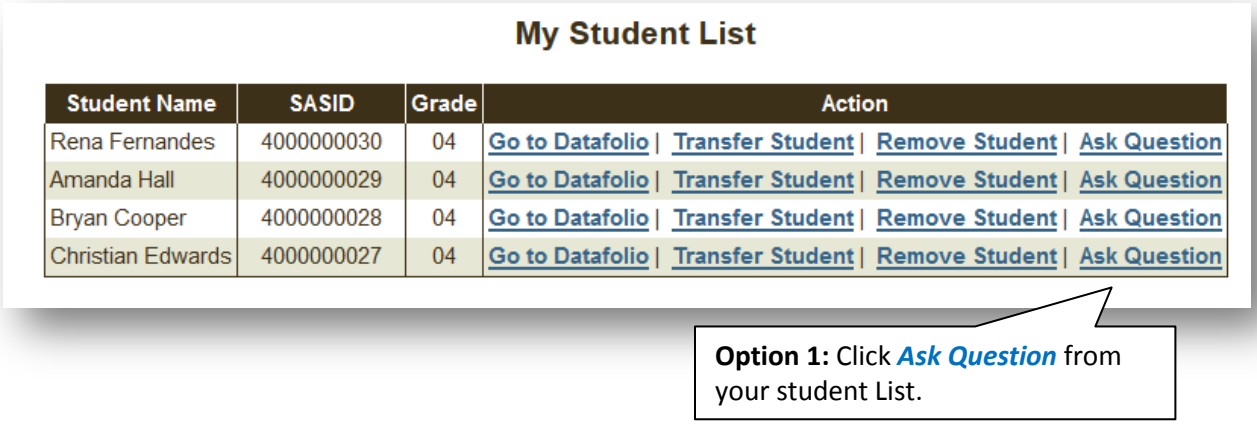
The student information in will autofill for you.

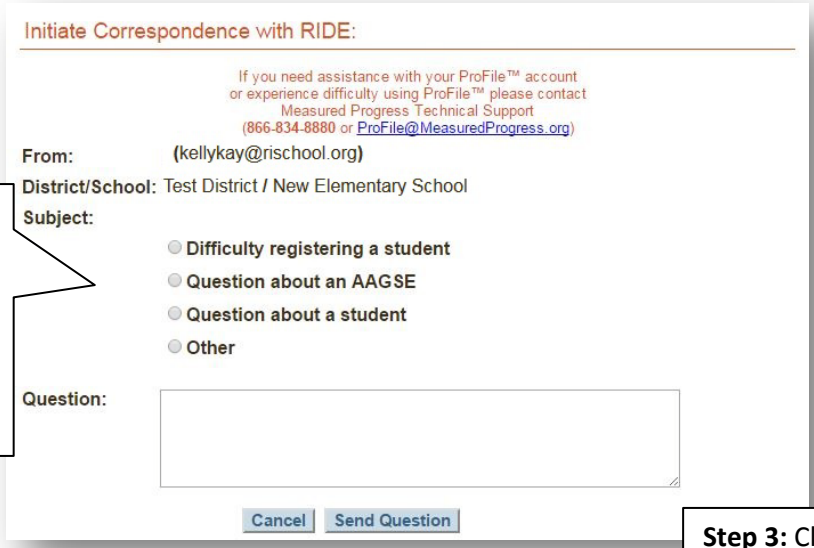
Step 4: Click ***Submit Transfer*** to remove the student from your Student List.

If the datafolio and student work are not received, contact the sending school. If you continue to have difficulties, contact Sarah Greene at Measured Progress (greene.sarah@measuredprogress.org) or Heather Heineke (heather.heineke@ride.ri.gov).

Submitting a Question to RIDE through ProFile

There are two options to use when you need to submit a question to RIDE





Step 2: Select the subject that best fits your question. Remember to include the student's **SASID number, first and last name,** and **grade.**

Step 3: Click ***Send Question*** to submit your query to RIDE.

Exemptions from State Assessment

Given the large number of available testing accommodations, almost every student, including those with chronic and fragile medical conditions, can participate in the state assessments. Typically, if a student can receive instruction, the student can participate in the state assessment, whether at home, at school, or other setting. In the rare situation in which a student may be unable to participate in any part of a state assessment, a request for an exemption must be made no later than the end of the third collection period.

To discuss whether or not a student meets the criteria for any exemption list below, a district administrator must contact Heather Heineke (401-222-8493) to discuss the situation.

To complete the exemption request, there are two steps:

1. The district office must complete Form 1 on eRIDE (www.eRIDE.ri.gov) **and** a
2. The superintendent must sign Form 1 and fax to RIDE, attn: Heather Heineke at 401-222-3605.

NOTE: The intent of the exemption is to provide a one-year waiver from state testing and accountability requirements for students who are unable to participate in state testing. Any issues that prevent a student from being tested one year should be resolved by the following testing cycle.

Note about Opting-Out: Rhode Island does not have a state policy or procedure regarding opting-out of state assessments. The state policy remains that all students are expected to participate in the required state assessments for their current grade level. Districts may have a different opt-out policy. Check with your district administration to learn about the specific policy your district has in place.

Students who are found eligible for alternate assessment during the third collection period
If a student is found eligible for the alternate assessment during the third collection period and is in grade 4, 8, or 11, it will not be possible to provide enough evidence to demonstrate progress across the year. In this instance, districts should request an **exemption from the state science assessment** for this student. The student will still be required to participate in the NCSC reading and mathematics assessments provided he or she is identified prior to the NCSC administration. The decision tree on the following page will clarify which assessments students with disabilities should take based on when they are found eligible.

Medical Exemptions
A student whose medical condition(s) prevent them from receiving instruction for the majority of the school year may be eligible for this exemption.

Personal Crisis
In rare instances, a student may be unable to complete or participate in any part of an assessment due to personal crisis involving a documented, significant, and fully incapacitating emotional trauma that extends across the entire (or remaining) test window. In order to qualify for state-approved special consideration due to "severe emotional distress," the incident or condition must be so severe as to prevent the student from participating in instruction offered either at school, at home, or other facility. Sometimes severe emotional distress requires a student to be hospitalized in a mental health facility. In cases such as this, the student's condition must be identified and verified in writing by a licensed physician or mental health worker and this documentation must be kept on file by the local district.

Family Emergency
Each year, some students suffer the loss of a close family member or the family experiences another tragedy. This is a most difficult time for the student's family. Each student responds in a different way and schools should address the child's emotional needs before worrying about participation requirements in state assessments. Because of the length of the RIAA Science, it is unlikely that such a family emergency would prevent the student from receiving instruction for the duration of the test.

Chapter 6: Science AAGSEs and Inquiry Constructs by Grade

Tips for Understanding the AAGSEs

And

An "and" means that all parts of that AAGSE or Inquiry Construct must be assessed for that collection period. Submitted RIAA datafolios must provide evidence of assessment of all skills included within the AAGSE or Inquiry Construct. For example, LS3.1.1a *Identify the responses of plants **and** animals to a change in their food supply*, means that both plants **and** animals should be included in the investigation and narratives submitted for scoring.

Plurals

When a plural is used within an AAGSE, more than one type of that plural item must be assessed during that investigation. For example, ES1.1.2 *Describe rock**s** and mineral**s** using one physical property (e.g., color, size, shape, texture, smell, weight)*, means that ***more than one*** rock and ***more than one*** mineral must be assessed.

Science AAGSEs and Inquiry Constructs Grade 4

Structured Performance Task:
The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting, and analyzing.

Inquiry Construct Assessed*		***The inquiry constructs shown in the columns 04-4 and 04-5 are the only ones available for a specific AAGSE in ProFile. For example, you cannot assess Planning if "P" is not listed in either column next to the AAGSE; it will not be available in ProFile from the drop-down menu.***
04-4	**04-5**	**Life Science Targeted AAGSEs Grade 4**
O/Q	**C**	**LS1.1.1 Distinguish between living and non-living things.**
O/Q		**LS1.1.1b** Recognize at least one characteristic of living things (e.g., living things need food and water).
	C	**LS1.1.1c** Discriminate between a living thing and a non-living thing.
	C	**LS1.1.1d** Sort living things from a group of living and non-living things (e.g., living things need food, water and air).
O/Q	**C**	**LS1.1.2 Match organisms with similar features.**
O/Q	**C**	**LS1.1.2a** Given an external feature of an organism, match organisms with the same feature (e.g., head, legs, fur, wings, tail).
	C	**LS1.2.1b** Sort organisms based on one or two similar or different external features.
	C	**LS1.1.3 Distinguish plants from animals.**
O/Q	**C**	**LS1.2.1 Describe the things that plants need in order to grow and survive.**
O/Q	**C**	**LS1.2.1a** Identify one or more conditions a plant needs in order to grow and survive (e.g., light, soil, water, and/or air).
O/Q	**C**	**LS1.2.2 Describe the things that animals need in order to grow and survive.**
O/Q	**C**	**LS1.2.2a** Identify one or more conditions an animal needs in order to grow and survive (e.g., food, water, shelter, and/or air).
O/Q		**LS1.3.1 Recognize the life stages of common organisms.**
	C	**LS1.3.2 Identify similarities between parents and offspring.**
	C	**LS1.3.2a** Match offspring with parent (e.g., calf to a cow, chick to a hen, lamb to a sheep, puppy to a dog).
O/Q	**C**	**LS2.1.1. Identify sources of energy for survival of organisms.**
O/Q		**LS2.1.1a** Identify that sunlight is a source of energy for plants.
O/Q		**LS2.1.1b** Identify that some animals get their energy (food) by eating plants.
O/Q		**LS2.1.2 Identify the relationships between organisms in a food web.**

O/Q		**LS3.1.1 Identify the responses of plants and animals to changes in their environment.**
O/Q		**LS3.1.1a** Identify the responses of plants and animals to a change in their food supply.
O/Q		**LS3.1.1c** Identify the responses of plants and animals to seasonal and weather-related changes.
O/Q		**LS3.1.2 Describe how some organisms are better adapted for specific environments than other organisms.**
O/Q		**LS3.1.2a** Match animals to their environment (e.g., camel in desert, polar bear in arctic, fish in water environment).
O/Q		**LS4.1.1 Identify the senses.**
O/Q		**LS4.1.1b** Match the external body part with the senses known (e.g., ear: hearing, finger: feeling).

04-4	04-5	Earth and Space Science Targeted AAGSEs Grade 4
O/Q	**C**	**ESS1.1.1 Describe soils using their physical properties.**
	C	**ESS1.1.1a** Distinguish soil from other objects or materials (e.g., grass, wood, leaves, paper, rubber, food, etc.).
O/Q	**C**	**ESS1.1.1b** Describe soil using one physical property.
		NOTE: Properties of soil include: color, texture/feel, size or shape of particles, structure, drainage, stoniness, easily eroded, and amount of organic material (e.g., decaying leaf or root parts).
O/Q	**C**	**ESS1.1.2 Describe rocks and minerals using their physical properties.**
	C	**ESS1.1.2a** Distinguish rocks and minerals from other objects or materials (e.g., grass, wood, leaves, paper, rubber, food, etc.).
O/Q		**ESS1.1.2b** Describe rocks and minerals using one physical property (e.g., color, size, shape, texture, smell, weight).
		NOTE: Properties of *rocks* include: color, texture/feel, size, or shape of particles in them, hardness, and structure based on how they were formed (igneous, sedimentary, and metamorphic). Properties of *minerals* include: color (one or several), luster (how it reflects light), crystal shape, cleavage and fracture (how it breaks).
O/Q	**C**	**ESS1.1.3 Compare different soils to each other using their physical properties.**
	C	**ESS1.1.3a** Match soils using one physical property.
	C	**ESS1.1.3b** Sort soils using one physical property.
O/Q	**C**	**ESS1.1.3c** Compare soils using one physical property.
O/Q	**C**	**ESS1.1.4 Compare different rocks and minerals to each other using their physical properties.**
	C	**ESS1.1.4a** Match rocks and minerals using one physical property.
O/Q		**ESS1.1.4b** Sort rocks and minerals using one physical property.
O/Q		**ESS1.1.4c** Compare rocks and minerals using one physical property.
O/Q	**C**	**ESS1.1.5 Compare rocks and minerals to soils using their physical properties.**
	C	**ESS1.1.5a** Sort and separate soils from rocks and minerals.
O/Q		**ESS1.1.5b** Compare soils to rocks and minerals using one physical property (e.g., color, size, shape, texture, smell, weight).
O/Q	**C**	**ESS1.2.1 Identify the forms of water in the water cycle.**
O/Q		**ESS1.2.4 Describe some changes on the earth that happen faster than others.**
O/Q		**ESS1.2.4a** Identify relatively fast changes to the earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, such as when bulldozers move them or water gets into a crack and freezes).
O/Q	**C**	**ESS1.2.5 Identify air and water of different temperatures.**
	C	**ESS1.2.5a** Identify that air can have different temperatures.
	C	**ESS1.2.5b** Identify that water can have different temperatures.

O/Q	**C**	**ESS1.2.13 Identify weather and seasonal changes throughout the year.**
O/Q	**C**	**ESS1.2.13b** Identify each season.
O/Q	**C**	**ESS1.2.13c** Describe each season.
O/Q	**C**	**ESS2.1.1 Identify the major effects the sun has on the earth.**
	C	**ESS2.1.1c** Describe the differences between night and day.
O/Q		**ESS2.1.1d** Identify the sun's position as it changes throughout the day (e.g., sunrise, noon, sunset).
O/Q		**ESS2.1.2 Identify the moon.**
O/Q		**ESS2.1.2b** Identify changes in the moon's appearance.

04-4	04-5	Physical Science Targeted AAGSEs Grade 4
O/Q	C	**PS1.1.1 Distinguish the physical properties of matter.**
O/Q		**PS1.1.1a** Identify which object in a group has a specific physical property (e.g., size, shape, color, texture, smell, weight).
	C	**PS1.1.1b** Identify one or more physical properties of common objects.
	C	**PS1.1.1c** Match objects using one physical property (e.g., size, shape, color, texture, smell, weight).
O/Q		**PS1.1.1d** Compare objects using one physical property (e.g., size, shape, color, texture, smell, weight, mass).
	C	**PS1.2.1 Recognize states of matter.**
O/Q	C	**PS1.3.1 Demonstrate an understanding of mass.**
	C	**PS1.3.1a** Measure the masses of objects using balances or see-saws.
	C	**PS1.3.1b** Identify some objects that are more massive than others.
O/Q	C	**PS1.3.1c** Measure the masses of a whole object and parts of that whole object.
	C	**PS1.3.1e** Compare the masses of objects measured.
O/Q	C	**PS2.1.1 Identify forms of energy.**
	C	**PS2.1.1a** Identify light energy (e.g., Identify shadows as places where light energy is blocked, make shadows with flashlights).
	C	**PS2.1.1b** Identify sound energy (e.g., identify sound vibrations as sound energy by plucking guitar strings, feeling drums vibrate, feeling cell phones vibrate, seeing salt vibrate on a drum).
	C	**PS2.1.1.c** Identify heat energy (e.g., Identify the sun's feeling of warmth as heat energy. Take the students outside on a sunny day and use a solar cooker to cook hot dogs).
O/Q		**PS2.1.1d** Identify electrical energy (e.g., identify that hair stands on end when rubbed with a balloon because of electrical energy - static electricity; identify a static electricity shock from a carpet as electrical energy.).
O/Q		**PS2.1.1e** Identify mechanical energy (e.g., identify mechanical energy in the movements of a wheel chair or hand mixer).
O/Q	C	**PS3.2.1 Identify magnetic forces.**
O/Q	C	**PS3.2.1a** Identify objects that are or are not attracted to magnets.

Science AAGSEs and Inquiry Constructs Grade 8

Structured Performance Task:
The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting, and analyzing.

Inquiry Construct Assessed*		**The inquiry constructs shown in the columns 08-1 and 08-2 are the only ones available for a specific AAGSE in ProFile. For example, you cannot assess Planning if "P" is not listed in either column next to the AAGSE; it will not be available in ProFile from the drop-down menu.*
08-1	**08-2**	**Life Science Targeted AAGSEs Grade 8**
P	**C**	**LS1.1.1 Distinguish between living and non-living things.**
P	**C**	**LS1.1.1b** Identify at least two characteristics of living things (e.g., living things need food, water and air).
	C	**LS1.1.1d** Sort living things from a group of living and non-living things (e.g., living things need food, water, and air).
	C	**LS1.1.2 Compare similarities and differences between organisms.**
	C	**LS1.1.2a** Match similar organisms based on one or two external features (e.g., match two similar animals such as fish to fish and bird to bird).
	C	**LS1.1.2b** Sort organisms based on one or two similar or different external features.
	C	**LS1.1.2c** Compare one or more external features of a group of organisms.
P	**C**	**LS1.1.3 Distinguish plants from animals.**
	C	**LS1.1.3c** Distinguish a plant within a group of organisms.
	C	**LS1.1.3d** Distinguish an animal within a group or organisms.
	C	**LS1.1.3e** Compare two or more plants to each other.
	C	**LS1.1.3f** Compare two or more animals to each other.
	C	**LS1.1.6 Associate functions with the external features of animals.**
	C	**LS1.1.6a** Identify that animals move using structures such as legs, wings, tails, or fins.
	C	**LS1.1.6b** Identify that animals can be protected by features such as shells (e.g., snail), claws (e.g., tiger), quills (e.g. porcupines), color of skin or fur, etc.
	C	**LS1.1.6c** Identify that animals obtain food using structures or characteristic features such as beaks, claws, fast speed, good eyesight, sense of smell.
	C	**LS1.1.7 Classify organisms.**
	C	**LS1.1.7a** Identify one or more major group of organisms from a selection of different organisms (Groups should include: mammals, fish, and reptiles).
P	**C**	**LS1.2.1 Describe the things that plants need in order to grow and survive.**

P	**C**	**LS1.2.1a** Identify one or more conditions a plant needs in order to grow and survive (e.g., light, soil, water, space, food and/or air).
P	**C**	**LS1.2.2 Describe the things that animals need in order to grow and survive.**
P	**C**	**LS 1.2.2a** Identify one or more conditions an animal needs in order to grow, survive (e.g., food, water, shelter, space, and/or air).
P	**C**	**LS1.2.4 Identify the characteristics of living things.**
P	**C**	**LS1.2.4a** Identify at least five of the ten characteristics of living things (e.g., need source of energy; need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death).
P	**C**	**LS1.2.5 Recognize that organisms are made of cells.**
	C	**LS1.3.2 Identify similarities between parents and offspring.**
	C	**LS1.3.2a** Match offspring with parent (e.g., calf to a cow, chick to a hen, lamb to a sheep, puppy to a dog, acorn to oak tree, pinecone to pine trees).
P	**C**	**LS2.1.1 Identify sources of energy for survival of organisms.**
	C	**LS2.1.1a** Identify that sunlight is the source of energy for plants.
P		**LS2.1.1b** Identify that some animals get their energy (food) by eating plants.
P		**LS2.1.1c** Identify that some animals get their energy (food) by eating other animals.
P		**LS2.1.2 Describe the relationships between plants and animals that depend on each other for food.**
P		**LS2.1.2d** Identify the relationships between plants and animals by creating a simple food web.
P		**LS2.1.3 Discuss living and non-living factors in an ecosystem.**
P		**LS2.1.3a** Identify one or more living factor(s) that affect organisms in an ecosystem (e.g., introduction of coyote to a forest, effects of a hurricane on an ecosystem, effect of pollution on an ecosystem).
	C	**LS3.1.1. Identify the responses of plants and animals to changes in their environment.**
	C	**LS3.1.1.a** Identify the responses of the plants and animals to a change in their food supply.
	C	**LS3.1.1.c** Identify the responses of plants and animals to seasonal and weather-related changes.
	C	**LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.**
	C	**LS3.1.2a** Match animals to their environment, e.g., camel in desert, polar bear in arctic.
	C	**LS4.1.2 Identify patterns of human health and disease.**
	C	**LS4.1.2a** Identify signs or feelings of being sick, hurt/injured, or discomfort (e.g., cut on finger, headache, dizziness, etc.)

08-1	08-2	Earth and Space Science Targeted AAGSEs Grade 8
	C	**ESS1.1.1 Describe soils using their physical properties.**
	C	**ESS1.1.1a** Distinguish soil from other objects or materials (e.g., grass, wood, leaves, paper, rubber, etc.).
	C	**ESS1.1.1b** Describe soil using one or more physical properties.
P	C	**ESS1.1.2 Describe rocks and minerals using their physical properties.**
P		**ESS1.1.2a** Distinguish rocks and minerals from other objects or materials (e.g., grass, wood, leaves, paper, rubber, food, etc.).
	C	**ESS1.1.2b** Describe rocks and minerals using one or more physical properties (e.g., compare rocks and minerals and gems in jewelry; do a hardness test; scratch for color; hammer on rocks and minerals to determine cleavage and fractures).
P	C	**ESS1.1.3 Compare different soils to each other using their physical properties.**
P	C	**ESS1.1.3a** Match soils using one or more physical properties.
	C	**ESS1.1.3b** Sort soils using one or more physical properties
P	C	**ESS1.1.3c** Compare soils using one or more physical properties.
		Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage properties.
	C	**ESS1.1.4 Compare different rocks and minerals to each other using their physical properties.**
	C	**ESS1.1.4a** Match rocks and minerals using one or more physical properties.
	C	**ESS1.1.4b** Sort rocks and minerals using one or more physical properties.
	C	**ESS1.1.5 Compare rocks and minerals to soils using their physical properties.**
	C	**ESS1.1.5b** Compare soils to rocks and minerals using one or more physical properties.
	C	**ESS1.1.5d** Collect data about the properties of soils, rocks, and minerals.
	C	**ESS1.1.6 Identify the four basic materials of the earth (i.e., water, soil, rocks, and air).**
P	C	**ESS1.1.7 Identify the uses of the four basic earth materials (i.e., water, soil, rocks, and air).**
P	C	**ESS1.2.1 Identify the components and changes represented by the water cycle.**
	C	**ESS1.2.1e** Identify the water cycle and its parts, including evaporation, precipitation, run-off, condensation, groundwater, and transpiration.
P		**ESS1.2.1f** Identify the changes between the parts of the water cycle (with arrows).
	C	**ESS1.2.3 Identify the earth's surface and that it changes with time.**
	C	**ESS1.2.3c** Identify ways that the earth's surface changes with time (e.g., erosion of soils near drainage ditches, rock or mudslides in the news media).
P	C	**ESS1.2.4 Describe some changes on the earth that happen faster than others.**
P	C	**ESS1.2.4a** Identify relatively fast changes to Earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, earthquake, volcano erupts, a hurricane or tropical storm occurs).

P	**C**	**ESS1.2.4b** Identify relatively slow changes to Earth's surface (e.g., a large rock slowly breaks down over many years from water washing over it in a stream or river; compare photos of slowly moving glaciers taken in different years or a lake drying up over several years.).
P		**ESS1.2.5 Identify how air and water can have different temperatures.**
P		**ESS1.2.5a** Identify the cause of changes in air temperatures.
P		**ESS1.2.5b** Identify the cause of changes in water temperatures.
P		**ESS1.2.6 Describe how wind and water change Earth.**
P		**ESS1.2.6a** Describe how erosion by wind, water (including floods), and glaciers change the earth.
	C	**ESS1.2.7 Identify that rocks change into other rocks.**
	C	**ESS1.2.7a** Match rocks by type to descriptions or pictures of igneous, sedimentary, and metamorphic rocks.
	C	**ESS1.2.7b** Sort rocks into groups by type using descriptions, characteristics, or pictures of each type.
	C	**ESS1.2.7c** Compare igneous, sedimentary, and metamorphic rocks.
P		**ESS1.2.10 Investigate volcanoes, faults, and earthquakes and how they are related.**
P		**ESS1.2.10a** Identify physical properties of volcanoes.
P		**ESS1.2.10b** Describe what a fault is.
P		**ESS1.2.10c** Recognize what happens when rocks move along a fault (crack in the Earth's crust) during an earthquake.
		NOTE: A fault is a crack in the Earth's crust where rock has fractured due to movement. The fault is not what moves. Rocks move along faults past each other. Movement occurs along faults.
P	**C**	**ESS1.2.11 Identify geologic processes of fossil formation.**
P		**ESS1.2.11a** Identify how fossils form.
	C	**ESS1.2.11b** Distinguish between fossils and other objects.
P		**ESS1.2.13 Identify weather and seasonal changes throughout the year.**
	C	**ESS1.2.13a** Use observations and one or more data collection tools (e.g. wind vane, thermometer, rain gauge) to describe daily weather (e.g., clouds, cloud types, hot, cold, wet, dry, humidity, precipitation).
P		**ESS1.2.13b** Identify each season.
	C	**ESS1.2.13c** Describe each season.
P		**ESS1.2.14 Associate air pressure with the weight of air on the earth.**
P		**ESS1.2.14a** Identify that the weight of air varies on different parts of the earth's surface.
P	**C**	**ESS2.1.1 Identify the major effects the sun has on the earth.**
P		**ESS2.1.1c** Describe the night/day differences in temperature to the sun's position in the sky.
P		**ESS2.1.1d** Identify the sun's position as it changes throughout the day (e.g., sunrise, noon, sunset, dawn, dusk).

P	**C**	**ESS2.1.2 Identify the moon.**
P	**C**	**ESS2.1.2b** Identify and record changes in the moon's appearance.
P	**C**	**ESS2.1.3 Identify that Earth is a planet.**
P		**ESS2.1.3a** Identify that the surface we live on is the surface of the planet Earth.
	C	**ESS2.1.3b Identify other planets in the solar system (e.g., work with globes and models of the planets in the solar system, research the planets).**
	C	**ESS3.1.1 Identify stars.**
	C	**ESS3.1.1a** Distinguish stars from other objects in the sky (e.g., moon, planets).
	C	**ESS3.1.1b** Identify one or more constellations.

08-1	08-2	Physical Science Targeted AAGSEs Grade 8
P	C	**PS1.1.1 Distinguish the physical properties of matter.**
P		**PS1.1.1a** Identify which object in a group has a specific physical property (e.g., size, shape, color, texture, smell, weight, etc.).
P		**PS1.1.1b** Identify two or more physical properties of common objects.
P		**PS1.1.1d** Compare objects using one or more physical properties (e.g., size, shape, color, texture, smell, weight, mass, temperature).
	C	**PS1.1.2 Identify changes in the physical properties of matter.**
	C	**PS1.1.2a** Identify physical changes (e.g., freezing, melting, boiling, tearing paper).
	C	**PS1.2.1 Compare states of matter.**
	C	**PS1.2.1d** Compare the states of matter (e.g., solids have a definite shape and definite volume, liquids have a definite volume but take the shape of their container, gasses have no definite volume or shape).
	C	**PS1.2.2 Identify how states of matter can change.**
		PS1.2.2a Identify how states of matter can change (e.g., solid to liquid – melting, liquid to gas – vaporization, gas to liquid – condensation, liquid to solid – freezing/solidify, etc.)
P	C	**PS1.3.1 Demonstrate an understanding of mass.**
P		**PS1.3.1a** Measure the masses of objects using balances or see-saws.
P		**PS1.3.1c** Measure the masses of a whole object and parts of that whole object.
	C	**PS1.3.1d** Identify that the mass of a whole object is greater than the mass of each part of that whole object.
P	C	**PS1.4.1 Identify categories of matter.**
	C	**PS1.4.1b** Identify a mixture (e.g., peas and carrots, rocks and leaves, trail mix).
	C	**PS1.4.1c** Identify solutions (e.g., Koolade, lemonade, hot chocolate).
P		**PS1.4.1d** Identify one or more physical changes (e.g., tearing paper, breaking a pencil, food color in water, evaporation, condensation, freezing or melting).
		NOTE: Salt, sugar, and water are compounds which mean they are substances made of two or more elements which have combined chemically.
P	C	**PS2.1.1 Identify forms of energy.**
	C	**PS2.1.1a** Identify light energy (e.g., identify shadows as places where light energy is blocked, make shadows with flashlights).
	C	**PS2.1.1c** Identify heat energy (e.g., identify the sun's feeling of warmth as heat energy. Take the students outside on a sunny day and use a solar cooker to cook hot dogs).
	C	**PS2.1.1e** Identify mechanical energy (e.g., identify mechanical energy in the movements of a wheel chair or hand mixer.)
P		**PS3.1.1 Describe the relationship between force and motion.**

	C	**PS3.1.1c** Make something move by pushing or pulling (applying force).
P		**PS3.1.1d** Identify the initial and final positions of an object that moves.
	C	**PS3.1.1e** Identify that objects can move in different directions (e.g., horizontally, vertically, forward, backward).
	C	**PS3.1.1f** Identify an object changing direction.
	C	**PS3.1.1g** Identify one object moving faster/slower (speed) than another object.
P	**C**	**PS3.2.1 Identify characteristics of magnetic forces.**
	C	**PS3.2.1a** Identify objects that are and are not attracted to magnets.
P		**PS3.2.1b** Sort objects into those that are attracted to magnets and those that are not attracted to magnets.

Science AAGSEs and Inquiry Constructs Grade 11

Structured Performance Task: The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Inquiry Construct Assessed		**The inquiry constructs shown in the columns 11-1 and 11-2 are the only ones available for a specific AAGSE in ProFile. For example, you cannot assess Planning if "P" is not listed in either column next to the AAGSE; it will not be available in ProFile from the drop-down menu.*
11-1	**11-2**	**Life Science Targeted AAGSEs Grade 11**
C	**A**	**LS1.1.1 Distinguish between living and non-living things.**
C		**LS1.1.1a** Identify self as living, therefore needing food and water.
C	**A**	**LS1.1.1c** Discriminate between living things and non-living things.
C	**A**	**LS1.1.1d** Sort living things from a group of livings and non-living things.
C	**A**	**LS1.1.1e** Classify living things and non-living things into two groups.
C	**A**	**LS1.1.2 Compare similarities and differences between organisms.**
C		**LS1.1.2a** Match similar organisms based on two or more external features (e.g., match two similar animals such as fish to fish and bird to bird).
C	**A**	**LS1.1.2b** Sort organisms based on two or more similar or different external features.
	A	**LS1.1.2c** Compare two or more external features of a group of organisms.
C		**LS1.1.2d** Group organisms by two or more similarities.
C	**A**	**LS1.1.3 Distinguish plants from animals.**
C		**LS1.1.3c** Distinguish a plant within a group of organisms.
C		**LS1.1.3d** Distinguish an animal within a group of organisms.
	A	**LS1.1.3g** Distinguish an organism as a plant or an animal.
C	**A**	**LS1.1.3h** Compare similarities and differences between a plant and an animal.
C	**A**	**LS1.1.4 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to animals (including self).**
C		**LS1.1.5g** Compare the features of two different plants.
	A	**LS1.1.6 Associate functions with the external features of animals.**
	A	**LS1.1.6a** Identify structures that specific animals use to move, such as legs, wings, tails, fins, etc.
	A	**LS1.1.6b** Identify features that animals use to protect themselves such as shells (e.g., snail), claws (e.g., tiger), quills (e.g., porcupine), color of skin or fur, etc.
	A	**LS1.1.6c** Compare how animals obtain food using structures or characteristic features such as beaks, claws, fast speed, good eyesight, sense of smell, etc.
C		**LS1.1.7 Classify organisms.**
C		**LS1.1.7a** Identify one or more major group of organisms from a selection of different organisms. (Groups should include mammals, fish, amphibians, and reptiles.)
	A	**LS1.1.8 Associate the external features of plants with their functions.**

C	**A**	**LS1.2.1 Describe the things that plants need in order to grow, survive, and reproduce.**
C	**A**	**LS1.2.1a** Identify two or more conditions plants need to grow, survive and reproduce (i.e., light, water, air, space and food; reproduction: self pollination or cross pollination)**.**
	A	**LS1.2.1c** Describe one or more conditions a plant needs in order to grow, survive, and reproduce (e.g., light, soil, water, air, and/or space; reproduce: self pollination or cross pollination).
	A	**LS1.2.1d** Investigate what happens to a plant under different conditions (e.g., blue light instead of white light).
C	**A**	**LS1.2.2 Describe the things that animals need in order to grow, survive, and reproduce.**
C		**LS 1.2.2a** Identify two or more conditions an animal needs in order to grow, survive, and reproduce (i.e., food, water, shelter, space, and/or air).
C		**LS1.2.2c** Describe one or more conditions an animal needs in order to grow, survive, and reproduce (i.e., food, water, shelter, space, and/or air).
	A	**LS1.2.2d** Investigate what happens to an animal under different conditions (e.g., different temperatures).
C	**A**	**LS1.2.3 Identify adaptations within organisms that help them survive in their environment.**
C	**A**	**LS1.2.3a** Identify two or more adaptations needed for survival in common animals (e.g., adaptations such as claws, odor, teeth, tail, for defense, food/eating, and maintaining body temperature).
C		**LS1.2.4 Describe the ten characteristics of living things.**
C		**LS1.2.4a** Identify the ten characteristics of living things (i.e., need source of energy, need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death).
C		**LS1.2.4c** Describe five of the ten characteristics of living things (i.e., need source of energy, need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death).
C	**A**	**LS1.2.5 Recognize that organisms are made of cells.**
C		**LS1.2.5c** Recognize that some cells are specialized for certain functions.
C		**LS1.3.2 Identify similarities between parents and offspring.**
C		**LS1.3.2b** From up to four kinds of plants or animals, select the offspring that belongs with a given adult.
C		**LS1.3.3 Sequence the life cycle of a familiar plant or animal.**
C		**LS1.3.3c** Sequence a life cycle for an organism with similar appearance at each stage (e.g., bear, rabbit).
C		**LS1.3.3d** Sequence a life cycle for an organism that undergoes metamorphosis (e.g., butterfly).
	A	**LS1.3.4 Compare life cycles of different organisms.**
	A	**LS1.3.4a** Compare life cycles of two or more plants.
	A	**LS1.3.4b** Compare life cycles of two or more animals.
C	**A**	**LS2.1.1 Describe the sources of energy for survival of organisms.**
C		**LS2.1.1a** Describe that sunlight is a source of energy for plants.

	A	**LS2.1.1b** Describe that some animals get their energy (food) by eating plants.
	A	**LS2.1.1c** Describe that some animals get their energy (food) by eating other animals.
C	**A**	**LS2.1.2 Describe the relationships between plants and animals that depend on each other for food.**
C		**LS2.1.2d** Describe the relationships between plants and animals by creating a simple food web.
C	**A**	**LS2.1.3 Discuss living and non-living factors in an ecosystem.**
C		**LS2.1.3a** Identify two or more living factors that affect organisms in an ecosystem (e.g., introduction of coyote to a forest, effects of a hurricane on an ecosystem, effect of pollution on an ecosystem).
C		**LS2.1.3b** Identify two or more non-living factors that affect organisms.
	A	**LS2.1.3d** Describe the impact of various living (e.g., disease, population shifts, non-native invasive species) and non-living (e.g., flood, drought, fires) factors on organisms.
C	**A**	**LS3.1.1 Identify the responses of plants and animals to changes in their environment.**
C	**A**	**LS3.1.1a** Identify the responses of plants and animals to a change in their food supply.
C	**A**	**LS3.1.1b** Identify the responses of plants and animals to habitat destruction or changes in habitat (e.g., flood, fire, housing developments).
C	**A**	**LS3.1.1c** Identify the responses of plants and animals to seasonal and weather-related changes.
C	**A**	**LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.**
C	**A**	**LS3.1.2a** Select the animal that can best live in a given environment when given a choice between two to four animals.
C	**A**	**LS4.1.2 Identify patterns of human health and disease.**
C	**A**	**LS4.1.2a** Identify signs or feelings of being sick, hurt/injured, or discomfort (e.g., cut on finger, headache, dizziness, etc.).
	A	**LS4.1.2b** Identify the connection between hygiene and wellness.
	A	**LS4.1.3** Compare voluntary to involuntary body responses.
	A	**LS4.1.4** Compare instinctual to learned behaviors.

11-1	11-2	Earth and Space Science Targeted AAGSEs Grade 11
C		**ESS1.1.1 Identify soils using their physical properties.**
C		**ESS1.1.1c** Identify soils with specified physical properties.
		NOTE: Properties of soil include: color, texture/feel, size or shape of particles, structure, drainage, stoniness, easily eroded, and amount of organic material (e.g., decaying leaf or root parts).
C		**ESS1.1.2 Identify rocks and minerals using their physical properties.**
C		**ESS1.1.2b** Describe rocks and minerals using two or more physical properties.
		NOTE: Properties of rocks include: color, texture/feel, size or shape of particles in them, hardness, and structure based on how they were formed (igneous, sedimentary, and metamorphic).
		NOTE: Properties of minerals include: color (one or several), luster (how it reflects light), streak (use power form of crystal and rub across unglazed streak plate), crystal shape, cleavage and fracture (how it breaks).
C	A	**ESS1.1.3 Compare different soils to each other using their physical properties.**
C		**ESS1.1.3b** Sort soils using two or more physical properties.
	A	**ESS1.1.3c** Compare soils using two or more physical properties.
C	A	**ESS1.1.3d** Classify soils by type (clay, sand, silt, loam) using two or more physical properties.
C		**ESS1.1.4 Compare different rocks and minerals to each other using their physical properties.**
C		**ESS1.1.4b** Sort rocks and minerals using two or more physical properties.
C		**ESS1.1.4c** Compare rocks and minerals using two or more physical properties.
C	A	**ESS1.1.5 Compare rocks and minerals to soils using their physical properties.**
C		**ESS1.1.5b** Compare soils to rocks and minerals using two or more physical properties.
	A	**ESS1.1.5f** Indicate why some earth materials are classified together and some are not.
C		**ESS1.1.6 Identify the four basic materials of the earth (i.e., water, soil, rocks and air.)**
C	A	**ESS1.1.7 Identify the uses of the four basic earth materials (i.e., water, soil, rocks and air).**
	A	**ESS1.1.7e** Determine the best earth materials for specific purposes.
C		**ESS1.2.1 Identify the components and changes represented by the water cycle**.
C		**ESS1.2.1d** Identify the three forms of water in the water cycle.
C	A	**ESS1.2.1e** Identify the water cycle and its parts, including evaporation, precipitation, run-off, condensation, groundwater, and transpiration.
C	A	**ESS1.2.1f** Identify the changes between the parts of the water cycle (with arrows).
	A	**ESS1.2.2 Identify that water moves rocks and soils.**
	A	**ESS1.2.2a** Identify the different ways water moves rocks and soils (e.g., floods, tides. raindrops, rivers, etc.).
	A	**ESS1.2.2c** Communicate an understanding of erosion.
	A	**ESS1.2.3 Identify Earth's surface and that it changes with time.**
	A	**ESS1.2.3a** Identify the surface and core of different objects or materials as models of Earth's surface (e.g., egg, ball, orange, globe).

	A	**ESS1.2.3c** Identify ways that Earth's surface changes with time (e.g., erosion of soils near drainage ditches, rock or mudslides in the news media).
	A	**ESS1.2.3d** Explore models of Earth showing the crust, mantle, and core. (The idea that there are different layers in Earth is important, not the ability to identify the names of the layers.)
C	**A**	**ESS1.2.4 Describe some changes on the earth that happen faster than others.**
C		**ESS1.2.4a** Identify relatively fast changes to the earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, earthquake, volcano erupts, a hurricane or tropical storm occurs).
C		**ESS1.2.4b** Identify relatively slow changes to the earth's surface (e.g., a large rock slowly breaks down over many, many years from water washing over it in a stream or river).
C	**A**	**ESS1.2.4c** Compare the results of relatively faster and slower changes.
		*Suggestion*s: Compare smooth rocks collected from a stream to breaking a rock quickly; compare pictures of older mountains on the East coast of the US to younger Rocky Mountains in the West.
	A	**ESS1.2.5 Identify how air and water can have different temperatures.**
	A	**ESS1.2.5c** Predict temperature in various environments.
	A	**ESS1.2.5d** Compare air temperatures to water temperatures in the same environment.
	A	**ESS1.2.6 Describe how wind and water shape land.**
	A	**ESS1.2.6a** Describe how erosion by wind, water (including floods), and glaciers shapes land.
C		**ESS1.2.7 Identify that rocks change into other rocks.**
C		**ESS1.2.7a** Match rocks by type to descriptions or pictures of igneous, sedimentary, and metamorphic rocks.
C		**ESS1.2.7d** Identify rocks as igneous, sedimentary or metamorphic.
C	**A**	**ESS1.2.8 Describe how rocks form.**
C		**ESS1.2.8a** Describe one way that rocks form from other rocks through erosion and deposition.
	A	**ESS1.2.8c** Describe one way that rocks form from alteration by heat and pressure.
	A	**ESS1.2.9 Represent processes of the rock cycle in words, models or diagrams.**
	A	**ESS1.2.9a** Identify the parts of the rock cycle.
	A	**ESS1.2.9b** Identify the changes represented in the rock cycle.
	A	**ESS1.2.9c** Create a representation of the rock cycle.
	A	**ESS1.2.10 Investigate volcanoes, faults and earthquakes and how they are related.**
	A	**ESS1.2.10d** Recognize the relationships between and among volcanoes, earthquakes and faults.
C		**ESS1.2.11 Identify geologic processes of fossil formation**.
C		**ESS1.2.11a** Identify how fossils form.
	A	**ESS1.2.12 Identify the patterns of landforms and geologic processes.**
	A	**ESS1.2.12a** Identify fossil patterns (e.g., similar fossils from different parts of the world).
	A	**ESS1.2.12b** Identify patterns of earthquake, fault, and volcano location (e.g., ring of fire, mid-Atlantic Ridge).
C		**ESS1.2.13 Identify weather and seasonal changes throughout the year.**

C	**A**	**ESS1.2.15 Recognize that the atmosphere is made up of different layers.**
C		**ESS1.2.15a** Identify layers of the atmosphere.
	A	**ESS1.2.15b** Describe the layers of the atmosphere.
C	**A**	**ESS2.1.1 Identify the major effects the sun has on the earth.**
	A	**ESS2.1.1c** Describe the night/day differences in temperature to the sun's position in the sky.
C	**A**	**ESS2.1.1d** Identify the sun's position as it changes throughout the day (e.g., sunrise, noon, sunset, dawn, dusk).
C	**A**	**ESS2.1.2 Identify the moon.**
C		**ESS2.1.2a** Distinguish the moon from other objects in the sky.
C	**A**	**ESS2.1.2b** Identify and record changes in the moon's appearance.
	A	**ESS2.1.2c** Compare the daily times the moon becomes visible throughout the year.
C		**ESS2.1.3 Identify Earth is a planet.**
C		**ESS2.1.3c** Identify at least one characteristic of two or more planets other than Earth (e.g., size, distance from sun, number of moons, color, presence of rings, relative temperature).
C		**ESS2.1.4 Identify the parts of the earth-moon-sun system and how they move.**
C		**ESS2.1.4a** Identify the parts of an earth-moon-sun model.
	A	**ESS2.1.6 Recognize the impact of gravity on objects in the solar system.**
	A	**ESS2.1.6b** Recognize examples of the actions of gravity.
C	**A**	**ESS3.1.1 Identify stars.**
C		**ESS3.1.1a** Distinguish stars from other objects in the sky (e.g., moon, planets).
	A	**ESS3.1.1b** Identify two or more constellations.

11-1	11-2	Physical Science Targeted AAGSEs Grade 11
C	A	**PS1.1.1 Distinguish the physical properties of matter.**
C		**PS1.1.1a** Identify which object in a group has a specific physical property (e.g., size, shape, color, texture, smell, weight, mass, etc.).
C	A	**PS1.1.1b** Identify two or more physical properties of common objects.
C		**PS1.1.1c** Match objects using two or more physical properties (e.g., size, shape, color, texture, smell, weight, temperature, flexibility).
	A	**PS1.1.1d** Compare objects using two or more physical properties (e.g., size, shape, color, texture, smell, weight, mass, temperature, flexibility).
	A	**PS1.1.1f** Indicate which object from a group of two or three objects has the greater density. (As determined from 1.1.1g, density is mass/volume.)
	A	**PS1.1.1h** Describe why objects are grouped together.
C	A	**PS1.1.2 Identify changes in the physical properties of matter.**
C		**PS1.1.2a** Identify physical changes (e.g., freezing, melting, boiling, tearing paper).
	A	**PS1.1.2b** Describe physical changes.
C		**PS1.2.1 Classify states of matter.**
	A	**PS1.2.2 Identify states of matter than can change.**
	A	**PS1.2.2a** Identify that states of matter can change (e.g., solid to liquid - melting, liquid to gas - vaporization, gas to liquid -condensation, liquid to solid - freezing etc.).
	A	**PS1.2.2b** Identify that states of matter can change by adding or subtracting energy (e.g., heating and cooling).
C	A	**PS1.3.1 Demonstrate an understanding of mass.**
C		**PS1.3.1a** Measure the masses of objects using balances or see-saws.
C	A	**PS1.3.1b** Describe that some objects are more massive than others.
C		**PS1.3.1c** Measure the masses of a whole object and parts of that whole object.
	A	**PS1.3.1d** Describe that the mass of a whole object is greater than the mass of each part of that whole object.
C		**PS1.3.1e** Compare the masses of objects measured.
	A	**PS1.3.1f** Compare the masses of objects of equal volume made of different substances.
C	A	**PS1.3.2 Identify conservation of matter.**
C	A	**PS1.3.2a** Identify that the mass of a whole object is always the same as the sum of the masses of its parts.
C		**PS1.3.2b** Show that the mass of an object is the same before and after a physical change.
C	A	**PS1.4.1 Identify categories of matter.**
C		**PS1.4.1b** Identify a mixture (e.g., peas and carrots, rocks and leaves, trail mix).
C		**PS1.4.1c** Identify solutions (e.g., Koolade, lemonade, hot chocolate).
C		**PS1.4.1d** Identify two or more physical changes (e.g., tearing paper, breaking a pencil, food color in water, evaporation, condensation, freezing or melting).

C		**PS1.4.1e** Sort substances into mixtures, solutions, and pure substances that are combined to make them.
	A	**PS1.4.1f** Recognize compounds (e.g., sugar is a compound: heat it and it burns (chemical change) into a new substance - carbon, water vapor and carbon dioxide).
C		**PS2.1.1 Describe forms of energy.**
C		**PS2.1.1a** Describe light energy (e.g., identify shadows as places where light energy is blocked; make shadows with flashlights.).
C		**PS2.1.1b** Describe sound energy (e.g., identify sound vibrations as sound energy by plucking guitar strings, feeling drums vibrate, feeling cell phones vibrate, seeing salt vibrate on a drum.)
C		**PS2.1.1c** Describe heat energy (e.g., identify the sun's feeling of warmth as heat energy. Take the students outside on a sunny day and use a solar cooker to cook hot dogs.)
C		**PS2.1.2 Identify different magnitudes of energy.**
C		**PS2.1.2a** Identify differences in heat absorption.
C		**PS2.1.2b** Identify differences in sound energy (e.g., hitting a drum softly produces small vibrations, hitting a drum hard produces larger vibrations).
C		**PS2.1.2c** Identify differences in mechanical energy (e.g., toy car moving slowly versus a toy car moving quickly).
	A	**PS2.1.3 Identify that energy can be transformed from one form to another.**
	A	**PS2.2.1 Identify physical and chemical changes.**
	A	**PS2.2.1c** Identify that in a physical change the substance stays the same although the appearance might change.
	A	**PS2.2.1d** Identify that when chemical changes occur the substance changes into something different (a new substance with new and different characteristics).
C	**A**	**PS3.1.1 Identify the relationship between force and motion.**
C		**PS3.1.1b** Identify something as moving or not moving.
C		**PS3.1.1c** Make something move by pushing or pulling (applying force).
C		**PS3.1.1d** Identify the initial and final positions of an object that moves.
	A	**PS3.1.1h** Describe how a different amount of force on the same object causes different amounts or speeds of movement (e.g., a harder push or pull).
C	**A**	**PS3.2.1 Identify characteristics of magnetic forces.**
C		**PS3.2.1a** Identify objects that are and are not attracted to magnets.
C	**A**	**PS3.2.1b** Sort objects into those that are attracted to magnets and those that are not attracted to magnets.
	A	**PS3.2.1c** Predict whether an object will be attracted to a magnet.
C		**PS3.2.1d** Recognize that magnets have poles that repel and attract each other.
C		**PS3.3.1 Identify the effect of gravity on objects.**
C		**PS3.3.1b** Identify that objects fall because of the pull of the Earth's gravity.

Student Documentation Form for Science Inquiry Construct

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Federico Perry	**Grade:** 11	**Date:** 10/23/16	**Data Collection Period:** 1
Science Domain: LS **Structured Performance Task#:** 11-1 **Description:** Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		**Inquiry Construct Description** CONDUCTING: Use accepted methods of organizing, representing and/or manipulating data. **WITHIN AAGSE#** LS 1.1.2a **Description:** Match similar organisms based on two or more external features (e.g., match two similar animals such as fish to fish and bird to bird).	

Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:

Observations/Questioning: The students have been learning about external features of animals. They have been looking at pictures, on cards and on the smart board. They pick the questions "Do all animals with 4 feet have fur?" from a field of two choices. Plan: The students place "I need to get pictures and look at animals" on their worksheet, and gather the pictures with teacher's assistance. Conduct: The students look at the photos of 6 animals, count their feet and feel the body covering. The teacher-made photo cards are adapted, with fabric fur or scales added to each so the students can touch and feel. Then the students record their information. Analyze: The students look at their results and pick "Not all animals with 4 feet have fur" from a field of two choices. Following the investigation the student complete a follow-up worksheet to indicate knowledge.

Describe the student's application of the assessed Inquiry Construct within the science investigation:

Frederico (Freddie) applied the inquiry construct by observing each animal and recording yes or no in response to the question "Does it have fur?". In order to help him focus on where the information was to be recorded, a separate data collection paper was presented for each animal. After recording his observation, Freddie pasted his paper on his color-coded form.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined.	**Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined.**
Freddie had 6 opportunities to record and organize his information (one for each animal). He was correct in 6 out of 6 opportunities, for a 100% accuracy level.	Freddie needed maximum assistance (repeated verbal and visual prompts) for 2 out of 6 animals, visual/point prompts for 3 out of 6 animals, and eh was independent for 1 out of 6 animals, for a 17% level of independence.

Teacher's Initials: _____

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Student Documentation Form for Science Knowledge Entry

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Federico Perry	**Grade:** 11	**Date:** 10/23/16	**Data Collection Period:** 1
Science Domain: LS **Structured Performance Task#:** 11-1 **Description:** Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		**WITHIN AAGSE#** LS 1.1.2a **Description:** Match similar organisms based on two or more external features (e.g., match two similar animals such as fish to fish and bird to bird).	

Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:

Observations/Questioning: The students have been learning about external features of animals. They have been looking at pictures, on cards and on the smart board. They pick the questions "Do all animals with 4 feet have fur?" from a field of two choices. Plan: The students place "I need to get pictures and look at animals" on their worksheet, and gather the pictures with teacher's assistance. Conduct: The students look at the photos of 6 animals, count their feet and feel the body covering. The teacher-made photo cards are adapted, with fabric fur or scales added to each so the students can touch and feel. Then the students record their information. Analyze: The students look at their results and pick "Not all animals with 4 feet have fur" from a field of two choices. Following the investigation the student complete a follow-up worksheet to indicate knowledge.

Describe the student's application of the assessed AAGSE within the SPT/science investigation:

Frederico (Freddie) applied the inquiry construct by observing each animal and recording yes or no in response to the question "Does it have fur?". In order to help him focus on where the information was to be recorded, a separate data collection paper was presented for each animal. After recording his observation, Freddie pasted his paper on his color-coded form.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.**
Freddie completed a total of 6 out of 6 items accurately, for a 100% accuracy level.	Freddie needed visual prompts (pointing) for 4 out of 6 items, and maximum prompts (physical and repeated verbal) for 2 out of 6 items. He was not independent. 0% independent level.

Teacher's Initials: _____

Student Documentation Form for Science Inquiry Construct

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Student: Federico Perry	**Grade:** 11	**Date:** 10/23/16	**Data Collection Period:** 1
Science Domain: LS **Structured Performance Task#:** 11-1 **Description:** Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		**Inquiry Construct Description** CONDUCTING: Use accepted methods of organizing, representing and/or manipulating data. **WITHIN AAGSE#** LS 1.1.2a **Description:** Match similar organisms based on two or more external features (e.g., match two similar animals such as fish to fish and bird to bird).	

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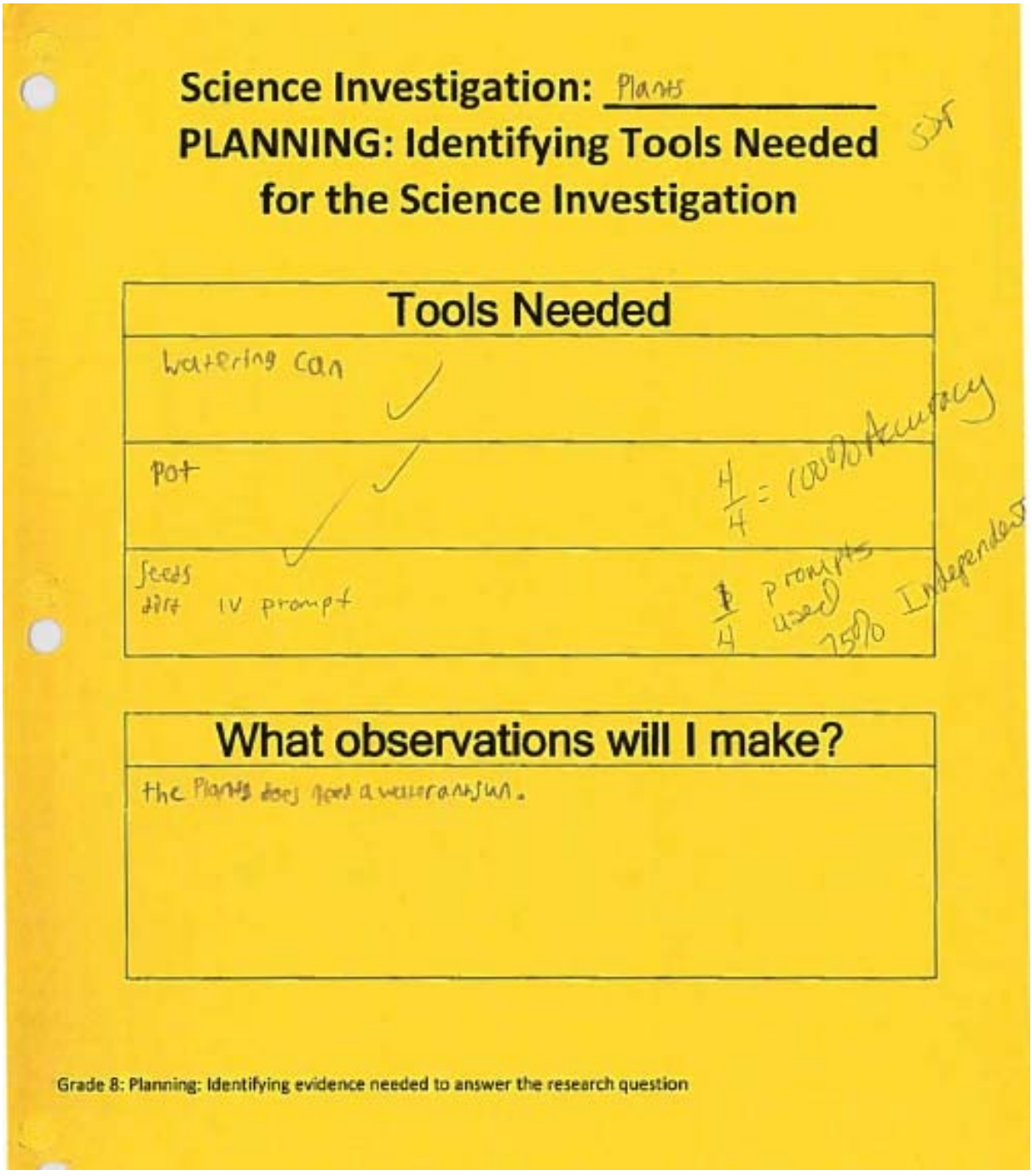
Frederico (Freddie) applied the inquiry construct by observing each animal and recording yes or no in response to the question "Does it have fur?". In order to help him focus on where the information was to be recorded, a separate data collection paper was presented for each animal. After recording his observation, Freddie pasted his paper on his color-coded form.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined.	**Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined.**
Freddie had 6 opportunities to record and organize his information (one for each animal). He was correct in 6 out of 6 opportunities, for a 100% accuracy level.	Freddie needed maximum assistance (repeated verbal and visual prompts) for 2 out of 6 animals, visual/point prompts for 3 out of 6 animals, and eh was independent for 1 out of 6 animals, for a 17% level of independence.

Teacher's Initials: _____

LS1.2.1 Sample Student Work for Inquiry Entry



Science Investigation: Plants

PLANNING: Identifying Tools Needed for the Science Investigation

SDF

Tools Needed	
watering can ✓	
pot ✓	4/4 = 100% Accuracy
seeds ✓ dirt IV prompt	3/4 prompts used 75% Independent

What observations will I make?
the Plants does need a watering can.

Grade 8: Planning: Identifying evidence needed to answer the research question

Student Documentation Form for Science Knowledge Entry

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Student: Federico Perry	**Grade:** 11	**Date:** 10/23/16	**Data Collection Period:** 1
Science Domain: LS **Structured Performance Task#:** 11-1 **Description:** Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		**WITHIN AAGSE#** LS 1.1.2a **Description:** Match similar organisms based on two or more external features (e.g., match two similar animals such as fish to fish and bird to bird).	

Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:

Observations/Questioning: The students have been learning about external features of animals. They have been looking at pictures, on cards and on the smart board. They pick the questions "Do all animals with 4 feet have fur?" from a field of two choices. Plan: The students place "I need to get pictures and look at animals" on their worksheet, and gather the pictures with teacher's assistance. Conduct: The students look at the photos of 6 animals, count their feet and feel the body covering. The teacher-made photo cards are adapted, with fabric fur or scales added to each so the students can touch and feel. Then the students record their information. Analyze: The students look at their results and pick "Not all animals with 4 feet have fur" from a field of two choices. Following the investigation the student complete a follow-up worksheet to indicate knowledge.

Describe the student's application of the assessed AAGSE within the SPT/science investigation:

Frederico (Freddie) applied the inquiry construct by observing each animal and recording yes or no in response to the question "Does it have fur?". In order to help him focus on where the information was to be recorded, a separate data collection paper was presented for each animal. After recording his observation, Freddie pasted his paper on his color-coded form.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.**
Freddie completed a total of 6 out of 6 items accurately, for a 100% accuracy level.	Freddie needed visual prompts (pointing) for 4 out of 6 items, and maximum prompts (physical and repeated verbal) for 2 out of 6 items. He was not independent. 0% independent level.

Teacher's Initials: _____

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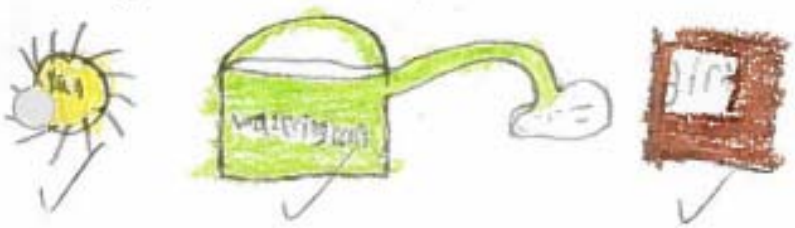
LS1.2.1 Sample Student Work for Knowledge Entry

What does a plant need to live and grow?

Directions: Draw pictures of 3 items that a plant must have to live and

grow and label each picture.



$\frac{3}{3}$ = 100% Accuracy

100% Independent

Student Documentation Form for Science Knowledge Entry

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Nicholas Thomas	**Grade:** 08	**Date:** 10/16/16	**Data Collection Period:** 1
Science Domain: PS **Structured Performance Task#:** 08-2 **Description:** Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		**WITHIN AAGSE#** PS 1.4.1c **Description:** Identify solutions (e.g., Koolade, lemonade, hot chocolate).	

Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:

Observe/Question: Students make lemonade to have with their morning snack. Next, students read the book Mix It Up: Making Lemonade. They asked the questions: What is the mixture?; What is a mixture where things have dissolved?; What happens to things when they dissolve?. Planning: Students planned and chose 7 items to test to see if each item dissolved in water (solution) and used a data sheet to record their answers. The items were: kool aid, candy sprinkles, hot chocolate packet, rice, salt, sugar and sand. Conducting: Students filled 7 containers with warm water. They added a small amount of each item to each container with water. Next, they stirred the items with a spoon and watched each item. They recorded whether or not it disappeared/dissolved" or "didn't disappear/dissolve" on their data sheets. Analyze: Student shared their data with the class. They all saw the item "disappeared/dissolved" in the water it was a solution. The students then identified if each item was a solution by circling "yes" on their data sheet.

Describe the student's application of the assessed AAGSE within the SPT/science investigation:

This experiment focuses on the conducting part of the experiment. Nicholas used his data from his data collection sheet and observations to summarize his results by identifying solutions. Nicholas was assessed on how he used the information he collected and recorded to develop summary statements (summarize results) about the solutions experiment using picture symbols. Nicholas had 2 summary statements to write the summarize results with 5 fill-in-the-blanks. The summary statement was: Solutions _____ (dissolve/not dissolve) in water. 2. From the experiment, I identified _____ , _____ , _____ , _____ , (choices from the experiment were: kool aid, hot chocolate, sugar, salt, candy sprinkles, rice, sand) as solutions. Nicholas had to choose the appropriate pictures and glue it on the sentence strip to use data to summarize results. Nicholas had 5 opportunities (fill-in-the-blanks) to use data to summarize the results.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.**
Nicholas was accurate in identifying solutions in 4 out of 4 items. His accuracy level was 100%.	Nicholas was independent identifying solutions in 2 out of 4 items. He required visual prompts for for 2 out of 4 trials (50%). His independence level was 50%.

Teacher's Initials: _____

Student Documentation Form for Science Knowledge Entry

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Nicholas Thomas	**Grade:** 08	**Date:** 10/16/16	**Data Collection Period:** 1
Science Domain: PS **Structured Performance Task#:** 08-2 **Description:** Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		**WITHIN AAGSE#** PS 1.4.1c **Description:** Identify solutions (e.g., Koolade, lemonade, hot chocolate).	

Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:

Observe/Question: Students make lemonade to have with their morning snack. Next, students read the book Mix It Up: Making Lemonade. They asked the questions: What is the mixture?; What is a mixture where things have dissolved?; What happens to things when they dissolve?. Planning: Students planned and chose 7 items to test to see if each item dissolved in water (solution) and used a data sheet to record their answers. The items were: kool aid, candy sprinkles, hot chocolate packet, rice, salt, sugar and sand. Conducting: Students filled 7 containers with warm water. They added a small amount of each item to each container with water. Next, they stirred the items with a spoon and watched each item. They recorded whether or not it disappeared/dissolved" or "didn't disappear/dissolve" on their data sheets. Analyze: Student shared their data with the class. They all saw the item "disappeared/dissolved" in the water it was a solution. The students then identified if each item was a solution by circling "yes" on their data sheet.

Describe the student's application of the assessed AAGSE within the SPT/science investigation:

This experiment focuses on the conducting part of the experiment. Nicholas used his data from his data collection sheet and observations to summarize his results by identifying solutions. Nicholas was assessed on how he used the information he collected and recorded to develop summary statements (summarize results) about the solutions experiment using picture symbols. Nicholas had 2 summary statements to write the summarize results with 5 fill-in-the-blanks. The summary statement was: Solutions _____ (dissolve/not dissolve) in water. 2. From the experiment, I identified _____ , _____ , _____ , _____ , (choices from the experiment were: kool aid, hot chocolate, sugar, salt, candy sprinkles, rice, sand) as solutions. Nicholas had to choose the appropriate pictures and glue it on the sentence strip to use data to summarize results. Nicholas had 5 opportunities (fill-in-the-blanks) to use data to summarize the results.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.**
Nicholas was accurate in identifying solutions in 4 out of 4 items. His accuracy level was 100%.	Nicholas was independent identifying solutions in 2 out of 4 items. He required visual prompts for for 2 out of 4 trials (50%). His independence level was 50%.

Teacher's Initials: _____

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