



District of Columbia Science Alternate Assessment
(DC Science Alt)

**NEW TEACHER TRAINING FOR THE
DC SCIENCE ALT PORTFOLIO**

DECEMBER 1, 2015

Training Objectives

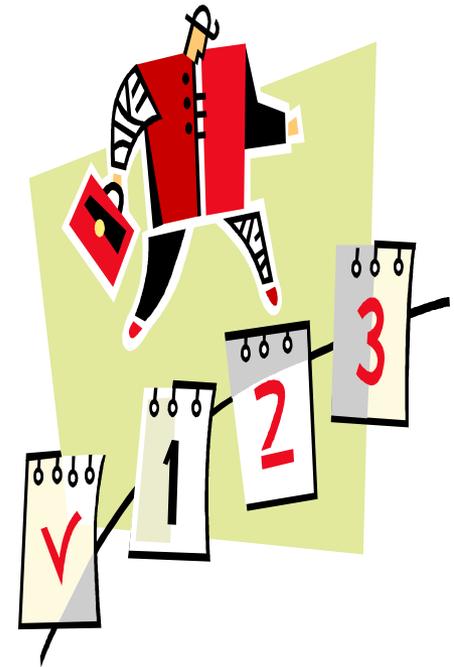
1. To become familiar with the steps in student portfolio development
2. To understand the relationships between learning standards, standards-based activities, entry points, and targeted skills
3. To become familiar with required portfolio components
4. To understand data collection procedures
5. To understand portfolio scoring dimensions
6. To understand the importance of technical adequacy when assembling portfolios for scoring



Portfolio Development

Steps in Portfolio Development

1. Follow the student identification and registration process
2. Review learning strands and standards
3. Choose one standard per required strand
4. Write targeted skills
5. Develop standards-based activities
6. Think about what data to collect
7. Identify corroborating evidence
8. Collect corroborating evidence
9. Submit the portfolio



1. Follow the Timeline for Eligibility Determination

Complete Alternate Assessment Eligibility Application

- Select “Alternate Assessment” as the student’s Statewide Assessment Participation Category in SEDS
- Complete and upload the “DC Alternate Assessment Participation Criteria Form” in SEDS
- Submit LEA roster of Alternate Assessment applicants to OSSE

Complete by:

October 30, 2015

October 30, 2015

October 30, 2015

Last date to enter student data into SEDS

December 8, 2015

Complete the Learner Characteristics Profile (LCP)

January 15, 2016

Complete Performance Dimension documentation

January 15, 2016

Send Parent Acknowledgement Form

January 15, 2016

2. Review Learning Strands and Standards

5th Grade

- ✓ Science and Technology
- ✓ Earth and Space Science
- ✓ Life Science

8th Grade

- ✓ Matter and Reactions
- ✓ Energy and Waves
- ✓ Forces

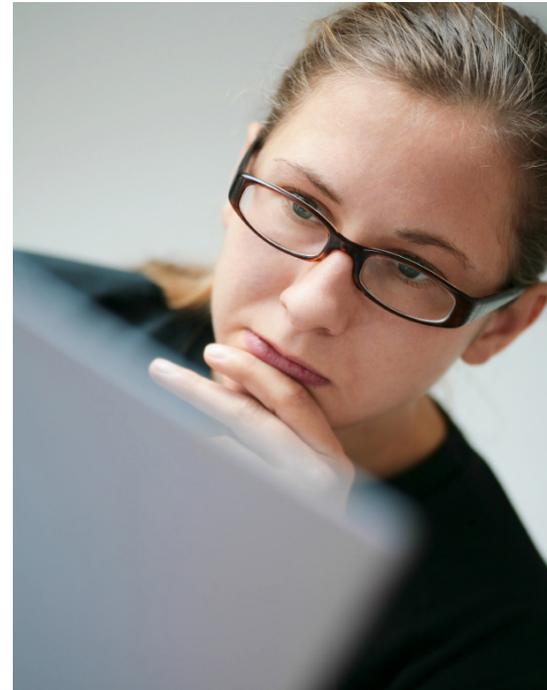
Biology

- ✓ Cell Biology and Biochemistry
- ✓ Genetics and Evolution
- ✓ Multicellular Organisms

Pick one grade-level learning standard per required strand.

3. Choose 1 Standard per Required Strand

Select a learning standard from each strand using Appendix D, Learning Strands and Standards.



Examples of Learning Strands and Standards

Grade 8

Science Strand	Learning Standard
Forces	8.10.1 Explain that every object exerts an attractive gravitational force on every other object. Or 8.11.1 Recognize that a force has both magnitude and direction. Or 8.11.2 Observe and explain that when the forces on an object are balanced (equal and opposite forces that add up to zero), the motion of the object does not change.

Biology

Science Strand	Learning Standard
Biology: Cell Biology and Biochemistry	B.2.2 Compare and contrast the general anatomy and constituents of prokaryotic cells and their distinguishing features: prokaryotic cells do not have a nucleus and eukaryotic cells do. Know that prokaryotic organisms are classified in the Eubacteria and Archaeobacteria Kingdoms and that organisms in the other four kingdoms have eukaryotic cells. Or B.3.3 Demonstrate that most cells function best within a narrow range of temperature and pH; extreme changes usually harm cells by modifying the structure of their macromolecules and, therefore, some of their functions. Or B.3.7 Recognize and describe that cellular respiration is important for the production of adenosine triphosphate (ATP), which is the basic energy source for cell metabolism. Or B.4.3 Describe the organelles that plant and animal cells have in common (e.g., ribosomes, Golgi bodies, endoplasmic reticulum) and some that differ (e.g., only plant cells have chloroplasts and cell walls). Or B.4.4 Describe that the work of the cell is carried out by structures made up of many different types of large (macro) molecules that it assembles, such as proteins, carbohydrates, lipids, and nucleic acids.

4. Writing Targeted Skills

What is a targeted skill?

A targeted skill is what the student will be demonstrating within a standards-based entry.

It is

- related to a grade-level learning standard.
- specific and demonstrate linkage to the essential and prioritized skill.
- observable and measurable.



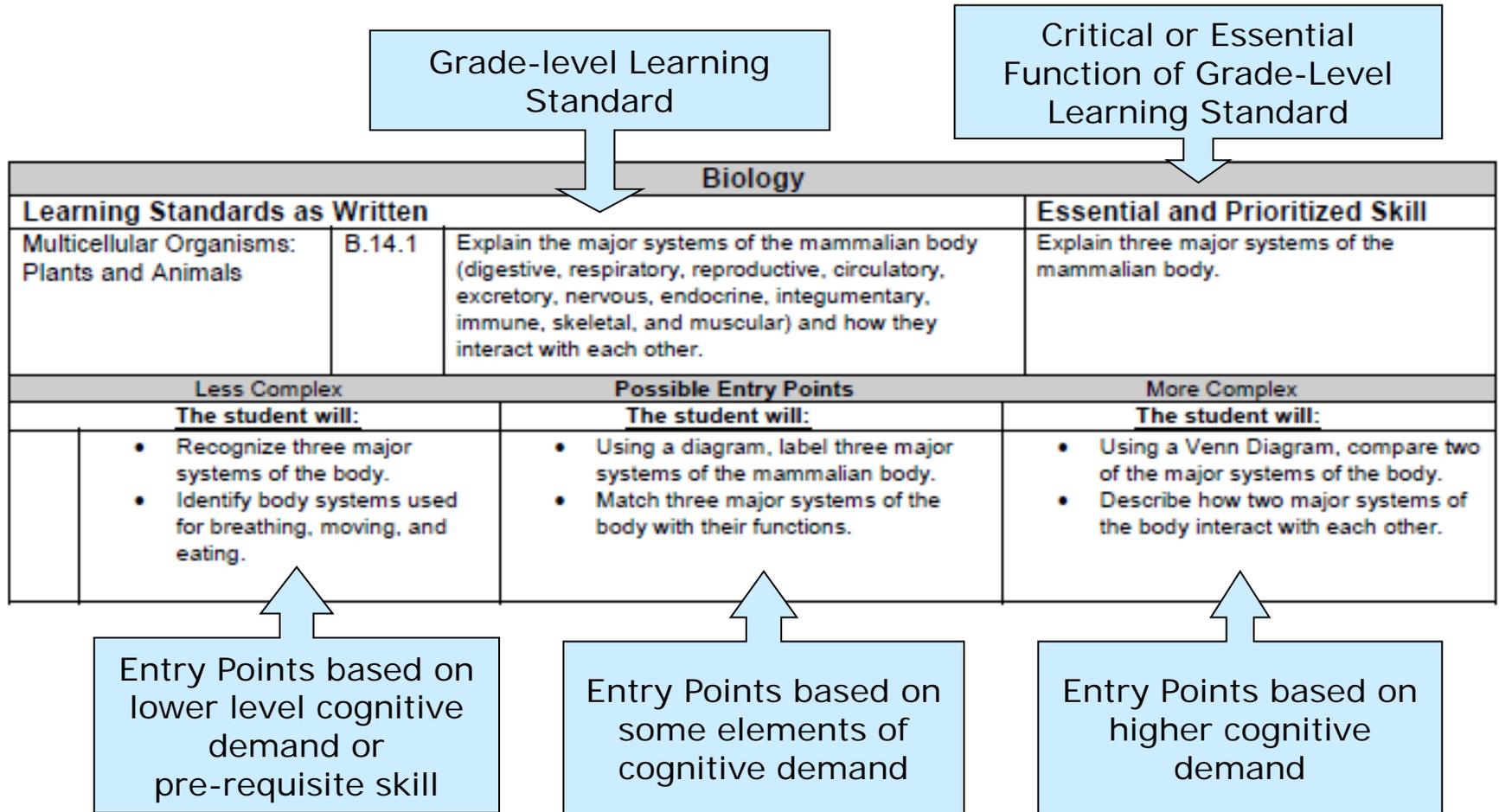
Writing Targeted Skills

Before you write a targeted skill

- be familiar with the student's learning characteristics.
- identify the essential/prioritized skill of the grade level learning standard.
- identify the cognitive demand.
- review the Entry Points.
- use Bloom's Revised Taxonomy to identify behavior that the student can demonstrate.



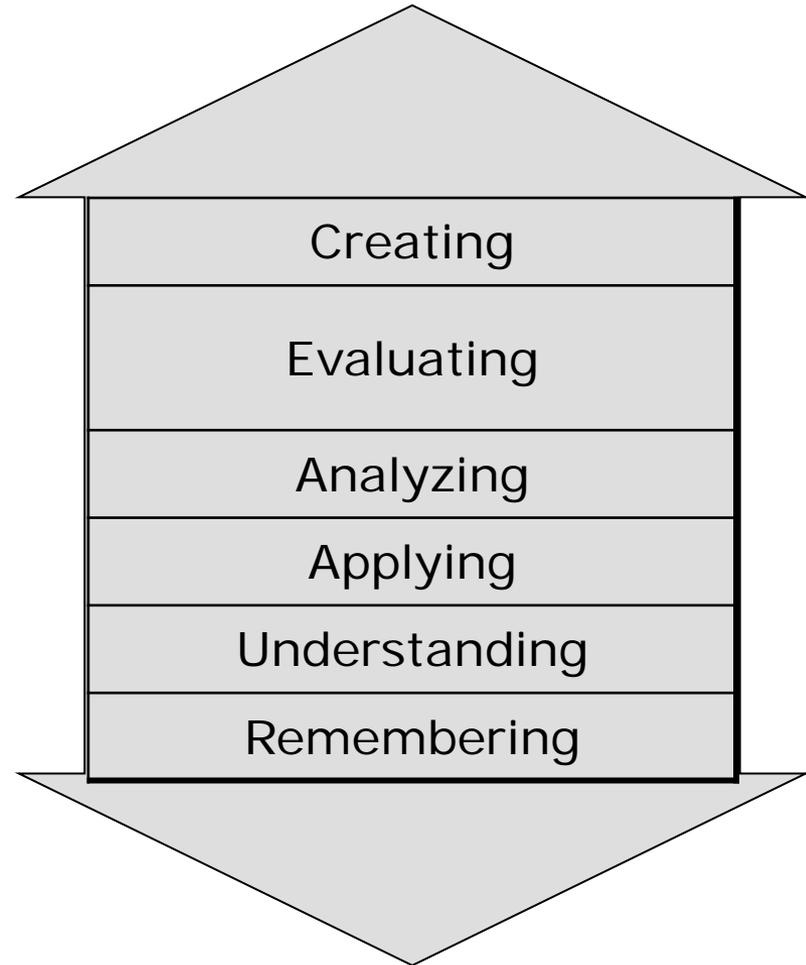
Entry Points: Identify Cognitive Demands and Behavior a Student Can Demonstrate



Bloom's Revised Taxonomy

Aids teachers in conceptualizing the cognitive load and learning requirements a student needs to achieve mastery of a topic

2015-2016 Procedures Handbook, Appendix E;
p. 73



Questions to Consider When Writing Targeted Skills



- **How does the student communicate?**

Grace will match three mammalian body systems to their functions using a Speech Generated Device (SGD), objects, or pictures.

- **How will the student perform the measurable skill?**

Ryan will identify five organs of the digestive system on a diagram by pointing to the correct organ when it is named.

Questions to Consider When Writing Targeted Skills



- **Under what conditions will the student perform the measurable skill?**

Using colored markers and a diagram of the chambers of the human heart, Darcy will demonstrate how blood is pumped to the lungs and the body.

- **What supports will the student need in order to demonstrate this skill?**

Alex will identify three mammalian body systems using eye gaze and/or vocalizations when picture choices are offered.

Example and Non-example of a Targeted Skill



Grade 5 Standard: Life Science

5.12.5 Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful, and how changes in the environment have caused some plant and animals to die, migrate, or become extinct.

Example of Targeted Skill:

- Marcus will list two examples of how a forest habitat changes with each season (spring, summer, winter, fall).

Non-example of Targeted Skill:

- Marcus will identify two animals found on a farm.

Resources for Writing Targeted Skills



Bloom's Revised Taxonomy

Appendix E of the 2015-2016 Procedures Handbook, p. 73,
and online at <http://osse.dc.gov/node/660062>

Entry Points

Online at <http://osse.dc.gov/publication/dc-cas-alt-entry-points>

Pathways to Learning

Online at <http://osse.dc.gov/node/660062>

5. Develop Standards-based Activities

The standards-based activity describes the context, or **how the targeted skill is practiced or demonstrated.**



“The student was presented with a radiation spectrum labeled ‘shortest’ on one end and ‘longest’ on the other end. He was given five wavelengths and instructed to put them in order from shortest to longest.”

Questions to Consider When Developing Standards-based Activities

- What instructional activities are conducted in the general education environment?
- When and how will the student demonstrate the targeted skill?
- How might the activities be modified to accommodate the student's needs?
- What supports/accommodations would need to be provided?
- Would the difficulty need to be reduced?
- Would the complexity need to be reduced?



Relationship of Standards-Based Activities to Targeted Skills

Standard 5.12.5 (Life Science): Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful, and how changes in the environment have caused some plant and animals to die, migrate, or become extinct.

•**Standards-Based Activity:** Marcus will be presented with a variety of photographs of forest scenes taken during different seasons. Using gestures, pictographs, or his augmentative communication system, he will identify two characteristics of the forest habitat during each season. A peer or adult scribe will record his responses.

•**Targeted Skill:** Marcus will list two examples of how a forest habitat changes with each season (spring, summer, winter, fall).

Relationship of Standards-Based Activities to Targeted Skills

Science 8.3.2 (Matter and Reactions): Construct a model of an atom and know the atom is composed of protons, neutrons, and electrons.

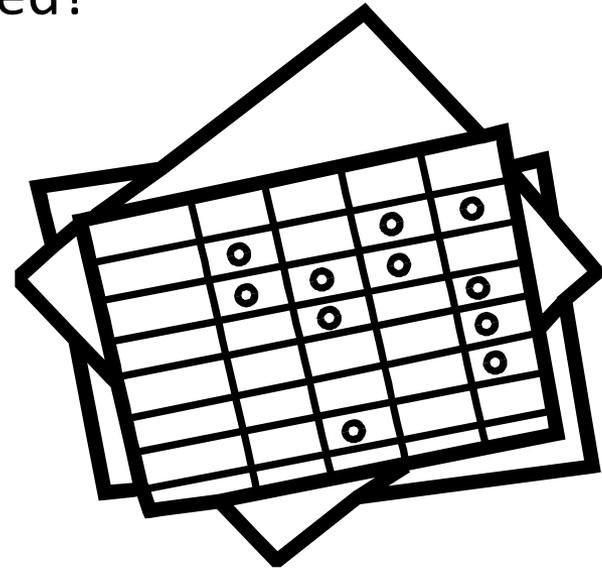
•**Standards-Based Activity:** Sara will receive instruction using a model of an atom that shows protons, neutrons, and electrons with a peer helper or adult. Using an eye gaze strategy, she will identify the parts of the atom.

•**Targeted Skill:** Sara will identify the three parts of an atom using an eye-gaze strategy.

6. Think About What Data to Collect

A data collection chart must be included in all entries.

- What kind of data is most appropriate for the task?
- How will the evidence be displayed?



Data Collection Chart

Student Name: [REDACTED]		Learning Strand: B.13.1 Identify the roles of plants in the ecosystem: Plants make food and oxygen, provide habitats for animals, make and preserve soil, and provide thousands of useful products for people (e.g., energy, medicines, paper, and resins).					
Targeted Skill: The student will identify products that are derived from plants.							
Observable, measurable target student behavior:	Baseline Date	Feb 5, 15 Date:	Feb 12, 15 Date:	Feb 18, 15 Date:	Feb 23, 15 Date:	Feb 26, 15 Date:	Mar 3, 15 Date:
1.	+	-	+	-	+	+	+
2.	-	-	-	+	-	+	+
3.	-	-	-	+	+	+	-
4.	-	+	-	-	+	+	+
5.	-	+	+	+	+	-	+
Total Accurate:	1/5	2/5	2/5	3/5	4/5	4/5	4/5
Percent Accurate:	20%	40%	40%	60%	80%	80%	80%

KEY:

+ = Accurate response

- = Inaccurate response

7 & 8. Identify and Collect Corroborating Evidence

- In addition to a data chart, **6** pieces of corroborating evidence (student work samples) are required for each Science strand.
- **All evidence *must* clearly demonstrate student work on the targeted skill and have the student's name, date, and document the accuracy level recorded as a percentage to be accepted for portfolio scoring.**

Paper-based evidence must:

- Be connected to the targeted skill
- Show evidence of the grade level standard
- Be originals whenever possible
- Represent the student's communication level

Student Corroborating (Work) Evidence

Name _____

Date: 2/9/15

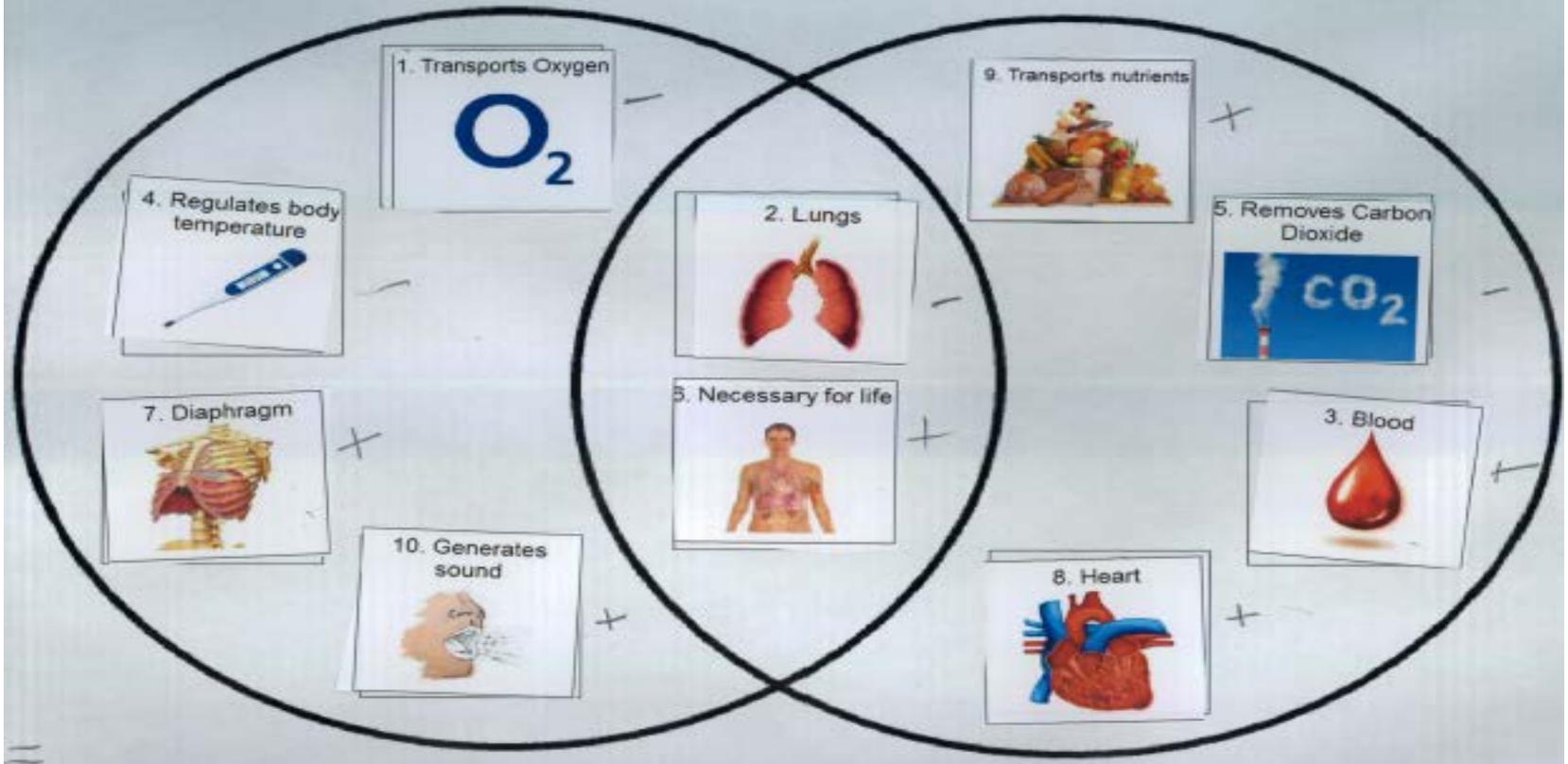
Standard B.14.1

Targeted Skill: Using a Venn Diagram, student will compare two of the major systems of the body.

$6/10 = 60\%$

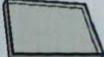
Respiratory System

Circulatory System



Student Corroborating (Work) Evidence

Name: _____ Accuracy: 3/5 100%
Date: _____
Standard: B.13.1 2/18/15
Targeted Skill: The student will identify products that are derived from plants.

1.	frying pan 	paper towels 	plastic wrap 
2.	measuring cup 	light bulb 	T-shirt 
3.	brown bag 	cookie sheet 	frying pan 
4.	plastic wrap 	measuring cup 	medicine 
5.	light bulb 	bread 	cookie sheet 

Student Corroborating (Work) Evidence

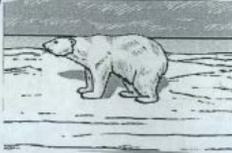
Targeted Skill: Match animal to its habitat,

Life Science 5.12.4 Explain that organisms fit enough to survive in a particular environment will typically produce offspring fit enough to survive and reproduce in that particular environment. Over time, these inherited characteristics are carried as the prominent forms.

Name: [Redacted] 2-27-2014

Directions: Match the animal to its habitat.

40%

	Alpine ✓
	Savanna ✓
	Tundra ✓
	Rainforest ✓
	Taiga ✓

Unmatched habitats: Coral Reef, Desert, Kelp Forest, Prairie, Wetland

Corroborating Evidence: Photographs

Photographic evidence must:



- Include a parent/guardian release form
 - To be placed in Section 1 of portfolio contents
- Clearly demonstrate the student working on the targeted skill and grade level standard
 - Student work is visible
 - Student interaction with materials, peers, or school staff is visible
- Contain a caption with the student name, date and score received
 - A brief narrative to explain the action in the photo can be included

Corroborating Evidence: Videotape or Audiotape

Video or audio evidence must:

- Include a parent/guardian release form
- Clearly demonstrate the student working on targeted skill and grade level standard
- Use standard VHS tape or transfer to CD/DVD
- Include at least 3 tapings of the same targeted skill
- Have segments less than 1 minute in length (editing is permitted)
- Contain a Videotape/Audiotape Evaluation Script (in Appendix B)
- Be labeled and attached securely to the portfolio binder



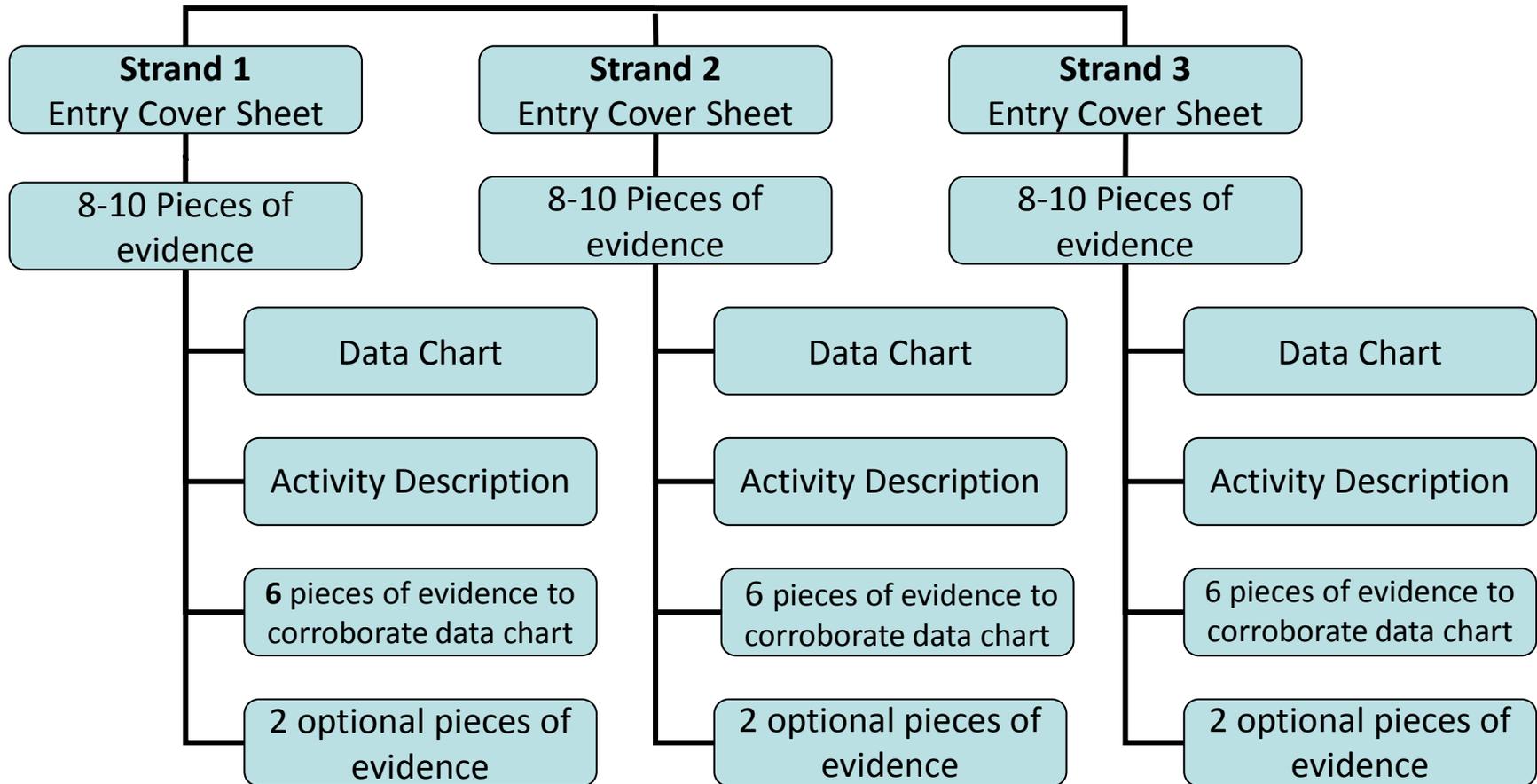
9. Submit the Portfolio

Return shipping materials and instructions will be made available in Spring 2016.



Portfolio Components

DC Science Alt Portfolio



DC Science Alt Required Portfolio Components

- **Standard Three-Ring Binder**
- **Table of Contents**
- **Section 1**
 - **Learner Characteristics Profile (LCP)**
 - **Parent Validation**
 - **Administrator Validation**
 - **Permission to Photograph or Audio/Videotape (optional)**
- **Section 2**
 - **3 Science Entries in each portfolio**
 - **Grades 5, 8, and Biology**

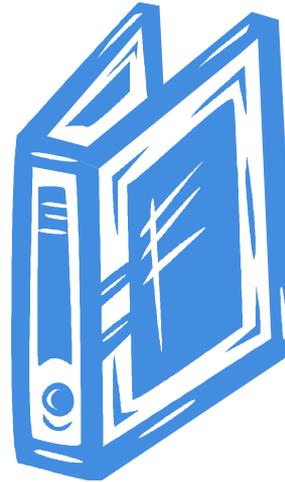
Standard 3-Ring Binder

All student portfolios will be compiled in a standard 3-ring binder

- The test administrator will provide binders to LEAs in Spring 2016
- LEAs are welcome to use any standard binder for portfolio entries

Contact your LEA DC CAS-Alt Coordinator for additional binders as needed in Spring 2016.

NOTE: Do not use staples on any portfolio entry contents.



Portfolio Table of Contents

- The first page in the portfolio binder
- Identifying Information – helps scorers verify portfolio contents
 - Student name
 - Nickname (if applicable)
 - Date of Birth
 - Enrolled Grade Level
 - Student Identification Number
 - Attainment or Progress model
- Page numbering – helps organize the portfolio and gives scorers a sense of its size and complexity



Portfolio Table of Contents

SECTION 1

Page(s)

- | | |
|--|-----------------|
| <input type="checkbox"/> Learner Characteristics Profile | <u>1 - 3</u> |
| <input type="checkbox"/> Parent Validation | <u>4</u> |
| <input type="checkbox"/> Administrator Validation | <u>5</u> |
| <input type="checkbox"/> Permission for Photo/Audio/Video (optional) | <u> </u> |

SECTION 2 Science (Add codes for the standards)

- | | |
|---|---------------|
| Science Strand 1 <u>Matter and Reactions 8.3.2</u> | <u>7 - 15</u> |
| <input type="checkbox"/> Evidence - number of pieces <u>7</u> | |
| <input type="checkbox"/> Entry Cover Sheet see page 6 | |

Section 1

- **Learner Characteristics Profile (LCP) - REQUIRED**
 - Locate in Appendix A or download from website
 - Place original in the portfolio
 - Will always be page 1 in the portfolio
- **Parent Validation Form - REQUIRED**
 - Locate in Appendix B or download from website
 - Provide documentation if no parent signature
 - Place original in portfolio
- **Administrator Validation Form - REQUIRED**
 - Locate in Appendix B or download from website
 - Principal/Director signature is required
- **Parent Permission to Photograph, Audiotape or Videotape**
 - Optional form – use as needed

Section 2: Standards-Based Science Entries

Entry Cover Sheet – REQUIRED

- Provide all requested information.
- Information for all three selected standards can be presented on one sheet or included or included with each standard separately.
- Entry will score a 0 for all dimensions if the Entry Cover Sheet is missing or incomplete.

Data Collection Sheet - REQUIRED

- All requested information must be provided, including a legend or key.
- **There must be a minimum of 7 data points – 1 baseline point and 6 additional data points.**
- Entry will score a 0 for all dimensions if the Data Collection Sheet is missing or incomplete.

Section 2: Standards-Based Science Entries Components (continued)

Activity Description - REQUIRED

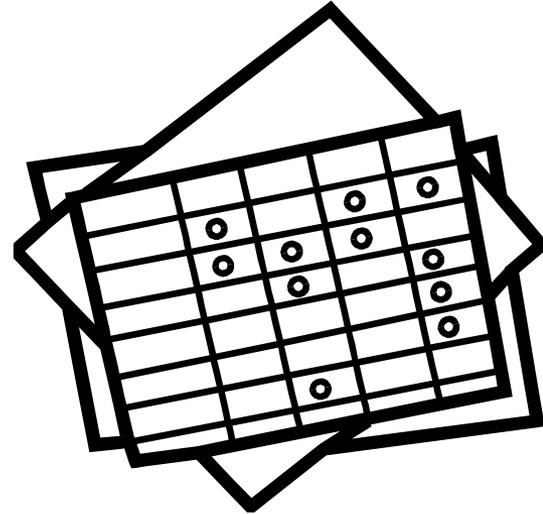
- Explains the activity related to the targeted skill.
- Lists the supports provided for the student to enable independent responses.
- Entry will receive a score of 1 for Supports if the Activity Description is missing.

Corroborating Evidence - REQUIRED

- Entry must contain at least 6 and no more than 8 pieces of accompanying work evidence.
- Dates on corroborating evidence must match dates on Data Collection Sheet.
- Entry will score a 1 for all dimensions if the work evidence is missing incomplete, or cannot be used.

Data Collection

A data chart/graph/table is required for each entry (samples in Appendix B).



Protocol:

- **Collect one data point prior to instruction** (without prompts) to establish a baseline or starting point. The baseline data point must be at or below 50% for all students
- **Collect at least 6 additional data points over time** (each conducted on a different date).

Sample Data Collection Sheet

Data Sheet Correct/Incorrect

Student Name: _____

Standard Code: _____

Specific Behavior to be Measured	Dates (M/D/Y)									
	Baseline									
Targeted Skill: _____ Trial	1									
	2									
	3									
	4									
	5									
	6									
	7									
	8									
	9									
	10									
Performance Summary (%)										
Comments										
Key: Accuracy + Correct and Independent — Incorrect										

Developing an Entry: Assessment Administration Protocols

Independent and accurate student performance is the goal in this assessment

Setting Event – the physical placement of the student in a position that allows him/her to demonstrate the skill, *or* providing task direction

Support – adaptations, modifications, assistive technology, and /or instructional aides

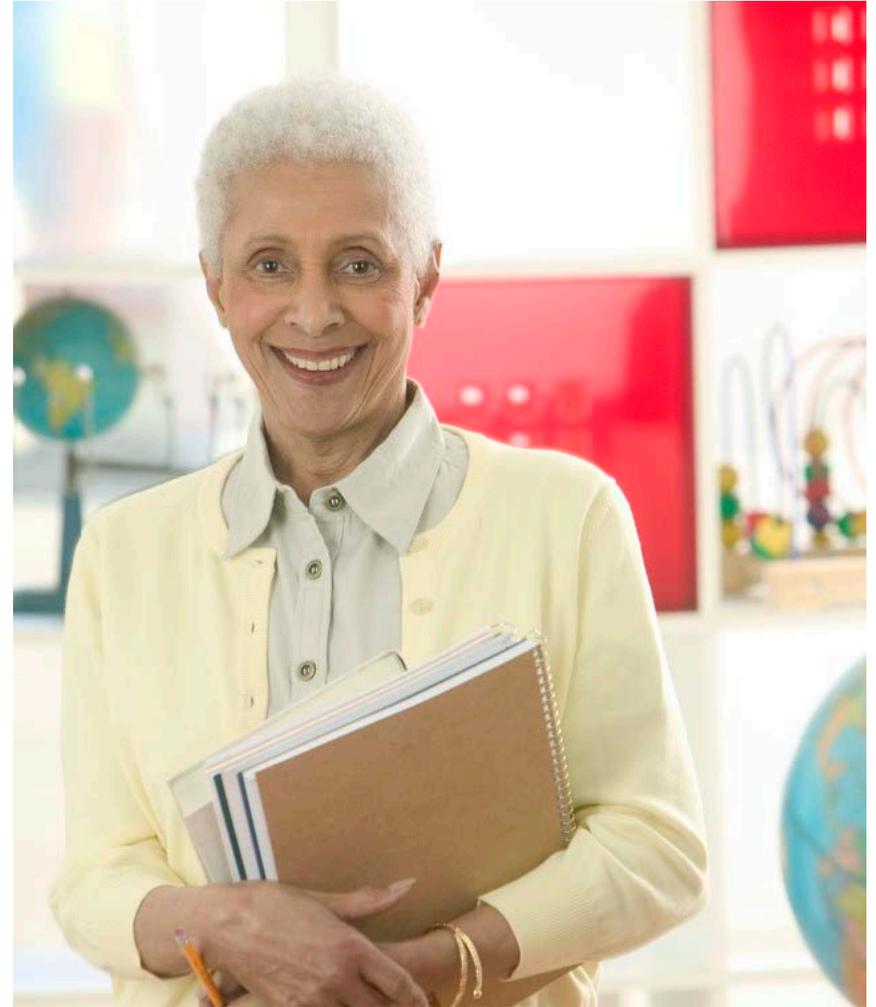
Setting events and supports are documented on the Activity Description form found in Appendix B. This is a required part of each entry.

Data Collection Procedures

DO	DON'T
Use supports, setting events, and verbal redirection (e.g., “Think about what we practiced,” “Check your answer.”).	Conduct multiple probes on the same day.
Provide assessment task direction (i.e., “point to the _____”; “read the _____.”	Score responses as correct if they are not performed independently.
Provide the student with the instructional and assessment materials (e.g., book, math manipulatives) necessary to demonstrate the targeted skill.	Exclude incorrect responses from the session.
Provide a minimum of three possible answers if the student is responding to multiple choice [i.e., 2 distracters (incorrect answers) along with the correct choice].	Provide any supports that will tell, show or physically guide the student to the correct response.
Observe the student at a different time if the session is interrupted with medical or behavioral issues.	Provide the student the answer in the assessment/test condition.

Additional Data Protocols

- Tailor activities and worksheets to the needs of each student
- Correctly score the work being submitted
- Use the correct date that the activity was completed and make sure it matches the data sheet
- Only submit portfolio evidence completed by the student



All student work evidence must include



- Student name – first and last
- Dates (month/day/year)
- Targeted skill
- The alpha-numeric code for the standard
- A score representing the student's performance of the targeted skill expressed as a percentage

Scoring Criteria

Scoring the DC CAS-Alt

The DC CAS-Alt is scored on three dimensions:

- **Performance** This dimension is used to evaluate student progress toward achieving the targeted skills related to DC content standards.
- **Level of Complexity** This dimension is used to determine the depth of knowledge of the targeted skills according to Bloom's Taxonomy.
- **Supports** This dimension is used to measure the degree to which the supports provided the student are appropriate, meaningful, and allow access to grade-level learning standards.

Scoring Rubric

2015-2015 Procedures Handbook p.28; Appendix C

Performance		Targeted skill is not clearly linked to the grade-level learning standard. OR baseline begins over 50%	Student performance of the targeted skill is primarily inaccurate.	Student performance of the targeted skill is limited or inconsistent.	Student performance of the targeted skill is mostly accurate.	Student performance of the targeted skill is accurate and consistent.
Attainment	Progress (% points above baseline)		(0 – 40% accurate)	(41 – 74% accurate)	(75 – 89% accurate)	(90 – 100% accurate)
			0 -9%	10 – 24%	25 –49%	50% & over

Level of Complexity	Entry reflects no basis in the DCPS grade-level learning standards in this strand.	Student is working on “access skills” only within grade-level standard based instruction in this strand.	Student work reflects that grade level expectations have been modified to a lower cognitive demand for the student in this strand.	Student work reflects part of the cognitive demand of the grade level expectation in this strand.	Student work reflects the same cognitive demand as the grade level expectation in this strand (may reflect a different level of complexity/difficulty).
Supports	No evidence of materials or adaptations that link to the student’s learning profile	Materials and adaptations reflect the student’s learning profile, but activities and/or materials are not age-appropriate	Age appropriate materials and adaptations reflect the student’s learning profile, but are not clearly linked to the demonstration of the targeted skill	Age appropriate materials and adaptations are clearly linked to the student’s learning profile and the demonstration of the targeted skill, but not to grade level learning standards	Age appropriate materials and adaptations are clearly linked to the student’s learning profile, the demonstration of the targeted skill and the grade-level learning standards

Performance Guiding Questions

		1	2	3	4	5
Performance		Targeted skill is not clearly linked to the grade-level learning standard.	Student performance of the targeted skill is primarily inaccurate.	Student performance of the targeted skill is limited or inconsistent.	Student performance of the targeted skill is mostly accurate.	Student performance of the targeted skill is accurate and consistent.
	Attainment		(0 – 40% accurate)	(41 – 74% accurate)	(75 – 89% accurate)	(90 – 100% accurate)
	Progress (% points above baseline)	0 -9%	10 – 24%	25 –49%	50% & over	

1. Is the targeted skill clearly linked to the essential and prioritized skill and grade-level standard?
2. Was the baseline score at or below 50%?

Errors in Documenting Performance

The entry contains **insufficient data**:

- No name/date(s) on the data sheet or corroborating evidence
- No data collection sheet
- Less than 7 data points on the data sheet
- No corroborating evidence to support the data sheet
- Not enough corroborating evidence to score a single piece of student work evidence due to
 - Evidence of cueing/clueing responses
 - Presenting fewer than 3 multiple choice options
 - Incorrectly graded work samples

Errors in Documenting Performance (continued)

- No link between the targeted skills and the grade-level learning standard
- LCP is missing or contains incorrect determination of performance dimension
- Learning standard presented is not included on the list of possible grade-level learning standards (Appendix D)



Complexity Guiding Questions

Level of Complexity	Entry reflects no basis in the DC grade-level learning standards in this strand.	Student is working on “access skills” only within grade-level standard-based instruction in this strand.	Student work reflects that grade-level expectations have been modified to a lower cognitive demand for the student in this strand.	Student work reflects part of the cognitive demand of the grade-level expectation in this strand.	Student work reflects the same cognitive demand as the grade-level expectation in this strand (may reflect a different level of complexity/difficulty).
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1. Is the entry linked to the essential skill and grade level standard?
2. What is the cognitive demand of the grade-level learning standard?
3. Is the student working on a targeted skill at the same cognitive demand (complexity)?
4. Is the targeted skill an access skill or an introductory skill?

Access vs. Introductory Skills

Access skill example

- A student learning to activate a Big Mac switch - when asked, “Which is a desert habitat?” the student is given a switch with a picture of a desert climate.

No expectation to choose the correct response – the student is simply provided with a verbal message.

Introductory skill example

- Identifying the periodic table versus finding an element on a periodic table or distinguishing between a family and a period on the table

Level of Complexity

5.5.1: Describe the Earth as part of a system called the solar system, which includes the sun (a star), planets, comets, asteroids, and many moons.

Essential and Prioritized Skill (from Entry Points): Explain what a solar system is and how the Earth fits into it (the Earth as part of a system called the Solar System.)

- **Non-example of Targeted Skill – Level 1:**
 - The student will identify the term “Outer Space.”
- **Example of Targeted Skill – Level 2:**
 - When presented with a photograph or graphic of Earth, the student will activate a switch.
- **Example of Targeted Skill – Level 3:**
 - The student will identify the Earth when presented with a diagram of our solar system.

Level of Complexity (continued)

5.5.1: Describe the Earth as part of a system called the solar system, which includes the sun (a star), planets, comets, asteroids, and many moons.

Essential and Prioritized Skill (from Entry Points): Explain what a solar system is and how the Earth fits into it (the Earth as part of a system called the Solar System.)

- **Non-example of Targeted Skill – Level 4:**
 - The student will sequence the order of planets in our solar system based on their distance from the Sun.
- **Example of Targeted Skill – Level 5:**
 - The student will describe the properties of a solar system.

Errors in Documenting Complexity



- Entry contains **insufficient data**
- No link between the targeted skills and the grade-level learning standard
- Learning standard is not from the correct strand
- Learning standard presented is not included on the list of possible grade-level learning standards (Appendix D)

Supports Guiding Questions

Supports	No evidence of materials or adaptations that link to the student's learning profile	Materials and adaptations reflect the student's learning profile but activities and/or materials are not age-appropriate.	Age-appropriate materials and adaptations reflect the student's learning profile but are not clearly linked to the demonstration of the targeted skill.	Age appropriate materials and adaptations are clearly linked to the student's learning profile and the demonstration of the targeted skill but not to grade-level learning standards.	Age-appropriate materials and adaptations are clearly linked to the student's learning profile, the demonstration of the targeted skill, and the grade-level learning standards.
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1. Is there evidence that adaptations/modifications were made?
2. Are the supports used directly linked to the student's LCP?
3. Are they age appropriate?
4. Does the student make any progress?

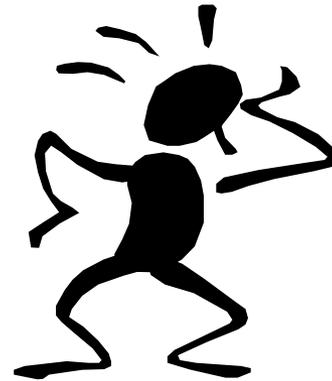
Supports Guiding Questions

Supports	No evidence of materials or adaptations that link to the student's learning profile	Materials and adaptations reflect the student's learning profile but activities and/or materials are not age-appropriate.	Age-appropriate materials and adaptations reflect the student's learning profile but are not clearly linked to the demonstration of the targeted skill.	Age appropriate materials and adaptations are clearly linked to the student's learning profile and the demonstration of the targeted skill but not to grade-level learning standards.	Age-appropriate materials and adaptations are clearly linked to the student's learning profile, the demonstration of the targeted skill, and the grade-level learning standards.
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5. Are the supports connected to the demonstration of the targeted skill (e.g., academic supports for academic skills)?
6. Do the supports promote the demonstration of grade-level learning expectations (e.g., using academic supports is the student able to work toward grade-level standards ***that have not been modified to a lower cognitive demand***)?

Errors in Documenting Supports

- Entry contains **insufficient data**
- LCP is missing
- Activity Description is missing
- Learning standard presented is not included on the list of possible grade-level learning standards (Appendix D)
- Age-inappropriate materials or activities are used



Entry Cover Sheet

Entry Cover Sheet/Science (Biology)

Student: _____ School Year: 2014-2015

Strand: <i>Biology</i>	Learning Standard: B.4.3 Describe the organelles that plant and animal cells have in common (e.g., ribosomes, golgi bodies, endoplasmic reticulum) and some that differ (e.g., only plant cells have chloroplasts and cell walls).
Sub-Strand: <i>Cell Biology and Biochemistry</i>	Standards Based Activity: _____ was given 10 pictures of plant and animal cells and had to sort them into their respective category. Targeted Skill: Given 10 pictures of cells, student will sort them into plant and animal cells.
Strand: <i>Biology</i>	Learning Standard: B.8.2 Explain how the genetic information in DNA molecules provides the basic form of instructions for assembling protein molecules and that this mechanism is the same for all life forms.
Sub-strand: <i>Genetics and Evolution</i>	Standards Based Activity: Given 8 pictures of molecules, _____ will explain that DNA molecules instruct assembly of protein molecules in all life forms. Targeted Skill: Student will distinguish between a DNA molecule and a protein molecule (using pictures or models).
Strand: <i>Molecular Organisms</i>	Learning Standard: B.13.1 Identify the roles of plants in the ecosystem: Plants make food and oxygen, provide habitats for animals, make and preserve soil, and provide thousands of useful products for people (e.g., energy, medicines, paper, and resins).
Sub-strand: <i>Plants and Animals</i>	Standards Based Activity: Given a field of 3, _____ was asked to identify and stamp the item from that field is derived from a plant. Targeted Skill: The student will identify products that are derived from plants.

Data Collection Sheet

Student Name: [Redacted]	Learning Strand: B.13.1 Identify the roles of plants in the ecosystem: Plants make food and oxygen, provide habitats for animals, make and preserve soil, and provide thousands of useful products for people (e.g., energy, medicines, paper, and resins).
-----------------------------	---

Targeted Skill: The student will identify products that are derived from plants.

Observable, measurable target student behavior:	Baseline Date	Feb 5, 15 Date:	Feb 12, 15 Date:	Feb 18, 15 Date:	Feb 23, 15 Date:	Feb 26, 15 Date:	Mar 3, 15 Date:
1.	+	-	+	-	+	+	+
2.	-	-	-	+	-	+	+
3.	-	-	-	+	+	+	-
4.	-	+	-	-	+	+	+
5.	-	+	+	+	+	-	+
Total Accurate:	1/5	2/5	2/5	3/5	4/5	4/5	4/5
Percent Accurate:	20%	40%	40%	60%	80%	80%	80%

KEY:

+ = Accurate response

- = Inaccurate response

Activity Description

ACTIVITY DESCRIPTION

Student Name: _____

Date(s) Feb 2, 2015 - Mar 3, 2015

Page Number(s): 28-34

Brief Description of Activity: Given a field of 3 items.

_____ was asked to identify the item that is derived from a plant. After the item is identified, she stamped it with a dotter.

Supports: Provide a detailed and specific list of the supports provided the student that promoted independent responses to the task. Think about what modifications in setting, task presentation, and student response were used. Also consider what strategies were used to ensure student involvement in the task.

Check all that apply below and add any other supports and/or strategies used by the student during instruction and assessment that promoted independent access to learning and the general curriculum.

Note: This is not meant to be an exhaustive list of possible supports.

- | | |
|---|--|
| <input type="checkbox"/> Body positioning | <input type="checkbox"/> Scribe |
| <input checked="" type="checkbox"/> Limited distractions | <input type="checkbox"/> Bolded/highlighted key words |
| <input type="checkbox"/> Manipulatives | <input type="checkbox"/> Sentence starter |
| <input type="checkbox"/> Modified (shortened/simplified) text | <input type="checkbox"/> Digital/electronic text |
| <input type="checkbox"/> Graphic Organizer | <input type="checkbox"/> Communication device |
| <input type="checkbox"/> Number/letter stamp | <input type="checkbox"/> Voice recognition software |
| <input type="checkbox"/> Reader (while student follows along with pictures, signs, textures, objects) | <input checked="" type="checkbox"/> Markers or other large writing tools
<u>dotters</u> |

Other strategies and tools:

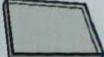
Corroborating Evidence (Student Work Evidence)

Name: _____ Accuracy: 115 20% Basell
Date: _____
Standard: B.13.1 212115
Target Skill: The student will identify products that are derived from plants.

1.	frying pan 	paper towels 	plastic wrap 	+
2.	measuring cup 	light bulb 	T-shirt 	-
3.	brown bag 	cookie sheet 	frying pan 	-
4.	plastic wrap 	measuring cup 	medicine 	-
5.	light bulb 	bread 	cookie sheet 	-

Corroborating Evidence (Student Work Evidence)

Name: _____ Accuracy: 3/5 100%
Date: _____
Standard: B.13.1 2/18/15
Targeted Skill: The student will identify products that are derived from plants.

1.	frying pan 	paper towels 	plastic wrap 
2.	measuring cup 	light bulb 	T-shirt 
3.	brown bag 	cookie sheet 	frying pan 
4.	plastic wrap 	measuring cup 	medicine 
5.	light bulb 	bread 	cookie sheet 

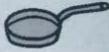
Corroborating Evidence (Student Work Evidence)

Name: _____ Accuracy: 4/5 80%
Date: _____
Standard: B.13.1 2/20/15
Targeted Skill: T1 _____ student will identify products that are derived from plants.

1.	frying pan 	paper towels 	plastic wrap 	+
2.	measuring cup 	light bulb 	T-shirt 	+
3.	brown bag 	cookie sheet 	frying pan 	+
4.	plastic wrap 	measuring cup 	medicine 	+
5.	light bulb 	bread 	cookie sheet 	-

Corroborating Evidence (Student Work Evidence)

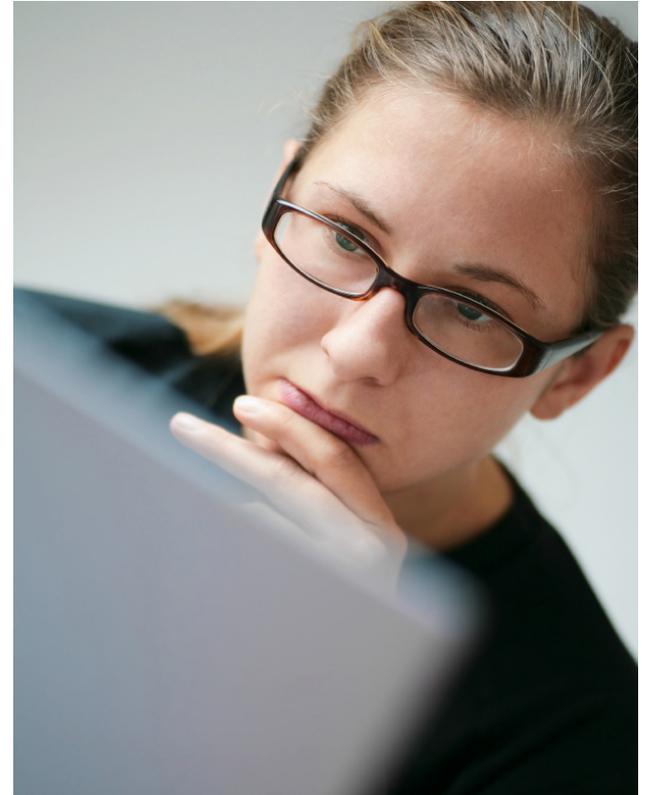
Name: _____ Accuracy: 4/5 80%
Date: _____
Standard: B.13.1 3/3/15
Targeted Skill: The student will identify products that are derived from plants.

1.	frying pan 	paper towels 	plastic wrap 	+
2.	measuring cup 	light bulb 	T-shirt 	+
3.	brown bag 	cookie sheet 	frying pan 	-
4.	plastic wrap 	measuring cup 	medicine 	+
5.	light bulb 	bread 	cookie sheet 	+

Condition Codes

The technical adequacy of the portfolio is as important as the quality of work and effort students bring to school every day.

Having even one of three required entries receive a condition code during scoring has a significant and adverse effect on the proficiency rating for science.



Condition Codes

How codes are scored for an entry:

Code	Perf	Com	Sup
N1	0	0	0
N2	0	0	0
N3	0	0	0
N4	0	0	0
CA	1	Score	Score
CB	1	Score	Score
CC	1	1	1

Code Descriptions

- N1 Security Breach
- N2 Missing Entry
- N3 Insufficient Evidence
 - No name/date on the data chart or student work
- N4 Insufficient Evidence
 - Missing Entry Cover Sheet
 - Entry Cover Sheet incomplete
- CA Missing/Incomplete LCP
- CB Wrong performance dimension chosen
- CC Standard not one the student's identified grade level

Condition Codes

How codes are scored for an entry:

Code	Perf	Com	Sup
CD	1	1	1
CE	1	1	1
CF	1	1	1

Code Descriptions: Insufficient Data

- CD - No data chart
 - Not enough data on the data chart
- CE - Not enough scoreable work evidence
- CF - No percentage score recorded
 - Scores/dates do not match data
 - No alphanumeric code on work evidence
 - Targeted skill not listed on work evidence

Condition Code CD

Data collected on 3/9 and 3/10 are not counted as they are beyond the data collection window. This leaves only 5 data collections that can be scored.

Data Sheet **SY 2014-2015**

Student Name: **Standard Code: 5.12.4**

Targeted Skill: Explain survival and inherited characteristics.

Dates (M/D/Y)

Steps or Trials	Baseline						↓	↓	
	02/20/15	02/25/15	02/27/15	03/2/15	03/03/15	03/04/15	03/09/15	03/10/15	
1 desert/rattlesnake	-	+	-	+	+	+	+	+	
2 ocean/killer whale	-	-	+	+	+	+	+	+	
3 polar/arctic fox	-	-	+	+	+	+	+	+	
4 rainforest/jaguar	-	-	-	+	+	+	+	+	
5 farm/cow	+	+	+	+	+	+	+	+	
6 river/alligator	-	-	-	+	+	+	+	+	
Total Correct	1	2	3	6	6	6	6	6	
Performance Summary (% of correct answers)	16.66%	16.66%	66.66%	83.33%	100%	100%	100%	100%	
Comments									

Accuracy
+ Correct
-Incorrect or Prompted

Condition Code CD

Not enough data points on the Data collection chart. There are only 4 data collection points after the baseline data collection. There must be 6.

Data Collection Sheet

Student Name: _____ Standard Code: 5.5.1

Targeted Skill: Student will identify the order of the planets in the solar system.

Specific Skill to be Measured	Dates (M/D/Y)					
	BASELINE 01/27/15	01/28/15	02/02/15	02/03/15	02/19/15	
Targeted Skill: Student will identify the order of the planets in the solar system.	#1	-	+	+	+	
	#2	-	+	+	+	
	#3	-	+	-	+	
	#4	-	+	-	-	+
	#5	-	+	-	-	+
	#6	-	+	+	-	+
	#7	-	+	-	-	+
	#8	-	+	-	-	+
Performance Summary (%)		0%	100%	36%	36%	100%

Key: Accuracy
 [+] Correct and independent [-] Incorrect

Condition Code CF

Targeted skill is not specified on the evidence.

Name: _____ Date: 2/25/15

Science and Technology 5.2.1: Recognize and describe how results of similar scientific investigations may turn out differently because of inconsistencies in methods, materials, and observations, or because of limitations of the precision of the instruments used.

Directions: Fill in the missing steps of the scientific method. Cut and paste the correct answer.

Scientific Method

1 **Experiment**
Test your question by doing an experiment.

2 **Question**
What do you want to learn?

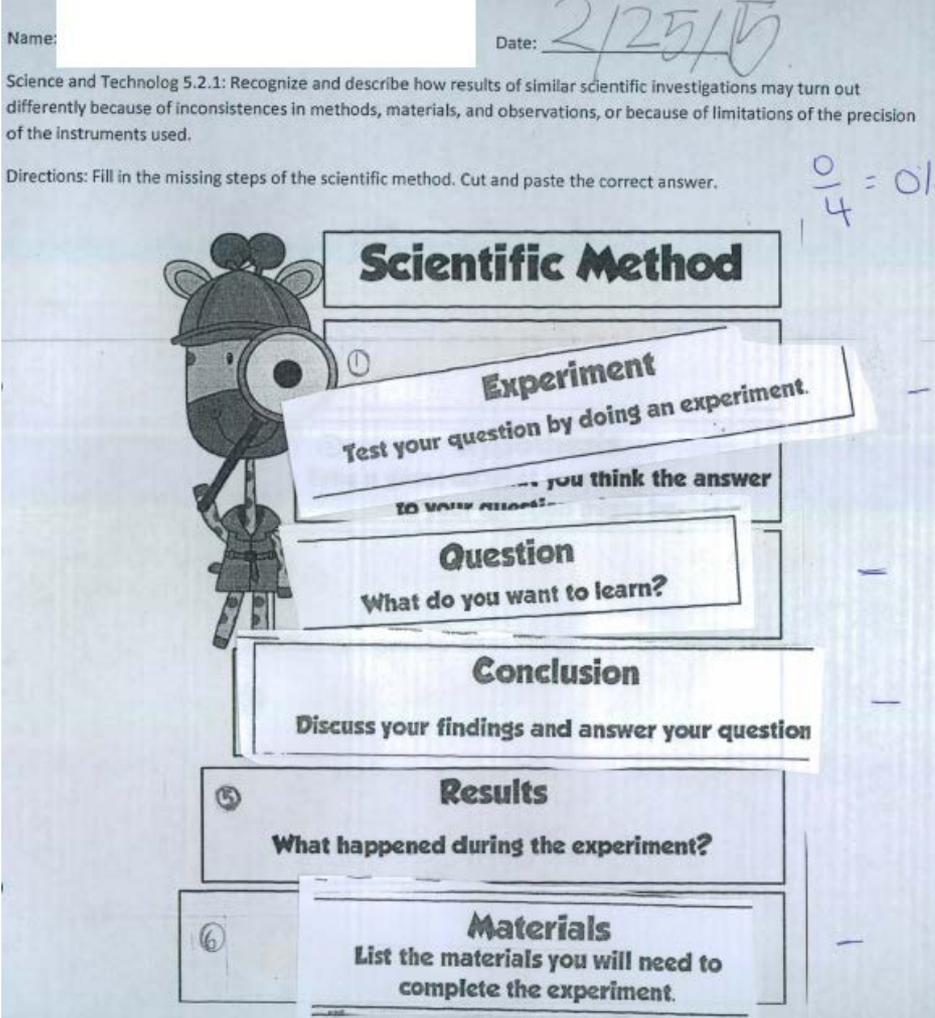
3 **Conclusion**
Discuss your findings and answer your question.

4 **Results**
What happened during the experiment?

5 **Materials**
List the materials you will need to complete the experiment.

6

$\frac{0}{4} = 0!$



Condition Codes

How codes are scored for an entry:

Code	Perf	Com	Sup
CG	1	1	1
CH	1	1	1
CI	1	1	1
CJ	Score	Score	1
CK	1	Score	Score

Code Descriptions

- CG Strand used more than once
- CH Standard not one of the possible standards
- CI Student work is not aligned to the targeted skill, strand, OR the standard
- CJ Missing Activity Description Sheet
- CK Baseline over 50%

DC Science Alt Timeline 2015-2016



DATE	ACTIVITY
By October 30, 2015	Complete Alternate Assessment Eligibility Application
By December 8, 2015	Enter Student Data into SEDS
By January 15, 2016	Complete the Learner Characteristics Profile Complete Participation Determination Form Send Parent Acknowledgement Form
TBA January 2016	Assessment window closes
Spring 2016	Portfolio submission instructions made available Return shipping packets received in schools

For more information

Local Contacts:

Your Building DC Science Alt Coordinator

Your LEA DC Science Alt Coordinator

OSSE Contact:

Nikki Stewart

Manager, Assessment Development & Education

Nikki.Stewart@dc.gov

Questions?

