Oklahoma School Testing Program

Oklahoma Alternate Assessment Program (OAAP) Portfolio

2012–2013
PORTFOLIO ADMINISTRATION MANUAL

Grades 3–8
End-of-Instruction (EOI)

Revised September 6, 2012
Update to Biology P2/C3 and P5/C4 evidence requirements on page 29.

Oklahoma State Department of Education

OKLAHOMA STATE DEPARTMENT OF EDUCATION
JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Important

For more OAAP information on rubrics and Performance Level Descriptors, training videos, PearsonAccess, etc. visit: http://ok.gov/sde/assessment.

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Portfolio Submission Deadline

E-portfolios must be submitted through PearsonAccess during the following testing windows:

Winter 2012 EOI Administration (2nd time testers and seniors only)	September 24, 2012, through December 21, 2012
Spring 2013 Grades 3–8 and EOI Administration	September 24, 2012, through May 3, 2013

Note that portfolios will not be accepted after the deadline for each administration. Please see pages 6–7 for important dates related to submitting portfolios for students who move to a new (receiving) school during the testing window.

Training

The Oklahoma State Department of Education (SDE), Special Education Services (SES), will provide training in the overall administration of the OAAP Portfolio. Trainings will be held August 31 through September 14, 2012. SDE will provide more details in August 2012.

Pearson will provide technical training on how to submit the e-portfolio via PearsonAcess. Trainings will be held the week of September 17–25, 2012, via Web meeting and conference call. Pearson will provide more details in August 2012.

Contact Information

For information regarding the Oklahoma School Testing Program (OSTP) and the Oklahoma Alternate Assessment Program (OAAP) Portfolio policies and procedures, contact the SDE-SES.

Contacts	For questions about…
Oklahoma State Department of Education (SDE), Special Education Services (SES) **Phone:** 405-521-3351 **Fax:** 405-521-6205 **Web site:** www.ok.gov/sde	• Content • Appropriate evidence submission • SDE-provided training and online registration for training • Other information regarding the Oklahoma School Testing Program (OSTP) and the Oklahoma Alternate Assessment Program (OAAP) Portfolio policies and procedures
Pearson **Phone:** 866-294-997 **Fax:** 319-358-4299 **Email:** okhelp@support.pearson.com	• Technical assistance with PearsonAccess site, including uploading evidence • Pearson-provided training

Other SDE Contacts
Office of Accountability and Assessments **Phone:** 405-521-3341 **Fax:** 405-522-6272
State Bilingual Office **Phone:** 405-521-3196 **Fax:** 405-522-5236

Grades and Subjects Assessed with the OAAP Portfolio

Grades 3–8

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Math	✔	✔	✔	✔	✔	✔
Reading	✔	✔	✔	✔	✔	✔
Science			✔			✔
Geography					✔	
Social Studies			✔			✔
Writing*			✔			✔

* Grade 5 and grade 8 writing assessments are completed as a part of the OAAP Portfolio and should not be taken by students during the February writing assessment period.

End-of-Instruction (EOI)

Required by all students for graduation regardless of graduation tract.	Required only if student enrolled and completed these courses.
• Algebra I • English II/Writing • Biology • United States History	• Algebra II • Geometry • English III/Writing

Objective of the Oklahoma State Testing Program (OSTP)

The OSTP is a statewide assessment program that was established to improve academic achievement for all Oklahoma students, and includes grades 3–8 and high school end-of-instruction assessments, for which students who complete an area of instruction must also take the corresponding statewide standardized assessment.

The purpose of the OSTP is to assess students in their mastery of the *Oklahoma Priority Academic Student Skills* (*PASS*). In addition, the test results can be used to guide curriculum decisions at the district and school level and to inform teachers through the use of classroom level reports. Every student enrolled in a tested grade-level or course in an Oklahoma public school must participate in the statewide assessment program.

All students will be assessed by either:

- The Oklahoma Core Curriculum Tests (OCCT) general assessment with or without accommodations; or
- An alternate assessment:
  - The Oklahoma Modified Alternate Assessment Program (OMAAP) with or without accommodations, or
  - The Oklahoma Alternate Assessment Program (OAAP) Portfolio

The OSTP developed three types of tests to assess the three groups of students defined by the NCLB: the OCCT for the general student population, the OMAAP for students with cognitive disabilities, and the OAAP for students with the most significant cognitive disabilities. The OCCT, OMAAP, and OAAP Portfolio for Mathematics, Reading, and Science are accountability tests required by the 2001 Federal Legislation No Child Left Behind (NCLB) Act.

The OAAP Portfolio is a portfolio-based assessment that assesses students in their mastery of the *PASS*. The OAAP Portfolio is an assessment developed for a small population of students with significant cognitive disabilities for whom the Individualized Education Program (IEP) team has determined to be unable to participate in the general or modified assessment, even with accommodations. In addition, the assessment can be aligned to teaching strategies in the classroom and used as a measure to determine progress on goals and objectives identified in the IEP.

Overview of the OAAP Portfolio

The OAAP Portfolio is an alternate state assessment for which the test administrator (usually the student's teacher) collects pieces of evidence that demonstrate the student's skills based on standards for that student's grade level. The OAAP Portfolio is collected in grades 3–8 content areas and End-of-Instruction for English II, Algebra I, Biology I, U.S. History, Algebra II, Geometry, and English III based on the grade level of the student in question. The *PASS* academic content standards are the foundation standards for all three tests. The *Curriculum Access Resource Guides-Alternate* (*CARG-A*) describe access points to the *PASS* through scaffolding of skills. The *CARG-A* also provides guidance for instruction and assessment of Oklahoma students with the most significant cognitive disabilities.

The OAAP Portfolio format was selected for assessing the knowledge and skills of students with the most significant cognitive disabilities in 2001. After Peer Review in 2009, the OAAP Portfolio went through many changes to become consistent with requirements outlined in the Peer Review notes that were provided to our state.

The OAAP Portfolio requires teachers to demonstrate students' levels of academic knowledge and skills through collections of academic evidence. The pieces of evidence are submitted online via Pearson's system, PearsonAccess. Pearson will score the portfolio evidence using a team of professional scorers. A standard-setting meeting was held in June 2012 to determine cut scores that categorize students into four proficiency levels (rather than performance levels) based on the alternate achievement standards.

Beginning in 2011, the OAAP Portfolio test included videos as part of evidence to be collected by teachers. With the multiple purposes SDE planned for the videos, the inclusion of videos signified a major improvement in the assessment. Besides using them as evidence of student performance, SDE also used the videos for monitoring of accommodations, monitoring of teacher training outcomes, and as validity evidence.

General Guidance

Assess All Eligible Students

Oklahoma law specifies that state-wide tests shall be administered to every student enrolled in a tested grade in the public schools of Oklahoma. Students will be administered all of the state-wide tests, with or without accommodations; or, students will be administered the official alternate assessments with test results reported to the SDE. Students who are absent during the districtwide test administration should be administered the tests upon their return to school. Please try to give every absent student an opportunity to take the tests within the state's testing window. If a student is not tested due to absence, illness, or any other reason, the student's demographic information must still be provided to Pearson. This will allow every student who is enrolled in the grade (3–8) or has completed instruction for the course competency (EOI) to be accounted for during testing. For accountability, federal and state law requires that no less than 95 percent of the students in each student subgroup be assessed in mathematics, reading and science at the specified grade levels.

Please note that tests not administered due to student absence may have a negative impact on accountability results. Please assess students throughout the testing window so that student absences late in the testing window do not result in incomplete tests. The testing window end date will not be extended.

Non-Full Academic Year

A student receives Non-Full Academic Year (NFAY) status if that student was not enrolled within the first ten days of the school year or has experienced an enrollment lapse of ten or more consecutive school days.

Participation of Move-In Students

Winter 2012 OAAP administration:

- Eligible students who enter into a school during the winter testing window may participate.
- If the decision is made to submit for the Winter 2012 administration, the student should be included in reports for the school/district in which he/she was enrolled at the closing of the Winter test window. To achieve this, Pearson must be notified that the student has moved so that Pearson can move the portfolio to the new (receiving) school.
- To submit for the Winter 2012 administration by the new (receiving) school, see below for information about the responsibilities of the new (receiving) school and the old (sending) school.

Spring 2013 OAAP administration:

- Eligible students who enter or transfer into a school on or before May 3, 2013, must participate, and a portfolio must be submitted for the student by the new (receiving) school. Student scores should be included in reports for the school/district in which he/she was enrolled at the closing of the Spring window. To achieve this, Pearson must be notified that the student has moved so that Pearson can move the portfolio to the new (receiving) school.
- To submit for the Spring 2013 administration by the new (receiving) school, see below for information about the responsibilities of the new (receiving) school and the old (sending) school.

New (receiving) school responsibilities:

- Submit to the old (sending) school a request for educational records, including the existing portfolio in its then-current state of completion. The old (sending) school is allowed ten (10) days to provide the records. Keep in mind the testing window end date and request the educational records in time to complete the assessment and upload process.
- If informed by the Oklahoma old (sending) school that the school has already begun or completed the upload process into the e-portfolio system, notify Pearson immediately with the new (receiving) school information. **Pearson must receive requests to move student portfolios no later than the last day of the testing window.**
- Once Pearson is notified, neither school should upload student evidence. Within five (5) days, Pearson will electronically move the student portfolio to the new (receiving) school and the new teacher's classroom view within the system. Pearson will notify the old (sending) and new (receiving) schools.
- Continue instruction; complete and submit the portfolio by the testing window end date.

Old (sending) school responsibilities:

- Transfer the physical student portfolio in its then-current state of completion to the new (receiving) school within ten (10) school days of the new (receiving) school's request for educational records. It is expected that the physical portfolio will contain artifacts of student learning that are appropriately labeled and any other pertinent test documents that provide evidence of instruction that has occurred up to that point in the school year. Also, inform the new (receiving) school whether the upload process into PearsonAccess has already begun or been completed.
- If unable to determine the specific school or school district to which the student is enrolling, or if the student is relocating to another state, maintain physical versions of the portfolio until the end of the school year. If a record of the new (receiving) school is subsequently obtained, send the portfolio at that time. If no record is available by the first day of the following school year, the portfolio may be destroyed.

Note: New (receiving) and old (sending) schools should communicate openly with each other to allow eligible students to participate fully. The failure to properly transfer student evidence that has been collected throughout the year may result in a student receiving an "unsatisfactory" or "limited knowledge" score or a nonparticipation status for that student.

Participation Variances

Every student receiving special education services shall have on file an appropriate statement in his/her IEP requiring administration of the OSTP or an alternate assessment.

In the case of an unforeseen medical emergency, a student may be prevented from being available to test during the state testing window. Such an emergency must be approved for exemption by the Office of Accountability and Assessments. Enter the student information on the Testing Status Application located on the District Reporting Site and fax a letter to 405-522-6272. Only upon approval from SDE will the student be exempted.

Any English language learner (ELL) student who is enrolled in an Oklahoma Public School for the first time and has not been enrolled in or attended any school in the United States in previous years has the option of taking the state assessment in Reading/Language Arts. They are still required to take the

English proficiency assessment (ACCESS for ELL or ALTERNATE ACCESS for ELL), and the state assessments in all other subjects (with accommodations if appropriate).

If this option is chosen and the student does not test in reading/language arts, approval must be requested for this exemption by entering the student information on the SDE's Testing Status Application located on the District Reporting Site. All other tests for the student will be scored.

ACE End-of-Instruction (EOI) Law

Oklahoma law mandates that EOI tests shall be administered yearly **to every student enrolled in the public schools of Oklahoma who has completed instruction for the specified secondary level course competencies, unless otherwise exempt by law.**

The state statute reads as follows: "Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an End-of-Instruction test, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma."

Beginning with students entering the ninth grade in the 2008–2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma: Algebra I; English II; and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History. Achieving Classroom Excellence Act of 2006–70 O.S § 1210.52.

To demonstrate mastery, the student shall attain at least a satisfactory/proficient score on the end-of-instruction criterion. Students who do not attain at least a satisfactory/proficient score on any End-of-Instruction test shall be provided remediation and the opportunity to retake the test until at least a satisfactory/proficient score is attained. Students will be allowed multiple retakes of the End-of-Instruction tests or will be allowed to substitute approved alternate tests in order to meet this requirement. School districts shall report the student's performance levels of satisfactory/proficient and above on the End-of-Instruction tests on the student's high school transcript.

For students who entered ninth grade prior to the 2008–2009 school year, school officials will continue to test these students under the prior law, using the following guidelines: Students who take an end-of-instruction course will be administered the corresponding End-of-Instruction assessment.

These students are not required to pass the End-of-Instruction assessments in order to graduate. They are allowed to retake the test once and the higher of the two scores is recorded on their transcript.

Interpretation and Guidance:

- Students who completed instruction prior to the year of implementation are not required to pass the End-of-Instruction assessments in order to graduate.
- All students, including special education students and English language learners, who have completed instruction over the specified competencies, regardless of the name of the course, will participate in the required End-of-Instruction tests.
- It is recognized that some IEP students receiving instruction over the specified competencies will not complete instruction in one year. In this case, they will test when they have completed instruction or at the last available testing date prior to graduation, whichever comes first.
- Students who receive special education services may be assessed by the OMAAP or the OAAP Portfolio, as determined by their IEP team.
- Completion of instruction is not defined by whether the course is passed or failed. Completion of instruction means the student was enrolled for the entire length of the course up to the time of the test. Completion of instruction can be accomplished in any number of instructional settings, such as the general education classroom, special education classroom, alternative education classroom, or distance learning. Completion of instruction may also be accomplished by passing a proficiency test for proficiency-based promotion.
- All students completing instruction in the *PASS* competencies of the courses specified in the statute (see previous page) will test at the end of the first year they complete the competencies, even if they are planning to take the test at another time prior to graduation.
- Students who are absent during the districtwide test administration of state assessments should be administered the assessments upon their return to school.

Please call the Office of Accountability and Assessments at 405-521-3341 with any questions.

Alternate Sites of Instruction

Alternate sites of instruction include:

- special education consortiums,
- alternative education cooperatives and interlocals,
- hospital placement, and
- homebound placement.

Students who receive instruction within their district away from their sites of residence or who receive instruction outside their district of residence and enrollment may be tested at their sites of instruction. The OAAP Portfolio must be administered by a Test Administrator (usually the student's teacher). See the "Test Administrator" section on page 11 of this manual for more information. It is not to be administered by parents or other family members.

The district and site of residence and official enrollment remain accountable for the test scores.

Score Reports: Score reports will be sent to the districts where the students are officially enrolled at the time of testing.

These districts are responsible for sending the individual Parent/Student Score Reports to the sites where students are receiving instruction.

Test Administrator

The Test Administrator (TA) is an education-certified professional employed by the school district who is responsible for administering the OSTP assessment. The TA must be able to carry out standard test administration procedures. The TA should be thoroughly familiar with the procedures and requirements of the OAAP Portfolio.

TA Responsibilities:

- reads the OAAP administration manual and attends the training provided by the SDE for proper testing procedures and requirements
- ensures the student's IEP team has determined the portfolio is the appropriate assessment
- provides the student differentiated instruction and multiple opportunities to access the grade level curriculum
- individualizes the assessment for each student
- submits evidence that demonstrates the student's knowledge of the extended content standards

Objectives/Tests considered "Invalid" and "Did Not Attempt"

At the objective level, a zero (0) score may be assigned for the following reasons:

Invalidations

- the portfolio is not submitted during the submission window
- the pieces of evidence do not reflect the task specification/rubric
- teacher interference (see additional info on page 31)
- evidence was uploaded to the wrong student in PearsonAccess
- required supporting documentation not provided

Did Not Attempt (DNA)

Student did not participate.

At the subject area test level, a test would have been designated DNA (Did Not Attempt) or Invalid (INV) if more than half of the objectives were not scorable. A student is considered attempted on the subject as long as at least half of the portfolio items (objectives) are scorable. For example, if a test has 5 items, then 3 must be scorable in order for the subject to be considered attempted.

Assurance of Test Security and Authenticity

When test administrators log in to PearsonAccess the first time, they will be required to respond to the following:

Oklahoma Alternate Assessment Program Assurance of Test Security and Authenticity

> I acknowledge my responsibilities in complying with the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind (NCLB) Act to appropriately assess students with the most significant cognitive disabilities on the Oklahoma Alternate Assessment Program (OAAP) Portfolio. To the best of my knowledge, I verify adherence to the testing rules for the State Board of Education on test security procedures and proper test administration. I further acknowledge that the student performance data provided in the uploaded evidence is accurate and authentic.

Post Administration Feedback (Survey)

After the Spring 2013 testing window has closed, Pearson will email an online survey to all teachers. The survey will include general questions about the test administration as well as one required question regarding attendance at SDE-provided training:

Did you attend the Portfolio Administration Training presented by the Oklahoma State Department of Education?

This question is asked for informational purposes only, not to distribute certificates of attendance. SDE will provide a survey link at each training for the purpose of receiving a certificate of attendance.

Administering the Assessment

The portfolio blueprints, task specifications, and rubrics align to the *PASS* standards. A complete assessment will include all requested evidence for each subject. The evidence that is collected is considered to be a demonstration of the skill identified and must be reflective of the task specification/ rubric or will be invalidated.

The district is ultimately responsible for the collection of the evidence and the submission of the portfolio evidence into the e-portfolio system. The district may decide to have one person responsible for the submission of the portfolio into the PearsonAccess system to ensure that all pieces are submitted. However, it is expected that there may be individuals other than the student's special education teacher who can contribute to the process of building the portfolios. It is essential that there be a collaborative effort among all of the professionals involved in the student's instruction, with oversight of the IEP team. This will ensure that the curriculum, instruction, and assessment needs of the student are fully met. It will also ensure that the OAAP Portfolios are complete and representative of the student's current learning of *PASS* standards.

The district is responsible for submission of the portfolio as well as assuring that security measures are followed, but everyone administering any part of the assessment is responsible for attending training, reading the provided materials, and following the SDE procedures for collection, assessment and submission, including all security measures.

The following steps are required for administration of the OAAP Portfolio:

1. ASSESSMENT ELIGIBILITY

The student's IEP team must determine if the portfolio is the appropriate assessment for the student after reviewing the Criteria Checklist for Assessing Students with Disabilities on State Assessments.

The Criteria Checklist for Assessing Students with Disabilities on State Assessments can be found on the SDE-SES website at http://ok.gov/sde/assessment.

2. PLANNING INSTRUCTION

Reference the CARG-A, OAAP Performance Level Descriptors (PLDs), task specifications, and blueprints in order to plan instruction for the items assessed by the portfolio assessment.

The CARG-A is a resource guide for teachers to use when instructing students being assessed with the OAAP Portfolio and should be the starting point for all instructional purposes. The CARG-A contains the EAIs and activities which can be used as a bridge for teaching the skills as well. The activities in the CARG-A are a great starting point for teaching the concepts in the standards; however, some activities may need to be adapted in order to score enough points for proficiency. The following are the CARG-A EAIs and activities for standard 3.1 in grade 3 math:

Standard 3.1: Patterns and Algebraic Reasoning—The student uses a variety of problem solving approaches to extend and create patterns.

3.1.1 Sort and classify objects by number, size, and other properties.
3.1.2 Describe the classification system that has been used to categorize two groups of items.
3.1.3 Copy, create, or extend patterns.

Classroom Activities

The student:
3.1.1 Responds (anticipates, gazes, points, etc.) to a group of objects with a common attribute.
3.1.1 Groups people into males/females or children/adults.
3.1.1 Sorts student preferred items by a single specific attribute.
3.1.2 Responds (anticipates, gazes, points, etc.) to different groups of items.
3.1.2 When presented with broken items and whole items, describes one group in terms different from the terms used to describe the other group.
3.1.3 Sets a table, repeating a pattern demonstrated by the teacher.

The PLDs were created directly from the content of the CARG-A EAIs. The PLDs afford teachers an overall picture of the expectations for their students at each proficiency level per grade and subject assessed. The following example is the proficient PLD for grade 3 math.

In addition to skills described at the lower achievement levels, the student at the proficient level will be able to describe the classification system used to categorize two groups of items; demonstrate an understanding of "half" and "whole"; describe/sort circular and linear items; indicate values of coins; and organize data into a table/chart.

The task specifications reflect the PLDs according to standards in each subject. The task specifications are shown with a rubric format with the most complex expectation of the standard being given a 4 point value and simplified the least complex expectation of the standard. This allows teachers to see the expected content mastery requirement at each complexity level in a standard being given a 1 point value. The task specifications can be used to identify a student's specific areas of weakness within a subject as well. The following example is the task specification for standard 3.1 in grade 3 math.

Grade 3 Math		
Standard Measured	**Patterns and Algebraic Reasoning**	**3.1**
Task Specification	The student will describe the classification system used to categorize two groups of items.	
Objective: Classification		**(3.1)**
	4 points	Create and extend patterns in 3 out of 4 trials.
	**3 points**	Describe the classification system used to categorize two groups of items in 3 out of 4 trials.
	2 points	Categorize two groups of items into a classification system in 3 out of 4 trials.
	1 point	Sort objects by number, size, and other properties in 3 out of 4 trials.
	Total points possible	4

The CARG-A, PLDs, task specifications, and blueprints can be found on the SDE-SES website at http://ok.gov/sde/assessment.

3. INSTRUCTION

Begin instruction using the CARG-A, giving the student access to the curriculum through the use of appropriate supports and accommodations. Activities should be presented multiple times and differentiated instruction should be used when needed in order to give students ample opportunities to show their knowledge of the extended content standards. **See the "What are Supports?" section on page 31 of this manual for more explicit instructions.**

4. DOCUMENTATION

Keep thorough documentation of student outcomes, accommodations used, and the number of attempts in an activity. Some work samples can be photographed or scanned and be used as evidence. The documentation of outcomes can be used in a data chart. **See the "Required Evidence" chart beginning on page 22 of this manual.**

Tips on Organizing Student Evidence

To aid the process of gathering and uploading evidence into PearsonAccess, we recommend creating a folder on your computer dedicated to Student Evidence.

It will be helpful to create a folder structure that mirrors the organization of PearsonAccess: **class > student > test > standard/objective**. For example, a file structure for a student taking an OAAP Grade 5 Mathematics test would look like this:

- **Teacher Name's Class**
  - **Student Name**
    - **OAAP Grade 5 Math**
      - **5.1 Algebraic Reasoning**
      - **5.2 Number Sense and Operation**
      - **5.3 Geometry**
      - **5.4 Measurement**
      - **5.5 Data Analysis**

Important Note: SDE will not be responsible for student work uploaded to an incorrect standard/objective and/or student. Please make sure that your electronic files are saved and organized on your computer. Please be careful when moving these student files to ensure they are saved to the correct student and objective folder. See the *Oklahoma PearsonAccess User's Guide* provided by Pearson for instructions concerning portfolio submission.

5. SUBMISSION OF THE E-PORTFOLIO

Gather the students' most accurate and independent evidence (including videos and photographs) saved throughout the school year. Be sure to include every piece required in order to avoid an invalid score.

Task Description

When uploading evidence to the e-portfolio in PearsonAccess, test administrators will be asked to provide a "Task Description" through free-form fields as well as drop down lists, radio buttons, check boxes, etc. The Test Administrator need only describe student participation in the activity at the highest point value being submitted (e.g., If the student has achieved mastery of the skill listed under the 3 point column of the rubric; that should be the only evidence documented in the "Task Description" area. It is assumed that the student has mastered the skills listed in the lower point value columns of the rubric.). Please refer to the rubrics posted on the SDE Web site.

The description of task must provide the following information:

- accuracy (The attempt which is described and submitted as evidence must be performed with at least 75% accuracy to be considered proficient in the skill.)
- number of attempts (At least 3 proficient attempts are required and each attempt must be a separate activity. The activities do not have to be different, but they must occur at different times [e.g., first attempt—creating and extending a pattern using different colored buttons; second attempt—creating and extending a pattern using a Smartboard activity; third attempt—creating and extending a pattern using animal shaped manipulatives].)
- what the student was asked to do
- accommodations and instructional materials used in the activity (manipulatives, worksheets, voice output devices, Smartboard, etc.)
- other pertinent information that describes the context of the learning activity

Evidence

Evidence provides specific evidence of the student's actual performance and must be included in the portfolio for each content area required for assessment. Please note, if using ink within a piece of evidence, it must be **black** or **blue** in color to ensure it can be viewed electronically.

Evidence for only one attempt will be accepted even though at least three attempts at different times are required and must be reflected in the task description (e.g., The student completed a folder activity on one day, a Smartboard activity on another day, and an activity using manipulatives on another day. The teacher will **describe and submit only one** of these activities as evidence and briefly document the other two attempts in the task description field. The teacher may describe and submit the student's best example of work; it does not have to be the final attempt.).

Evidence may include any of the following:

1. Audio-video

Camera should be positioned close enough to student to capture performance clearly. For example, scorers don't necessarily need to see the student's face. They need to see what the student is actually doing.

Examples:

- If student is working at a smart board, video should clearly show all relevant information on the smart board.

- If student is working with manipulatives on a wheel-chair tray, video should clearly show materials being used during the activity.
- If student is completing a worksheet, video should be zoomed in on the worksheet so that the scorers will be able to see the student's work.
- Audio-video should be no more than three minutes in length.
- Audio-video must capture any verbal instructions or interactions between student and test administrator.
- Any piece-of-evidence videoed in a group setting should specify which student is being assessed.

2. Data charts: graphs, charts, or tables that measure the student's accuracy and independence in performing tasks related to a skill or outcome in the strand being assessed. Data charts may also summarize the student's performance (i.e., accuracy and independence) on several work samples, tasks, or activities on a specific date that all address the same skill or outcome.

Important data chart requirements:

Each data chart must contain at least three data points on one specific skill or outcome matched to the objective being assessed.

- Each data chart must include a **brief description** beneath each data point that clearly illustrates how the task or activity relates to the measurable outcome being assessed. One- or two-word descriptions will likely be insufficient to document the relationship between the activity and the outcome and would therefore exclude one or more data points from being scored.

Example: This is just <u>ONE</u> example of how you may portray a data chart.

Date	Description	Accuracy (%)

3. Work samples should be produced by the student during standards-based activities and provide direct evidence of a student's performance of a standards-based skill or targeted outcome. If the student does not produce paper-and-pencil or other tangible products for the portfolio, work samples may be scribed by a teacher.

4. A sequence of photographs must clearly show images of

- a product that is either three-dimensional, temporary in nature (for example, an exhibit or display), or too large or fragile to include in a portfolio;
- the steps, or sequence of steps, and the final product in an instructional activity for which a tangible product could not be included in the portfolio (for example, a student arranging a pattern or sequence of objects on a table); and
- ***the end-product of an instructional activity.***

Please note that multiple pictures/photos may be placed in one document and uploaded as one piece of evidence (e.g., one .doc or .pdf file includes several pictures).

Photographs that document the setting, context, or instructional approach, but do not clearly portray a work sample or the end product of instruction, will not be scored as evidence.

File Guidelines for Electronic Submission

For each Required Piece of Evidence, an electronic file must be submitted for a portfolio to be considered complete. The maximum file size is 30 MB. The following table lists file types PearsonAccess will accept.

Requirement	File Types
Documents	doc, docx, pdf, docm, dotx, dotm, xls, xlsx, xlsm, xltx, xltm, xlsb, xlam, ppt, pptx, pptm, potx, potm, ppam, ppsm, odb, odc, odf, odg, odi, odm, odp, ods, odt, otc, otf, otg, oth, oti, otp, ots, ott, oxt
Photos	jpg, bmp*, png, gif, tiff
Videos	flv, asf, qt, mov, mpg, avi, wmv, mp4, 3gp, f4v, m4v, mpeg, mkv, rm

* Please note that bmp files greater than 10mb may not upload correctly. It is recommended that photos/images be saved in jpg format instead of bmp.

Note: videos **may be recorded** on a digital video camera, mobile phone (including iPhone), electronic notepad (including iPad), or other device, as long as the device supports one of the file types listed above. However, **files may NOT be uploaded directly from iPads, iPhones,** and any other device that does not have Flash Player. iPad and iPhone users can transfer files to a laptop or desktop computer and then upload to PearsonAccess.

Electronic Submission Details

- If evidence has been captured on worksheets or other paper documents, please scan the paper documents into electronic files for submission. You may also take a picture of the worksheet/ paper document if you do not have access to a scanner.
- **Only one piece of uploaded evidence is required for each objective.**
  - If additional evidence is needed for an objective, or if multiple pieces of evidence better display a student's knowledge of an objective, two additional pieces of evidence may be uploaded per objective.
  - If needed, the same piece of evidence may be used to meet multiple objectives. For example, a video may show a student accomplishing Grade 6 Math 6.3.1 (congruent shapes) and 6.3.2 (similar shapes). If a piece of evidence is associated with multiple objectives within the same standard, you can upload it to each objective. In the previous example, the video would be uploaded twice—once for 6.3.1 and once for 6.3.2.
  - If using photographs as evidence, you may insert multiple photographs into a single word processing document or PowerPoint presentation. Then, the document or presentation can be uploaded as a single piece of evidence instead of uploading each photograph individually.

See the *Oklahoma PearsonAccess User's Guide* provided by Pearson for instructions concerning portfolio submission.

Resource (Location)	Description	Location
PearsonAccess Oklahoma User's Guide	Provides step-by-step instructions for using PearsonAccess and for uploading and managing evidence.	www.okassessments.com/referenceguides

Evidence Requirements by Grade, Subject, and Objective

The student's portfolio must include, at minimum, one uploaded piece of evidence for each objective assessed.

In the example below, it is important to note that video is required for EACH objective listed under Reading Standard 3.4.

Grade 3		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	**Video Required**
Reading	**3.2** Vocabulary		●
	3.4 Comprehension/Critical Literacy • 3.4.1 Plot events • 3.4.2 Character		 ● ●
	3.5 Literature		●
	3.6 Research and Information	●	

In this case, one video is **REQUIRED** for 3.4.1 Plot events, but users may upload up to three pieces of evidence. The Standard/Objective column under Managing Evidence in PearsonAccess will illustrate that a piece of evidence is required for each objective associated with 3.4 (3.4.1 and 3.4.2). This may be the same video uploaded two times, if the student demonstrates knowledge of both objectives within the same video.

Required Pieces of Evidence by Grade Level

Grade 3		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	**Video Required**
Mathematics	**3.1** Patterns and Algebraic Reasoning		●
	3.2 Number Sense and Operation		●
	3.3 Geometry		●
	3.4 Measurement	●	
	3.5 Data Analysis	●	
Reading	**3.2** Vocabulary		●
	3.4 Comprehension/Critical Literacy • 3.4.1 Plot events • 3.4.2 Character		● ●
	3.5 Literature		●
	3.6 Research and Information	●	

Grade 4		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	**Video Required**
Mathematics	**4.1** Algebraic Reasoning		●
	4.2 Number Sense and Operation • 4.2.1 Addition • 4.2.2 Subtraction		 ● ●
	4.3 Geometry		●
	4.4 Measurement	●	
	4.5 Data Analysis	●	
Reading	**4.1** Vocabulary		●
	4.3 Comprehension/Critical Literacy • 4.3.1 Make predictions about characters • 4.3.2 Make predictions about plot events		 ● ●
	4.4 Literature		●
	4.5 Research and Information	●	

Grade 5		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Mathematics	**5.1** Algebraic Reasoning		●
	5.2 Number Sense and Operation		●
	5.3 Geometry		●
	5.4 Measurement	●	
	5.5 Data Analysis	●	
Reading	**5.1** Vocabulary		●
	5.3 Comprehension/Critical Literacy		●
	5.4 Literature		●
	5.5 Research and Information	●	
Writing	**5.1** Writing Process	●	
	5.2 Modes and Forms of Writing	●	
	5.3 Grammar, Usage, and Mechanics • 5.3.1 Grammar • 5.3.2 Capitalization • 5.3.3 Punctuation	 ● ● ●	
Social Studies	**5.2** Early Exploration of America	●	
	5.3 Colonial America	●	
	5.4 American Revolution • 5.4.1 Key Conflicts • 5.4.2 Key Individuals	 ● ●	
	5.5 Government • 5.5.1 Services Paid by Taxes • 5.5.2 Branches of Government	 ● ●	
	5.7 Geographic Skills • 5.7.1 Climate • 5.7.2 Geographical Features	 ● ●	
Science	**P5.1** Using Simple Tools **C5.1** Energy Transfer	● ●	
	P5.3 Conduct a Scientific Evaluation	●	
	P5.2 Classify **C5.2** Organisms and Environment	● ●	
	P5.4 Interpret/Communicate **C5.3** Structure of Earth and Weather		● ●

Grade 6		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	**Video Required**
Mathematics	**6.1** Algebraic Reasoning		●
	6.2 Number Sense and Operation		●
	6.3 Geometry • 6.3.1 Congruent shapes • 6.3.2 Similar shapes		 ● ●
	6.4 Measurement	●	
	6.5 Data Analysis	●	
Reading	**6.1** Vocabulary		●
	6.3 Comprehension/Critical Literacy		●
	6.4 Literature		●
	6.5 Research and Information	●	

Grade 7		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Mathematics	**7.1** Algebraic Reasoning		●
	7.2 Number Sense and Operation		●
	7.3 Geometry		●
	7.4 Measurement	●	
	7.5 Data Analysis	●	
Reading	**7.1** Vocabulary		●
	7.3 Comprehension/Critical Literacy • 7.3.1 Characters • 7.3.2 Author's message • 7.3.3 Events		 ● ● ●
	7.4 Literature		●
	7.5 Research and Information	●	
Geography	**7.1** Maps	●	
	7.2 Cultural and Physical Regions of the World	●	
	7.3 Interactions of Physical Systems	●	
	7.4 Human Systems	●	
	7.5 Interactions of Humans and their Environments	●	

Grade 8		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Mathematics	**8.1** Algebraic Reasoning		●
	8.2 Number Sense and Operation		●
	8.3 Geometry		●
	8.4 Measurement	●	
	8.5 Data Analysis	●	
Reading	**8.1** Vocabulary		●
	8.3 Comprehension/Critical Literacy • 8.3.1 Characterizations • 8.3.2 Plot Events • 8.3.3 Author's Message		 ● ● ●
	8.4 Literature		●
	8.5 Research and Information	●	
Writing	**8.1** Writing Process • 8.1.1 Exclamatory Sentences • 8.1.2 Compound Sentences	 ● ●	
	8.2 Modes and Forms of Writing	●	
	8.3 Grammar, Usage, and Mechanics	●	
Social Studies	**8.3** Events Leading to the American Revolution	●	
	8.5 Preamble to the United States Constitution • 8.5.1 Bill of Rights • 8.5.2 Preamble to the United States Constitution	 ● ●	
	8.6 Slavery	●	
	8.9 Lifestyles of the Pioneers	●	
	8.10 Civil War	●	
Science	**P8.1** Measure **C8.2** Motion/Force	● ●	
	C8.3 Diversity and Adaptation of Organisms	●	
	P8.4 Interpret and Communicate **C8.1** Properties/Chemical Change	● ●	
	P8.2 Classify **C8.4** Structures and Forces of Earth		● ●
	P8.3 Experiment **C8.5** Earth's History	● ●	

End-of-Instruction		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Algebra I	**A.1** Number Sense and Algebraic Operations • Dependent and Independent Variables		●
	A.1 Number Sense and Algebraic Operations • Relationship in Data		●
	A.2 Relations and Functions		●
	A.3 Data Analysis, Probability, and Statistics	●	
*English II Reading	**EII.1** Vocabulary		●
	EII.3 Comprehension/Critical Literacy		●
	EII.4 Literature		●
	EII.5 Research and Information • EII.5.1 Gathering Information • EII.5.2 Locate Resources	 ● ●	
*English II Writing	**EII.1** Writing Process	●	
	EII.2 Modes and Forms of Writing	●	
	EII.3 Grammar, Usage, and Mechanics • EII.3.1 Parts of Speech • EII.3.2 Written Language	 ● ●	

***English II Reading and English II Writing assessments will be combined for a composite English II Score.**

End-of-Instruction (cont.)		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Biology	**P1** Observe and Measure **C5** Organ Systems	● ●	
	P4 Interpret/Communicate **C2** Molecular Basis of Heredity	● ●	
	P2 Classify **C3** Biological Diversity	● ●	
	P5 Model **C4** Interdependence of Organisms		● ●
	P3 Experiment **C1** Cells	● ●	
United States History	**US.2** Industrial Revolution	●	
	US.3 Causes of World War I	●	
	US.4 Events in the U.S. in the era between the World Wars • US.4.1 Automobiles • US.4.2 Electricity	 ● ●	
	US.5 World War II • US.5.1 Pearl Harbor • US.5.2 Holocaust • US.5.3 Major Powers of WWII	 ● ● ●	
	US.6 United States Since World War II	●	
Geometry	**G.1** Logical Reasoning	●	
	G.2 Properties of Two-Dimensional Figures	●	
	G.3 Triangles and Trigonometric Ratios	●	
	G.5 Coordinate Geometry	●	
Algebra II	**AII.1** Number Sense and Algebraic Operations	●	
	AII.2 Relations and Functions	●	
	AII.3 Data Analysis, Probability, and Statistics	●	

End-of-Instruction (cont.)		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
*English III Reading	**EIII.1** Vocabulary	●	
	EIII.2 Comprehension/Critical Literacy	●	
	EIII.3 Literature	●	
	EIII.4 Research and Information	●	
*English III Writing	**EIII.1** Writing Process	●	
	EIII.2 Modes and Forms of Writing	●	
	EIII.3 Grammar, Usage, and Mechanics	●	

***English III Reading and English III Writing assessments will be combined for a composite English III Score.**

What are supports?

Supports enable people with disabilities to access resources and information, as well as communicate in a more independent manner. When appropriate supports are provided, results will be: enhanced productivity, community integration, independence, and satisfaction. Supports should be age appropriate for the student based on chronological age, not developmental age.

The provision of appropriate supports enables the student to be as independent as possible. Appropriate supports for each student based on his/her individual needs will result in a strong program.

Providing access to a task is not the same as prompting. Using assistive technology devices, positioning assistance for a child, or a computer monitor magnifier are examples of ways to provide access for students to demonstrate a skill **independently**. The teacher is **not** to lead the student to an answer or response with cues/prompts. If the teacher is completing the task or leading the student to a correct response, that cannot be considered appropriate support for assessment and will result in a "0" score.

Note: If hand over hand assistance or color coding is observed in any evidence, the evidence will be invalidated due to teacher interference, resulting in a "0" score for that objective.

What are some examples of supports?

Resources and Strategies:

- Equipment that enhances accessibility (assistive technology)
- Stamp with student's name
- Switches to operate equipment
- Speech output devices
- Recorded books
- Pictures and symbols with text
- Electronic books
- Modified eating utensils, scissors, etc.
- Written or visual schedules

What other things should be taken into consideration when providing supports?

- Supports should be provided only when needed.
- Supports, activities, and materials should be age and grade appropriate.

Scoring

OAAP Portfolio scoring will occur at a regional Pearson scoring site. Professional Pearson scorers will score the portfolio evidence submitted for the Oklahoma Portfolio assessment for grades 3–8 and EOI (grades 9–12). A confidentiality agreement is signed by each scorer. All OAAP scorers will have a B.A. degree or higher. Scorers are trained with training sets approved by SDE-SES. All scorers must qualify to score the assessment. There will be one hundred percent (100%) second scoring with resolution of non-matching scores. Pearson scoring directors will monitor scoring via validity sets of training materials, inter-rater reliability (IRR) reports, and back-reading.

An overall subject score will be generated taking into account all subscores for each subject. This overall score will be used to generate reports that are required by NCLB. The overall score is reported in the same manner as any assessment under the OSTP: Student Roster by Student Name (Online and Paper), School Summary Report, District Summary Report, School Student Data File, District Student Data File, Student Report, Student Labels, Student Roster by Student Name, Class Summary Report, School Summary Report, District Summary Report, State Summary Report.

Reporting performance results to the district will occur following the scoring. Only the state level and district level reports will be public information. District level results will be reported to the public only if doing so would not result in disclosure of identifiable information of individual children, and if doing so would be statistically sound.

Glossary

Accommodations
Strategies used to enable students to access the curriculum and/or assessment. Accommodations are changes in setting, timing, response, or presentation on assessments.

Accountability
The system used to measure whether students are receiving appropriate instruction and assessment, including appropriate accommodations to measure progress in academic achievement.

Age-appropriate
The material and skills that are being used are appropriate to the student's chronological age, not their developmental age. The grade the student is enrolled in will determine the skills and standards that are to be used to complete the pieces of evidence. Any materials used to complete the pieces of evidence should be similar to materials that would be used with peers of the student's same age.

API
Academic Performance Index — NCLB rankings reported on district report cards.

Assistive Technology
Assistive technology is the use of adaptive software or equipment allowing the student to gain access to the curriculum or assessment. The examples may be high technology (i.e., computer, voice output device, laptop) or low technology (i.e., picture communication, switches, adaptive shopping cart, modified pen/paper).

AYP
Adequate Yearly Progress — NCLB progress monitoring reported on district report cards.

CARG-A
Curriculum Access Resource Guide – Alternate

CARG-M
Curriculum Access Resource Guide – Modified

County Code
Numerical designation from 1 to 77 specifying the County in which your district is located.

District Code
Three digit code preceded by: I for i+ndependent, C for Co-op, or D for dependent. Co-ops should use the district code where the student is reported for Child Count.

DOB
Date of birth

EAIs
Extended Academic Indicators

English Language Learner (ELL) or English Learner (EL)
Students who have been appropriately identified, through English proficiency screening by the local school district, as requiring specialized instructional services designed to increase their English proficiency and academic performance. The district will have on file verification that the student is receiving special instruction designed for the specific purpose of improving the student's English proficiency.

EOI
End-of-Instruction

FAY
Full Academic Year

FERPA
Family Education Right to Privacy Act. It is not a violation of FERPA to release identifying information to the State Department of Education for monitoring or assessment purposes.

Free/Reduced-price Lunch
Students who receive free or reduced-price lunch. The names of these students may be obtained from the Child Nutrition Program in your school. According to federal law, the Child Nutrition Program may supply these names to school personnel involved in the state-testing program for the purpose of federal reporting requirements.

Grade Level
The grade the student is currently enrolled in.

HIPAA
Health Insurance Portability and Accountability Act

Home Based
Students receiving special education and related services in a home based setting must be assessed by the Home School District.

Home School District
The District that counts the student on their Child Count.

IDEA 2004
Individuals with Disabilities Education Act – Reauthorized 2004

IEP
Individualized Education Program

Migrant
This applies to any student whose family has crossed school district lines in search of temporary agricultural work within the preceding 36 months.

NCLB
No Child Left Behind Act

NFAY
Non-Full Academic Year

OAAP
Oklahoma Alternate Assessment Program

OCCT
Oklahoma Core Curriculum Test

OMAAP
Oklahoma Modified Alternate Assessment Program

SDE-SES
Oklahoma State Department of Education, Special Education Services

OSEP
Office of Special Education Programs, Washington D.C.

OSTP
Oklahoma State Testing Program

PASS
Priority Academic Student Skills

PearsonAccess
PearsonAccess is Oklahoma's online data management system.

PLD
Performance Level Descriptors

PSTG
Parent Student Teacher Guide

Related Services
Related services (i.e., physical therapy, occupational therapy, speech-language therapy, adapted physical therapy, vision services, etc.) that the student receives through the school.

Site Code
Three-digit building code issued by the SDE and listed in the SDE Directory. Available in every school office.

Supports
Supports include resources and strategies (accommodations, supplementary aids and services, and prompts). Supports are not just the prompt hierarchy used with a student. Supports enable persons with disabilities to access resources, information, and relationships. When appropriate supports are provided, results will be enhanced productivity, community integration, independence, and satisfaction. Supports should be age appropriate for the student (based on chronological age, not developmental age).

Title X, Part C (McKinney-Vento)

Homeless children and youth who are sharing the housing of other persons due to loss of housing, economic hardships, or a similar reason; are living in motels, hotels, trailer parks, or camp grounds due to the lack of alternate adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

Appendix—Examples of Evidence

Grade 3 Mathematics		
Standard Measured	**Patterns and Algebraic Reasoning**	**3.1**
Task Specification	The student will describe the classification system used to categorize two groups of items.	
Objective: Classification		**(3.1)**

4 points	Create and extend patterns in 3 out of 4 trials.
3 points	Describe the classification system used to categorize two groups of items in 3 out of 4 trials.
2 points	Categorize two groups of items into a classification system in 3 out of 4 trials.
1 point	Sort objects by number, size, and other properties in 3 out of 4 trials.
Total points possible	4

Example 1

Jenny was given four circle manipulatives, four square manipulatives and four triangle manipulatives. She was then asked to create an "AB" pattern. This is an activity that Jenny has been practicing for three weeks.

The teacher showed Jenny an index card with the letters "AB" on it as she requested that specific pattern. Jenny picked up a circle and laid it on the table. She then picked up a square and put it on the table next to the circle. Jenny extended the pattern using the circle and square manipulatives until they were gone. Her end result was: circle, square, circle, square, circle, square, circle, square. The triangle manipulatives remained on the table unused.

The teacher then mixed the circle and square manipulatives back in with the triangle manipulatives and asked Jenny to create an "ABC" pattern. Once again, the teacher showed Jenny an index card with the letters "ABC" written on it. Jenny proceeded to create an "ABC" pattern and then extended it with her end result being: triangle, circle, square, triangle, circle, square, triangle, circle, square.

Note: notice that the teacher laid three different shapes on the table when she requested an "AB" pattern in order to assess whether Jenny understood that an "AB" pattern would only require two shapes.

Jenny completed this activity with 100% accuracy.

Score: 4

Example 2

Casey was asked to categorize items into either a “clothes” category or a “food” category. He performed the task correctly on five different occasions. On Casey’s last attempt he was given ten different items to categorize into two groups. Boxes were labeled “clothes” and “food” for materials to be placed in.

Casey was reminded of the two choices on each item attempted. Casey completed the activity with 100% accuracy.

Score: 2

Grade 3 Mathematics		
Standard Measured	**Measurement**	**3.4**
Task Specification	The student will indicate the value of coins.	

Objective: Coin value **(3.4)**

4 points	Solve problems using coins in 3 out of 4 trials.
3 points	Indicate the value of coins in 3 out of 4 trials.
2 points	Name coins (quarter, dime, nickel, penny) in 3 out of 4 trials.
1 point	Sort coins from other similar objects (e.g., counters, etc.) in 3 out of 4 trials.
Total points possible	4

Example 1

Andy was shown a dime and was asked how much it was worth. He replied, “10 cents.” Andy was then shown a penny and was asked how much it was worth. He replied, “1 cent.” Andy was shown a nickel and was asked how much it was worth. He replied, “5 cents.” Andy was then shown a quarter and was asked how much it was worth. He replied, “25 cents.”

This activity was repeated three more times with an end result of 100% accuracy.

Score: 3

Example 2

Candy was asked to indicate the value of coins. She was given a quarter, nickel, dime and penny. Four index cards labeled 1 cent, 5 cents, 10 cents, and 25 cents were laid out on the table in front of her. Candy was asked to place the coins on the correct index cards.

Candy performed this task on three different occasions with an accuracy rate of 100%.

Score: 3

Grade 3 Reading		
Standard Measured	**Literature**	**3.5**
Task Specification	Identify the author's message in various genres.	

Objective: Genres **(3.5)**

4 points	Compare the author's message in two genres in 3 out of 4 trials.
3 points	Identify the author's message in two genres in 3 out of 4 trials.
2 points	Identify the author's message in one genre in 3 out of 4 trials.
1 point	Identify the author in readings from two genres in 3 out of 4 trials.
Total points possible	4

Example 1

Jason is non-verbal and has very limited communication skills (e.g., cries when he is unhappy or feels bad, smiles and giggles when he is happy, pushes people and objects away when he wants them to leave, throws objects when he is finished with them, etc.). Overall, he functions somewhere between the age of 12 and 24 months.

In the special education classroom, Jason independently identified the author's message in four different poems over a one week span of time. The teacher read each poem aloud and then showed Jason two pictures representing two different messages and asked him to choose which one was applicable to the poem. The teacher pointed to each picture when asking the question. He either picked up or patted the appropriate picture indicating his answer choice.

Jason was able to complete this activity with 100% accuracy.

Score: 2

Example 2

Madison was asked to identify the author's message in two different genres (fiction and poetry). Madison listened to a fictional story, *The Giving Tree*. She was then given three sentence strips containing possible answer choices for the author's message. The sentence strips were read to her and she chose her answer by eye-gazing at her choice. Madison then was read a poem, *Bed in Summer*, and was asked to choose the author's message from three sentence strips which were read to her. Once again, Madison indicated her answer choice through eye-gaze.

Madison practiced this skill using different fictional books and poems every day for two weeks with her best attempt resulting in 100% accuracy.

Score: 3

Grade 4 Math		
Standard Measured	**Number Sense and Operation**	**4.2**
Task Specification	The student will add quantities with a sum less than or equal to 20 and subtract quantities with a minuend less than or equal to 20.	

Objective: Subtraction **(4.2.2)**

4 points	Subtract quantities using a minuend of at least 50 without regrouping in 3 out of 4 trials.
3 points	Subtract quantities using a minuend of at least 20 in 3 out of 4 trials.
2 points	Subtract quantities using a minuend of at least 10 in 3 out of 4 trials.
1 point	Identify the symbol for subtraction in 3 out of 4 trials.
Total points possible	4

After practicing subtraction every day for two months, Cameron was given the math problem 20 – 5 = __ on a large piece of poster board. He was also given a bowl of dry macaroni noodles to use as manipulatives to solve the problem. Cameron counted out 20 noodles and placed them on the table under the number 20. He then counted out five of the 20 noodles and placed them under the number five. Cameron then counted the remaining noodles and moved them under the blank in his subtraction problem.

Cameron was given two answer choices written on cards (the number 10 and the number 15) to place over the blank in his subtraction problem. He chose the number 15 after recounting the noodles under the blank in the problem.

Cameron repeated this process with the following subtraction problems:

20 – 10 =__ (answer choices 5 and 10, Cameron chose the number 10)

20 – 15 = __ (answer choices 5 and 8, Cameron chose the number 5)

20 – 8 = __ (answer choices 10 and 12, Cameron chose the number 10)

Cameron chose the correct answer on 3/4 problems for an accuracy score of 75%.

Score: 3

Grade 4 Reading		
Standard Measured	**Comprehension/Critical Literacy**	**4.3**
Task Specification	Preview text or media and make predictions about characters and main plot events.	

Objective: Make predictions about plot events **(4.3.2)**

4 points	Preview text or media and make predictions about two events that will happen in the story and then identify the best explanation or support for the predictions in 3 out of 4 trials.
3 points	Preview text or media and make predictions about one event that will happen in the story and then identify the best explanation or support for the predictions in 3 out of 4 trials.
2 points	Preview text or media and make predictions about two events that will happen in 3 out of 4 trials.
1 point	Preview text or media and make a prediction about one event in 3 out of 4 trials.
Total points possible	4

After previewing the pictures, cover art, and key words form the book, *Bed Bugs*, Allison was able to complete a file folder activity to make two predictions about one event in the book from a selection of four possible choices. She then identified why she made the predictions she did by selecting one sentence strip from a selection of three that were read to her.

She completed this activity with 100% accuracy.

Allison has completed this activity on three occasions with different books.

Score: 3

Grade 5 Math		
Standard Measured	**Algebraic Reasoning**	**5.1**
Task Specification	The student will create simple number patterns.	

Objective: Patterns **(5.1)**

4 points	Describe at least 2 patterns in 3 out of 4 trials.
3 points	Create simple number patterns in 3 out of 4 trials.
2 points	Duplicate simple number patterns in 3 out of 4 trials.
1 point	Identify simple number patterns in 3 out of 4 trials.
Total points possible	4

Example 1

Lana applied the rule of 5s, creating a pattern from 5–30 with a laminated file folder activity.

She practiced this skill on four other occasions with her best attempt producing 100% accuracy.

Score: 3

Example 2

The number strings “2, 4, 6, 8, 10” and “1, 5, 7, 7, 20” were created using number magnets on a white board. Riley was shown both strings of numbers and asked to indicate which one was a number pattern. He chose the “rule of 2” number pattern as his answer. When asked if the other string of numbers was a pattern, he said “no.”

He completed this activity with 100% accuracy.

Riley has completed this activity on four other occasions.

Score: 1

Grade 5 Reading		
Standard Measured	**Comprehension/Critical Literacy**	**5.3**
Task Specification	Revise predictions after reading, hearing, or viewing text or media.	

Objective: Revise predictions **(5.3)**

4 points	Evaluate predictions about plot or characters using context for support in 3 out of 4 trials.
3 points	Revise two predictions about plot or characters after reading, hearing, or viewing text or media in 3 out of 4 trials.
2 points	Preview text or media and make two predictions about main plot events or characters in 3 out of 4 trials.
1 point	Preview text or media and make a prediction about one character or plot event in 3 out of 4 trials.
Total points possible	4

Jessica is non-verbal and requires voice output devices, pictures, items, words being read aloud, bigger print, and technology to aid her in her education.

Jessica has been working on making predictions about text for the last four months. She was shown a book cover and title, and the book was read to her one page at a time. She was asked to predict what would happen next after each page was read. She was given two voice output devices (labeled with answer choices). The words on the voice output devices were read to her and then she was asked to respond by pushing one of the buttons. After she answered, the next page was read to her and she was asked if her predictions were correct. She was given two voice output devices, one labeled “yes” and the other labeled “no.” She then pushed the button with her revised answer choice if her prediction was incorrect.

Jessica was given two questions in three different trials and received 100% on this activity.

Score: 3

Grade 6 Math		
Standard Measured	**Algebraic Reasoning**	**6.1**
Task Specification	The student will identify the solution to a simple one variable equation.	

Objective: Algebraic equations **(6.1)**

4 points	Solve a simple one variable equation in 3 out of 4 trials.
3 points	Identify the solution to a simple one variable equation in 3 out of 4 trials.
2 points	Evaluate simple expressions (e.g., What is the value of 2 + x when x = 1?) in 3 out of 4 trials.
1 point	Identify and extend simple algebraic patterns in 3 out of 4 trials.
Total points possible	4

Example 1

Using number tiles, Sarah practiced solving one variable equation every day for two weeks. The best example of Sarah's work consisted of four, one variable equations.

On the table the teacher used number tiles to show the equation 2 + x = 6. Sarah placed six counters by the number six and then counted out two counters and placed them next to the two. She then moved (subtracted) the two counters to the other side of the equation and determined the difference was 4, and then used the counters to indicate that x = 4.

She repeated this activity with the following problems:

3 + x = 5 (correct)

x + 4 = 7 (incorrect)

1 + x = 4 (correct)

Sarah got 3/4 correct for 75%.

Score: 4

Example 2

Alex is a non-verbal student with limited motor abilities. He communicates by shaking his head “yes” or “no” when asked questions.

Alex was shown the equation 2 + x = 6 and two potential solutions, 4 and 5. When shown the number 5, he nodded to indicate that he wanted to plug the number 5 into the equation first. The teacher began placing counters to represent the numbers in the problem. Alex nodded his head if he needed another counter to equal the number represented. He shook his head “no” to indicate no more counters were needed. He then added two plus five by counting all of the counters and then pointed to the number tile marked 7 to indicate his answer.

He repeated this process using the number 4 and then was shown the numbers 4 and 5 separately to indicate his answer. Alex shook his head ‘no” when shown the number 5 and nodded his head “yes” when shown the number 4.

Alex used this same process to work the following equations:

x + 5 = 9 with answer choices of 2, 3, and 4

2 + x = 8 with answer choices of 5 and 6

Alex practiced this skill every day for two weeks with the above example representing his best work resulting in an accuracy score of 100%.

Score: 3

Grade 7 Reading		
Standard Measured	**Vocabulary**	**7.1**
Task Specification	Identify commonly used words of foreign origin frequently used in English.	

Objective: Words of foreign origin **(7.1)**

4 points	Find the meaning of two words of foreign origin in two different sources in 3 out of 4 trials.
3 points	Match three words of foreign origin to the country they came from in 3 out of 4 trials.
2 points	Identify three words of foreign origin in 3 out of 4 trials.
1 point	Identify pictures of two familiar words of foreign origin in 3 out of 4 trials.
Total points possible	4

In the classroom environment, Jason was given a folder activity. The activity had two different countries: France and Mexico. Jason was given ten different words with foreign origin from those countries. Jason was asked to identify the words then place them by the appropriate country. Jason required help reading some of the words.

He completed this activity independently with 100% accuracy.

Jason has completed this activity on three other occasions.

Score: 3

Grade 8 Reading		
Standard Measured	**Vocabulary**	**8.1**
Task Specification	Use a variety of new terms and word constructions to demonstrate vocabulary and identify influence of word origin.	

Objective: Identify vocabulary **(8.1)**

4 points	Identify the definitions of four words that illustrate abstract ideas in 3 out of 4 trials.
3 points	Identify the definitions of three words that illustrate abstract ideas in 3 out of 4 trials.
2 points	Identify the definitions of two words that illustrate abstract ideas in 3 out of 4 trials.
1 point	Identify four words that describe everyday objects and school activities in 3 out of 4 trials.
Total points possible	4

Example 1

During the reading of *The Outsiders* and related activities in the general education class, Bryce was shown four short excerpts from the day's chapter that contained a word that illustrates an abstract idea. For each excerpt, the word was highlighted. The excerpt was read to him. He chose the meaning of the word from three choices displayed on the Smartboard. This activity was repeated for four different chapters (attempts).

The words on his bet attempt were: brave, love, bitter, and lousy. He got all four words correct for an accuracy of 100%.

This activity was repeated on four different days with four different chapters.

Score: 4

Example 2

Max was given a Venn diagram to identify similarities and differences of the main characters, setting, and plots of two books, *A Boy in the Striped Pajamas* and *Rocket Boys*.

Trial 1: Max was asked to find two differences and two similarities between the two main characters.

Trial 2: He then used another Venn diagram to distinguish two similarities and two differences in the setting between the two books.

Trial 3: He then identified two similarities and two differences between the plots of the two books.

On Max's third attempt, he performed the skill with 100% accuracy.

Score: 4

Grade 8 Reading		
Standard Measured	**Literature**	**8.4**
Task Specification	The student will identify similarities and differences between story elements (characters, plot, mood, and setting) in two or more texts.	

Objective: Compare story elements from two or more texts (8.4)

	**4 points**	Identify two similarities and two differences between story elements in two texts in 3 out of 4 trials.
	3 points	Identify one similarity and one difference between story elements in two texts in 3 out of 4 trials.
	2 points	Identify two similar story elements in two texts in 3 out of 4 trials.
	1 point	Identify one story element that is similar in two texts in 3 out of 4 trials.
	Total points possible	4

Bobby was given a graphic organizer on the Smartboard to identify similar story elements for the books, *Robinson Crusoe* and *Oliver Twist*. First, he was asked to identify a similarity between the two main characters. He was then asked to identify a similarity between the two settings.

He selected a correct answer on 4/4 trials for 100% accuracy.

He completed the same activity weekly over a month from different readings in his language arts class.

Score: 2

EOI Algebra I		
Standard Measured	**Number Sense and Algebraic Operations**	**A.1**
Task Specification	The student will identify dependent and independent variables.	

Objective: Dependent and independent variables **(A.1)**

4 points	Identify the difference between the dependent and the independent variable in a problem in 3 out of 4 trials.
3 points	Identify dependent and independent variables in 3 out of 4 trials.
2 points	Identify two variables in a given word problem in 3 out of 4 trials.
1 point	Identify a variable in 3 out of 4 trials.
Total points possible	4

Example 1

This activity was carried out using a folder game. The teacher's assistant read the scenario to Brandon and Brandon had to use the correct pictures/numbers to finish the equation and identify the dependent and independent variable. Brandon was given pictures of candy bars and money for this activity.

Scenario 1: Shirley buys one candy bar, how much money does she owe?

Brandon put down one candy bar equaled one dollar.

Scenario 2: James buys two candy bars, how much money does he owe?

Brandon put down two candy bars equaled two dollars.

Scenario 3: Mrs. Gonce buys four candy bars, how much does she owe?

Brandon put down four candy bars equaled four dollars.

In all three problems, Brandon also identified the candy bars as the independent variables and the money as the dependent variable. At the end of the activity, the Test Administrator asked Brandon again: what was the independent variable? Brandon answered "candy bar." He was then asked: what was the dependent variable? Brandon answered "money."

Brandon needed very little practice to complete the activity and answered the questions independently with 100% accuracy.

Brandon practiced this activity on four other occasions.

Score: 3

Example 2

Leah was given the task of identifying differences between dependent and independent variables. The goal of this task was to encourage proper response using money concepts as well as algebraic knowledge to solve math equations. Leah was given number sentences and then was asked to determine the cost of various quantities of food items.

Leah was asked to predict the total cost each time the quantity of food items went up. She demonstrated that more money was needed as the number of items purchased increased. She was able to use this knowledge to successfully identify which numbers in the equation were independent variables and which were dependent variables. Leah was given the story/number problems with real items (pack of gum, toothbrush, notebook, lipstick) and real money. She used a calculator as an accommodation. Leah practiced this skill every day for three weeks.

At the end of the three week period, Leah was able to identify the dependent and independent variables in 3/4 problems for an accuracy score of 75%.

Score: 4

EOI Algebra I		
Standard Measured	**Relations and Functions**	**A.2**
Task Specification	The student will translate word phrases or sentences into expressions.	

Objective: Equations **(A.2)**

4 points	The student will evaluate expressions they have translated from word phrases or sentences in 3 out of 4 trials.
3 points	The student will translate word phrases or sentences into expressions in 3 out of 4 trials.
2 points	The student will identify different parts of an expression and identify the different terms and operations in 3 out of 4 trials.
1 point	The student will identify the words for addition, subtraction, multiplication, and division in an expression in 3 out of 4 trials.
Total points possible	4

Example 1

Alexis was asked to cut five candy bars in half and then state the number sentence she created. She used number tiles to create the number sentence $5 \times 2 = 10$.

Alexis completed this activity with 100% accuracy.

She practiced this skill multiple times over two weeks using various familiar objects (cookies, pizza, bananas).

Score: 3

Example 2

Joey was given the math equation $5 \times 8 = 7$. Joey was asked to identify the variable from three possible choices: 5, X, and 7. Each of the answer choices were written on an index card and placed on the table in front of him. Joey pointed to the answer of X.

Joey practiced this activity eight times throughout the week.

He completed this activity with 100% accuracy.

Score: 1

EOI Algebra I		
Standard Measured	**Data Analysis, Probability, and Statistics**	**A.3**
Task Specification	The student will collect and display data involving two variables on a graph.	

Objective: Data **(A.3)**

4 points	The student will collect and display data involving two variables on a graph and make predictions based on the data collected in 3 out of 4 trials.
3 points	The student will collect and display data involving two variables on a graph in 3 out of 4 trials.
2 points	The student will identify changes in a graph involving two variables in 3 out of 4 trials.
1 point	The student will identify different types of graphs in 3 out of 4 trials.
Total points possible	4

Example 1

As a transition activity in his Algebra I class, Jamal learned about how the number of hours worked affects the gross amount of his paycheck.

He kept track of his hours worked per week (x; variable 1) and the gross dollar amount of his weekly paycheck (y; variable 2). He graphed this data over 6 weeks on an XY graph. He then predicted what his gross weekly paycheck would be during week 7 based on the data in his graph.

He practiced this throughout the school year, beginning with one variable graphs and building up to different XY pairs (speed/distance, height/weight of classmates, time of day/temperature).

Jamal was able to complete this activity with 100% accuracy on three different occasions.

Score: 4

Example 2

Given a map of average temperature highs (variable 1) and lows (variable 2), Marcus identified changes in the average temperature of the graph by pointing to the place where the graph changed when the average temperature decreased or increased.

He correctly identified this change in the graph in both variables for 100% accuracy.

He practiced this with four different graphs he helped create with his classmates before being assessed.

Score: 2

EOI English II Reading

Standard Measured	Vocabulary	English II.1
Task Specification	Identify figurative language.	

Objective: Figurative language **(Eng II.1)**

4 points	Use context to determine meaning of figurative language in a story in 3 out of 4 trials.
3 points	Identify metaphors in 3 out of 4 trials.
2 points	Explain pictures or situations that illustrate simple similes in 3 out of 4 trials.
1 point	Identify similes in 3 out of 4 trials.
Total points possible	4

Danny is a 10th grade student with Autism. He is non-verbal and unable to read. He is easily distracted and must be redirected in order to stay on task.

After listening to a chapter from a peer-read book, Danny was read five sentences containing metaphors. Danny was given two possible meanings and had to choose the correct one. Danny is non-verbal and communicates his answer choices with a thumbs up or thumbs down sign. Danny was read the sentence and both answer choices. Then he was read the first answer choice again, and had to use a thumbs up or thumbs down to indicate if he thought it was the correct answer. He was then read the second answer choice and again had to use his thumbs up or down sign to indicate his answer.

He has been practicing this activity 2–3 times per week for several weeks.

He got 5/5 responses correct for an accuracy of 100%.

Score: 4

EOI English II Reading		
Standard Measured	**Comprehension/Critical Literacy**	**English II.3**
Task Specification	Justify answers to basic comprehension questions about the cause/effect, main idea, characters, and events using text or pictures to support comprehension.	

Objective: Justify answers **(Eng II.3)**

	**4 points**	Make inferences about main ideas, events, and characters within a text or passage in 3 out of 4 trials.
	3 points	Answer four basic comprehension questions about cause/effect, main-idea, characters, and events in 3 out of 4 trials.
	2 points	Answer three basic comprehension questions about cause/ effect, main-idea, characters, and events in 3 out of 4 trials.
	1 point	Answer two basic comprehension questions in 3 out of 4 trials.
	Total points possible	4

Example 1

After listening to a magazine article, Heather used picture cards to answer two basic comprehension questions about the main idea and events (one question each). Heather was given three answer choices for each question via the use of picture cards.

Using eye-gaze, Heather was able to choose the correct answer in 3/4 trials resulting in an accuracy score of 75%.

Score: 1

Example 2

Rex is a non-verbal student who uses a switch device to communicate his answers after the choices have been programmed into the device. He hits a switch to listen to answer choices and when he hears the answer he wants to choose, he hits the switch again before the next choice is given.

After listening to an article from News2You, Rex used his switch device to answer four basic comprehension questions about cause/effect, main idea, characters, and events (one question each).

Rex practiced this skill on three other occasions throughout the week.

Using his switch device, Rex correctly answered 3/4 questions for an accuracy score of 75%.

Score: 3

EOI Biology		
Standard Measured	**Observe and Measure, Classify**	**P1.0, C5.0**
Task Specification	The student will indicate the function of organ systems.	

Objective: Observe & measure **(P1.0)**

4 points	Identify changes in cells, organisms, populations, and ecosystems given conditions before and after an event in 3 out of 4 trials.
3 points	Use appropriate tools and SI units and prefixes when measuring cells, organisms, populations, and ecosystems in 3 out of 4 trials.
2 points	Identify organisms in 3 out of 4 trials.
1 point	Observe organisms in 3 out of 4 trials.
Total points possible	4

Objective: Organ systems **(C5.0)**

4 points	Compare/contrast the function of at least two organ systems in 3 out of 4 trials.
3 points	Indicate the functions of two organ systems in 3 out of 4 trials.
2 points	Indicate the function of an organ system in 3 out of 4 trials.
1 point	Identify an organ system in 3 out of 4 trials.
Total points possible	4

Total points possible (P1.0, C5.0)	8

Bella watched a frog dissection online. She then indicated the function of the digestive system by matching a picture of a digestive system organ (salivary glands, esophagus, stomach, colon) to the function of eating/digesting food on the Smartboard. She was presented a picture of each organ and a picture representing the different functions of four organ systems (support-skeletal, eating-digestive, heart pumping-circulatory, and lungs-respiratory). She then matched each organ to eating-digestive on 4/4 trials. For the process standard, Bella identified changes that would happen to the frog (eggs, population, and ecosystem) in the occurrence of a drought by selecting from picture choices.

Bella practiced this skill on three other occasions before receiving an accuracy score of 100%.

Score— Process standard: 4; Content standard: 2