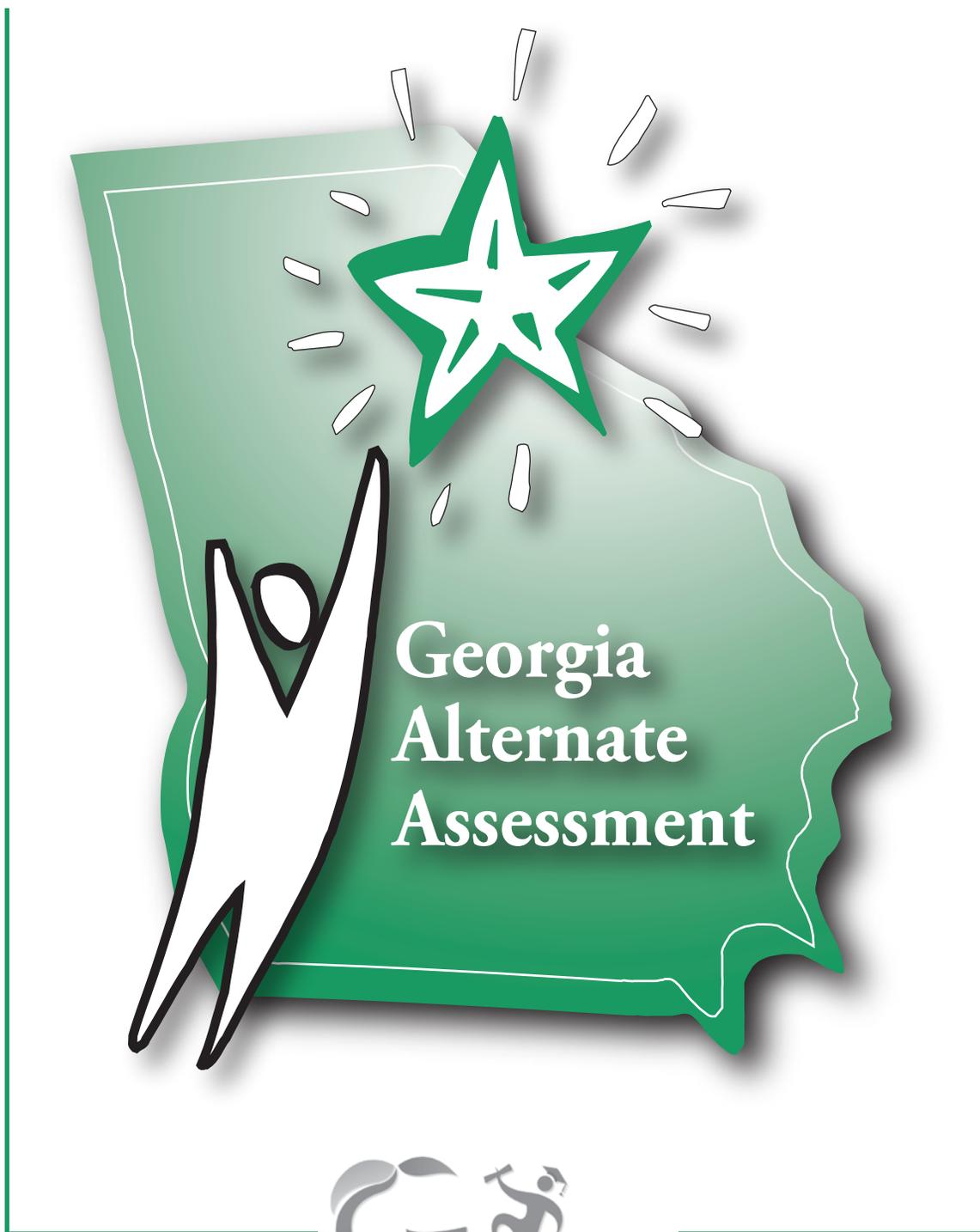


STUDENT SAMPLES RESOURCE GUIDE

2017 – 2018



Please Note: This document may be occasionally updated with additional samples. The samples include a variety of grades, content areas, and access level evidence.

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SAMPLE 1: ENGLISH LANGUAGE ARTS

SAMPLE 1

Grade:	4	Writing (W)
Standard:	ELAGSE4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Element/Indicator:	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Fidelity to Standard: 2

All 4 assessment tasks (producing informational writing including appropriate facts and details) are aligned to the content standard. Some aspects of the element/indicator have not been covered, but the student work addresses academic content at an entry level.

Context: 4

The materials and writing topics are grade appropriate. The student work reflects a purposeful real-world application as the final task documents the actual procedure followed by the student to sell, make, and deliver Valentine's Day cards throughout the school.

Achievement/Progress: 4

The student work is completed with a significant increase in accuracy from Collection Period 1 to Collection Period 2. The student improves from an average of 17% accuracy across both tasks in Collection Period 1 to 100% accuracy on both tasks in Collection Period 2. The tasks increase in complexity in a number of ways as the student goes from ordering 6 sentence strips in each of the Collection Period 1 tasks to 12 and 7 sentence strips in Collection Period 2. In the second collection period, she also completed the sentences before ordering them and chose the correct sentences from among several distractors. The type and frequency of prompting also decreased as the student went from needing frequent verbal prompting in the first collection period to needing only 1 verbal cue on one CP2 task and completing the other task independently. With notable increases in accuracy, complexity, and level of independence, the student demonstrates **exceptional** Achievement/Progress.

SAMPLE 1: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 4

ELA

Entry 2

Student Name: Sample Student Age: 10

Entry Sheet Completed by:
Special Education Teacher

Strand/Domain: Writing (W)

Standard: ELAGSE4.W.2

Description: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Element/Indicator: b.

Description: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

G produced informational writing about various real-world topics including appropriate facts and details.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 1: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 4

ELA

Entry 2

Collection Period 1: Primary Evidence

Date: 01/06

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

G was to write about tornado drill using appropriate facts and details.

Collection Period 1: Secondary Evidence

Date: 01/17

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

G was to write about a class CBI shopping trip using appropriate facts and details.

Collection Period 2: Primary Evidence

Date: 02/06

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

G was asked to select appropriate details to complete each sentence and then she had to select appropriate facts and details to write about our trip to Walmart.

Collection Period 2: Secondary Evidence

Date: 02/14

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

G was to write about the procedure for selling Valentine suckers to general ed peers. She was to use appropriate facts and details.

SAMPLE 1: ENGLISH LANGUAGE ARTS

G

1-6

Special Ed Classroom – verbal prompting from teacher

1/6 correct -

To prepare for tornado drill, we discussed the appropriate procedure.

Activity: write using appropriate facts and details about what we do if we have a tornado or tornado drill.

Strips were placed in pairs (one correct and one incorrect) and student had to select the appropriate one in each pair to put on her writing paper. She was told to use only facts and details about a tornado drill. Strips were read to her.

SAMPLE 1: ENGLISH LANGUAGE ARTS

Frequent Verbal Prompting
Accuracy 1/6- 17%



Tornado Drill



1-6

1/6 correct

visit with other friends while outside



Go into the hall.



Talk as much as you want



play basketball



run outside as fast as you can



Collection Period 1 – Initial Task
 Primary Evidence Secondary Evidence

Date 1-6

SAMPLE 1: ENGLISH LANGUAGE ARTS

G

1-17

Activity – Write about our CBI Grocery Shopping Trip using only correct facts and details about the trip.

Special Ed Classroom – teacher read material to her, gave her 2 to choose from at each time (one correct and one incorrect) and she glued them on her writing paper.

1/6 correct with constant prompting – however, it was in the wrong place.

SAMPLE 1: ENGLISH LANGUAGE ARTS

1-17
G

Grocery Shopping



1/6
connect

buy what you want



X

locate items



✓

walk to store



X

find your friends



X

get candy



X

run



X

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 1-17

SAMPLE 1: ENGLISH LANGUAGE ARTS

G

2-6

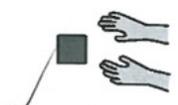
Special Education Classroom - worked/selected with minimal verbal cueing as teacher read sentences out loud.

Activity: G first completed the missing word of 12 sentences by gluing the appropriate word/detail to complete each sentence – she did this independently. Then she had to pick the sentences that include appropriate facts and details about our shopping trip to Walmart to put on her writing paper.

100% correct! G had minimal verbal cueing (1 to be exact) for picking the correct sentences.

SAMPLE 1: ENGLISH LANGUAGE ARTS

 **Make**  **a**  **list**   **of needed**  **groceries**

 **Get**  **on**  **bus**  **go**  **to**  **store.**

 **Locate**  **needed items**  **and**  **put**  **in**  **cart**

 **Wait**  **in**  **line**  **to**  **pay**  **cashier**

 **Give**  **money**  **to**  **cashier.**

 **Put**  **bags**  **in**  **cart.**

Collection Period 1 – Initial Task
 Primary Evidence Secondary Evidence
Date 2/6

SAMPLE 1: ENGLISH LANGUAGE ARTS

  &   
Take bags and get on bus

     
Put groceries *1 needed out* way in correct places.

   & 
Turn in change and receipt

26
100% correct!

G

SAMPLE 1: ENGLISH LANGUAGE ARTS

G

2-14

Special Education Classroom – Performed activity throughout entire school – went to every general education classroom and interacted with general education teachers.

Activity – For Valentine’s Day, my class sold Valentine suckers to all students in the school to make money for Relay for Life. Students could order for themselves or their friends. Each morning for a week, G walked with other classmates to each homeroom to collect money and orders. Then she helped make the Valentine cards. After that, on Valentine’s Day, she helped deliver all of the 489 Valentine suckers that we sold!

Once finished, she wrote about her procedure by placing the facts and details in the order that they occurred. Five statements were presented that were not correct facts –G did not pick any of them.

100% correct – teacher read statements to her – she picked independently.

SAMPLE 1: ENGLISH LANGUAGE ARTS

2-14 G 100%

✓     
Collect money for Valentine's suckers.

✓    
Write name on card.

✓    
Place sucker in card.

✓    
Wrap ribbon around sucker.

Collection Period 1 – Initial Task
 Primary Evidence Secondary Evidence
Date 2-14

Independent
Accuracy 100%

SAMPLE 1: ENGLISH LANGUAGE ARTS



Deliver Valentine suckers to classes.



Count money and turn in for



Relay for Life.

SAMPLE 2: ENGLISH LANGUAGE ARTS

SAMPLE 2

Grade: 5 Reading Informational (RI)

Standard: ELAGSE5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Element/Indicator: N/A

Fidelity to Standard: 2

All 4 assessment activities are aligned to the content standard. This standard has no indicators. The entry addresses parts of the standard (*main ideas and key details, but not summarizing the text*). Although the student work does not approach basic grade-level expectations, it does address academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful, simulated application.

Achievement/Progress: 2

The student's accuracy does not change. The student earns 100% on each of the four assessment tasks.

The complexity of the tasks increases because the student is given more questions, more answer choices, and different materials in the Collection Period 2 tasks.

The student's independence increases very slightly. The student receives continuous verbal, model, and partial physical prompting in the Collection Period 1 tasks, while he receives frequent verbal and gestural prompting in his Collection Period 2 tasks.

With the increases in complexity and independence which can be seen in this entry, the student demonstrates **some** Achievement/Progress.

SAMPLE 2: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 5

ELA

Entry 1

Student Name:

E

Age:

11

Entry Sheet Completed by:

L

Strand/Domain: Reading Informational (RI)

Standard: ELAGSE5.RI.2

Description: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Element/Indicator:

Description:

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

SAMPLE 2: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 5

ELA

Entry 1

Collection Period 1: Primary Evidence

Date: 10/14/2015

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The teacher read an adapted story about "A Home for Daisy". E answered 4 questions about the story. He was asked to choose the correct answer/picture symbol from a choice of 2.

Collection Period 1: Secondary Evidence

Date: 10/28/2015

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

E had to complete a worksheet relating to an adapted story that was read to him aloud by his teacher; titled Spiders. E answered 5 questions about the story; with a choice field of 2 and 3 answer choices.

Collection Period 2: Primary Evidence

Date: 01/21/2016

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The teacher read an adapted story to the class; Voting Begins. E was then given 6 questions to answer about the story (at least one pertaining to the main idea) with a choice of 3 answers per question.

Collection Period 2: Secondary Evidence

Date: 01/28/2016

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The teacher read an adapted storybook to the class; Winter. E and a grade level peer were then given 7 questions to answer about the story (at least one pertaining to the main idea) with a choice of 3 answers per question.

SAMPLE 2: ENGLISH LANGUAGE ARTS

GAA Annotation Sheet

Student: E

Date: 10-14-2015

Collection Period: 1

1-Initial/Baseline

2-Achievement/Progress

Primary Evidence

Secondary Evidence

Standard/Element:

Reading Informational (RI) ELAGSE5.RI.2

Determine two or more main ideas of a text and explain how they are supported by key details: summarize text

Description of Task Aligned to Standard/Element:

The teacher read an adapted story to the class; A Home for Daisy. E was then given 4 questions to answer about the story (at least one pertaining to the main idea) with a choice of 2 answers per question. The teacher displayed one question, and its answer choices in isolation.

Grade 100 % OR 4 out of 4

Prompt Type: Full Partial Physical Model Verbal Independent

Prompt Frequency: Continuous Frequent Limited None

Setting: Special Education Classroom *General Education Classroom

*Community:

*Other:

Interaction w/: Sp Ed Teacher Paraprofessional *Classmates

*Other Instructional Provider:

*Non-disabled Peer/Community Member:

Brief Description of Interaction(s):

E was focused during the readings of the story. The reading was done twice; once in paper form and again on the Promethean Board. A few props were used; plush animals, water, ice and sand. The teacher then read the questions; one at a time, and E was instructed to choose the correct answer out of his field of two choices. The teacher would read the question then reread the page (passage) that contained the answer to the question and shared the picture with the E so he was able to correctly choose the answer then cut out his answer choice and glue it to the answer document. Most of the steps were completed with teacher assistance; pointing, prompting and verbal cues.

* Denotes Generalization

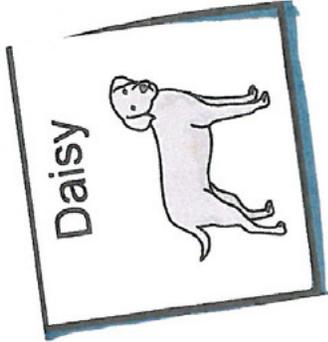
SAMPLE 2: ENGLISH LANGUAGE ARTS

A Home for Daisy
E

1. Who is looking for a home ?



100%



Collection Period 1 - Initial Task

Primary Evidence Secondary Evidence

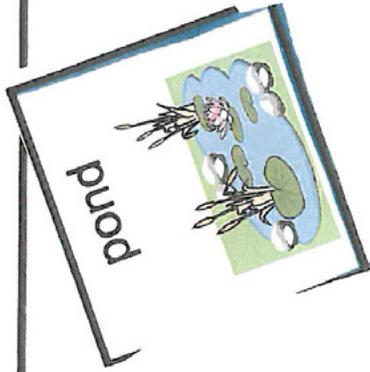
Date 10-14-2015

Page 1 of 4

SAMPLE 2: ENGLISH LANGUAGE ARTS

A Home for Daisy

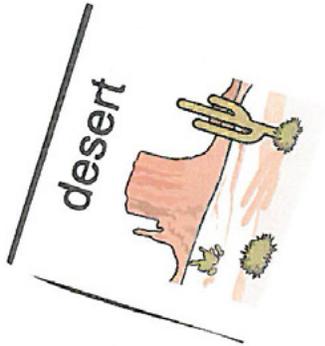
2. Where does the frog live ?



Page 2 of 4

A Home for Daisy

3. Where does the camel live ?



Page 3 of 4

SAMPLE 2: ENGLISH LANGUAGE ARTS

A Home, or Daisy

4. Who lives



on the



ice ?



polar bear



Page 4 of 4

SAMPLE 2: ENGLISH LANGUAGE ARTS

GAA Annotation Sheet

Student: E

Date: 10-28-2015

Collection Period: 1

(Check Collection Period and Evidence)

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> 1-Initial/Baseline | <input type="checkbox"/> Primary Evidence | <input checked="" type="checkbox"/> Secondary Evidence |
| <input type="checkbox"/> 2-Achievement/Progress | <input type="checkbox"/> Primary Evidence | <input type="checkbox"/> Secondary Evidence |

Standard/Element: **GRADE 5**

Reading Informational (RI)

ELAGSE5.RI.2

Determine two or more main ideas of a text and explain how they are supported by key details: summarize text.

Description of Task Aligned to Standard/Element (*be specific*):

The teacher read an adapted story "Spiders" supported with props and color photos. E was given 5 questions to answer about the story with a choice of 2 or 3 answers for each question. The teacher displayed only one question at a time to him. The teacher had to assist E with verbal assistance and a laser pointer to correctly answer the questions. E used a dotter to complete the task of answering the questions.

Grade 100% OR ___ out of ____.

Prompt Type: Full Partial Physical Model Verbal Independent

Prompt Frequency: Continuous Frequent Limited None

Setting: Special Education Classroom *General Education Classroom
 *Community: *Other:

Interaction w/: Sp Ed Teacher Paraprofessional *Classmates
 *Other Instructional Provider:
 *Non-disabled Peer/Community Member:

Brief Description of Interaction(s):

E's interaction was with his teacher; as she read the story to E and shared the props with him. E was completely engaged for the whole lesson. He pointed to pictures when asked to and displayed a great willingness to cooperate. He especially loved the plush spider. E also interacted with his paraprofessional as she assisted him in completing his worksheet.

* Denotes Generalization

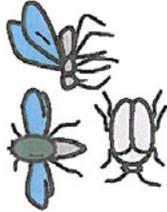
What do spiders eat?

150%

meat / fish



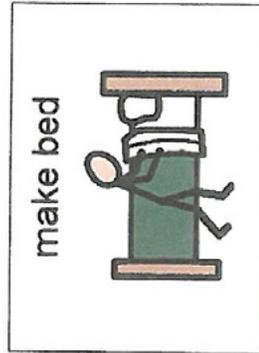
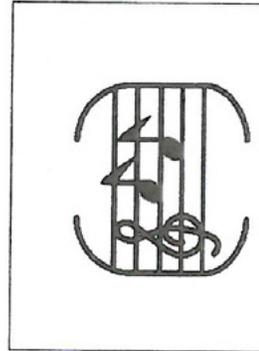
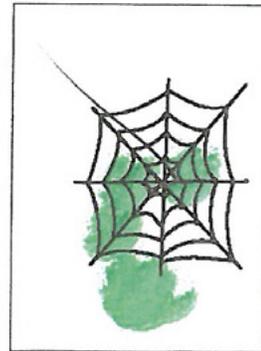
bugs



candy



Spiders make _____.

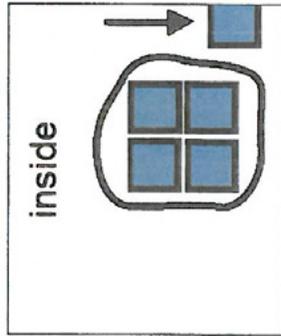


Collection Period 1 – Initial Task

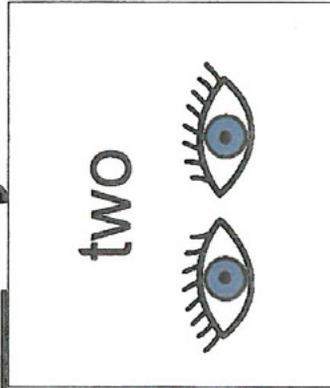
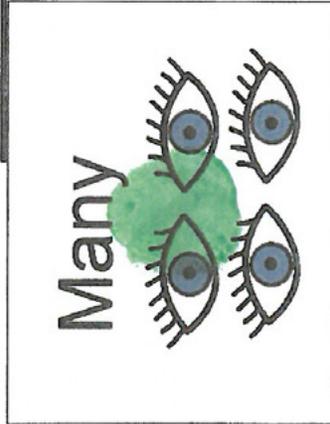
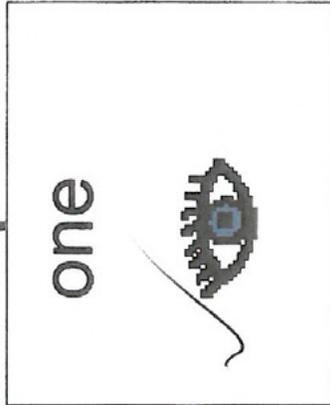
Primary Evidence Secondary Evidence

Date 10-28-2015

Where is the skeleton of
a spider?



Spiders have _____ eyes.



How many legs do spiders have?

E

one

1

26

26

8

8



SAMPLE 2: ENGLISH LANGUAGE ARTS

GAA Annotation Sheet

Student: E

Date: 1-21-2016

Collection Period: 2

1-Initial/Baseline

2-Achievement/Progress

Primary Evidence

Secondary Evidence

Standard/Element:

Reading Informational (RI) ELAGSE5.RI.2

Determine two or more main ideas of a text and explain how they are supported by key details: summarize text

Description of Task Aligned to Standard/Element:

The teacher read an adapted story to the class; Voting Begins. E was then given 6 questions to answer about the story (at least one pertaining to the main idea) with a choice of 3 answers per question.

Grade 100 % OR 6 out of 6

Prompt Type: Full Partial Physical Gestures Verbal Independent

Prompt Frequency: Continuous Frequent Limited None

Setting: Special Education Classroom *General Education Classroom
 *Community: *Other:

Interaction w/: Sp Ed Teacher Paraprofessional *Classmates
 *Other Instructional Provider:
 *Non-disabled Peer/Community Member:

Brief Description of Interaction(s):

E ' teacher read an adapted story to the class about voting titled Voting Begins. The story was presented to E on the computer. After the story was completed and reviewed E was instructed to answer 6 questions relating to the story. The teacher then read the questions; one at a time, and E was instructed to choose the correct answer out of his field of three choices. E used a crayon to circle all his answer choices. The teacher was required to help E answer all the questions properly, using gestures and a laser pointer. The story was lengthy and a lot of information was given. With a lot of going back to the story and matching our answer choices (pictures) with the scene in the story he was able to complete his questions successfully. Gestures and verbal prompts were required throughout the story.

* Denotes Generalization

SAMPLE 2: ENGLISH LANGUAGE ARTS



Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 1-21-2016

1. **WHAT** is this paper about ?



100%

Voting Begins



Last "American Idol"



Zoo Birthday



2. **WHO** will choose a new president ?



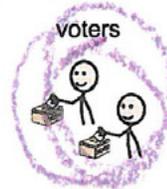
pilgrims



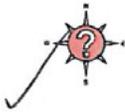
mermaids



voters



3. **WHERE** do people vote ?



candy store



polling place



barber shop



4. **WHAT** is the first state to vote ?



Iowa



New Hampshire



Georgia



5. **WHAT** is a caucus ?



football game



meeting



movie



6. **WHICH** is not a U.S. political party ?



Boston Bruins



Democratic



Republican



January 18, 2016

SAMPLE 2: ENGLISH LANGUAGE ARTS

GAA Annotation Sheet

Student: E

Date: 1-28-2016

Collection Period: 2

1-Initial/Baseline

2-Achievement/Progress

Primary Evidence

Secondary Evidence

Standard/Element: Reading Informational (RI) ELAGSE5.RI.2

Determine two or more main ideas of a text and explain how they are supported by key details: summarize text

Description of Task Aligned to Standard/Element:

The teacher read an adapted storybook to the class; Winter. E and a grade level peer were then given 7 questions to answer about the story (at least one pertaining to the main idea) with a choice of 3 answers per question.

Grade 100 % OR 7 out of 7

Prompt Type: Full Partial Physical Gestures Verbal Independent

Prompt Frequency: Continuous Frequent Limited None

Setting: Special Education Classroom *General Education Classroom

*Community:

*Other:

Interaction w/: Sp Ed Teacher Paraprofessional *Classmates

*Grade level peers

*Non-disabled Peer/Community Member:

Brief Description of Interaction(s):

E's teacher read an adapted story to the class titled Winter. The story was presented to E orally, out loud, in a group setting. After the story was completed and reviewed, E and his grade level peer were instructed to answer 7 questions relating to the story. The peer read the questions to E and reviewed his answer choices with him. The teacher had to sit with E and his peer to help E follow along and answer the questions correctly; E gets very silly in these situations and will spend the entire lesson laughing if permitted. Close teacher proximity is required. E used a bingo dotter to answer his choices. He can physically hold the dotter himself but requires support when knowing exactly where to mark the dotter; looks to teacher for constant reassurance. Peer helped by holding finger near correct answer and allowing E time to answer the questions himself; with gestures and verbal guidance.

* Denotes Generalization

SAMPLE 2: ENGLISH LANGUAGE ARTS

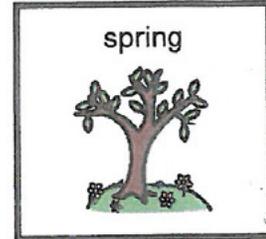
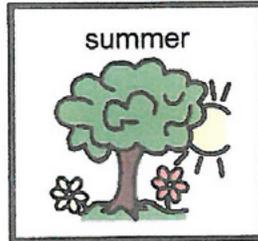
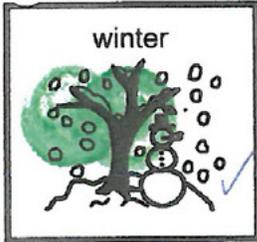
Name: E

Date: 1-28-2016

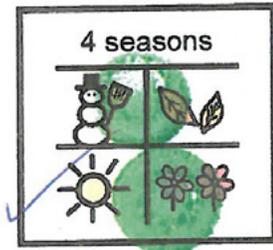
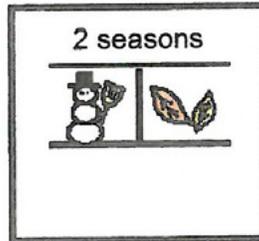
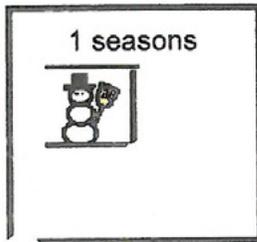
Page 1 of 2

1. What season did we read about?

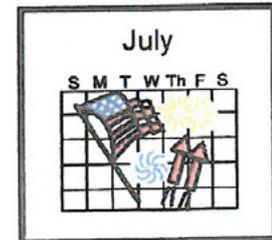
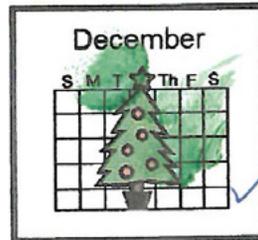
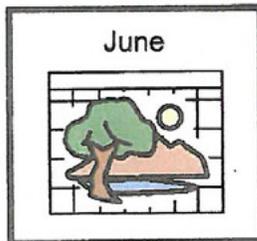
100%



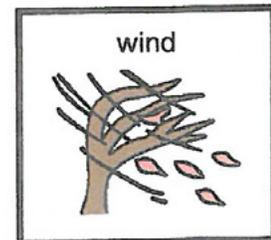
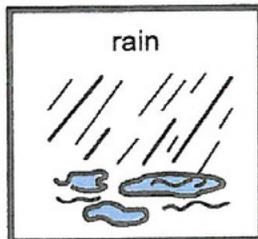
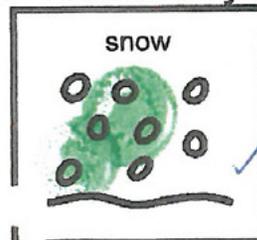
2. How many seasons are there in a year?



3. In the U.S.A., when does winter begin?



4. What do you need to build a snowman with?

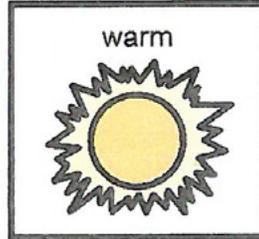
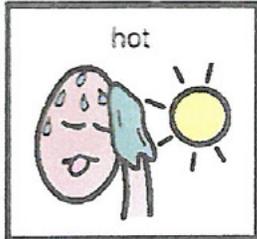


Collection Period 2 – Progress Task

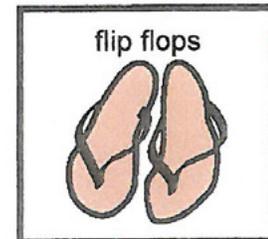
Primary Evidence Secondary Evidence

Date 1-28-2016

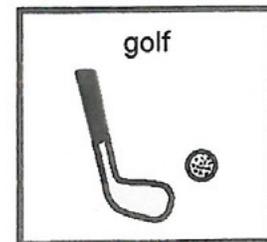
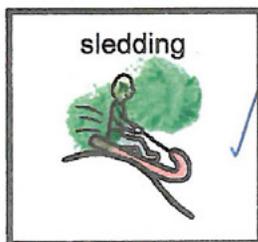
5. What does the temperature usually feel like in the winter?



6. What do you need to wear outside in the winter?



7. What sport can you play outside in the winter when it snows?



SAMPLE 3: ENGLISH LANGUAGE ARTS

SAMPLE 3

Grade: 6 Reading Literary (RL)

Standard: ELAGSE6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

Element/Indicator: N/A

Fidelity to Standard: 2

All 4 assessment tasks (identifying settings, characters and plot elements from Charlie and the Chocolate Factory) are aligned to the content standard. All aspects of the standard have been covered, but the student work addresses academic content at an entry level and is not approaching basic grade-level expectations.

Context: 3

The materials used are grade appropriate. The student work represents a purposeful simulated application.

Achievement/Progress: 2

The student's accuracy improves from an average of 54% across both Collection Period 1 tasks to an average of 100% across both Collection Period 2 tasks. Complexity increases in Collection Period 2 because the student is given different types of materials and some open-ended, fill-in-the-blank questions, while in Collection Period 1 the student uses cards with words and pictures to answer questions. The student's independence increases slightly because the student requires less verbal prompting in the second collection period than is needed in Collection Period 1.

With these increases in accuracy, complexity, and level of independence, the student demonstrates **some** Achievement/Progress.

SAMPLE 3: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 6

ELA

Entry 1

Student Name: Sample Student Age: 12

Entry Sheet Completed by:
Special Education Teacher

Strand/Domain: Reading Literary (RL)

Standard: ELAGSE6.RL.3

Description: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

Element/Indicator:

Description:

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

M will use picture symbols paired with text to show how a story's plot unfolds in a series of episodes by identifying facts related to characters, settings, and events that occur at the beginning, middle, and end of the story. He will use emotion cards as a tool to interpret character feelings throughout the story.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 3: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 6

ELA

Entry 1

Collection Period 1: Primary Evidence

Date: 10/03

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

After reading a portion of "Charlie and the Chocolate Factory" with his class, M will complete a large chart by placing the event and character information besides the setting in which they occurred.

Collection Period 1: Secondary Evidence

Date: 10/09

Type of Evidence: Observation

Description of Task:

Describe "Other":

After reading portions of "Charlie and the Chocolate Factory" in class, M will use his knowledge of settings, episodes and character responses to complete a First / Then activity page.

Collection Period 2: Primary Evidence

Date: 11/12

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

After reading "Charlie and the Chocolate Factory" in class, M will use knowledge of settings, episodes, and character responses to complete a flip book. The flip book will highlight events that happened within each setting and will include the resolution to the main character's problem.

Collection Period 2: Secondary Evidence

Date: 11/13

Type of Evidence: Observation

Description of Task:

Describe "Other":

After reading "Charlie and the Chocolate Factory" with the class, M completed fill-in-the-blank sentences related to character, setting, and episodes and will place the sentences in chronological order.

SAMPLE 3: ENGLISH LANGUAGE ARTS

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10-8

Student Name (Who): M

Date on which evidence was completed (When): 10/8/13

Description of Task (What): After reading a portion of an adapted version of "Charlie and the Chocolate Factory" with his class, M task was to complete a large chart by placing the episode and character information beside the setting in which they occurred and to use emotion cards to interpret a character response. He looked at three settings, episodes and character responses during this activity. First, M was asked to place the settings in order on the chart under the settings heading on the chart. Next, M was asked to place a picture paired with text of an episode showing what happened in each setting. Third, M was asked to use emotions cards to interpret how each character most likely felt within that setting and episode.

Specific Evaluation of Student Response (How well?): Under the settings heading of the chart, M placed the three settings in chronological order as they occurred within the story. The information placed by Mikel under the episode heading and the character responses heading were all incorrect based on the information read. Grade: 33% (3 items out of 9 were placed correctly on the chart)

Type and Frequency of Prompting: M was given eight verbal prompts.

Interactions (With Whom and How): M interacted with the special education teacher. M touched each card. He repeated the words home, candy store, birthday and look. When M said, "Look" he handed the card of Charlie looking at the golden ticket he found to the teacher.

Setting in which task was completed (Where): Special Education Classroom

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10-8

SAMPLE 3: ENGLISH LANGUAGE ARTS



SAMPLE 3: ENGLISH LANGUAGE ARTS

Secondary Evidence



Georgia Alternate Assessment Observation Form

Reset Form

Student Name: M	Grade: 6	Date: 10/09
Observation conducted by: L	Job Title: Special Education Teacher	

1. What did you ask the student to do for this standards-based task?
After reading portions of "Charlie and the Chocolate Factory" in class, M will use knowledge of settings, episodes and character responses to complete a first / then activity poster. He placed a setting picture by each first/then statement on the poster.

2. Describe the student's mode of response (verbal, AT, eye gaze, head switch, gestural, written, etc.).
Verbal, Pointing to pictures

3. How well did the student perform the task? BE SPECIFIC: if you asked questions, what were they? What were the student's responses? Were the responses correct?
First, Charlie found a dollar. Then, ____ M 's answer - he bought a candy bar. correct
First, Veruca touched the Oompa Loompa's things. Then, she ____ M 's answer - fell into a garbage chute. correct
First, Violet chewed the wrong gum. Then, she ____ M 's answer - got sucked into a pipe. incorrect
First, Augustus Gloop touches the chocolate. Then, he ____ M 's answer - blew up into a blueberry. incorrect
M correctly placed a settings card by each statement. Grade: 75% continuous verbal prompting

4. In what meaningful setting did the student perform the task?
M completed this activity within the special education classroom which provides a structured, familiar learning environment.

5. With whom and in what way did the student interact during this task? Describe the reciprocal interaction (required for scoring for all Speaking and Listening entries, or LSV entries for GPS student retesters).
M completed this activity with a classmate. When the classmate pointed to Veruca Salt, M said "trash." Verbal prompts were provided by the special education teacher.

6. Independence: What prompting was required for the student to be successful? (Do not consider instructions or encouragement when documenting prompting.)
M needed continuous verbal prompting to be successful.

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Page 1 of 1

Date 10-9

SAMPLE 3: ENGLISH LANGUAGE ARTS

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 11-12

Student Name (Who): M

Date on which evidence was completed (When): 11-12/13

Description of Task (What): After reading an adapted version of "Charlie and the Chocolate Factory" in class, M's task was to use his knowledge of settings, episodes and character responses to complete a flip book. The flip book will highlight events that happened within each setting and will include the resolution to the main character's problem.

Specific Evaluation of Student Response (How well?): To complete each of the flip chart pages M had to correctly place at least one episode and one appropriate character response beside each setting based on what he read in class. Within the flip book, M correctly showed the resolution to the main character's problems at the end of the book. He was not poor anymore.

Grade: M correctly completed nine out of nine flip chart pages to earn a grade of 100.

Type and Frequency of Prompting: M received six verbal prompts.

Progress: M demonstrated a great deal of progress because this task was much more complex. During collection period 1, he only worked with three settings, episodes and character responses. The current task required M to work with multiple settings, episodes and character responses. His grade on the collection period 1 primary task was 33% and her grade on this task increased to 100%.

Interactions (With Whom and How): M interacted with the special education teacher and a classmate. When a paraprofessional came in and asked M what he was working on, M pointed the picture symbol paired with text of the chocolate factory and said "chocolate."

Setting in which task was completed (Where): Special Education Class

SAMPLE 3: ENGLISH LANGUAGE ARTS

11-12

100%

M

Setting



home



Charlie and his family are poor.



Grandpa gave Charlie a chocolate bar for his birthday.



500



750

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 11-12

Setting



sidewalk



Charlie found a dollar bill on the sidewalk.



750

Key = ✓ - correct
X - correct

SAMPLE 3: ENGLISH LANGUAGE ARTS

M

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 11-12

Setting



Bill's
CANDY SHOP

candy store



Charlie bought a chocolate bar at the candy shop. He found a golden ticket inside.



happy

Setting



factory



Augustus Gloop



Oh, no! Augustus is sucked up into the river pipe.



Augustus touches the chocolate river. He falls in.



scared



angry

SAMPLE 3: ENGLISH LANGUAGE ARTS

Collection Period 2 – Progress Task
 Primary Evidence Secondary Evidence
 Date 11-12 M

Setting



factory



Veruca Salt

After touching things, Veruca falls into the garbage chute



angry

Veruca touched the Oompa-Loompas work materials



scared

Setting



factory



Charlie Bucket

Charlie meets the Oompa-Loompas. They sing while they work



happy

Charlie follows directions. He does NOT touch anything



proud

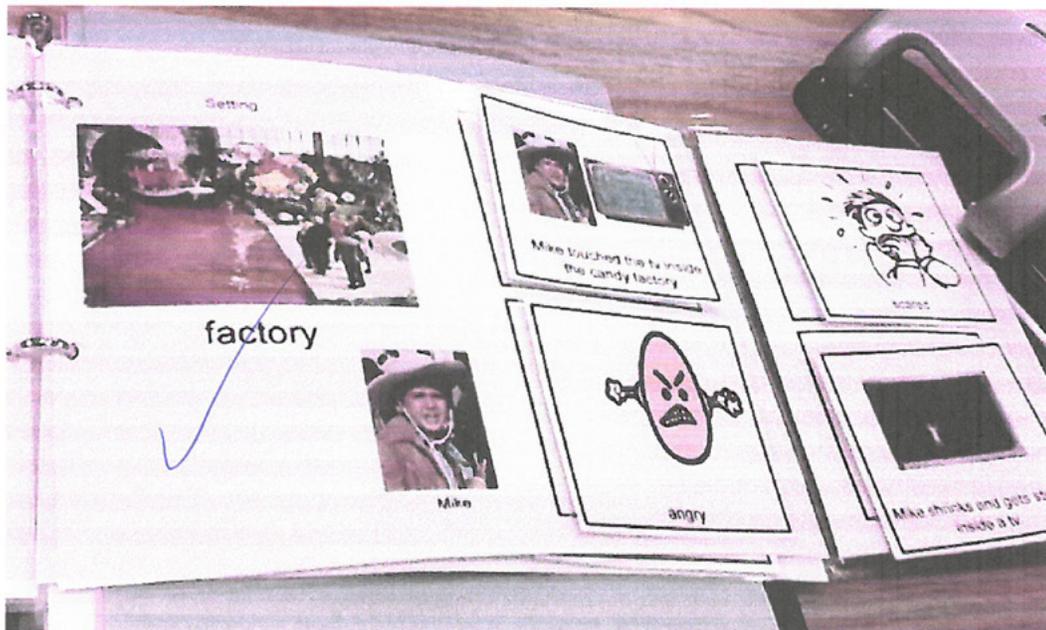
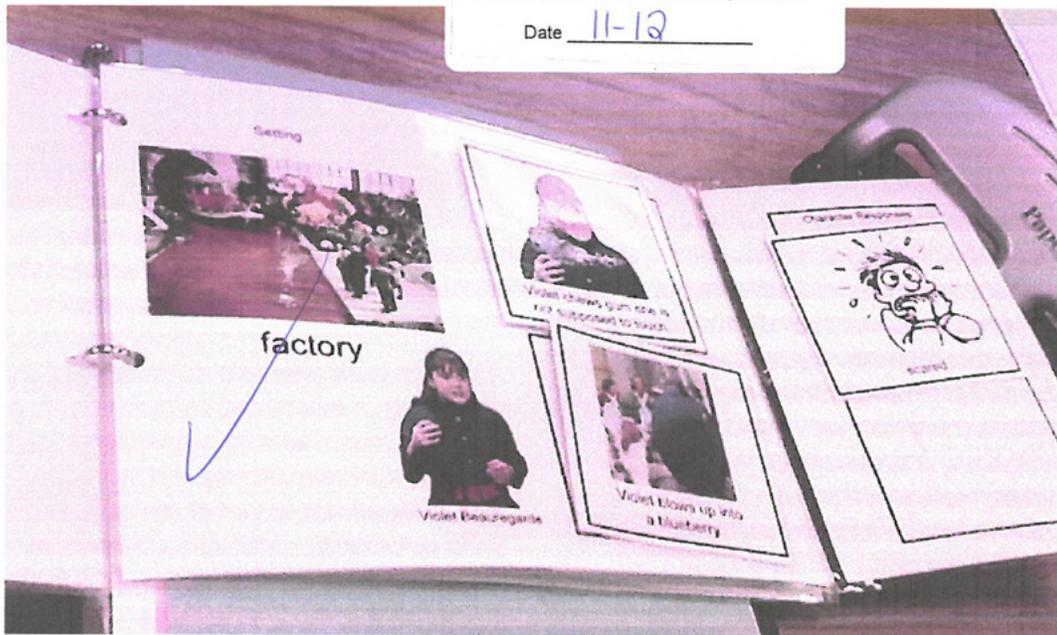
SAMPLE 3: ENGLISH LANGUAGE ARTS

M

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 11-12



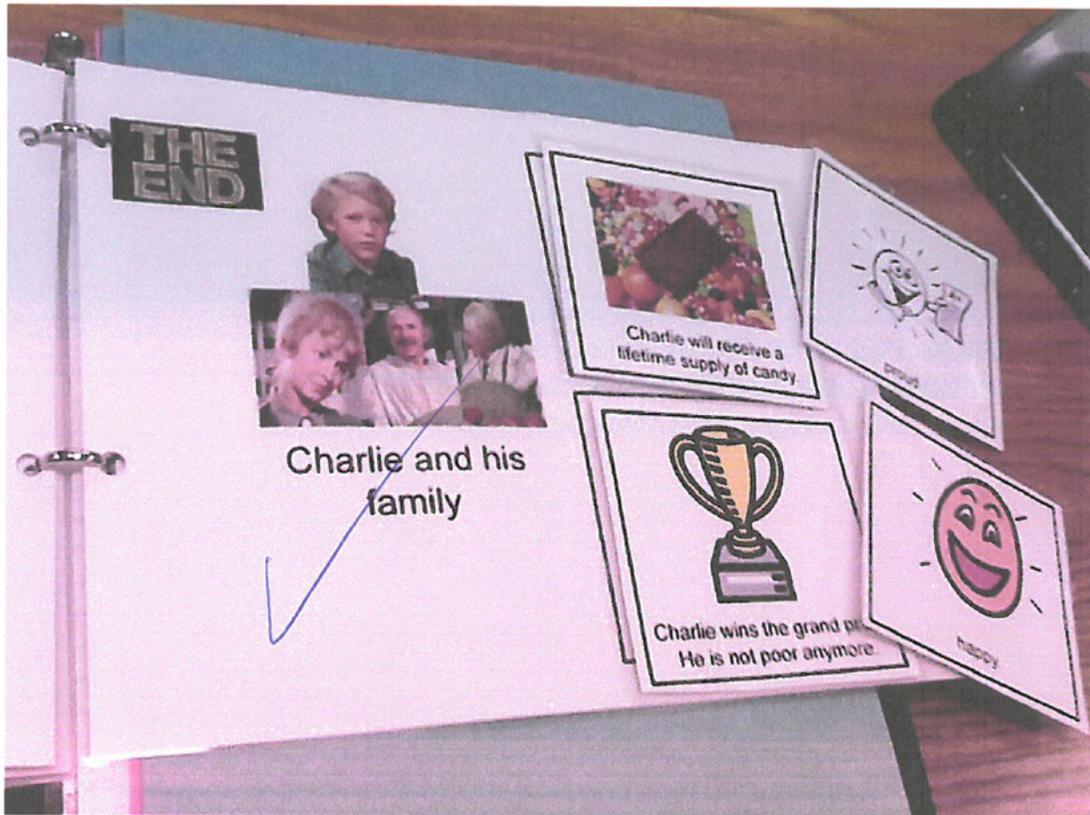
SAMPLE 3: ENGLISH LANGUAGE ARTS

M

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 11-12



SAMPLE 3: ENGLISH LANGUAGE ARTS

Secondary Evidence



Georgia Alternate Assessment Observation Form

Reset Form

Student Name: M	Grade: 6	Date: 11/13
Observation conducted by: L	Job Title: Special Education Teacher	

1. What did you ask the student to do for this standards-based task?
After reading an adapted version of "Charlie and the Chocolate Factory" in class, M task was to complete fill-in-the-blank sentences related to character, setting and episodes as part of a game and place the sentences in chronological order.

2. Describe the student's mode of response (verbal, AT, eye gaze, head switch, gestural, written, etc.).
Verbal, Pointing to pictures

3. How well did the student perform the task? BE SPECIFIC: if you asked questions, what were they? What were the student's responses? Were the responses correct?
During game play, M drew the following four sentences. M 's answers are underlined. 1: At the chocolate factory, August Gloop touched the chocolate river. He was sucked into a pipe. I think he might feel scared. 2: At the chocoate factory, Violet blew up into a blueberry. I think she might feel scared. 3: At the candy store, Charlie bought a Wonka chocolate bar. He found a golden ticket inside the chocolate bar. I think he felt happy. 4: At the chocolate factory, Charlie did not touch anything. He won the grand prize. I think he might feel happy. M put the sentences in chronological order. Grade: 100

4. In what meaningful setting did the student perform the task?
M played this game with a classmate in the special education classroom.

5. With whom and in what way did the student interact during this task? Describe the reciprocal interaction (required for scoring for all Speaking and Listening entries, or LSV entries for GPS student retesters).
When a classmate handed M a card showing the factory, M said "chocolate." M opened the paper door to the chocolate factory and smelled the chocolate featured behind the door. The he correctly finished the sentence about Violet.

6. Independence: What prompting was required for the student to be successful? (Do not consider instructions or encouragement when documenting prompting.)
M was given two verbal prompts.
The teacher read all text aloud to the students.

Collection Period 2 – Progress Task
 Primary Evidence Secondary Evidence

Date 11-13

SAMPLE 4: ENGLISH LANGUAGE ARTS

SAMPLE 4

Grade:	7	Speaking and Listening (SL)
Standard:	ELAGSE7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
Element/Indicator:	c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Fidelity to Standard: 2

All 4 assessment tasks (asking and answering questions verbally) are aligned to the content standard and indicator. All aspects of the indicator have been addressed, but the student work addresses academic content at an entry level and does not approach basic grade-level expectations.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful simulated application.

Achievement/Progress: 4

The student's accuracy improves from an average of 47% across both Collection Period 1 tasks to an average of 100% across both Collection Period 2 tasks. Complexity increases in Collection Period 2 because the student's work requires a deeper level of knowledge; he asks a question of his own after asking questions provided by the teacher in Collection Period 1. In Collection Period 2, he is also performing one of his tasks in a different, less familiar environment. He is in the community, participating in a discussion with an employee at the bowling alley. In addition, he asks more questions in Collection Period 2 than he does in Collection Period 1. Independence also increases in Collection Period 2. The student is prompted in each of his Collection Period 1 tasks, but he is independent in each of his Collection Period 2 tasks. With these increases in accuracy, complexity, and independence, the student demonstrates **exceptional** Achievement/Progress.

Note: The reciprocal interaction required for the SL.1 Speaking and Listening standard has been met in this entry. It is important that the SL.1 Speaking and Listening standard (across all grades) demonstrates the student's ability to engage in conversation and/or back-and-forth discussion with others.

SAMPLE 4: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 7

ELA

Entry 2

Student Name: Sample Student Age: 13

Entry Sheet Completed by:
Special Education Teacher

Strand/Domain: Speaking and Listening (SL)

Standard: ELAGSE7.SL.1

Description: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Element/Indicator: c.

Description: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

The student was asked to participate in a conversation with this peers and teachers by posing questions that elicit elaboration on the topic being discussed and by making comments that contribute to the topic being discussed.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 4: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 7

ELA

Entry 2

Collection Period 1: Primary Evidence

Date: 09/06

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

K was asked to interview a peer using questions provided by the teacher. Then the student was asked to write the responses from the interview on the worksheet. Next, the student would choose an appropriate follow-up question to elicit his peer to elaborate on the response.

Collection Period 1: Secondary Evidence

Date: 09/13

Type of Evidence: Observation

Description of Task:

Describe "Other":

K was observed participating in a collaborative teacher-led discussion about his activities from the weekend.
K was instructed to verbally respond to questions being posed by the teacher with relevant comments.

Collection Period 2: Primary Evidence

Date: 10/04

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

K was asked to work with a partner and verbally respond to questions with elaboration and details by making relevant comments that contribute to the topic under discussion. Then K posed a follow-up open-ended question to elicit his peer to elaborate on the response.

Collection Period 2: Secondary Evidence

Date: 10/31

Type of Evidence: Observation

Description of Task:

Describe "Other":

K was observed participating in a collaborative discussion with an employee at the bowling alley.

SAMPLE 4: ENGLISH LANGUAGE ARTS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	K
Date on which the evidence was completed (When):	09/06
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	To demonstrate his ability to engage effectively in a one-on-one discussion with a peer, K was asked to interview a peer in the special education classroom using a given set of questions. He was instructed to write the peer response to each question and then choose an appropriate follow-up question that would elicit elaboration from the peer on the topic being discussed.
Specific Evaluation of student response (How Well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	The student selected 1 out of 5 questions correctly for eliciting elaboration on the given topic, for a score of 20%.
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting:	Documentation of prompting should NOT include instructions or encouragement.
	Frequent verbal prompting was necessary.
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
	K interacted with his peer partner by asking the given questions and documenting the responses. K also selected and asked the questions he felt were the appropriate choices to elicit elaboration. Because he didn't select the correct question to elicit elaboration on all of the questions, the interview did not flow smoothly. Throughout the discussion, the peer being interviewed also asked K a couple of questions regarding the given topics, but K did not respond to his questions.
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	The task was completed in the special education classroom.

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 4: ENGLISH LANGUAGE ARTS

ELACC.7.SL1.c
Collection 1- Primary

Student Name: K Date 9-6

Directions: Interview a peer using the questions below. Write their response on the line. Choose an appropriate follow-up question to get more details on your response to each question.

- ~~1~~ How old are you? THIRTEEN
- a. What year were you born?
 b. What is your favorite ice cream flavor?



4/5 20%

- ~~2~~ How many people are in your family? four
- a. Do you have any siblings?
 b. How do you like school?



- ~~3~~ What state were you born? SOUTH CAROLINA
- a. What is your favorite holiday?
 b. What city were you born?



- ~~4~~ Do you have any hobbies? Yes
- a. Do you like cupcakes?
 b. What hobbies do you enjoy?



5. What is your favorite sport? FOOTBALL
- a. What is your favorite team?
 b. What is your dog's name?



SAMPLE 4: ENGLISH LANGUAGE ARTS

Answer key

ELACC.7.SL1.c
Collection 1- Primary

Student Name: _____ Date _____

Directions: Interview a peer using the questions below. Write their response on the line.
Choose an appropriate follow-up question to get more details on your response to each question.



1. How old are you? _____

- a. What year were you born?
- b. What is your favorite ice cream flavor?



2. How many people are in your family? _____

- a. Do you have any siblings?
- b. How do you like school?



3. What state were you born? _____

- a. What is your favorite holiday?
- b. What city were you born?



4. Do you have any hobbies? _____

- a. Do you like cupcakes?
- b. What hobbies do you enjoy?



5. What is your favorite sport? _____

- a. What is your favorite team?
- b. What is your dog's name?

SAMPLE 4: ENGLISH LANGUAGE ARTS

Secondary Evidence



Georgia Alternate Assessment Observation Form

Reset Form

Student Name: K	Grade: 7	Date: 09/13
Observation conducted by: M	Job Title: Special Education Teacher	

1. What did you ask the student to do for this standards-based task?

To determine K _____'s ability to engage in a range of collaborative discussions, he was observed participating in a collaborative teacher-led discussion about his activities from the weekend. K _____ was instructed to respond verbally to questions being posed by the teacher with relevant answers to the topic being discussed.

2. Describe the student's mode of response (verbal, AT, eye gaze, head switch, gestural, written, etc.).

K _____ responded orally during the interview.

3. How well did the student perform the task? BE SPECIFIC: if you asked questions, what were they? What were the student's responses? Were the responses correct?

The teacher asked K _____ to stay on topic when answering four questions: 1) What did you do this weekend? Verbal response: "Why you ask?". INCORRECT (Not a relevant response). The teacher prompted K _____ to tell what he did over the weekend. He finally said, "I went to the store to buy something." 2) What was the name of the store? Verbal response: "Walmart." CORRECT (A relevant response). 3) What did you buy? Verbal response: "I bought socks and cookies." CORRECT (A relevant response). 4) What flavor of cookies did you buy? Verbal response: "Oreo Cookies!" CORRECT (A relevant response).

4. In what meaningful setting did the student perform the task?

K _____ answered the questions outside on the school courtyard during his lunch break. At this time, students were given an opportunity to socialize and to interact with peers and teachers.

5. With whom and in what way did the student interact during this task? Describe the reciprocal interaction (required for scoring of all Speaking and Listening entries, or LSV entries for GPS student retesters).

K _____ interacted with the special education teacher. K _____ and his teacher were engaged in a discussion about his activities over the weekend. The teacher asked open-ended questions that allowed K _____ to give details about how he spent his weekend. The teacher continued until she asked a total of four questions.

6. Independence: What prompting was required for the student to be successful? (Do **not** consider instructions or encouragement when documenting prompting.)

K _____ required limited verbal prompting to complete this task.

SAMPLE 4: ENGLISH LANGUAGE ARTS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	K
Date on which the evidence was completed (When):	10/04
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> <p>To demonstrate his ability to engage effectively in a one-on-one discussion with a peer, K was asked to work with a partner, and respond to a list of 8 pre-selected questions with elaboration and details by making comments that contribute to the topic under discussion. During the interview, K wrote down his comments on a worksheet. K then posed the same question for his partner to answer. Finally, K wrote one question to ask his partner. K asked his partner to answer the question he created for him. Then, K wrote down his partner's response to the question that was created.</p>
Specific Evaluation of student response (How Well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> <p>K responded to all of his peer's questions with relevant information and was able to contribute to the topic under discussion. He also posed an appropriate question for his peer to answer at the end of the interview.</p> <p>He received a score of 100%.</p> <div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div>
Type and Frequency of Prompting:	<div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> <p>Task was completed independently. No prompting was required.</p>
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> <p>K interacted with his peer partner by verbally responding to the posed questions and documenting his responses. K also posed and asked a question that was appropriate to elicit elaboration on the topic. He was able to engage effectively in the collaborative discussion with his peer.</p>
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> <p>The task was completed in the art classroom.</p>

*Annotation sheet is **OPTIONAL** and is included by decision of the school/system.
Annotation sheet is **NOT NECESSARY** if pertinent information is included on evidence **OR** if a system-required annotation sheet is used.

SAMPLE 4: ENGLISH LANGUAGE ARTS

Name: K Partner: J
Date: 10-4

100%

LACC.7.SL.1c
Collection 2 – Primary

Directions: Work with a partner, and respond to the following questions with elaboration and details by making comments that contribute to the topic under discussion. Then, pose a question for your partner to answer. Write your response to the questions below, as they are asked by your partner.

Getting to Know You Interview

1. What is your full name (even you middle name that no one knows)? K

2. What is your birthday?  FEBRUARY 26 20

3. What is your favorite color?  Blue

4. What is your favorite flavor of ice cream?  Chocolate

5. What is your best subject in school?  READING

6. How many brothers and sister do you have?  ONE BROTHER

7. What is your favorite television show?  ADVENTURE TIME

8. What do you like to do for fun?  PLAY VIDEO GAMES "ASSASSIN'S CREED 3"

9. (You write a question to ask)  WHAT VIDEO GAME YOU GONNA GET?

Write your partner's response:  "CALL OF DUTY GHOST".

SAMPLE 4: ENGLISH LANGUAGE ARTS

Secondary Evidence



Georgia Alternate Assessment Observation Form

Reset Form

Student Name: K	Grade: 7	Date: 10/31
Observation conducted by: M	Job Title: Special Education Teacher	

1. What did you ask the student to do for this standards-based task?

K , special education peers, and the teacher visited the bowling alley during a community-based instruction trip. To determine his ability to engage effectively in a collaborative discussion with diverse partners, K was instructed to interview an employee who worked at the bowling alley.

2. Describe the student's mode of response (verbal, AT, eye gaze, head switch, gestural, written, etc.).

K responded orally during the interview.

3. How well did the student perform the task? BE SPECIFIC: if you asked questions, what were they? What were the student's responses? Were the responses correct?

K was asked to interview an employee at the bowling alley by using questions developed by his class prior to the trip. K interviewed the employee who set up his bowling game. Q1: "Do you like your job?" Employee: "Yes." Then K asked "Why?" Employee stated that he liked it because he could talk to people. K : "I like to talk to people too." Q2: "How much do you work?" Employee: "36 hrs. a week." K : "Do you like working that much?" Employee: "Yes, I need the money!" Q3: Employee: "What type of job do you want?" K : "I want to be a professional football player." K scored 100%.

4. In what meaningful setting did the student perform the task?

The activity took place at the bowling alley. The setting was purposeful because K is learning to ask appropriate questions and to respond to others' questions by elaborating with relevant follow-up questions or comments. This task also provided K the opportunity to generalize the skills he learned in the classroom to use within a real-world setting.

5. With whom and in what way did the student interact during this task? Describe the reciprocal interaction (required for scoring of all Speaking and Listening entries, or LSV entries for GPS student retesters).

K interacted with the employee at the bowling alley during this task. K was able to pose relevant questions and respond with appropriate comments that contributed to the topic under discussion.

6. Independence: What prompting was required for the student to be successful? (Do **not** consider instructions or encouragement when documenting prompting.)

K was able to complete this task independently with no prompting from the teacher.

SAMPLE 5: ENGLISH LANGUAGE ARTS

SAMPLE 5

Grade:	8	Reading Informational (RI)
Standard:	ELAGSE8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Element/Indicator:	N/A	

Fidelity to Standard: 2

All 4 assessment tasks (determining the central idea) are aligned to the content standard. Some aspects of the standard have not been covered (analysis of development, relationship to supporting ideas, and an objective summary of the text). The student work addresses academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful simulated application.

Achievement/Progress: 3

The student receives 100% accuracy across both collection periods, but the tasks increase in complexity and the student increases his independence level. The increases in complexity within Collection Period 2 include: more answer choices, lengthier reading passages, and different sets of materials. The increase in the level of independence is exhibited in Collection Period 2, secondary evidence, as the student is able to independently find the correct answer after having verbal prompting in Collection Period 1. Although the level of accuracy does not increase, the increases in both independence and complexity represent **reasonable** Achievement/Progress.

SAMPLE 5: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

ELA

Entry 1

Student Name:	Age:
Sample Student	13
Entry Sheet Completed by: Special Education Teacher	
Strand/Domain: Reading Informational (RI)	
Standard:	ELAGSE8.RI.2
Description:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Element/Indicator:	
Description:	
What is the overall skill that connects the tasks to the standard and element/indicator? Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.	
The overall skill is to determine the central idea of the text.	

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 5: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

ELA

Entry 1

Collection Period 1: Primary Evidence

Date: 10/15

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

After the teacher read the passage, the student's task was to identify the central idea of the text by stamping the correct answer.

Collection Period 1: Secondary Evidence

Date: 10/16

Type of Evidence: Observation

Description of Task:

Describe "Other":

After his peer helper read the passage, the student's task was to point to the central idea of the text when presented with 2 choices.

Collection Period 2: Primary Evidence

Date: 02/04

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

After the paraprofessional read the passage, the student's task was to stamp the central idea of the passage when presented with a choice of 3 items.

Collection Period 2: Secondary Evidence

Date: 02/05

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

After the teacher read the passage, the student's task was to identify the central idea of the passage after being presented with a choice of 3.

SAMPLE 5: ENGLISH LANGUAGE ARTS



Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10/15

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	D
Date on which the evidence was completed (When):	10/15
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> <p>The student was given a passage and at the end of the passage, the student was presented with 2 choices (one of the choices represented the central idea of the text). The student's task was to pick out the central idea of the text by stamping it on the worksheet.</p>
Specific Evaluation of student response (How Well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> <p>D successfully stamped the correct answer but needed 2 verbal prompts. The teacher had to read the passage twice and the verbal prompts were a reminder to look at the choices. He was independent with the fine motor portion of the activity.</p> <p>100%.</p> <div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div>
Type and Frequency of Prompting :	<div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> <p>D needed 2 verbal prompts to complete the task.</p>
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> <p>D interacted with his teacher who read the passage and presented him with the 2 choices. He interacted by stamping his response.</p>
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> <p>This task was completed in his classroom during ELA.</p>

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 5: ENGLISH LANGUAGE ARTS

100% with ZVP

Name D _____ Date 10.15 _____

Read or listen to the text. Identify the main idea.

						
Scooters	are	fun	but	they	can be unsafe.	Hospitals have
						
reported	that	many	people	have been hurt	on scooters.	
						
Most	of the	people	who	get hurt	are	children.

Collection Period 1 – Initial Task
 Primary Evidence Secondary Evidence
 Date 10/15

The main idea of the text is:




Scooters can be unsafe.




Hospital rules.

SAMPLE 5: ENGLISH LANGUAGE ARTS



Secondary Evidence

Georgia Alternate Assessment Observation Form

Reset Form

Student Name: D	Grade: 8	Date: 10/16
Observation conducted by: J	Job Title: Special Education Teacher	

1. What did you ask the student to do for this standards-based task?

The student's task was to identify the central idea of a text that was read to him by a peer helper by pressing the correct button on the AT device.

2. Describe the student's mode of response (verbal, AT, eye gaze, head switch, gestural, written, etc.).

The student's mode of response was with an AT device (Tech Talk).

3. How well did the student perform the task? BE SPECIFIC: if you asked questions, what were they? What were the student's responses? Were the responses correct?

The peer helper read the passage: Dad had built a doghouse. He painted it white and yellow. The doghouse has windows and a door. It even has a solar-powered light on the front. It is the best doghouse ever!

The peer helper presented the 2 choices on the AT device and asked him to point to the picture/text that gives the central idea. The choices were: 1. The doghouse is white and yellow (picture of a white and yellow doghouse) or 2. Dad built a doghouse (picture of Dad building a doghouse).

Peer helper: D , what is the central idea of the story - the doghouse is white and yellow or Dad built a doghouse?

D : Responded by looking at both, then he pointed to (Dad built a doghouse). He had to be verbally prompted 2 times

4. In what meaningful setting did the student perform the task?

This task was completed in his classroom with his peer helper during ELA.

5. With whom and in what way did the student interact during this task? Describe the reciprocal interaction (required for scoring of all Speaking and Listening entries, or LSV entries for GPS student retesters).

This task was completed with his peer helper. The peer helper read the text and presented the choices to him with the AT device. The peer helper also provided the verbal prompts. D responded by pressing/pointing to the correct choice on the device.

6. Independence: What prompting was required for the student to be successful? (Do not consider instructions or encouragement when documenting prompting.)

D required 2 verbal prompts.

SAMPLE 5: ENGLISH LANGUAGE ARTS



Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 2/4

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	D
Date on which the evidence was completed (When):	02/04
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> <p>The student was given a passage and, at the end of the passage, the student was presented with 3 choices (one of the choices represented the central idea of the text). The student's task was to pick out the central idea of the text by stamping it on the worksheet.</p>
Specific Evaluation of student response (How Well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> <p>D stamped the correct answer but needed 1 verbal prompt to complete the task. He successfully completed the task with 100% accuracy and 1 verbal prompt.</p> <div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div>
Type and Frequency of Prompting:	<div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> <p>D needed 1 verbal prompt to complete the task.</p>
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> <p>D interacted with his teacher who read the passage and presented him with the 3 choices. He reciprocated by stamping his response.</p>
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> <p>This task was completed in his classroom during ELA.</p>

*Annotation sheet is **OPTIONAL** and is included by decision of the school/system.
Annotation sheet is **NOT NECESSARY** if pertinent information is included on evidence **OR** if a system-required annotation sheet is used.

SAMPLE 5: ENGLISH LANGUAGE ARTS

100% with 1VT

Name D Date 2/4

Read or listen to the text. Identify the central idea.










 I went on a camping trip. I had a










 list of what to bring. The list said to bring










 a tent, a sleeping bag and a pillow. It











 said to bring a warm jacket but no video games.

Collection Period 2 - Progress Task
 Primary Evidence Secondary Evidence
 Date 2/4

The central idea of the text is:

   
set up a tent.

   
packing for a camping trip.

  
bring a pillow.

SAMPLE 5: ENGLISH LANGUAGE ARTS

Name ANSWER KEY Date _____

Read or listen to the text. Identify the central idea.

 I  went  on  a  camping  trip.  I  had  a

 list  of  what  to  bring.  The  list  said  to  bring

 a  tent,  a  sleeping  bag  and  a  pillow.  It

 said  to  bring  a  warm  jacket  but  no  video  games.

The central idea of the text is:

 set  up  a  tent.

 packing  for  a  camping trip.

 bring  a  pillow.

SAMPLE 5: ENGLISH LANGUAGE ARTS



Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 2/5

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	D
Date on which the evidence was completed (When):	02/05
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> <p>The student was given a passage and, at the end of that passage, the student was presented with 3 choices (one of the choices represented the central idea of the text). The student's task was to pick out the central idea of the text by stamping it on the worksheet.</p>
Specific Evaluation of student response (How Well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> <p>D stamped the correct answer independently. He successfully completed the task with 100% accuracy.</p> <div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div>
Type and Frequency of Prompting:	<div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> <p>D independently completed this task.</p>
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> <p>D interacted with his peer helper who read the passage and presented him with the 3 choices. D reciprocated by stamping his response.</p>
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> <p>This task was completed in his classroom during ELA.</p>

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 5: ENGLISH LANGUAGE ARTS

Name D _____ Date 2/5 _____

Read or listen to the text. Identify the central idea.

100%
Indep.






A
 Jamel loves music. He wants to become a professional




 &
 
 &
 musician someday. Jamel plays piano and guitar and even





A

 composes his own music. He knows becoing a musician

A



 &
 requires a lot of hard work and practice.

Collection Period 2 - Progress Task
 Primary Evidence Secondary Evidence
 Date 2/5

The central idea of the text is:



A
 Jamel wants to become a professional musician.




 Jamel writes his own songs.




 Jamel loves to sing.

SAMPLE 5: ENGLISH LANGUAGE ARTS

Name ANSWER KEY Date _____

Read or listen to the text. Identify the central idea.






A
 Jamel loves music. He wants to become a professional



 &
 
 &
 musician someday. Jamel plays piano and guitar and even





A

 composes his own music. He knows becoing a musician
A



 &
 requires a lot of hard work and practice.

The central idea of the text is:



A

 Jamel wants to become a professional musician.




 Jamel writes his own songs.




 Jamel loves to sing.

SAMPLE 6: ENGLISH LANGUAGE ARTS

SAMPLE 6

Grade:	High School	Reading Informational (RI)
Standard:	ELAGSE11-12.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Element/Indicator: N/A

Fidelity to Standard: 2

All 4 assessment tasks (answering textual-based questions about four different reading passages) are aligned to the content standard. Not all aspects of the standard have been addressed, and the student work addresses academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful simulated application.

Achievement/Progress: 2

The student receives an average of 50% accuracy on Collection Period 1 tasks and progresses to a collective average of 63% on Collection Period 2 tasks. Complexity increases in Collection Period 2 because the student is asked more questions. In addition, the student is given picture cues in both pieces of Collection Period 1 evidence, but is given picture cues in only the Primary Evidence in Collection Period 2. The type of prompting (verbal) does not change, but the student receives somewhat less prompting in the second collection period. The increases exhibited in accuracy, complexity, and independence represent **some** Achievement/Progress.

SAMPLE 6: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

ELA

Entry 1

Student Name:

Age:

Sample Student

Entry Sheet Completed by:

Special Education Teacher

Strand/Domain: Reading Informational (RI)* *may use any high school literature

Standard: ELAGSE11-12.RI.1

Description: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Element/Indicator:

Description:

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

We are reading "20,000 Leagues Under the Sea." T was asked to cite textual evidence by answering informational questions related to informative text.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 6: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

ELA

Entry 1

Collection Period 1: Primary Evidence

Date: 09/23

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

After reading the informational text about the Narwhal, T will answer 4 "informational" questions about the whale by choosing 4 of 8 possible answers.

Collection Period 1: Secondary Evidence

Date: 10/10

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

After reading the informational text about Dugongs, T will answer 4 "informational" questions about the mammal by choosing 4 of the 10 choices.

Collection Period 2: Primary Evidence

Date: 10/29

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

After reviewing information on the oceans, T will answer 5 "informational" questions about the oceans that relate to our story. He will cut and paste and choose the best answer out of the possible 12.

Collection Period 2: Secondary Evidence

Date: 10/31

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

After reading the informational text about submarines, T will answer 6 "informational" questions about the submarine. He will fill in the correct answer from the word bank out of the possible 12 answers.

SAMPLE 6: ENGLISH LANGUAGE ARTS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

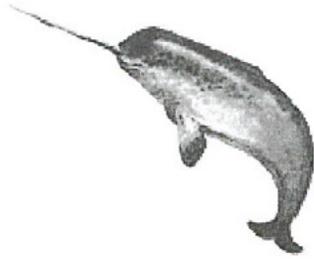
Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	T
Date on which the evidence was completed (When):	09/23
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> <p>After reading the fact sheet about Narwhals, T answered 4 "informative" questions from the informational fact sheet. T read the fact sheet several times, then it was removed and he answered the questions.</p>
Specific Evaluation of student response (How Well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> <p>T selected 2 out of 4 questions correctly for 50% accuracy.</p> <div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div>
Type and Frequency of Prompting:	<div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> <p>Frequent direct verbal prompting was necessary - Direct verbal prompts: "...you need to think about what they would eat in the ocean..."</p>
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> <p>The class was full of students completing assignments, but there was no interaction between students.</p>
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> <p>The task was completed in the special education classroom.</p>

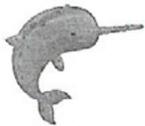
*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 6: ENGLISH LANGUAGE ARTS

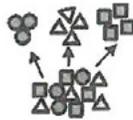


Narwhals

People thought the sea monster might be a narwhal. What is a Narwhal?



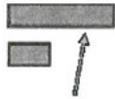
Narwhal are a kind of whale.



col 1.1



The males have a long horn or tusk.



Student fact sheet



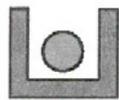
The tusk can be sixteen feet long.



Narwhals eat fish, squid, and shrimp.



They live in the cold Arctic Ocean



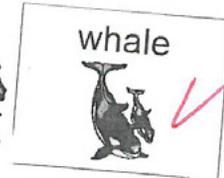
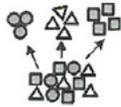
SAMPLE 6: ENGLISH LANGUAGE ARTS

Name T

9/23

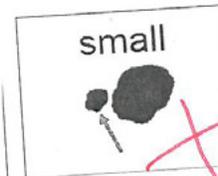
Use the word bank to answer the questions.

1



Narwhals are a kind of dog or whale?

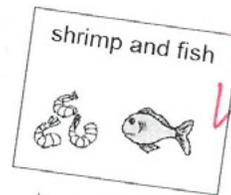
2



Are Narwhals big or small?

Col 1-5

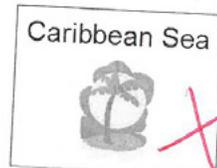
3



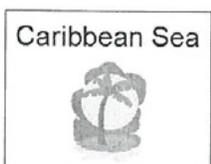
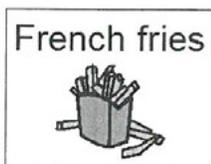
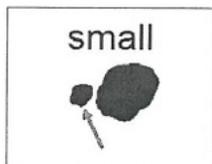
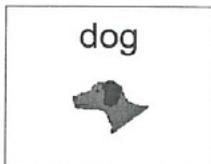
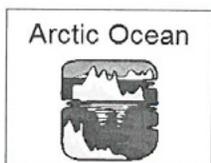
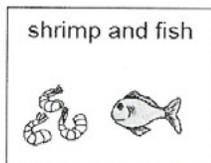
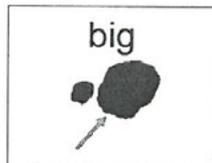
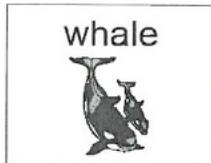
What do narwhals eat?

50%

4



Where do narwhals live?



SAMPLE 6: ENGLISH LANGUAGE ARTS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

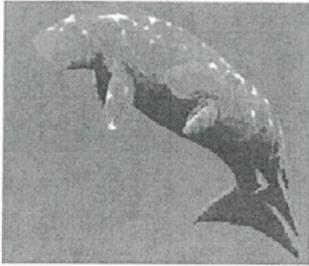
Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	T
Date on which the evidence was completed (When):	10/10
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	After reading the fact sheet about Dugongs, T answered 4 "informative" questions from the informational fact sheet. T read the fact sheet several times. When he felt he knew the information, it was removed and he answered the questions.
Specific Evaluation of student response (How Well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	T selected 2 out of 4 questions correctly for 50% accuracy.
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting:	Documentation of prompting should NOT include instructions or encouragement.
	Limited direct verbal prompting was necessary. Direct verbal prompts: "...you need to think about what they would eat in the ocean..." Indirect verbal prompts: "...you need to think about what they would eat if they lived in the ocean..."
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
	The class was full of students completing assignments, but there was no interaction between students.
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	The task was completed in the special education classroom.

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 6: ENGLISH LANGUAGE ARTS



Dugongs

The crew of the Nautilus saw dugongs. What is a Dugong?

Student fact sheet



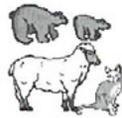
Dugongs



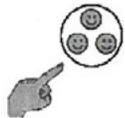
very



large



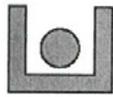
mammals.



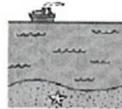
They



live



in



the oceans



between



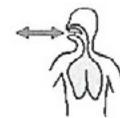
Africa



and Australia.



They



breathe

air through



their



nose.

Col 1.2



Dugongs



eat



seagrass.



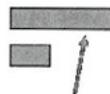
Dugongs



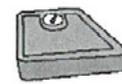
can

grow

to be 8 feet long



and



weigh 1,000 pounds.

Informational text

SAMPLE 6: ENGLISH LANGUAGE ARTS

Name T

10/10

Use the word bank to answer the questions.

1

Are  a  or a  ?

fish


2

Do  breathe through their  or  ?

gill


3

What  do  eat?

seagrass


50%

4

Are   or  ?

big


col 1-2

mammal 	nose 	seagrass 	big 
fish 	gill 	hamburgers 	small 

SAMPLE 6: ENGLISH LANGUAGE ARTS

Name Answers

Use the word bank to answer the questions.

1



mammal

Are dugongs a fish or a mammal ?

2



nose

Do dugongs breathe through their nose or gills ?

3



seagrass

What do dugongs eat?

col 1-2

4



big

Are dugongs big or small?

mammal

nose

seagrass

big

fish

gill

hamburgers

small

SAMPLE 6: ENGLISH LANGUAGE ARTS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

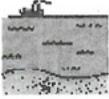
Reset Form

Student Name (Who):	T
Date on which the evidence was completed (When):	10/29
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	After reading the fact sheet about oceans, T answered 5 "informative" questions from the informational fact sheet. T read the fact sheet several times, then it was removed and he answered the questions.
Specific Evaluation of student response (How Well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	T selected 3 out of 5 questions correctly for 60% accuracy.
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting:	Documentation of prompting should NOT include instructions or encouragement.
	Limited indirect verbal prompting was given.
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
	The class was full of students completing assignments, but there was no interaction between students.
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	The task was completed in the special education classroom.

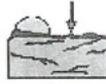
*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 6: ENGLISH LANGUAGE ARTS

OCEANS

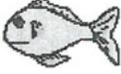
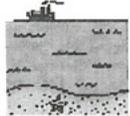
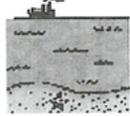
The  ocean has **2** main characteristics 

1.  Largest body of  salt  water

2.  Covers $\frac{3}{4}$ of the  earth's  surface

4  There are **4** major oceans.

  They are all connected.

 **1**  ocean can move to the  other  oceans.

Fact Sheet

3/8/1

SAMPLE 6: ENGLISH LANGUAGE ARTS

Name T Date 10-29

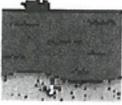
Use the work bank to fill-in the blanks

 Oceans are made up of  water. 

 Oceans cover  of Earth's surface.  

60%

 There are  major oceans. 

 All of the oceans are . 

60%

After reading "20,000 leagues under the sea" we learned that ...



"The deepest ocean in the world is the Pacific Ocean." True False

SAMPLE 6: ENGLISH LANGUAGE ARTS

Name _____

Date _____

Cut and paste the correct answer from the word bank on the next page. Answer the last question True or False.



Oceans

are



made



up

of



SALT



water.



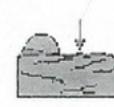
Oceans



cover

3/4

of Earth's



surface.



There

are

4

major



oceans.



All

of the



oceans are

JOINED

After reading "20,000 leagues under the sea" we learned that ...



"The deepest ocean in the world is the Pacific Ocean."

True

False

Col 2-1

Answers

SAMPLE 6: ENGLISH LANGUAGE ARTS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	T
Date on which the evidence was completed (When):	10/31
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	After reading the fact sheet about submarines, T answered 6 "informative" questions from the informational fact sheet. T and the teacher read the fact sheet several times, then it was removed and he answered the questions.
Specific Evaluation of student response (How Well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	T selected 4 out of 6 questions correctly.
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting :	Documentation of prompting should NOT include instructions or encouragement.
	Limited indirect verbal prompting was given (limited to directions only).
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
	The class was full of students completing assignments, but there was no interaction between students.
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	The task was completed in the special education classroom.

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 6: ENGLISH LANGUAGE ARTS

INFORMATIONAL FACT SHEET

SUBMARINES

A submarine is a boat that can travel under water.

col 2.7

Some sailors in the 1850 thought that submarines were sea monsters.

In 1864, the Huntley became the first submarine to sink an enemy vessel.

In the 1900 electricity from batteries was the main source for power.

Modern submarines are powered by nuclear reactors.

Nuclear reactors will last as long as the ship, approximately 33 years.

Modern submarines can be as long as 362' = as long as a football field.

Modern submarines can carry as many as 150 men.

A nuclear submarine can stay underwater for over 90 days.

US submarines are painted black to help them hide in the water.

SAMPLE 6: ENGLISH LANGUAGE ARTS

SUBMARINES

Name T

Date 10-31

Write in the answers for the following questions. Answers are in the word bank below.

1. A submarine is a boat that can travel under water. ✓

col 2-2

2. Modern submarines can stay underwater for 33 days. ✗ 90

3. Modern submarines are powered by nuclear reactors. ✓

4. Nuclear reactors will last as long as the ship, approximately 33 years. ✗ 73

5. A modern submarine can carry up to 150 men. ✓

6. U.S. submarines are painted black to help them hide. ✓

-----WORD BANK-----

under
water

73

150

3

blue

33

sailors

nuclear

362

black

90
days

SAMPLE 6: ENGLISH LANGUAGE ARTS

SUBMARINES

Name _____

Date _____

Write in the answers for the following questions. Answers are in the word bank below.

1. A submarine is a boat that can travel _____ underwater _____.

col 2.4

2. Modern submarines can stay underwater for _____ 90 _____ days.

3. Modern submarines are powered by _____ nuclear _____ reactors.

4. Nuclear reactors will last as long as the ship, approximately _____ 33 _____ years.

5. A modern submarine can carry up to _____ 150 _____ men .

6. U.S. submarines are painted _____ black _____ to help them hide.

Answers

-----WORD BANK-----

under
water

73

150

3

blue

33

sailors

nuclear

362

black

90
days

SAMPLE 7: ENGLISH LANGUAGE ARTS

SAMPLE 7

Grade:	High School	Reading Literary (RL)
Standard:	ELAGSE11-12.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Element/Indicator: N/A

Fidelity to Standard: 2

All 4 assessment tasks (answering questions about an adapted version of Treasure Island) are aligned to the content standard. Not all aspects of the standard have been covered; the student work addresses academic content at an entry level and is not approaching basic grade-level expectations.

Context: 3

The materials used are grade appropriate. The student work represents a purposeful simulated application.

Achievement/Progress: 2

The student's accuracy is unchanged across the Collection Period 1 and Collection Period 2 tasks. The student receives 100% on all work. Complexity increases in Collection Period 2 because the student is given more questions and more answer choices. In addition, the student performs the final task in a different environment (the media center) with the teacher and a general education peer, after working in the special education classroom with the special education teacher in Collection Period 1. The student's independence increases only slightly because the student requires continuous full physical prompting in Collection Period 1 and prompting is reduced with continuous partial physical prompting in Collection Period 2.

With these increases in complexity and independence, the student demonstrates **some** Achievement/Progress.

SAMPLE 7: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

ELA

Entry 1

Student Name:

Age:

Sample Student

19

Entry Sheet Completed by:

Special Education Teacher

Strand/Domain: Reading Literary (RL)* *may use any high school literature

Standard: ELAGSE11-12.RL.1

Description: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Element/Indicator:

Description:

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

N will refer to the text in order to answer questions about the story in order to cite strong and thorough textual evidence to support analysis of what the text says explicitly.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 7: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

ELA

Entry 1

Collection Period 1: Primary Evidence

Date: 09/25

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

N referred to the adapted story "Treasure Island" to answer 2 questions about the story.

Collection Period 1: Secondary Evidence

Date: 09/26

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

N referred to the adapted story "Treasure Island" to answer 2 different questions about the story.

Collection Period 2: Primary Evidence

Date: 01/27

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

N referred to the adapted story "Treasure Island" to answer 3 questions about the story.

Collection Period 2: Secondary Evidence

Date: 02/04

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

N referred to the adapted story "Treasure Island" to answer 3 questions about the story after the story was read to her in the media center.

SAMPLE 7: ENGLISH LANGUAGE ARTS

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 9/25

Evidence Annotation Sheet

Actual student evidence will follow this page

Documentation should be **specific** as indicated in the gray instruction boxes.

Student Name (Who):	N
Date on which the evidence was completed (When):	9/25
Description of Task (What):	After the adapted story “Treasure Island” was read to N , she ^{was} as to refer to the text in order to answer questions about what the text said. N was provided the story during the task to assist her with citing evidence from text.
Specific evaluation of student ponse (How well):	<p>What was the student’s response to each of the actions/questions? Was the student’s response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</p> <p>N scored 100%, marking the map and Billy Bones in answer to questions 1 and 2. N held the marker as she was given full physical prompts at the hand to answer the questions.</p> <p><input checked="" type="checkbox"/> Grade/Number correct is documented on the evidence.</p>
Type and Frequency of prompting:	<p>Documentation of prompting should NOT include instructions or encouragement.</p> <p>Continuous full physical prompts were required</p>
Interactions (With Whom and How):	<p>Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interactions(s) that occurred during the task.</p> <p>N interacted with her teacher in completing her task. The teacher read the story to her, gave instructions and physical prompting</p>
Setting in which task was mpleted (Where):	<p>Setting should be purposeful for the task.</p> <p>Special education classroom</p>

SAMPLE 7: ENGLISH LANGUAGE ARTS

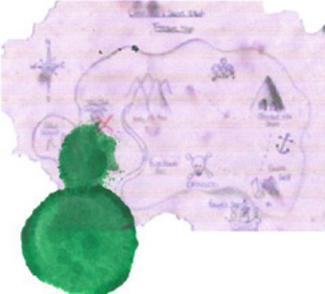
Name N Date 9/25

Refer to the book to answer the questions

 
Circle or mark your answer



1. What did Jim find in Billy's chest?



Jim found a map



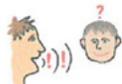
Jim found a cup

Score: 100%

SAMPLE 7: ENGLISH LANGUAGE ARTS

Name N Date 9/25

Refer to the book to answer the questions

 or  mark your answer 



2. Who fell dead at the Admiral Benbow Inn?



A horse fell dead



Billy Bones fell
dead

Score: 100%

SAMPLE 7: ENGLISH LANGUAGE ARTS

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 9/26

Evidence Annotation Sheet

Actual student evidence will follow this page

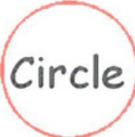
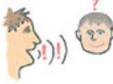
Documentation should be **specific** as indicated in the gray instruction boxes.

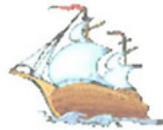
Student Name (Who):	N
Date on which the evidence was completed (When):	9/26
Description of Task (What):	N's task was to refer to the text to answer 2 questions about "Treasure Island", by marking the answer with a bingo marker. She was provided the story during the task to assist her with citing evidence from the text.
Specific evaluation of student response (How well):	<p>What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</p> <p>N scored 100%, marking Treasure Island and Captain Smollett in answer to questions 1 and 2. N held the marker as she was given full physical prompts at the hand to answer the questions.</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> X <input type="checkbox"/> </p> <p style="text-align: center;">Grade/Number correct is documented on the evidence.</p>
Type and Frequency of prompting:	<p>Documentation of prompting should NOT include instructions or encouragement.</p> <p>Continuous full physical prompts were required</p>
Interactions (With Whom and How):	<p>Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interactions(s) that occurred during the task.</p> <p>The teacher read the story to N, gave instruction and physical prompting</p>
Setting in which task was completed (Where):	<p>Setting should be purposeful for the task.</p> <p>Special education classroom</p>

SAMPLE 7: ENGLISH LANGUAGE ARTS

Name N Date 9/26

Refer to the book to answer the questions

 Circle or  mark your answer 



1. Where did they all sail to?



They all sailed to
Treasure Island



They all sailed
to the mall

Score: 100%

SAMPLE 7: ENGLISH LANGUAGE ARTS

Name N Date 9/26

Refer to the book to answer the questions

 Circle or  mark your answer 



2. Who was the captain of the ship?



a teacher



Captain Smollett

Score: 100%

SAMPLE 7: ENGLISH LANGUAGE ARTS

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 1/27

Evidence Annotation Sheet

Actual student evidence will follow this page

Documentation should be **specific** as indicated in the gray instruction boxes.

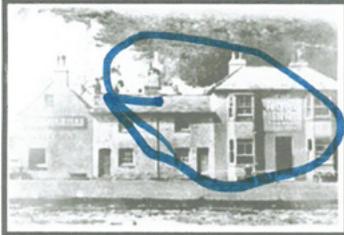
Student Name (Who):	N
Date on which the evidence was completed (When):	1/27
Description of Task (What):	N's task was to refer to the text to answer 3 questions about what the text said after the adapted story Treasure Island was read to her. N answered the question read to her by touching the annotated pictures. She then circled the picture she touched with assistance from her teacher.
Specific evaluation of student response (How well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	<p>N required partial physical prompts to indicate the answer by touching the correct annotated picture. She was then given Full physical prompts to circle the answer.</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;">Grade/Number correct is documented on the evidence.</p>
Type and Frequency of prompting:	<p style="background-color: #f0f0f0;">Documentation of prompting should NOT include instructions or encouragement.</p> <p>Continuous partial physical prompts to touch the correct answer and continuous full physical prompts to circle the answer.</p>
Interactions (With Whom and How):	<p style="background-color: #f0f0f0;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interactions(s) that occurred during the task.</p> <p>The teacher first read the story to N. She then read each question and the 3 annotated picture choices to N. The teacher assisted N with partial physical prompts to touch the correct picture. The teacher then helped N circle her choice with full physical prompts.</p>
Setting in which task was completed (Where):	<p style="background-color: #f0f0f0;">Setting should be purposeful for the task.</p> <p>Special Education setting.</p>

SAMPLE 7: ENGLISH LANGUAGE ARTS



100% N 1/27
Where did Billy Bones fall dead?

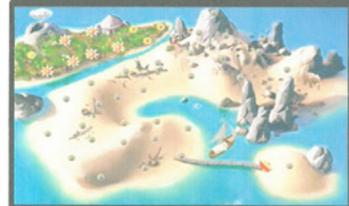
Billy Bones fell dead at the Admiral Benbow Inn



Billy Bones fell dead on the ship



Billy Bones fell dead on Treasure Island



1

SAMPLE 7: ENGLISH LANGUAGE ARTS



Where was the treasure hidden?

*N
1/27*

In a house

Treasure Island

At the mall



2

SAMPLE 7: ENGLISH LANGUAGE ARTS

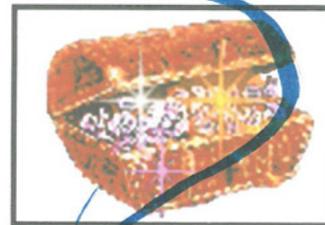
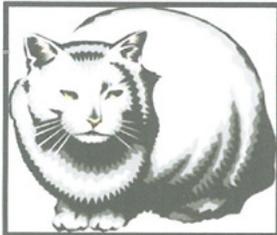


What did Ben Gunn show Jim?^{N 1/27}

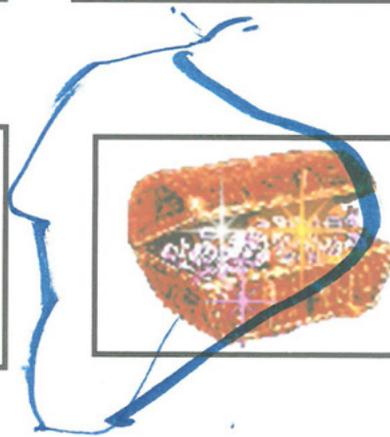
a cat

a lemon

the treasure



3



SAMPLE 7: ENGLISH LANGUAGE ARTS

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 2/4

Evidence Annotation Sheet

Actual student evidence will follow this page

Documentation should be **specific** as indicated in the gray instruction boxes.

Student Name (Who):	N
Date on which the evidence was completed (When):	2/4
Description of Task (What):	After the adapted story <i>Treasure Island</i> was read to her, N's task was to refer to the text to answer 3 questions about what the text said. She answered the question read to her by touching the answer from a choice of three annotated pictures. N then circled the picture she touched with assistance from her teacher
Specific evaluation of student response (How well):	<p>What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</p> <p>N was given partial physical prompts to touch the correct annotated picture in answer to the question read to her. She was then assisted with full physical prompts to circle the answer. Her score was 100%</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> X <input type="checkbox"/> </p> <p style="text-align: center;">Grade/Number correct is documented on the evidence.</p>
Type and Frequency of prompting:	<p style="background-color: #e0e0e0;">Documentation of prompting should NOT include instructions or encouragement.</p> <p>Continuous partial physical prompts were required to touch the correct answer and continuous full physical prompts to circle the answer.</p>
Interactions (With Whom and How):	<p style="background-color: #e0e0e0;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interactions(s) that occurred during the task.</p> <p>A general education student read the adapted story to N and read each question and the three answer choices. The teacher assisted N with physical prompts to answer the question by touching the picture and circling the picture that was touched.</p>
Setting in which task was completed (Where):	<p style="background-color: #e0e0e0;">Setting should be purposeful for the task.</p> <p>The task took place in the school Media Center.</p>

SAMPLE 7: ENGLISH LANGUAGE ARTS



Who was a pirate? ^N 2/4
100%

a horse

a girl

Long John Silver



31

SAMPLE 7: ENGLISH LANGUAGE ARTS

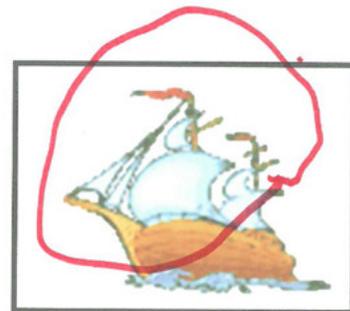


How did Jim leave the island? ^N ^{2.14}

By car

By bus

By ship



82

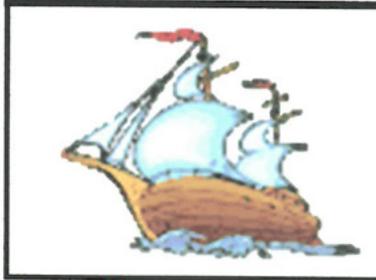


Why did Jim fight the pirates?¹⁰_{2/4}

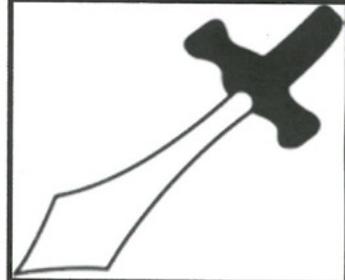
They fought for the treasure



They fought for the ship



They fought for a sword



83

SAMPLE 8: ENGLISH LANGUAGE ARTS

SAMPLE 8

Grade:	High School	Writing (W)
Standard:	ELAGSE9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Element/Indicator:	c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Fidelity to Standard: 2

All 4 assessment tasks (using sentence strips to write about a school pep rally, the World Series, Thanksgiving, and a football game at the Georgia Dome) are aligned to the content standard. The student work addresses academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful simulated application.

Achievement/Progress: 3

The student receives a collective average of 65% accuracy on Collection Period 1 tasks and a collective average of 73% on the tasks in Collection Period 2. Complexity increases in Collection Period 2 because the student uses more sentences to write longer narratives. The student is prompted in both Collection Period 1 tasks, but is independent in the final task. The increases in accuracy, complexity, and independence represent **reasonable** Achievement/Progress.

SAMPLE 8: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

ELA

Entry 2

Student Name: Sample Student Age: 17

Entry Sheet Completed by:
Special Education Teacher

Strand/Domain: Writing (W)

Standard: ELAGSE9-10.W.3

Description: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Element/Indicator: c.

Description: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

The student is asked to write a narrative about real/imagined events using teacher created sentence strips.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 8: ENGLISH LANGUAGE ARTS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

ELA

Entry 2

Collection Period 1: Primary Evidence

Date: 10/31

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

Using sentence strips made by the teacher, T was asked to write a narrative using effective technique, well-chosen details, and well-structured event sequences. The narrative is about a recent pep rally we had at G High School.

Collection Period 1: Secondary Evidence

Date: 11/08

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

Using sentence strips made by the teacher, T was asked to write a narrative using effective technique, well-chosen details, and well-structured event sequences. T loves sports and this narrative is about the recent World Series between the Boston Red Sox and the St. Louis Cardinals.

Collection Period 2: Primary Evidence

Date: 12/03

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

T was asked to write a narrative using effective technique, well-chosen details, and well-structured event sequences. He will select the sentence and paste it into the boxes numbered 1–7. T will write about his Thanksgiving with this family and relatives.

Collection Period 2: Secondary Evidence

Date: 12/04

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

T was asked to write a narrative using effective technique, well-chosen details, and well-structured event sequences. He will select the sentence and paste it into the boxes. He will write about his trip to the Georgia Dome with his dad to watch the Falcons football game.

SAMPLE 8: ENGLISH LANGUAGE ARTS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	T
Date on which the evidence was completed (When):	10/31
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	Using sentence strips made by the teacher, T was asked to write a narrative using effective technique, well-chosen details, and well-structured event sequences. The narrative is about a recent pep rally we had at G High School and the football game that evening.
Specific Evaluation of student response (How Well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	Correct order and placement in correct box is worth 20 points per sentence. T placed 4 out of 5 correctly for 80% accuracy.
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting:	Documentation of prompting should NOT include instructions or encouragement.
	T received frequent direct verbal instructions of the steps involved, with reminders to look for clues such as "yesterday," "time of day," "later," etc.
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
	The student worked with the teacher.
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	The task was completed in the special education classroom.

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 8: ENGLISH LANGUAGE ARTS

T

OUR FOOTBALL GAME

10-31

Yesterday, we went to a pep rally for our football team, the "R

."

Later that night we went to the football game.

The pep rally was in the G

High School gymnasium at 2:45.

There were over 1000 students there. It was very loud and lasted until 3:15.

G

won 14 to 0. We didn't get home till 10:30.

Col 1.1

SAMPLE 8: ENGLISH LANGUAGE ARTS

OUR FOOTBALL GAME

Yesterday, we went to a pep rally for our football team, the "R _____."

The pep rally was in the G _____ High School gymnasium at 2:45.

There were over 1000 students there. It was very loud and lasted until 3:15.

Later that night we went to the football game.

G _____ won 14 to 0. We didn't get home till 10:30.

Answers

201 1.1

SAMPLE 8: ENGLISH LANGUAGE ARTS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	T
Date on which the evidence was completed (When):	11/08
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> Using sentence strips made by the teacher, T was asked to write a narrative using effective technique, well-chosen details, and well-structured event sequences. He will select the sentence and paste it into the boxes numbered 1–6. T watched the recent World Series between the Boston Red Sox and the St. Louis Cardinals. It is a more difficult task as he must place 6 sentences correctly instead of 5 as in the previous work sample.
Specific Evaluation of student response (How Well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student’s response to each of the actions/questions? Was the student’s response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> Correct order and placement in correct box is worth 16 points per sentence. T placed 3 out of 6 correctly for 50% accuracy.
Type and Frequency of Prompting:	<div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div> Documentation of prompting should NOT include instructions or encouragement. T received limited direct verbal instructions of the steps, with reminders to look for clues such as "entered," "inning," "final score," etc.
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> The student worked with the teacher.
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> The task was completed in the school media center.

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 8: ENGLISH LANGUAGE ARTS

Name 7

THE WORLD SERIES

Date 11-8

Boston entered the best-of-seven series 3-2 and could clinch the title if they won Game Six.

The Sox added on 3 more runs in the fourth inning courtesy of a home run from shortstop Drew.

The score at the top of the next inning was Red Sox's 6 and St. Louis Cardinals 0.

Boston scored 3 runs in the third inning on a 3-run, bases loaded double by Victorino.

The Cardinals, trailing by 6-0, scored a run in the 7th inning.

The final score was The Boston Red Sox's 6 and the St. Louis Cardinals 1.

Col 1.2

SAMPLE 8: ENGLISH LANGUAGE ARTS

THE WORLD SERIES

Boston entered the best-of-seven series 3-2 and could clinch the title if they won Game Six.

Boston scored 3 runs in the third inning on a 3-run, bases loaded double by Victorino.

The Sox added on 3 more runs in the fourth inning courtesy of a home run from shortstop Drew.

The score at the top of the next inning was Red Sox's 6 and St. Louis Cardinals 0.

The Cardinals, trailing by 6-0, scored a run in the 7th inning.

The final score was The Boston Red Sox's 6 and the St. Louis Cardinals 1.

col 1.2

ANSWERS

SAMPLE 8: ENGLISH LANGUAGE ARTS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	T
Date on which the evidence was completed (When):	12/03
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> <p>Using sentence strips made by the teacher, T was asked to write a narrative using effective technique, well-chosen details, and well-structured event sequences. He will select the sentence and paste it into the boxes numbered 1–7. T will write about his Thanksgiving with his family and relatives. It is a more difficult task as he must place 7 sentences correctly, instead of 6 as in the previous work sample.</p>
Specific Evaluation of student response (How Well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student’s response to each of the actions/questions? Was the student’s response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> <p>Correct order and placement in correct box is worth 14 points per sentence. T placed 5 out of 7 correctly for 71% accuracy.</p> <div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div>
Type and Frequency of Prompting:	<div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> <p>T received frequent indirect verbal instructions of the steps involved, with reminders to look for clues such as what time the events took place, etc.</p>
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> <p>The student worked by himself.</p>
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> <p>The task was completed in the special education classroom.</p>

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 8: ENGLISH LANGUAGE ARTS

Name T

THANKSGIVING

Date 11-8

MY GRANDPARENTS WERE THE FIRST TO ARRIVE AT EIGHT AM.

LAST THURSDAY MY FAMILY AND I CELEBRATED THANKSGIVING.

THEN, MY UNCLE, WHO DROVE ALL THE WAY FROM ALABAMA CAME JUST BEFORE NINE.

MOM AND NANNA AND PAPA COOKED FROM TEN UNTIL TWO-THIRTY.

WE DIDN'T EAT OUR MEAL UNTIL THREE.

I HAD TURKEY, HAM, TURNIPS AND THEN WATCHED THE FOOTBALL GAME AT FOUR OCLOCK.

I DON'T KNOW WHO WON THE FOOTALL GAME BECAUSE I FELL ASLEEP.

SAMPLE 8: ENGLISH LANGUAGE ARTS

Name _____

THANKSGIVING

Date _____

LAST THURSDAY MY FAMILY AND I CELEBRATED THANKSGIVING.

MY GRANDPARENTS WERE THE FIRST TO ARRIVE AT EIGHT AM.

THEN, MY UNCLE, WHO DROVE ALL THE WAY FROM ALABAMA CAME JUST BEFORE NINE.

MOM AND NANNA COOKED FROM TEN UNTIL TWO-THIRTY.

WE DIDN'T EAT OUR MEAL UNTIL THREE OCLOCK.

I HAD TURKEY, HAM, TURNIPS AND THEN WATCHED THE FOOTBALL GAME AT FOUR OCLOCK.

I DON'T KNOW WHO WON THE FOOTALL GAME BECAUSE I FELL ASLEEP.

col 2-1

SAMPLE 8: ENGLISH LANGUAGE ARTS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	T
Date on which the evidence was completed (When):	12/04
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	Using sentence strips made by the teacher, T was asked to write a narrative using effective technique, well-chosen details, and well-structured event sequences. He will select the sentence and paste it into the boxes numbered 1–8. T will write about his recent trip to the Georgia Dome with his dad to watch the Falcons football game. It is a more difficult task as he must place 8 sentences correctly instead of 7 as in the previous work sample.
Specific Evaluation of student response (How Well):	What was the student’s response to each of the actions/questions? Was the student’s response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	Correct order and placement in correct box is worth 14 points per sentence. T placed 6 out of 8 correctly for 75% accuracy.
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting:	Documentation of prompting should NOT include instructions or encouragement.
	T received instructions about the task and worked independently without any hints or help. Although key words were highlighted to help him focus, he did not receive any prompts from the teacher.
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
	The student worked by himself.
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	The task was completed in the special education classroom.

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 8: ENGLISH LANGUAGE ARTS

Name _____

FALCONS V. SAINTS

Date 12/5

LAST FRIDAY MY DAD AND I WENT TO SEE THE FALCONS PLAY THE SAINTS AT THE GEORGIA DOME.

BEFORE THE GAME WE BOUGHT OUR TICKETS AND SNACKS. WE SAT AT THE 13 YARD LINE.

THE SAINTS SCORED FIRST IN THE FIRST QUARTER WITH A 46 YARD PASS IN THE ENDZONE.

FOLLOWING THE SAINTS TOUCHDOWN, THE FACONS TIED THE GAME WITH A 29 YARD RUN BY WILSON.

BRYANT PUT THE FALCONS AHEAD WITH THE FIRST OF HIS TWO FIELDS GOALS IN THE SECOND QUARTER.

ATLANTA MISSED A LONG FIELD GOAL AND THE SAINTS RAN OFF THE FIELD WITH 5 SECONDS LEFT IN THE GAME.

THE ONLY POINTS IN THE SECOND HALF CAME FROM THE SAINTS 41 YARD FIELD GOAL.

THE FINAL SCORE WAS SAINTS 17, FALCONS 13. THE FALCONS HAVE WON 2 GAMES AND LOST 9 THIS SEASON.

2-2
10/

SAMPLE 8: ENGLISH LANGUAGE ARTS

Name _____

FALCONS VS. SAINTS

Date _____

LAST FRIDAY MY DAD AND I WENT TO SEE THE FALCONS PLAY THE SAINTS AT THE GEORGIA DOME.

BEFORE THE GAME WE BOUGHT OUR TICKETS AND SNACKS. WE SAT AT THE 13 YARD LINE.

THE SAINTS SCORED FIRST IN THE FIRST QUARTER WITH A 46 YARD PASS IN THE ENDZONE.

FOLLOWING THE SAINTS TOUCHDOWN, THE FACONS TIED THE GAME WITH A 29 YARD RUN BY WILSON.

BRYANT PUT THE FALCONS AHEAD WITH THE FIRST OF HIS TWO FIELDS GOALS IN THE SECOND QUARTER.

THE ONLY POINTS IN THE SECOND HALF CAME FROM THE SAINTS 41 YARD FIELD GOAL.

ATLANTA MISSED A LONG FIELD GOAL AND THE SAINTS RAN OFF THE FIELD WITH 5 SECONDS LEFT IN THE GAME.

THE FINAL SCORE WAS SAINTS 17, FALCONS 13. THE FALCONS HAVE WON 2 GAMES AND LOST 9 THIS SEASON.

*2.8
201*

SAMPLE 9: MATHEMATICS

SAMPLE 9

Grade: 4 Number and Operations in Base Ten (NBT)

Standard: MGSE4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Element/Indicator: N/A

Fidelity to Standard: 2

All 4 assessment tasks (matching the base ten numeral to its number name and expanded form) are aligned to the content standard. Some aspects of the standard have not been covered, but the student work addresses academic content at an entry level.

Context: 3

The materials used are grade appropriate. The student work reflects a purposeful simulated application.

Achievement/Progress: 3

The student work increases in accuracy from Collection Period 1 to Collection Period 2. The student improves from an average of 40% across both tasks in Collection Period 1 to an average of 100% in Collection Period 2. The tasks increase in complexity as the student is asked to provide both the word name and the expanded form for a different set of two-digit numbers in the second collection period. There is some increase in independence as the frequency of prompting decreases in Collection Period 2. With some increase in accuracy, complexity, and independence, the student demonstrates **reasonable** Achievement/Progress.

SAMPLE 9: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 4

Mathematics

Entry 1

Student Name: Sample Student Age: 9

Entry Sheet Completed by:
Special Education Teacher

Strand/Domain: Number and Operations in Base Ten (NBT)

Standard: MGSE4.NBT.2

Description: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Element/Indicator:

Description:

Generalize place value understanding for multi-digit whole numbers.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

The student will equate each numeral (one through twenty) to the word name, standard form, and expanded form.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 9: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 4

Mathematics

Entry 1

Collection Period 1: Primary Evidence

Date: 10/27

Type of Evidence: Series of Captioned Photos

Description of Task:

Describe "Other":

L was presented with a poster board activity that contained the standard form of the numerals one through ten. Her task was to match the word name to the standard form.

Collection Period 1: Secondary Evidence

Date: 10/28

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

L was presented with a worksheet that contained the word name of the numerals one through ten. The student's task was to match the standard form to the word name.

Collection Period 2: Primary Evidence

Date: 01/10

Type of Evidence: Series of Captioned Photos

Description of Task:

Describe "Other":

L was presented with a poster board activity that contained the standard form of the numerals eleven through twenty. The student's task was to match the number name and the expanded form to the standard form.

Collection Period 2: Secondary Evidence

Date: 01/17

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

L was presented with a worksheet that contained the standard form of the numerals eleven through twenty. The student's task was to complete the worksheet by matching the standard form and the expanded form to the word name.

SAMPLE 9: MATHEMATICS

Collection Period 1 – Initial Task
 Primary Evidence Secondary Evidence

Date 10/27

L
10/27

Collection Period 1
Primary Evidence



L's task was to complete a matching activity that required her to equate the word name to its standard form. She completed the activity in the special education classroom. L has a cerebral palsy, a moderate intellectual disability and a speech impairment.

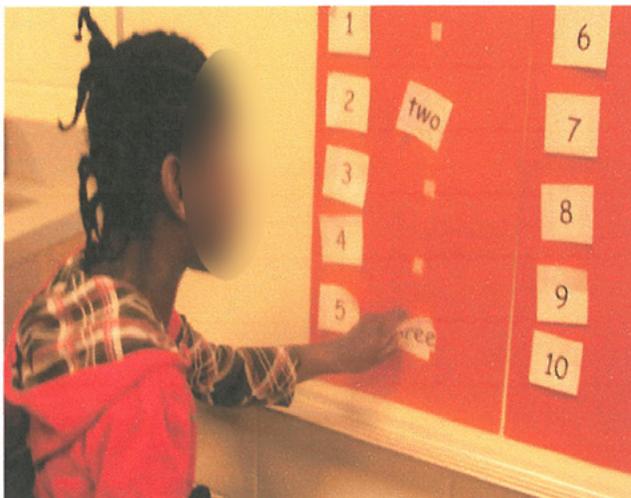


L was presented with a math activity that contained the standard form of the numbers one through ten and a word bank containing the word name. She was asked to match the word name to the standard form. L was verbally prompted by the teacher to begin the task. She looked at the word name and then located the standard form.

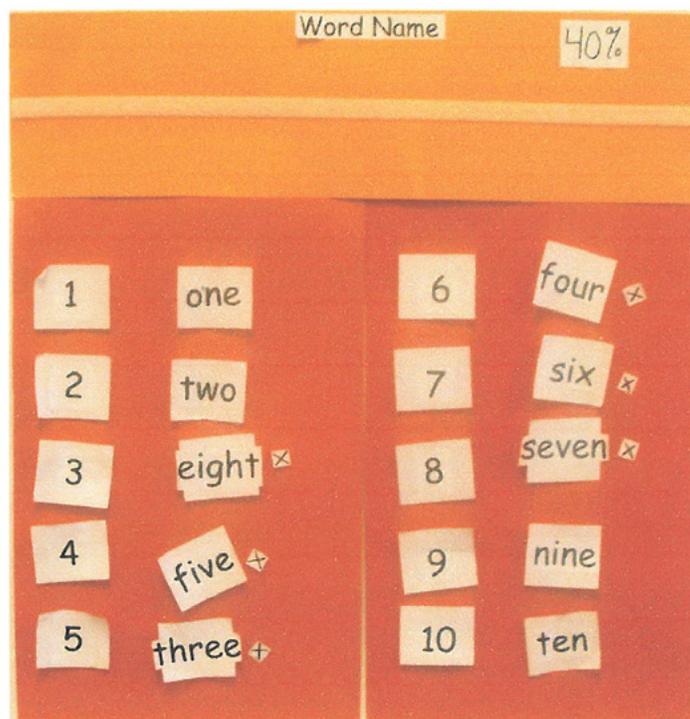


The teacher provided frequent verbal prompting throughout the activity to assist L with matching the word name to the standard form.

SAMPLE 9: MATHEMATICS



L was excited about the activity and enjoyed interacting with the teacher. L continued the task until she matched all of the word names to the standard forms.



This is a picture of the completed task. She was able to complete the activity with frequent verbal prompting from the teacher. L scored 40% accuracy on the task.

Answer Key: (1 - one) (2 - two) (3 - three) (4 - four) (5 - five)
(6 - six) (7 - seven) (8 - eight) (9 - nine) (10 - ten)

SAMPLE 9: MATHEMATICS

L
10/28

Collection Period 1
Secondary Evidence

Description of the task:

L had worked on the mathematical concept of equivalence between a numeral's standard form and its word name for several days before completing this task.

L task was to complete a worksheet with numbers listed in standard form and an answer bank that contained the numbers listed by the word name. She was asked to match the word name to the standard form. The teacher read the standard form and the word names. The paraprofessional assisted L with cutting out the word names from the answer bank at the bottom of the page. After the answers were cut out, the paraprofessional gave L two answer choices to choose from; this allowed L to make a selection without becoming distracted. L made her choice by pointing to the selection. L has cerebral palsy, a moderate intellectual disability and a speech impairment.

Student Progress:

L was able to match all ten problems and complete the activity with 40% accuracy. She required frequent verbal prompts to make a selection from a choice of two. She required gestures from the paraprofessional to place her answer in the provided space.

Setting:

She completed the task in the special education classroom seated at the work table. She interacted with the teacher and paraprofessional and required frequent verbal prompts and gestures throughout the activity in order to make a selection and match the word name to the standard form.

Interaction/Student Support:

L interacted with the teacher and paraprofessional to complete this activity. She was given an answer bank at the bottom of the worksheet to assist her in matching the word name to the standard form. She required frequent verbal prompts and gestures from the teacher and paraprofessional to complete the activity.

SAMPLE 9: MATHEMATICS

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10/28

4090

Name: _____ L _____ Date: 10/28

Match the standard form to the word name.

Standard Form

Word Name

10

✓ Ten

5

X Four

1

✓ One

8

X Three

4

X Five

7

X Two

2

X Seven

3

X Eight

6

✓ Six

9

✓ Nine

Answer Key:

1) ten 2) five 3) one 4) eight 5) four

6) seven 7) two 8) three 9) six 10) nine

SAMPLE 9: MATHEMATICS

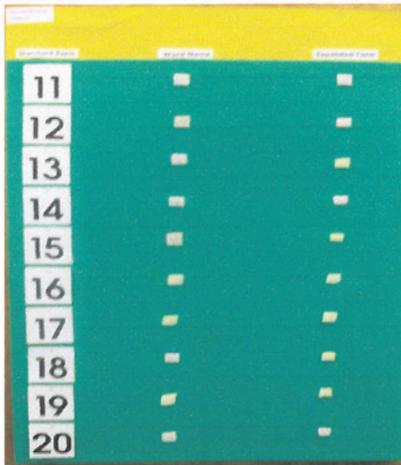
Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

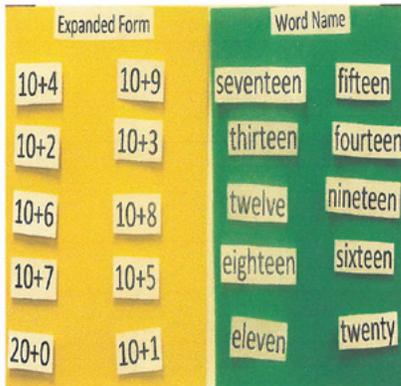
Date 1/10

L
1/10

Collection Period 2
Primary Evidence



L task was to equate each numeral's word name, standard form and expanded form. L was presented with a poster board that contained the standard form of the numerals eleven through twenty. L task was to match the word name and expanded form to the standard form.



She had a separate answer bank containing the word names and the expanded forms of each numeral. L has cerebral palsy, a moderate intellectual disability and a speech impairment. She was given printed cards containing the word names and the expanded forms because she is not able to write numbers or words.



L was verbally prompted by the paraprofessional to begin the task. She looked at the standard form and then located the word name from the answer bank and placed it next to the standard form.

SAMPLE 9: MATHEMATICS



L continued to complete the task by making choices from the answer bank and placing the number words and expanded forms next to the standard forms.



L completed the task in the special education classroom. She interacted with the paraprofessional to complete the task. L continued the task until she matched all of the word names and expanded forms to the standard forms.

SAMPLE 9: MATHEMATICS

Standard Form	Word Name	Expanded Form
11	eleven	10+1
12	twelve	10+2
13	thirteen	10+3
14	fourteen	10+4
15	fifteen	10+5
16	sixteen	10+6
17	seventeen	10+7
18	eighteen	10+8
19	nineteen	10+9
20	twenty	20+0

This is a picture of L. no. 3 completed task. She was able to complete the task with minimal verbal prompting from the paraprofessional. L. scored 100% accuracy.

Answer Key:

11	eleven	10+1
12	twelve	10+2
13	thirteen	10+3
14	fourteen	10+4
15	fifteen	10+5
16	sixteen	10+6
17	seventeen	10+7
18	eighteen	10+8
19	nineteen	10+9
20	twenty	20+0

SAMPLE 9: MATHEMATICS

L
1/17

Collection Period 2
Secondary Evidence

Description of the task:

L task was to complete a worksheet by matching the standard form, word name and expanded forms of numerals eleven through twenty. The worksheet contained the standard form and she was asked to match the equivalent word form and expanded form to each standard form. L was provided an answer bank that contained the word name and the expanded form. The teacher read the standard form, the word names and the expanded forms. The paraprofessional assisted L with cutting out the word names and the expanded forms from the answer bank. After the answers were cut out, the paraprofessional gave L three answer choices to choose from; this allowed L to make a selection without becoming distracted. L made her choice by pointing to the selection. L has cerebral palsy, a moderate intellectual disability and a speech impairment.

Student Progress:

L was able to match all ten problems and complete the activity with 100% accuracy. The task increased in difficulty during this collection period. L was able to match standard form, word name and expanded forms of numerals eleven through twenty. She required minimal verbal prompts to make a selection from a choice of three. She required gestures from the paraprofessional to place her answer in the provided space.

Setting:

She completed the task in the special education classroom seated at the table.

Interaction/Student Support:

L interacted with the teacher and paraprofessional to complete this activity. She was given an answer bank to assist her in matching the word name and expanded form to the standard form. She required minimal verbal prompts and gestures from the teacher and paraprofessional to complete the activity.

Answer Key:

15	fifteen	$10+5$	17	seventeen	$10+7$
20	twenty	$20+0$	19	nineteen	$10+9$
18	eighteen	$10+8$	14	fourteen	$10+4$
12	twelve	$10+2$	11	eleven	$10+1$
13	thirteen	$10+3$	16	sixteen	$10+6$

SAMPLE 9: MATHEMATICS

100%

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 11/17

1/17

Name L Date _____

Complete the worksheet with expanded form and word name.

Expanded Form

Standard form	Word name	Expanded form
✓ 1. 15	<u>fifteen</u>	<u>10+5</u>
✓ 2. 20	<u>twenty</u>	<u>20+0</u>
✓ 3. 18	<u>eighteen</u>	<u>10+8</u>
✓ 4. 12	<u>twelve</u>	<u>10+2</u>
✓ 5. 13	<u>thirteen</u>	<u>10+3</u>
✓ 6. 17	<u>seventeen</u>	<u>10+7</u>
✓ 7. 19	<u>nineteen</u>	<u>10+9</u>
✓ 8. 14	<u>fourteen</u>	<u>10+4</u>
✓ 9. 11	<u>eleven</u>	<u>10+1</u>
✓ 10. 16	<u>sixteen</u>	<u>10+6</u>

SAMPLE 10: MATHEMATICS

SAMPLE 10

Grade:	6	Expressions and Equations (EE)
Standard:	MGSE6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.
Element/Indicator:	N/A	

Fidelity to Standard: 2

All 4 assessment activities are aligned to the content standard. This standard has no indicators. The entry addresses each aspect of the standard. Although the student work does not approach basic grade-level expectations, it does address academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful, simulated application.

Achievement/Progress: 3

The student's accuracy increases from an average of 0% in Collection Period 1 to 98% in Collection Period 2. The complexity of the tasks also increases because the student is given different types of questions and he demonstrates a deeper level of knowledge in Collection Period 2. In addition, he is in a different environment (the general education classroom) in Collection Period 2 Primary Evidence. The student's independence increases very slightly. The student is continuously verbally prompted in both Collection Period 1 tasks, while he receives frequent verbal prompting in his Collection Period 2 tasks.

With the increases in accuracy, complexity and independence which can be seen in this entry, the student demonstrated **reasonable** Achievement/Progress.

SAMPLE 10: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 6

Mathematics

Entry 1

Student Name:

J

Age:

12

Entry Sheet Completed by:

Mrs. S

Strand/Domain: Expressions and Equations (EE)

Standard: MGSE6.EE.1

Description: Write and evaluate numerical expressions involving whole-number exponents.

Element/Indicator:

Description:

Apply and extend previous understandings of arithmetic to algebraic expressions.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 10: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 6

Mathematics

Entry 1

Collection Period 1: Primary Evidence

Date: 10/15/2015

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student was asked to complete a worksheet requiring him to write expressions with exponents.

Collection Period 1: Secondary Evidence

Date: 10/16/2015

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student was asked to complete a worksheet requiring him to evaluate expressions with exponents.

Collection Period 2: Primary Evidence

Date: 11/03/2015

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student and general education peer rolled dice to select numbers to represent bases and exponents. The student was asked to write the numbers in exponential form, factor form and standard form.

Collection Period 2: Secondary Evidence

Date: 11/04/2015

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student was asked to write and evaluate expressions involving exponents.

SAMPLE 10: MATHEMATICS

Evidence Annotation Page

Actual student evidence will follow this page

Name: J
Date: 10/15/15

Task: As an introduction to writing and evaluating numerical expressions involving whole number exponents, J was given instruction on how to write expressions with exponents. After completing several examples with the teacher, he was instructed to complete a worksheet which required him to write expressions with exponents. He was told to write the base and the exponent.

Evaluation: J tried to perform multiplication tasks instead of writing expressions. He received a score of 0% on this task.

Type and frequency of prompting: continuous verbal prompting

Interactions: Special education teacher

Setting: Special education classroom

SAMPLE 10: MATHEMATICS

Name J.

Date 10-15-15

Write Expressions with Exponents

~~1.~~ $2 \times 2 \times 2 \times 2$

44 2^4

~~2.~~ $5 \times 5 \times 5$

30 5^3

~~3.~~ $8 \times 8 \times 8 \times 8 \times 8$

25 8^5

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10-15-15

SAMPLE 10: MATHEMATICS

Evidence Annotation Page

Actual student evidence will follow this page

Name: J

Date: 10/16/15

Task: After further review of how to write exponential expressions, the teacher also introduced J to evaluating exponential expressions. J was then asked to complete a worksheet in which he evaluated exponential expressions. J was told that evaluating the expression meant finding the answer. He used a calculator.

Evaluation: J received a score of 0% on this task.

Type and frequency of prompting: continuous verbal prompting

Interactions: Special education teacher

Setting: Special education classroom

SAMPLE 10: MATHEMATICS

10-16-15
01.

NAME: J

Evaluate expressions with exponents.

1) $4^3 = \underline{4} \times \underline{4} \times \underline{4} = \underline{4}$

64

2) $2^4 = \underline{2} \times \underline{2} \times \underline{2} \times \underline{2} = \underline{4}$

16

3) $10^2 = \underline{10} \times \underline{10} = \underline{2}$

100

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10-16-15

SAMPLE 10: MATHEMATICS

Evidence Annotation Page

Actual student evidence will follow this page

Name: J
Date: 11/03/15

Task: J was asked to work with a general education peer on this task. J and his peer played a game together. They were given a red die and a green die. They took turns rolling the dice. The red die represented the base and the green die represented the exponent. J was told to record the base and the exponent and then to write the numbers in exponential form. After J and his partner rolled the dice four times and recorded the numbers, then J was told to write the numbers in factor form and in standard form. He used a calculator.

Evaluation: J received a score of 95% on this task.

Type and frequency of prompting: frequent verbal prompting

Interactions: Special education teacher and general education peer

Setting: General education classroom

SAMPLE 10: MATHEMATICS

Name: J

95%

Write and evaluate expressions using exponents.

You and a partner need a red die and green die. The red die will be the base and the green die will be the exponent. Take turns rolling each die. Write the base and the exponent. Then write the two numbers in exponential form, factor form and standard form.

Base (red die)	Exponent (green die)	Exponential Form	Factor Form	Standard Form
6	2	6 2 6^2	6×6	36
4	3	4^3	$4 \times 4 \times 4$	64
6	3	6^3	$6 \times 6 \times 6$	216
2	1	2^1	2	2

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 11-03-15

SAMPLE 10: MATHEMATICS

Evidence Annotation Page

Actual student evidence will follow this page

Name: J

Date: 11/04/15

Task: J was asked to write and evaluate expressions using exponents. He was asked to write each expression in factor form. He was then told to multiply and add to solve each equation. He used a calculator.

Evaluation: J received a score of 100% on this task.

Type and frequency of prompting: frequent verbal prompting

Interactions: Special education teacher

Setting: Special education classroom

SAMPLE 10: MATHEMATICS

Name: J.

100%

Solve the following Equations

$$1) 5^2 + 3^2 = (\underline{5} \times \underline{5}) + (\underline{3} \times \underline{3}) =$$
$$\underline{25} + \underline{9} = \underline{34}$$

11-4-15

$$2) 2^3 + 4^2 = (\underline{2} \times \underline{2} \times \underline{2}) + (\underline{4} \times \underline{4}) =$$
$$\underline{8} + \underline{16} = \underline{24}$$

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 11-04-15

SAMPLE 11: MATHEMATICS

SAMPLE 11

Grade: 6 Statistics and Probability (SP)

Standard: MGSE6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.*

Element/Indicator: N/A

Fidelity to Standard: 2

All 4 assessment tasks (determining whether questions are statistical or non-statistical) are aligned to the content standard. All aspects of the standard have been addressed, but the student work addresses academic content at an entry level. The statistical questions being identified by the student would yield categorical-based data and numerical-based data, e.g., “What are the arm spans of the students in my class?” = Numerical Data, while “What football teams do the students in my class prefer?” = Categorical Data.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful simulated application.

Achievement/Progress: 2

The student receives an average of 32% accuracy on his Collection Period 1 tasks, but he progresses to an average of 100% on his tasks in Collection Period 2. In Collection Period 2, complexity increases because the student uses different materials (a graphic organizer on a laptop computer, after using paper worksheets) and he does his work in the school cafeteria after being in the more familiar environment of the special education classroom. The type and frequency of prompting do not change; the student is independent in all four of his tasks. The increases exhibited in the student’s accuracy and complexity represent **some** Achievement/Progress.

SAMPLE 11: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 6

Mathematics

Entry 2

Student Name:

Age:

Sample Student

11

Entry Sheet Completed by:

Special Education Teacher

Strand/Domain:

Standard:

Description: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

Element/Indicator:

Description:

Develop understanding of statistical variability.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

Student had to distinguish statistical questions from non-statistical questions.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 11: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 6

Mathematics

Entry 2

Collection Period 1: Primary Evidence

Date: 12/12

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

Student had to create a list of statistical and non-statistical questions.

Collection Period 1: Secondary Evidence

Date: 12/17

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

Student had to write "yes" or "no" to determine if given questions were statistical.

Collection Period 2: Primary Evidence

Date: 02/21

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

Student had to sort questions onto a table to label the questions as statistical or non-statistical.

Collection Period 2: Secondary Evidence

Date: 02/24

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

Student had to sort questions onto two different graphic organizers to show recognition of the type of question.

SAMPLE 11: MATHEMATICS

M
Collection Period 1
Work Sample
Primary Evidence
December 12

Student: M **Grade:** 6
Strand: Statistics and Probability **Standard:** MCC6SP1
Description: Develop understanding of statistical variability.
Element: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

Setting: M performed this task in a classroom with 2 other 6th grade students and a paraprofessional.

Task: M was given a worksheet to complete. The worksheet asked for M to write four statistical questions and four non-statistical questions to show that he could recognize a statistical question as one that anticipates variability.

Student Performance: M recognized a statistical question as one that anticipates variability in the data with 25% accuracy. M placed 2 of the 8 questions under the correct heading.

Interaction/Support Provided: Because M cannot write, he was given four statistical and four non-statistical questions pre-written on small strips of paper. He had to glue the questions to the worksheet. All questions were read aloud to M before beginning the task and again when M picked up a sentence. He glued all questions to the paper independently, and a piece of tape was placed over all questions after he was finished to secure the strips to the paper.

Answer Key: ✓ = correct, ✗ = incorrect

Statistical Questions:

1. What are the ages of the students in middle school?
2. How many different types of pets are in the pet stores in Athens?
3. What are the hair colors of all of the students in your class?
4. What is the favorite food of the customers at Chickfila?

Non-Statistical Questions:

1. How old are you?
2. How many pets do you have?
3. What color is your hair?
4. What is your favorite food?

SAMPLE 11: MATHEMATICS

Name M

MCC6SP1

Date 12-12

Directions: Write 3 statistical questions under the label "Statistical Questions" and three non-statistical questions under the label "Non-statistical Questions."

Statistical Questions:

1. What is the favorite food of the customers at Chickfila? ✓

2. How old are you? ✗

3. How many pets do you have? ✗

4. What color is your hair? ✗

Non-Statistical Questions:

1. ✗ What are the hair colors of all of the students in your class?

2. What are the ages of the students in middle school? ✗

3. How many different types of pets are in the pet stores in Athens? ✗

4. What is your favorite food? ✓

$$2/8 = 25\%$$

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 12-12

SAMPLE 11: MATHEMATICS

Name MM

MCC6SP1

Date 12-17

Directions – Write “YES” or “NO” in the right-side column to indicate whether or not the question is statistical.

	Is the question statistical?
What is your name?	YES <input checked="" type="checkbox"/> X
What is your favorite color?	NO <input checked="" type="checkbox"/>
What are the favorite colors of the students in my class?	YES <input checked="" type="checkbox"/>
What are the most visited vacation locations of students at ?	YES <input checked="" type="checkbox"/>
How many students are in my class?	YES <input checked="" type="checkbox"/> X
How many students are in all of the classes at my school?	NO <input checked="" type="checkbox"/>
What is your favorite movie?	<input checked="" type="checkbox"/> X unanswered
What are the favorite movies of the students in my class?	NO <input checked="" type="checkbox"/> X

$$3/8 = 38\%$$

Collection Period 1 – Initial Task
 Primary Evidence Secondary Evidence

Date 12-17

SAMPLE 11: MATHEMATICS

M

February 21

Statistical Question

- ✓ What are the heights of the tallest buildings in the USA?
- ✓ How many of each crayon color are in this tub?
- ✓ What are the temperatures in the state capitals?

Non-Statistical Question

- How tall is the Sears Tower? ✓
- What is the temperature outside? ✓
- What color is that crayon? ✓

$$6/6 = 100\%$$

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 2/21

SAMPLE 11: MATHEMATICS

M
Collection Period 2
Work Sample
Secondary Evidence
February 24

Student: M Grade: 6
Strand: Statistics and Probability Standard: MCC6SP1

Description: Develop understanding of statistical variability.

Element: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

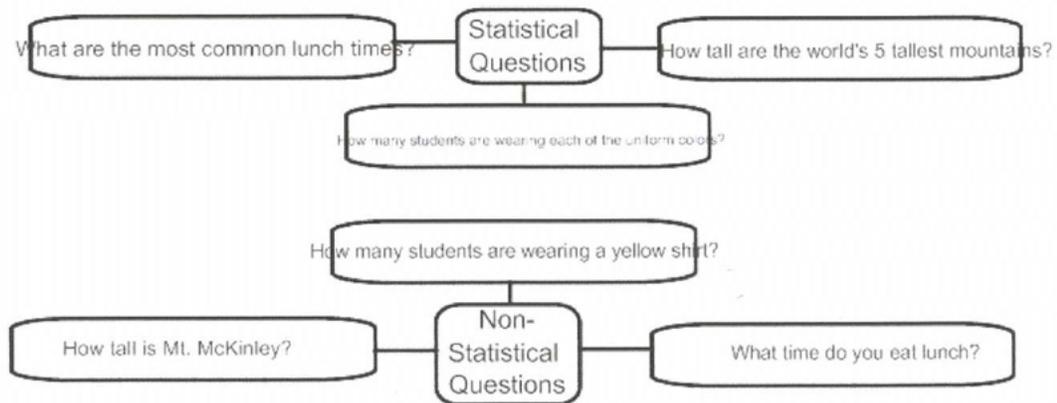
Setting: M completed this task in the school cafeteria with various cafeteria workers, a paraprofessional, and one other 6th grade student.

Task: The task was completed on a laptop computer. There were two different graphic organizers - one for statistical questions, and one for non-statistical questions. In between the graphic organizers, there were 3 questions of each type. M had to sort the 6 questions into the appropriate graphic organizer.

Student Performance: M recognized a statistical question as one that anticipates variability in the data with 100% accuracy. All questions were placed on the correct graphic organizer.

Interaction/Support Provided: All questions were read aloud to M before beginning the task, and then re-read as M clicked on each question. M placed all questions on the graphic organizer independently.

Answer Key: ✓ = correct, ✗ = incorrect

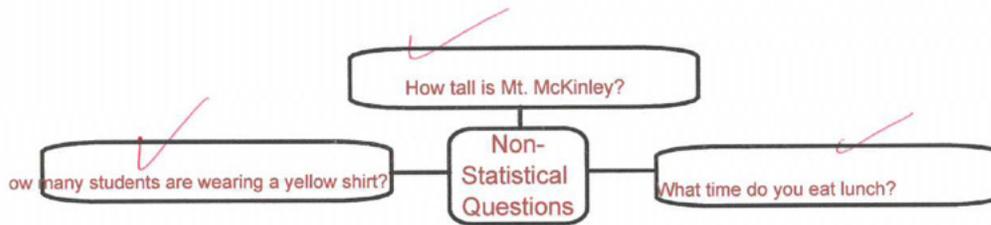
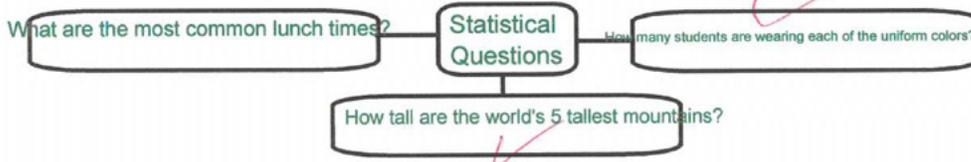


SAMPLE 11: MATHEMATICS

M

February 24

$$6/6 = 100\%$$



Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 2-24

SAMPLE 12: MATHEMATICS

SAMPLE 12

Grade: 6 Statistics and Probability (SP)

Standard: MGSE6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Element/Indicator: N/A

Fidelity to Standard: 2

All of the assessment tasks (displaying numerical data in dot plots and histograms) are aligned to the content standard. Not all aspects of the standard have been addressed because the student work does not involve box plots. The student work addresses academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful simulated application.

Achievement/Progress: 3

In each of the four tasks the student is given numerical data and is asked to display the data in a histogram or a dot plot. The student demonstrates a significant increase in accuracy; his average score increases from 0% in Collection Period 1 to 100% in Collection Period 2. His level of independence is unchanged. He requires no prompting on any of the tasks. The complexity of his tasks increases because he is given more data and different types of data to plot in Collection Period 2. He also performs his Collection Period 2 tasks in the general education math class, after being in the familiar environment of his special education classroom in Collection Period 1. The student's increases in accuracy and complexity represent **reasonable** Achievement/Progress.

SAMPLE 12: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 6

Mathematics

Entry 2

Student Name: Sample Student Age: 13

Entry Sheet Completed by:
Special Education Teacher

Strand/Domain: Statistics and Probability (SP)

Standard: MGSE6.SP.4

Description: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Element/Indicator:

Description:

Summarize and describe distributions.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

J was given a variety of assignments to assess his ability to display numerical data in plots on a number line, including dot plots, histograms, and box plots. He also had to answer questions requiring him to read and interpret the data plotted.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 12: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 6

Mathematics

Entry 2

Collection Period 1: Primary Evidence

Date: 12/11

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

J was given an assignment on which he had to read the data and create a histogram displaying that data. He also had questions at the end to answer regarding the data.

Collection Period 1: Secondary Evidence

Date: 12/12

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

J had to first complete a number line with missing numbers as well as read the numerical data in the box and place Xs on the number line to show the data in the box. He also had two questions at the bottom to answer.

Collection Period 2: Primary Evidence

Date: 02/25

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

J was given a test on which he had to read the data at the top of the paper and create a histogram to represent that data. He then had to answer a question at the bottom which required him to read the data and interpret it.

Collection Period 2: Secondary Evidence

Date: 02/20

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

J was given a post-test assignment on which he had to read the data presented in the box and then display that data below on the number line. He also had to answer two questions regarding the data at the bottom.

SAMPLE 12: MATHEMATICS

Annotation Documentation

Student Name (Who): J

Date on which the evidence was completed (When): 12/11

Description of Task (What): J was given an assignment with instructions to display numerical data on a histogram by reading the table at the top with time frames and making a graph at the bottom to demonstrate the arrival times for the students who were tardy. J was read aloud the directions and the questions. He was able to write his own answers.

Specific evaluation of student response (How well): J was read the directions, all data, and all questions. J was able to shade to indicate data on a graph, but the data did not correspond with the data given in the chart. J was unable to shade the corresponding data on the chart. He was also unable to refer back to the chart with the time intervals and determine which times went in which intervals on the histogram. J was unable to answer either of the two questions at the bottom. He was able to answer 0 questions correctly out of the 7 opportunities.

Overall grade/score: 0 out 7 = 0%

Type and Frequency of prompting: None

Interactions (With Whom and How): One on one with special education teacher

Setting in which task was completed (Where): Special education classroom

SAMPLE 12: MATHEMATICS

Primary Evidence Secondary Evidence

Date 12-11

Name J

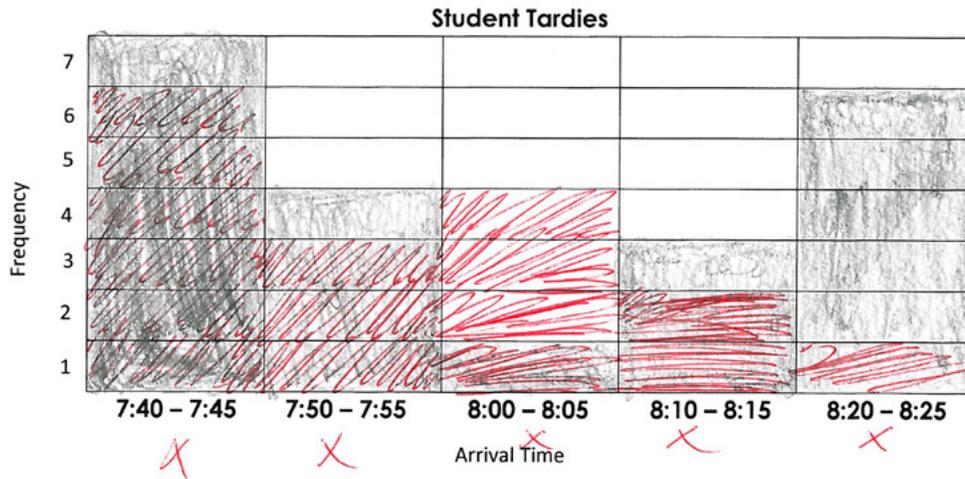
MCC.6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Student Tardy Arrival Times

7:45	8:05	8:10	8:25
7:45	7:55	8:15	8:00
8:00	7:40	7:50	8:00
7:40	7:45	7:55	7:45

090

Make a graph below of the arrival times for the students who were tardy to school.



What time interval did most of the students arrive tardy to school? X

8:30

7:40-7:45

What was the frequency of students who arrived from 8:00 – 8:05? X

930

4 students

SAMPLE 12: MATHEMATICS

Annotation Documentation

Student Name (Who): J [REDACTED]

Date on which the evidence was completed (When): 12/12

Description of Task (What): J [REDACTED] was given an assignment with instructions to display numerical data in plots on a number line. He was read aloud the directions, as well as the data in the boxes and questions at the bottom. At the top he was to complete the number line based on the given number 9 already labeled. He was the given a chart on the sheet with which he had to demonstrate the data on the given number line. There were also two questions at the bottom that required him to interpret the data he plotted. J [REDACTED] was able to write his own information and answers.

Specific evaluation of student response (How well): J [REDACTED] was read the directions, and attended very well, but the teacher had to repeat the directions two times. He instantly began filling in the number line with a 1. J [REDACTED] was unable to accurately plot the data on the number line provided. He was able to answer 0 questions correctly out of the 13 opportunities.

Overall grade/score: 0 out 13 = 0%

Type and Frequency of prompting: None

Interactions (With Whom and How): One on one with special education teacher

Setting in which task was completed (Where): Special education classroom

SAMPLE 12: MATHEMATICS

Collection Period 1 – Initial Task

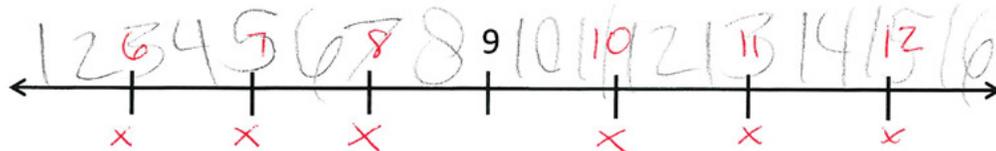
Primary Evidence Secondary Evidence

Date 12-12

Name J

MCC.6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

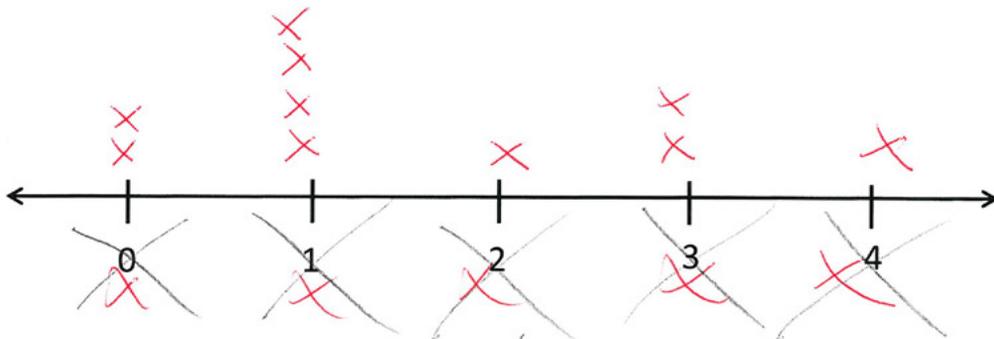
Complete the number line below. Nine is already on the number line.



0%

Use the chart below to place Xs on the number line to show how many pets each student in the class has at home.

Number of Pets				
3	1	0	1	2
4	0	1	3	1



How many students only had 1 pet? 4 students

How many students had 3 pets? 2 students

SAMPLE 12: MATHEMATICS

Annotation Documentation

Student Name (Who): J

Date on which the evidence was completed (When): 2/25

Description of Task (What): J was given an assignment to determine his ability to display numerical data. The assignment required that J survey the data at the top of the page that gave the speeding violations that speeders received in a school zone. He had to use the data given to create the histogram by counting the frequency of each violation and then coloring in the boxes to show that quantity in the appropriate speeding category along the x axis. He then had a question at the bottom that required him to read and interpret the data to determine which range of violations had the most speeders.

Specific evaluation of student response (How well): J was able to count the violations and color in the boxes as he counted the data independently and with only one redirect. He tried to erase a mark he made in the 26-29 column and continued to erase for a few minutes. The special education paraprofessional had to tell him to stop erasing and move along.

Overall grade/score: 6 correct answers out of 6 opportunities= 100%

Type and Frequency of prompting: None

Interactions (With Whom and How): Read directions on the assignment by the special education paraprofessional, and then had to be told to stop erasing

Setting in which task was completed (Where): 6th Grade General Education Math Class

SAMPLE 12: MATHEMATICS

Name J

Collection Period 2 – Progress Task
 Primary Evidence Secondary Evidence

MCC.6.SP.4 Display numerical data in plots on a number line, including plots.

Date 2-25

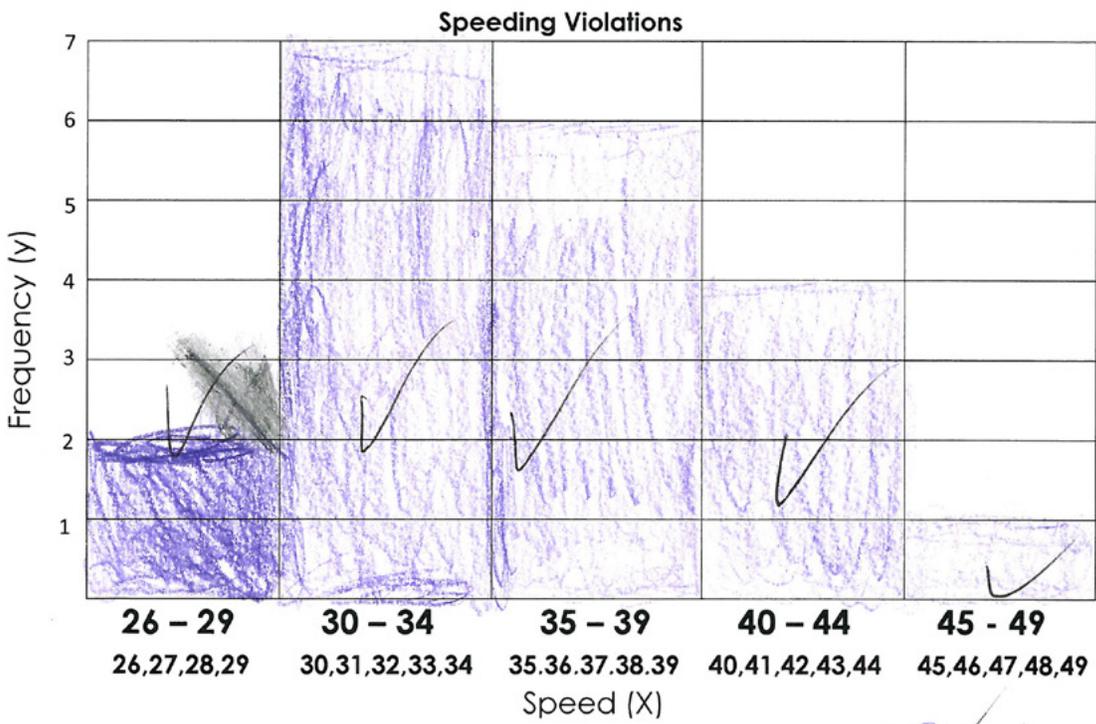
Speeding Violations



42	29	33	34	31
47	28	30	36	35
41	38	34	36	30
32	40	36	35	42



Make a graph below to show the frequency of each speeding violation for Officer Jones on Monday for speeders in a 25 mph school zone.



What range of speed had the highest frequency of speeders? 30-34

SAMPLE 12: MATHEMATICS

Annotation Documentation

Student Name (Who): J

Date on which the evidence was completed (When): 2/20

Description of Task (What): J was given a posttest assignment to determine his ability to display numerical data in plots on a number line, including dot plots, histograms, and box plots. For this activity, he had to use the information provided in the chart regarding the number of siblings students in Mr. T's class had to create a dot plot. He was first required to survey the data, then plot the data within the dot plot, and then asked two questions that required him to look back at the dot plot and interpret the data to find the answer.

Specific evaluation of student response (How well): J was able to place all of the data points in the dot plot accurately and independently. He was able to answer both questions at the bottom correctly and independently. J also able to complete this activity with no attention redirects, which was a big improvement in and of itself for J.

Overall grade/score: 18 correct answers out of 18 opportunities= 100%

Type and Frequency of prompting: None

Interactions (With Whom and How): Read directions by special education paraprofessional.

Setting in which task was completed (Where): 6th Grade General Education Math Class

SAMPLE 12: MATHEMATICS

Name J

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

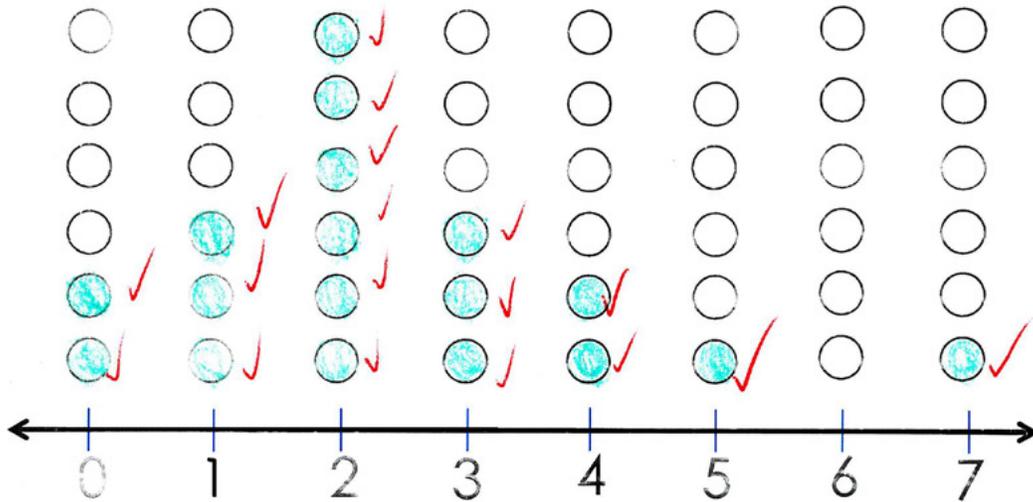
Date 2/20

MCC.6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Use the information provided in the chart to display the data on the number of brothers or sisters each student has in Mr. T's class.

Siblings					
1	5	3	2	2	4
0	2	7	2	0	3
2	4	1	1	2	3

100%



What was the most frequent number of siblings for the class? 2

How many students only 1 brother or sister? 3

SAMPLE 13: MATHEMATICS

SAMPLE 13

Grade: 8 Geometry (G)

Standard: MGSE8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

Element/Indicator: N/A

Fidelity to Standard: 2

All 4 assessment tasks (understanding of rotations, reflections, and translations of congruent shapes) are aligned to the content standard. Not all aspects of the standard have been addressed. The student work addresses academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful simulated application.

Achievement/Progress: 3

The student receives an average of 50% accuracy for Collection Period 1 tasks and progresses by receiving 100% accuracy on both tasks in Collection Period 2. The student's independence does not increase from Collection Period 1 to Collection Period 2, but there is a marked increase in the complexity of the tasks in Collection Period 2. The increases in complexity within Collection Period 2 include: more questions and more answer choices, utilizing different sets of materials, and the lack of color coding the questions and answer choices (Collection Period 2, secondary evidence). The increases exhibited in the evidence for accuracy and complexity warrant a score of 3, indicating **reasonable** Achievement/Progress.

Note: The secondary piece of evidence in Collection Period 1 (Observation Form) would have been more descriptive and complete had the types of shapes been declared as well as their congruence to one another.

SAMPLE 13: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Mathematics

Entry 2

Student Name: Sample Student Age: 16

Entry Sheet Completed by:
Special Education Teacher

Strand/Domain: Geometry (G)

Standard: MGSE8.G.2

Description: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

Element/Indicator:

Description:

Understand congruence and similarity using physical models, transparencies, or geometry software.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

J was asked to find congruent shapes and identify whether the shapes represented a rotation, reflection, or translation at a very entry level.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 13: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Mathematics

Entry 2

Collection Period 1: Primary Evidence

Date: 12/11

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

J was asked to mark his worksheet to answer whether the shapes demonstrated a rotation, reflection, or translation on a worksheet with color-coded questions and answers.

Collection Period 1: Secondary Evidence

Date: 12/13

Type of Evidence: Observation

Description of Task:

Describe "Other":

J was asked to point to his answer as to whether the shapes presented demonstrate a rotation, reflection, or translation given color-coded shapes and answers.

Collection Period 2: Primary Evidence

Date: 03/11

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

J had to identify transformations by marking the correct answers. He had to circle the correct answer to indicate whether the shape was a translation/slide, reflection/flip, or rotation/turn.

Collection Period 2: Secondary Evidence

Date: 03/12

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

J was given four problems demonstrating a reflection/flip, a translation/slide, or rotation/turn. He was given the letters S, F, and T to place on the problem to indicate the congruence of the shapes.

SAMPLE 13: MATHEMATICS



Collection Period 1 – Initial Task
 Primary Evidence Secondary Evidence

Date 12/11

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
 Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	J
Date on which the evidence was completed (When):	12/11
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> <p>J completed a worksheet by pointing to and then placing a mark over his answer as to whether the diagram represented a reflection/flip or translation/slide. The shapes were color coded to the answers. The words were read to J and he was asked to point to his answer. Once he made his choice the teacher handed him a marker and gave verbal and pointing cues to place the mark on his answer.</p>
Specific Evaluation of student response (How Well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> <p>Question 1 represented a reflection with two shapes color coded to the written answer. J was asked whether the triangles showed a reflection/flip or a translation/slide. He pointed to and subsequently was assisted in marking his answer of the translation/slide. This answer was incorrect. Question 2 showed two shapes color coded to the answer. Once again J was asked whether the picture showed a translation/slide or a rotation/turn. He pointed to rotation/turn which is the correct answer. He was then given cues to mark the answer he had selected. J carefully looked at each answer and the shapes before he pointed to and marked his answer. J completed 50% of the worksheet correctly.</p> <div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div>
Type and Frequency of Prompting :	<div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> <p>J was given a worksheet with the answer color coded to the question. The answers were read to him. Once he had selected his answer by pointing, he was assisted in marking his answer given verbal, gestural and pointing cues as necessary.</p>
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> <p>J worked with his teacher in the classroom to complete this task.</p>
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> <p>J worked in the classroom with his teacher to complete this task.</p>

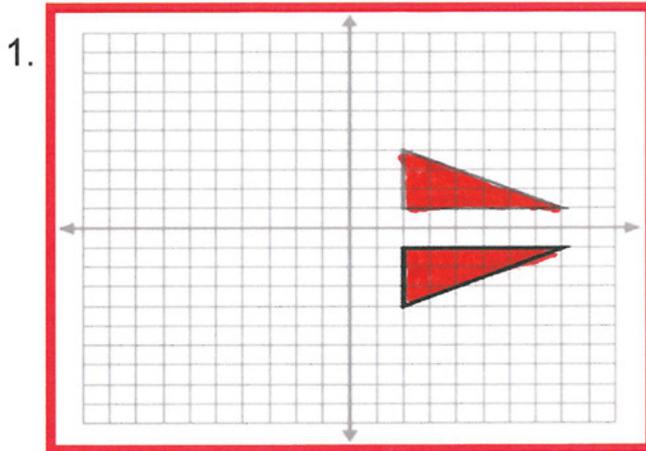
*Annotation sheet is OPTIONAL and is included by decision of the school/system.
 Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 13: MATHEMATICS

Name J Date 12/11

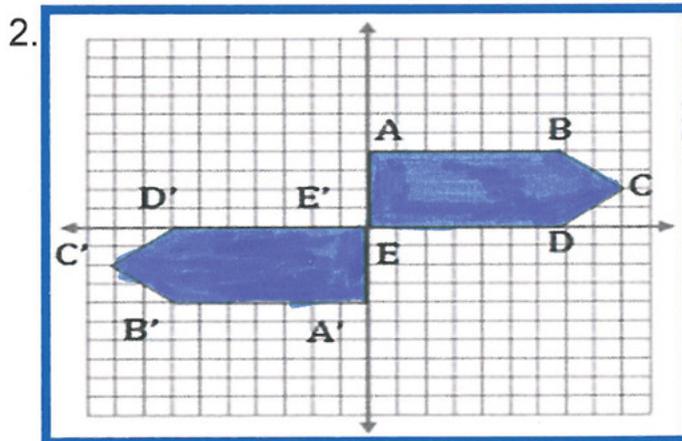
Collection Period 1 - Initial Task
 Primary Evidence Secondary Evidence
 Date 12/11

Directions: Identify the transformations below and match your answer.



A. translation/Slide ●

B. reflection/flip



A. translation/Slide

B. rotation/turn ●

50%

SAMPLE 13: MATHEMATICS



Secondary Evidence

Georgia Alternate Assessment Observation Form

Reset Form

Student Name: J	Grade: 8	Date: 12/13
Observation conducted by: J	Job Title: Teacher	

1. What did you ask the student to do for this standards-based task?

Two color-coded shapes were placed on a chart demonstrating either a reflection/flip or translation/slide. J was given two choices of color-coded answers. He was asked to point to the answer of whether the shapes represented a reflection/flip or translation/slide.

2. Describe the student's mode of response (verbal, AT, eye gaze, head switch, gestural, written, etc.).

J responded by pointing to his answer. He was asked if that was his answer and he nodded and signed yes to signify he had made his choice.

3. How well did the student perform the task? BE SPECIFIC: if you asked questions, what were they? What were the student's responses? Were the responses correct?

The first set of shapes represented a reflection/slide and J correctly identified the answer by pointing to it. He reviewed the shapes and two possible answers before making his selection.
Question 2 was a representation of a rotation/turn and he incorrectly selected translation/slide for his answer.
J was very interested in the shapes and took his time before he pointed to his answer.
J scored 50% correct on this assessment.

4. In what meaningful setting did the student perform the task?

J completed this task in the classroom working individually with his teacher.

5. With whom and in what way did the student interact during this task? Describe the reciprocal interaction (required for scoring of all Speaking and Listening entries, or LSV entries for GPS student retesters).

J completed this task in the classroom working individually with his teacher.

6. Independence: What prompting was required for the student to be successful? (Do not consider instructions or encouragement when documenting prompting.)

J required very little prompting to complete this task. He was very interested in looking at the shapes and the two possible answers. He selected his answers independently.

SAMPLE 13: MATHEMATICS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

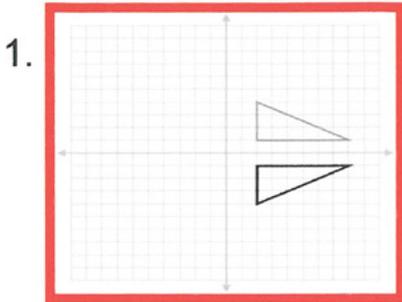
Student Name (Who):	J
Date on which the evidence was completed (When):	03/11
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	J had to identify transformations by marking the correct answers. He had to circle the correct answer to indicate whether the shape was a translation/slide, reflection/flip, or rotation/turn.
Specific Evaluation of student response (How Well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	J was given a worksheet with the answers color coded to the questions. He had four problems to answer. The words were read to J and he had to point to his answer. After pointing to his answer the teacher helped him to circle his answer. Grade: 100% or 4 out of 4.
Type and Frequency of Prompting:	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
	Documentation of prompting should NOT include instructions or encouragement.
Interactions (With Whom and How):	J required limited verbal prompting to complete the assignment.
	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
Setting in which task was completed (Where):	J interacted with the special education teacher as described above.
	Setting should be purposeful for the task.
	The task was completed in the special education classroom.

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

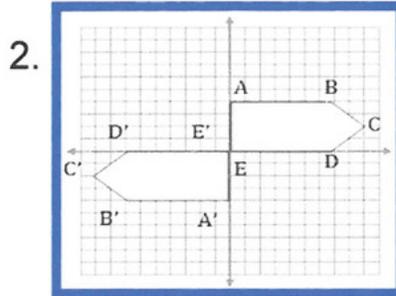
SAMPLE 13: MATHEMATICS

Name J Date 3-11

Directions: Identify the transformations below and mark your answer.

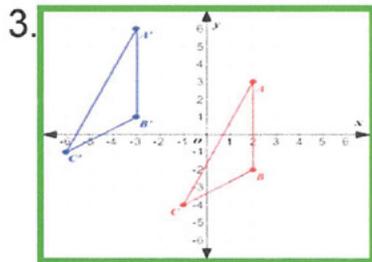


- A. translation/Slide
- B. reflection/flip**
- C. rotation/ turn

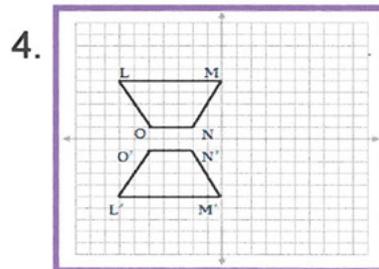


- A. translation/Slide
- B. reflection/flip**
- C. rotation/ turn**

4/4



- A. translation/Slide**
- B. reflection/flip
- C. rotation/ turn



- A. translation/Slide**
- B. reflection/flip**
- C. rotation/ turn

Collection Period 2 – Progress Task
 Primary Evidence Secondary Evidence

Date 3-11

SAMPLE 13: MATHEMATICS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

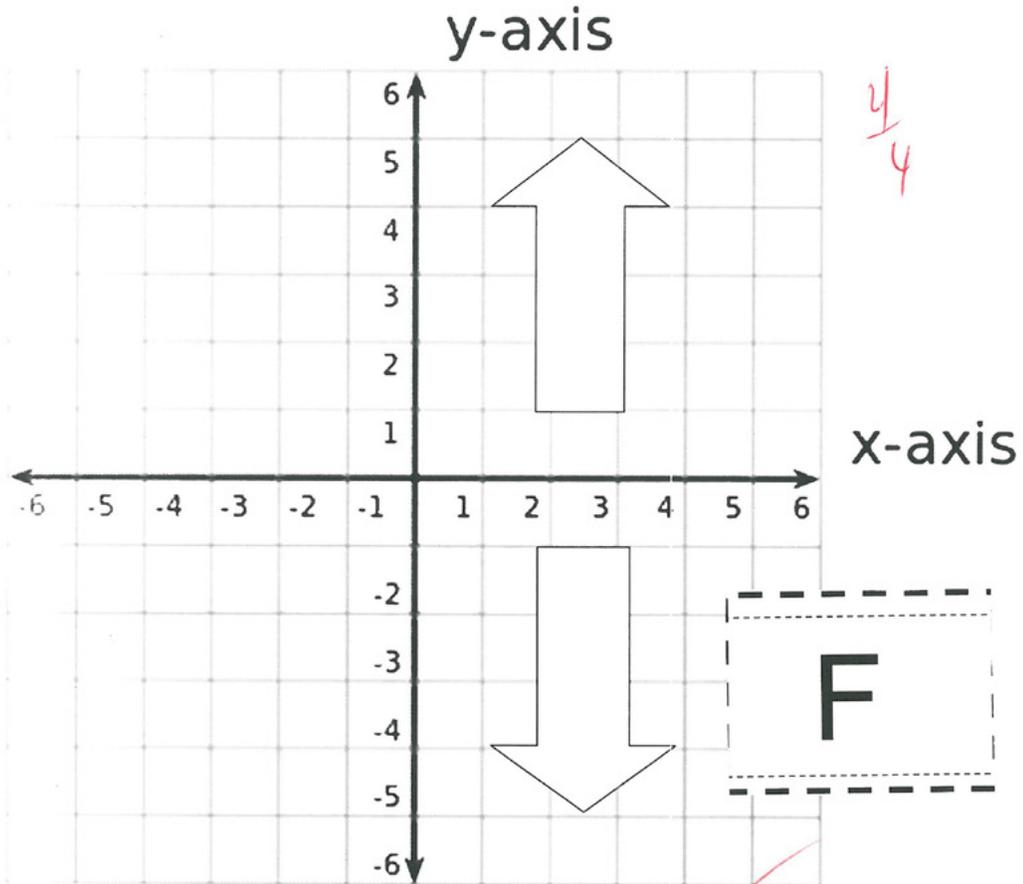
Reset Form

Student Name (Who):	J
Date on which the evidence was completed (When):	03/12
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	J was given four problems demonstrating a reflection/flip, a translation/slide, or a rotation/turn. He was given the letters S, F, and T to place on the problem to indicate the congruence of the shapes.
Specific Evaluation of student response (How Well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	J was given a worksheet with the congruent shapes. He had four problems to answer. The teacher presented J with the letters S, F, and T and asked him to identify the congruent shapes and select the letter to indicate if the given shape was a translation/slide, a rotation/turn, or a reflection/flip. J selected the letter and the teacher helped him to glue it to the answer sheet. Grade: 100% or 4 out of 4.
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting:	Documentation of prompting should NOT include instructions or encouragement.
	J required limited verbal prompting to complete the assignment.
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
	J interacted with the special education teacher as described above.
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	The task was completed in the special education classroom.

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 13: MATHEMATICS

Name: J Date: 3-12



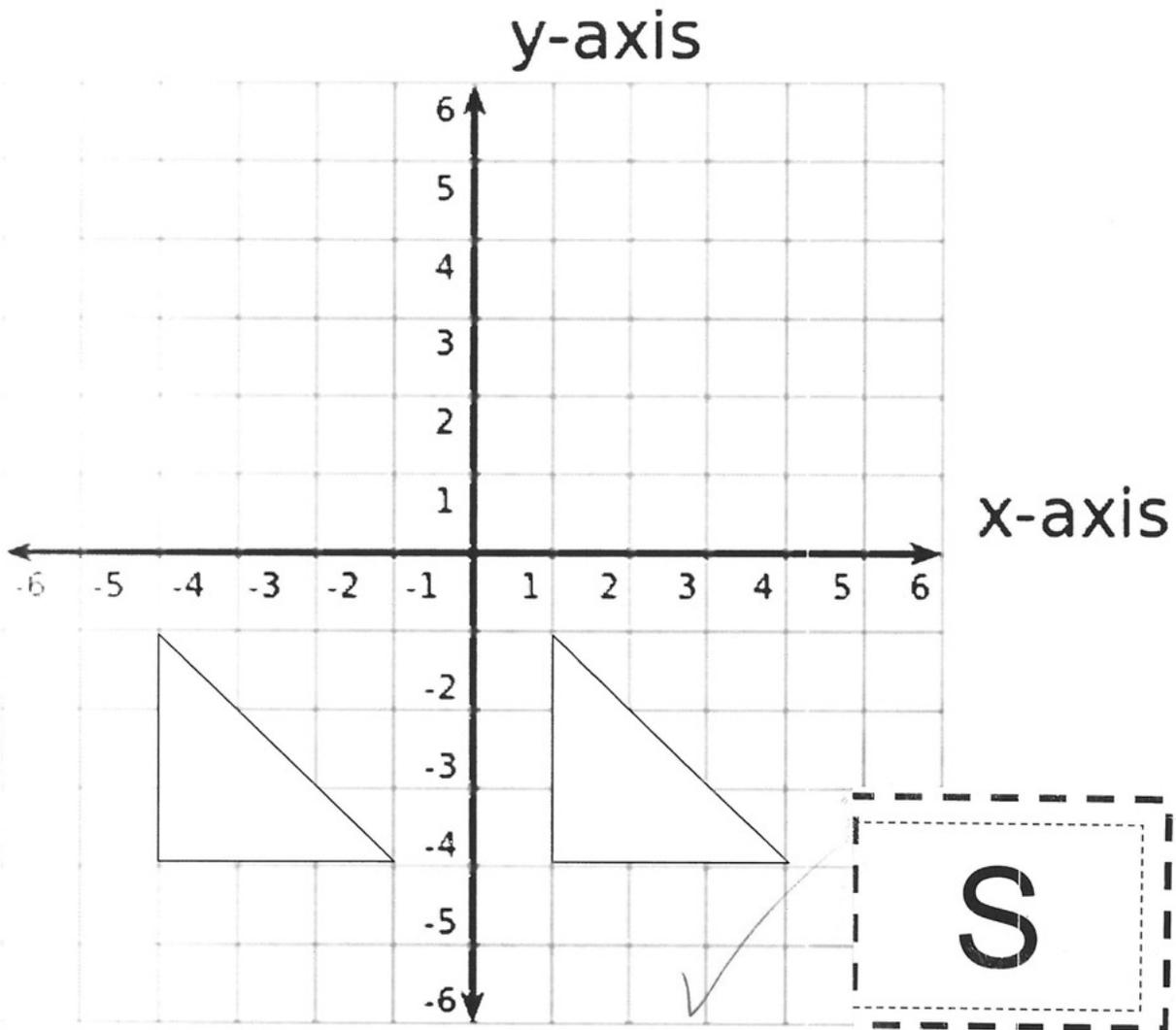
Place an S, F, or T to describe the congruence between the shapes.

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

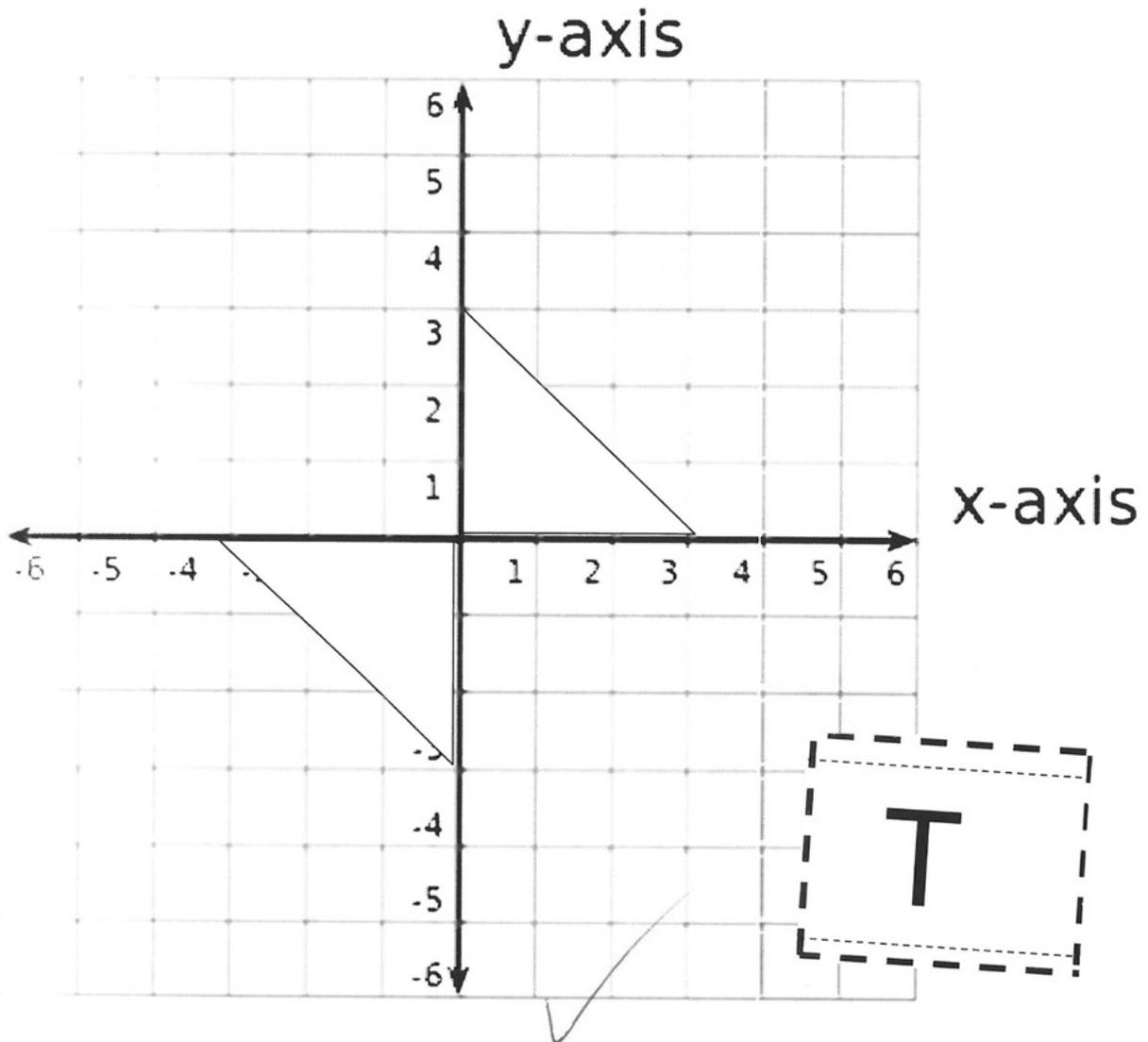
Date 3-12

SAMPLE 13: MATHEMATICS



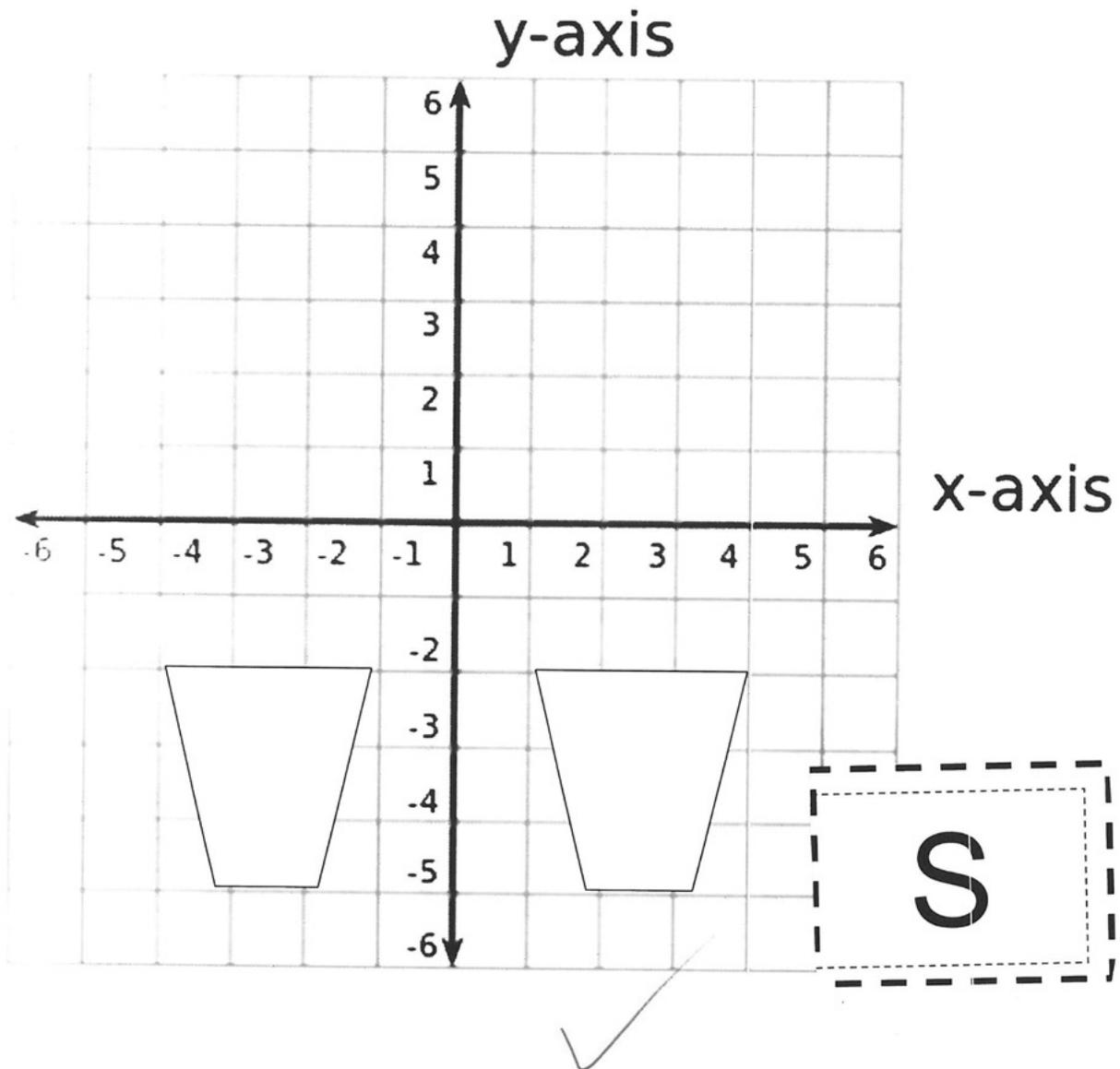
Place an S, F, or T to describe the congruence between the shapes.

SAMPLE 13: MATHEMATICS



Place an S, F, or T to describe the congruence between the shapes.

SAMPLE 13: MATHEMATICS



Place an S, F, or T to describe the congruence between the shapes.

SAMPLE 14: MATHEMATICS

SAMPLE 14

Content Area:	Analytic Geometry	
Grade:	High School	Expressions, Equations, and Functions
Standard:	MGSE9-12.A.REI.4	Solve quadratic equations in one variable.
Element/Indicator:	b.	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Fidelity to Standard: 2

All 4 assessment activities are aligned to the content standard and element. The entry addresses some aspects of the indicator. Although the student work does not approach basic grade-level expectations, it does address academic content at an entry level.

Context: 3

The materials used are grade appropriate. The student work reflects a purposeful, simulated application.

Achievement/Progress: 3

The student's accuracy increases from an average of 25% in Collection Period 1 to 100% in Collection Period 2. The complexity of the tasks also increases slightly as the student is working with somewhat larger numbers, including a two-digit number, in Collection Period 2. The student's independence increases in Collection Period 2 when he needs no prompting after requiring some verbal prompting in the first collection period.

With the increases in accuracy, complexity and independence which can be seen in this entry, the student demonstrated **reasonable** Achievement/Progress.

SAMPLE 14: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

Analytic Geometry

Entry 2

Student Name:

Age:

J

Entry Sheet Completed by:

Mr. D

Strand/Domain: Expressions, Equations, and Functions

Standard: MCC9-12.A.REI.4

Description: Solve quadratic equations in one variable.

Element/Indicator: b.

Description:

Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Solve equations and inequalities in one variable.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 14: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

Analytic Geometry

Entry 2

Collection Period 1: Primary Evidence

Date: 10/08/2015

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student was asked to solve equations to find the square root of 4.

Collection Period 1: Secondary Evidence

Date: 10/09/2015

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student was asked to solve equations to find the square root of 4.

Collection Period 2: Primary Evidence

Date: 10/22/2015

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student was asked to solve equations to find the square root of 9 by using a square that looks like a quilt.

Collection Period 2: Secondary Evidence

Date: 10/23/2015

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student was asked to solve equations to find the square root of 16.

SAMPLE 14: MATHEMATICS



Collection Period 1 – Initial Task
 Primary Evidence Secondary Evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Student Name (Who):	J
Date on which the evidence was completed (When):	10/08/15
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	The student was asked to solve equations for square root of four.
Specific Evaluation of student response (How Well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	The student was unable to correctly solve any of the four answers for the square root of four. He had 0% correct.
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting:	Documentation of prompting should NOT include instructions or encouragement.
	The student needed two verbal prompts to complete the task.
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
	The student slowly interacted with his Special Education Teacher.
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	The student interacted in the Special Education classroom.

SAMPLE 14: MATHEMATICS

$$x^2 = 2$$

no

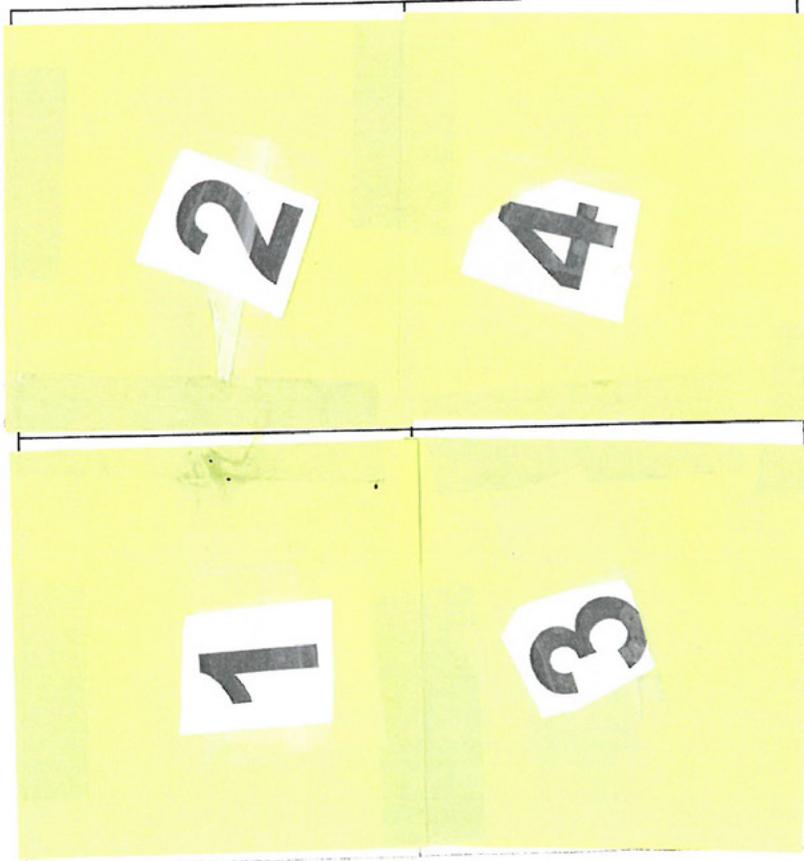
$$x = \sqrt{2}$$

no

$$4 = \sqrt{2}$$

no

Correct
Answer key:
 $x^2 = 4$
 $x = \sqrt{4}$
 $4 = \sqrt{4}$



SAMPLE 14: MATHEMATICS



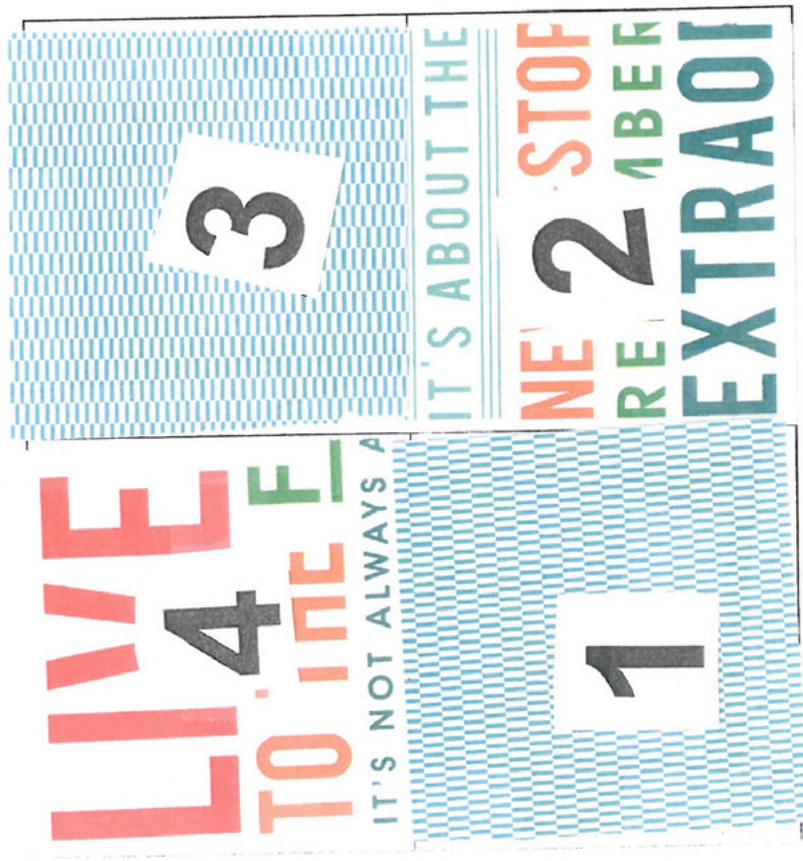
Collection Period 1 – Initial Task
 Primary Evidence Secondary Evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Student Name (Who):	J
Date on which the evidence was completed (When):	10/09/15
Description of Task (What):	<div style="background-color: #e0e0e0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> The student was asked to solve equations for square root of four.
Specific Evaluation of student response (How Well):	<div style="background-color: #e0e0e0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> The student correctly solved two of four answers for the square root of four. He had 50% correct.
Type and Frequency of Prompting:	<div style="background-color: #e0e0e0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div> <div style="background-color: #e0e0e0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> The student needed one verbal prompt to complete the task.
Interactions (With Whom and How):	<div style="background-color: #e0e0e0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> The student cooperatively interacted with the Small Group Special Education MathTeacher.
Setting in which task was completed (Where):	<div style="background-color: #e0e0e0; padding: 2px;">Setting should be purposeful for the task.</div> The student interacted in the Small Group Special Education Math class.

SAMPLE 14: MATHEMATICS



$x^2 = 2$ *no*
 $x = \sqrt{4}$ *no*
 $4 = \sqrt{4}$ *no*

Answer Key:
 $x^2 = 4$
 $x = \sqrt{4}$
 $2 = \sqrt{4}$

2 correct 50%

SAMPLE 14: MATHEMATICS



Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Student Name (Who):	J
Date on which the evidence was completed (When):	10/22/15
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> The student was asked to solve equations for square root of nine.
Specific Evaluation of student response (How Well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> The student correctly solved all four of four answers for the square root of nine. He had 100% correct.
Type and Frequency of Prompting:	<div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div> <div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> The student didn't need any verbal prompts to complete the task.
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> The student cooperatively interacted with the class paraprofessional.
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> The student interacted in the kitchen living lab.

SAMPLE 14: MATHEMATICS



$x^2 = 9$

$x = \sqrt{9}$

$3 = \sqrt{9}$

Answer Key:
 $x = \pm 3$
 $x = \sqrt{9}$
 $3 = \sqrt{9}$

SAMPLE 14: MATHEMATICS



Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

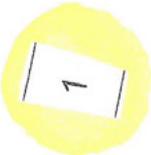
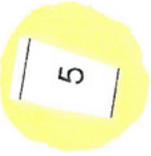
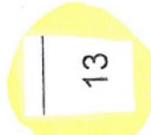
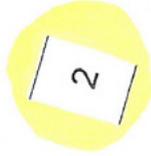
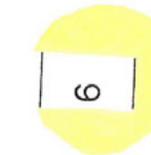
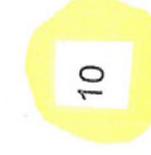
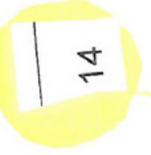
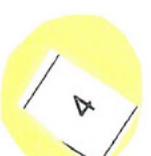
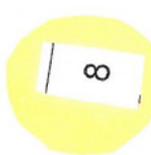
Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Student Name (Who):	J
Date on which the evidence was completed (When):	10/23/15
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	The student was asked to solve equations for square root of 16.
Specific Evaluation of student response (How Well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	The student correctly solved all four of four answers for the square root of sixteen. He had 100% correct.
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting:	Documentation of prompting should NOT include instructions or encouragement.
	The student didn't need any verbal prompts to complete the task. He completed the task independently.
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
	The student cooperatively interacted with his Special Education Math Teacher.
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	The student interacted in Special Education Math Class.

SAMPLE 14: MATHEMATICS

J

$x^2 = 16$ *100%* *ok*

$x = \sqrt{16}$ *ok*

$4 = \sqrt{16}$ *ok*

Answer key:
 $x^2 = 16$
 $x = \sqrt{16}$
 $4 = \sqrt{16}$

SAMPLE 15: MATHEMATICS

SAMPLE 15

Content Area: Coordinate Algebra

Grade: High School Algebra Connections to Statistics and Probability

Standard: MGSE9-12.S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).

Element/Indicator: N/A

Fidelity to Standard: 2

All 4 assessment tasks (displaying numerical data in a dot plot) are aligned to the content standard. Some aspects of the standard have not been covered, and the student work addresses academic content on an access entry level.

Context: 3

The materials used are grade appropriate. The student work represents a purposeful simulated application.

Achievement/Progress: 3

The student work is completed with an increase in accuracy from Collection Period 1 to Collection Period 2. The student improves from an average of 33% accuracy across both tasks in Collection Period 1 to an average of 72.5% accuracy on both tasks in Collection Period 2. The tasks increase in complexity because the student plots more points in Collection Period 2. In the second collection period the student also performs a task in the school media center (a different environment from the familiarity of the special education room) with a less familiar person (a general education teacher). The type and frequency of prompting also decreases as the student goes from continuous verbal and physical prompting in the first collection period to continuous and limited verbal prompting in Collection Period 2.

With these increases in accuracy, complexity, and level of independence the student demonstrates **reasonable** Achievement/Progress.

SAMPLE 15: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

Coordinate Algebra

Entry 1

Student Name: Sample Student Age: 17

Entry Sheet Completed by:
Special Education Teacher

Strand/Domain: Algebra Connections to Statistics and Probability

Standard: MCC9-12.S.ID.1

Description: Represent data with plots on the real number line (dot plots, histograms, and box plots).

Element/Indicator:

Description:

Summarize, represent, and interpret data on a single count or measurement variable.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

The student's task was to represent numerical data on a real number line using dot plots.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 15: MATHEMATICS



2015–2016 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

Coordinate Algebra

Entry 1

Collection Period 1: Primary Evidence

Date: 09/25

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student had to represent numerical data on a number line using dot plots. The student had 2 questions to plot.

Collection Period 1: Secondary Evidence

Date: 10/02

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student had to represent numerical data on a number line using dot plots. The student had 3 questions to plot.

Collection Period 2: Primary Evidence

Date: 12/06

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student had to represent numerical data on a number line using dot plots. The student had 6 numbers to plot on a number line.

Collection Period 2: Secondary Evidence

Date: 12/13

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student had to represent numerical data on a number line using dot plots. The student had 8 numbers to plot on a number line.

SAMPLE 15: MATHEMATICS



Collection Period 1 – Initial Task
 Primary Evidence Secondary Evidence

Date 9/25

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
 Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	J
Date on which the evidence was completed (When):	09/25
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> Given numerical data, J used the baseball dot plots to display the data with each value represented along the number line. He had to paste a bat above the number that showed how many hits the player got.
Specific Evaluation of student response (How well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> 1. 1 player had 1 hit= incorrect 2. 2 players had 2 hits= incorrect J got 0 out of 2 correct receiving 0%
Type and Frequency of Prompting:	<div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div> <div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> J needed continuous verbal and physical prompts.
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> J interacted with his teacher by complying with directions and accepting prompts given. The teacher read data to him and he was given choices and he selected his answer and put it on the worksheet.
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> This task was completed in a self-contained (SID/PID) special education classroom.

*Annotation sheet is OPTIONAL and is included by decision of the school system.
 Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 15: MATHEMATICS

Dot Plots on a number line

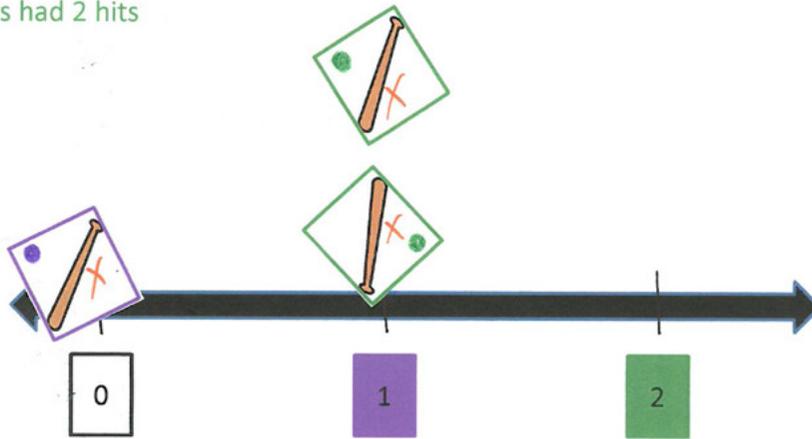
Name: J Date 9-25

MCC6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Directions: Display the data on a dot plot number line to show how many hits each player got.

The Ks had 5 hits on Friday's game against the Bs.

- X 1 player had 1 hit
- X 2 players had 2 hits



number of hits

Key
 \checkmark = correct
 \times = incorrect

$\frac{1}{2} = 0.50$

Collection Period 1 - Initial Task
 Primary Evidence Secondary Evidence
 Date 9/25

SAMPLE 15: MATHEMATICS

Dot Plots on a number line

Name: _____ Answer Key _____ Date _____

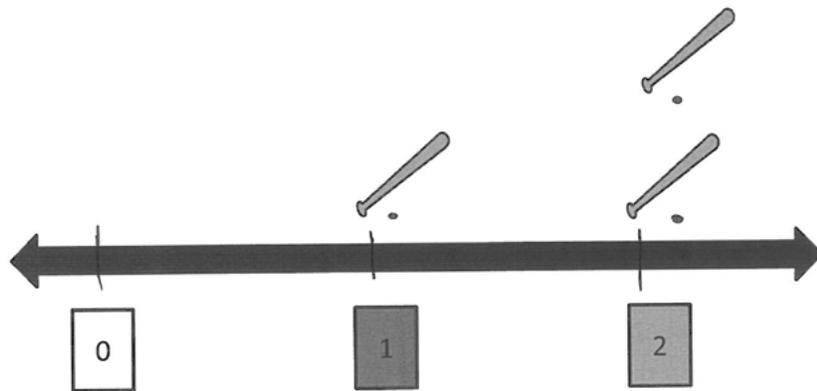
MCC6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Directions: Display the data on a dot plot number line to show how many hits each player got.

The Ks had 5 hits on Friday's game against the Bs.

1 player had 1 hit

2 players had 2 hits



number of hits

SAMPLE 15: MATHEMATICS



Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10/2

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	J
Date on which the evidence was completed (When):	10/02
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	Given numerical data, J used the football dot plots to display the data with each value represented along the number line. He had to paste a football above the number touchdowns the player scored.
Specific Evaluation of student response (How well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	1. 1 player scored 2 touchdowns=correct 2. 4 players scored 1 touchdown=incorrect 3. 2 players scored 3 touchdowns=correct J got 2 out of 3 correct receiving 66%
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting:	Documentation of prompting should NOT include instructions or encouragement.
	J needed continuous verbal and physical prompts.
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
	J interacted with his teacher. The teacher read the directions and the data to him. He needed verbal and physical prompts, the teacher had to rephrase. He was given choices and completed the sheet
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	This task was completed in a self-contained (SID/PID) special education classroom.

*Annotation sheet is OPTIONAL and is included by decision of the school system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 15: MATHEMATICS

Dot Plots on a number line

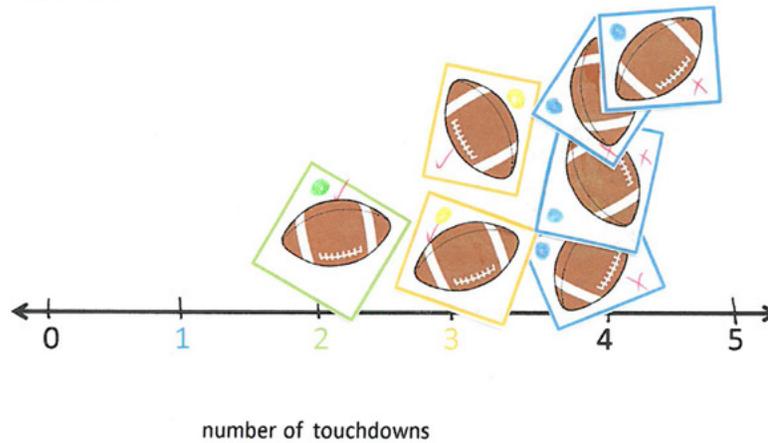
Name: J Date 10-2

MCC6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Directions: Display the data on a dot plot number line to show how many hits each player got.

The Bulldogs football team had 12 touchdowns on Saturday's game against the Gators.

- 1 player scored 2 touchdowns
- 4 players scored 1 touchdown
- 2 players scored 3 touchdowns



Key
✓ = correct
X = incorrect

2/3 = 66%

Collection Period 1 - Initial Task
 Primary Evidence Secondary Evidence
Date 10/2

SAMPLE 15: MATHEMATICS

Dot Plots on a number line

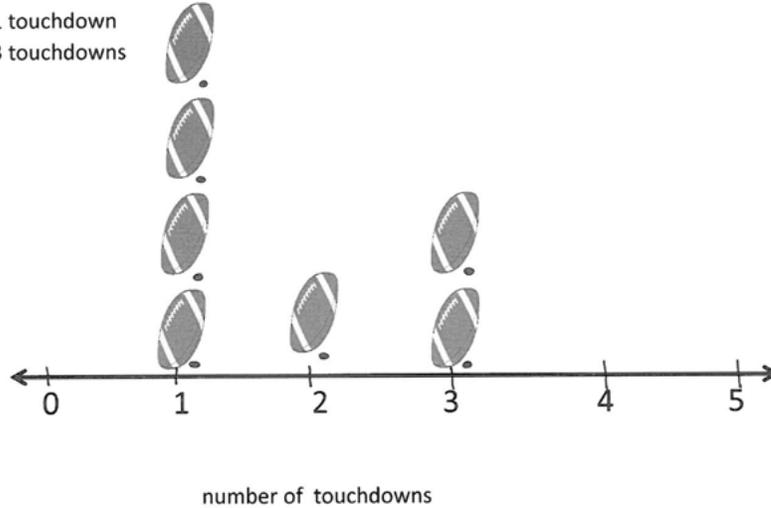
Name: _____ Answer Key _____ Date _____

MCC6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Directions: Display the data on a dot plot number line to show how many hits each player got.

The Bulldogs football team had 12 touchdowns on Saturday's game against the Gators.

1. 1 player scored 2 touchdowns
2. 4 players scored 1 touchdown
3. 2 players scored 3 touchdowns



SAMPLE 15: MATHEMATICS



Collection Period 2 – Progress Task
 Primary Evidence Secondary Evidence

Date 12/6

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	J
Date on which the evidence was completed (When):	12/06
Description of Task (What):	<p style="background-color: #f0f0f0;">Not required if adequately documented on Entry Sheet.</p> <p>Given numerical data (shoe sizes), he used dot plots to display the data of students shoe sizes each value represented along the number line. He had to paste shoes above the correct number on the number line</p>
Specific Evaluation of student response (How well):	<p style="background-color: #f0f0f0;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</p> <p>All shoes (dot plots) were placed above the correct number on the number line: 6,1,3,3,5 correct 4 incorrect 5/6=83.3%</p> <p><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</p>
Type and Frequency of Prompting:	<p style="background-color: #f0f0f0;">Documentation of prompting should NOT include instructions or encouragement.</p> <p>J needed continuous verbal prompting.</p>
Interactions (With Whom and How):	<p style="background-color: #f0f0f0;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</p> <p>J interacted with a general education teacher. The teacher read the directions, chart and numbers on number line to him. J took each shoe and put on the number line with continuous verbal prompts.</p>
Setting in which task was completed (Where):	<p style="background-color: #f0f0f0;">Setting should be purposeful for the task.</p> <p>This task was completed in the media center.</p>

*Annotation sheet is **OPTIONAL** and is included by decision of the school system.
 Annotation sheet is **NOT NECESSARY** if pertinent information is included on evidence **OR** if a system-required annotation sheet is used.

SAMPLE 15: MATHEMATICS

Number line & Dot Plots

Name: J Date: 12/6

MCC6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Directions: Display numerical data on a number line using box plots.

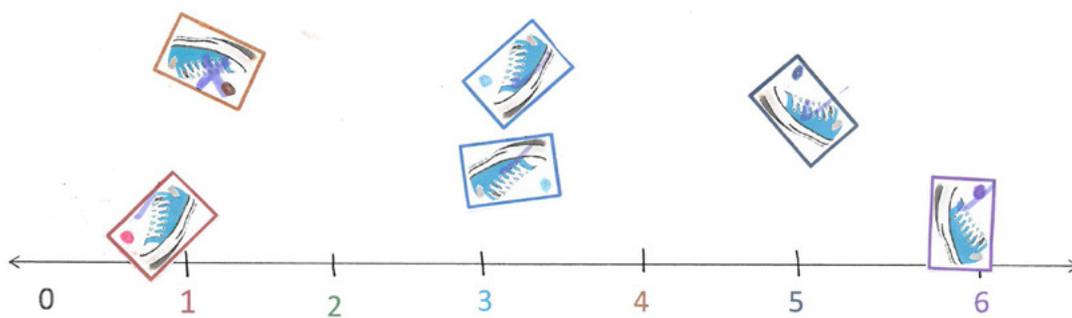
Student's shoe sizes

6	1
3	4
3	5

Collection Period 2 – Progress Task
 Primary Evidence Secondary Evidence
Date 12/6

SAMPLE 15: MATHEMATICS

4



Student's shoe sizes

😊 $\frac{5}{6} = \frac{83.3\%}{100}$

Key
✓ = correct
X = incorrect

SAMPLE 15: MATHEMATICS

Number line & dot Plots

Name: Answer Key Date: _____

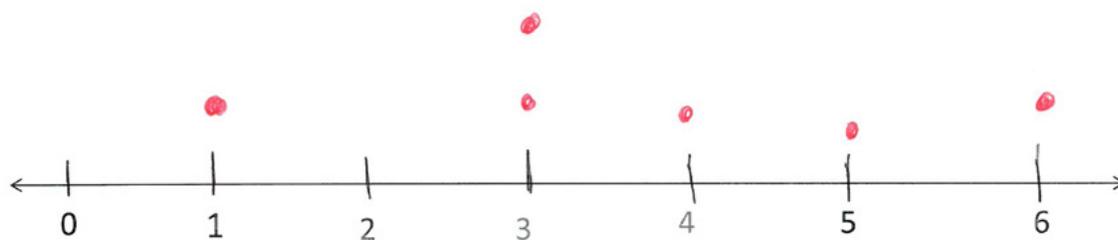
MCC6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Directions: Display numerical data on a number line using box plots.

Student's shoe sizes

6	1
3	4
3	5

SAMPLE 15: MATHEMATICS



Student's shoe sizes

Answer Key

SAMPLE 15: MATHEMATICS



Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 12/13

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Reset Form

Student Name (Who):	J
Date on which the evidence was completed (When):	12/13
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> <p>Given numerical data (# of siblings), he used dot plots to display the data value represented along the number line. He had to paste X above the correct number on the number line, color cues were used.</p>
Specific Evaluation of student response (How well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> <p>He displayed pots correctly for 0,1,6,7,8 incorrect 2,2,6 (The reason why these were marked incorrectly was because the dots were glued after the number 2 and the number 6. The dots had to be glued on the numbers or above the numbers). 5/8 =62%</p> <div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div>
Type and Frequency of Prompting:	<div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> <p>J needed limited verbal prompting</p>
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> <p>J interacted with his teacher. The teacher read the directions, chart and numbers on the number line. J picked the X up and put it on the number line.</p>
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> <p>This task was completed in a self-contained special education classroom.</p>

*Annotation sheet is OPTIONAL and is included by decision of the school system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 15: MATHEMATICS

Dot Plots on a Number Line

Name: J Date 12/13

MCC6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

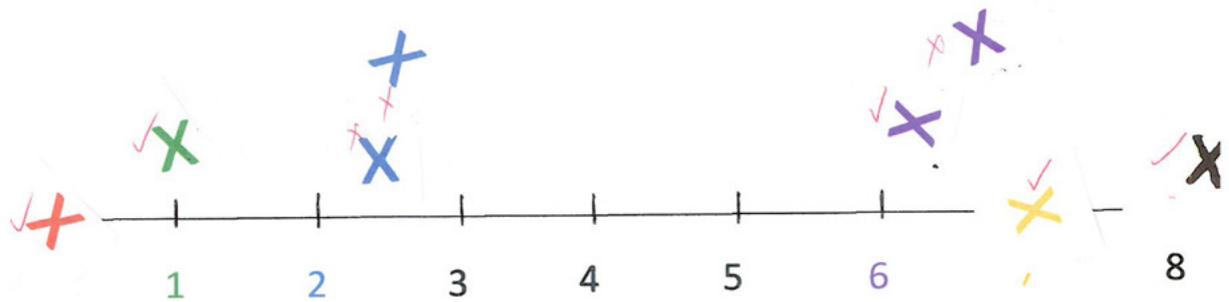
Directions: Use the information provided in the chart to display the data on the number line. The chart below contains the number of brother or sisters each student has in Mr. G's class.

Siblings	
0	1
2	2
6	6
7	8

Collection Period 2 – Progress Task
 Primary Evidence Secondary Evidence
Date 12/13

SAMPLE 15: MATHEMATICS

5



number of siblings

$5/8 = 62\%$ Key
✓ = correct
X = incorrect

SAMPLE 15: MATHEMATICS

Dot Plots on a Number Line

Name: Answer Key Date _____

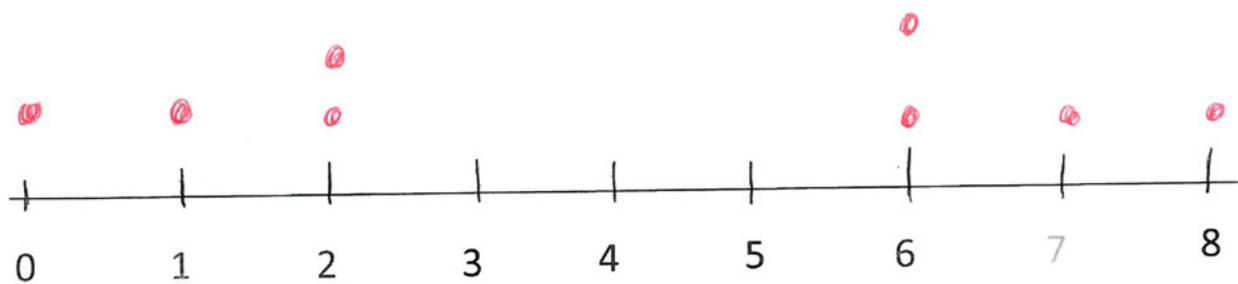
MCC6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Directions: Use the information provided in the chart to display the data on the number line. The chart below contains the number of brother or sisters each student has in Mr. G's class.

Siblings	
0	1
2	2
6	6
7	8

SAMPLE 15: MATHEMATICS

Answer Key



number of siblings

SAMPLE 16: MATHEMATICS

SAMPLE 16

Content Area: Coordinate Algebra

Grade: High School Algebra Connections to Statistics and Probability

Standard: MGSE9-12.S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).

Element/Indicator: N/A

Fidelity to Standard: 2

All 4 assessment tasks (making dot plots using information about the number of pets classmates have, number of siblings classmates have, number of runs scored in kickball, and shoe sizes of classmates) are aligned to the content standard. Numerical data are displayed in all four tasks.

This is a standalone standard and therefore has no indicator. The entry addresses one aspect of the standard. Although the student work does not approach basic grade-level expectations, it does address academic content at an entry level.

Context: 3

The materials used are grade appropriate. The student work reflects a purposeful simulated application.

Achievement/Progress: 2

The student's accuracy increases from an average of 62% in Collection Period 1 to an average of 100% in Collection Period 2. Complexity increases in Collection Period 2 because the student shows a deeper level of knowledge: The student collects data with a peer helper and then plots the data, after simply being given data to plot in Collection Period 1. The student also performs the Collection Period 2 tasks in meaningful different environments (health class and several special education classrooms with peer helpers) after working individually with the teacher in the library in the Collection Period 1 tasks. Independence increases slightly in Collection Period 2. The student is prompted in all tasks, but the frequency decreases from "numerous" and "frequent" verbal prompts in Collection Period 1 to "limited" verbal prompts in Collection Period 2. With these increases in accuracy, complexity, and independence, the student demonstrates **some** Achievement/Progress.

SAMPLE 16: MATHEMATICS



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

Coordinate Algebra

Entry 1

Student Name:	Age:
Sample Student	17
Entry Sheet Completed by:	
Special Education Teacher	
Strand/Domain: Algebra Connections to Statistics and Probability	
Standard: MGSE9-12.S.ID.1	
Description: Represent data with plots on the real number line (dot plots, histograms, and box plots).	
Element/Indicator:	
Description:	
Summarize, represent, and interpret data on a single count or measurement variable.	
What is the overall skill that connects the tasks to the standard and element/indicator? Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.	

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE 16: MATHEMATICS



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

Coordinate Algebra

Entry 1

Collection Period 1: Primary Evidence

Date: 09/25

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student had to represent numerical data on a number line using dot plots. The student had 2 questions to plot.

Collection Period 1: Secondary Evidence

Date: 10/02

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student had to represent numerical data on a number line using dot plots. The student had 3 questions to plot.

Collection Period 2: Primary Evidence

Date: 12/06

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student had to represent numerical data on a number line using dot plots. The student had 6 numbers to plot on a number line.

Collection Period 2: Secondary Evidence

Date: 12/13

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

The student had to represent numerical data on a number line using dot plots. The student had 8 numbers to plot on a number line.

SAMPLE 16: MATHEMATICS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Student Name (Who):	J _____
Date on which the evidence was completed (When):	10/27
Description of Task (What):	<div style="background-color: #e0e0e0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> J _____ created a dot plot to indicate information about the number of pets his classmates have at home.
Specific Evaluation of student response (How Well):	<div style="background-color: #e0e0e0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> J _____ used a set of teacher-collected data about the number of pets his classmates have to generate a dot plot displaying the information. J _____ was able to correctly place 6/10 pet icons on the chart illustrating classmate pet ownership for a total of 60%.
Type and Frequency of Prompting:	<div style="background-color: #e0e0e0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div> Documentation of prompting should NOT include instructions or encouragement.
Interactions (With Whom and How):	<div style="background-color: #e0e0e0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> The teacher described the activity to J _____ and prompted as needed. Then J _____ completed the activity.
Setting in which task was completed (Where):	<div style="background-color: #e0e0e0; padding: 2px;">Setting should be purposeful for the task.</div> This task was completed in the school library.

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 16: MATHEMATICS

▶ 10
The class had 10 pets.

	X	X			X
0	1	2	3	4	5

3 0
3 students had 0 pets.

1 1
1 student had 1 pet.

3 2
3 students had 2 pets.

1 3
1 student had 3 pets.

60%

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10-27

The class has 10 pets

Answer Sheet: Pets

0	1	2	3	4	5

SAMPLE 16: MATHEMATICS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Student Name (Who):	J
Date on which the evidence was completed (When):	10/30
Description of Task (What):	<div style="background-color: #e0e0e0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> <p>J _____ created a dot plot to indicate information about the number of brothers and sisters his classmates have in their immediate families.</p>
Specific Evaluation of student response (How Well):	<div style="background-color: #e0e0e0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> <p>J _____ used a set of teacher-collected data about the number of siblings his classmates have to generate a dot plot displaying the information. J _____ was able to answer 7/11 answer tries correctly for a total of 64%.</p> <div style="background-color: #e0e0e0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div>
Type and Frequency of Prompting:	<div style="background-color: #e0e0e0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> <p>J _____ needed frequent verbal prompts to use the data on the right side of his chart to place his brother/sister dots on the correct numbers on the number line.</p>
Interactions (With Whom and How):	<div style="background-color: #e0e0e0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> <p>The teacher described the activity to Johnathan and prompted as needed. The J completed the activity.</p>
Setting in which task was completed (Where):	<div style="background-color: #e0e0e0; padding: 2px;">Setting should be purposeful for the task.</div> <p>This task was completed in the school library.</p>

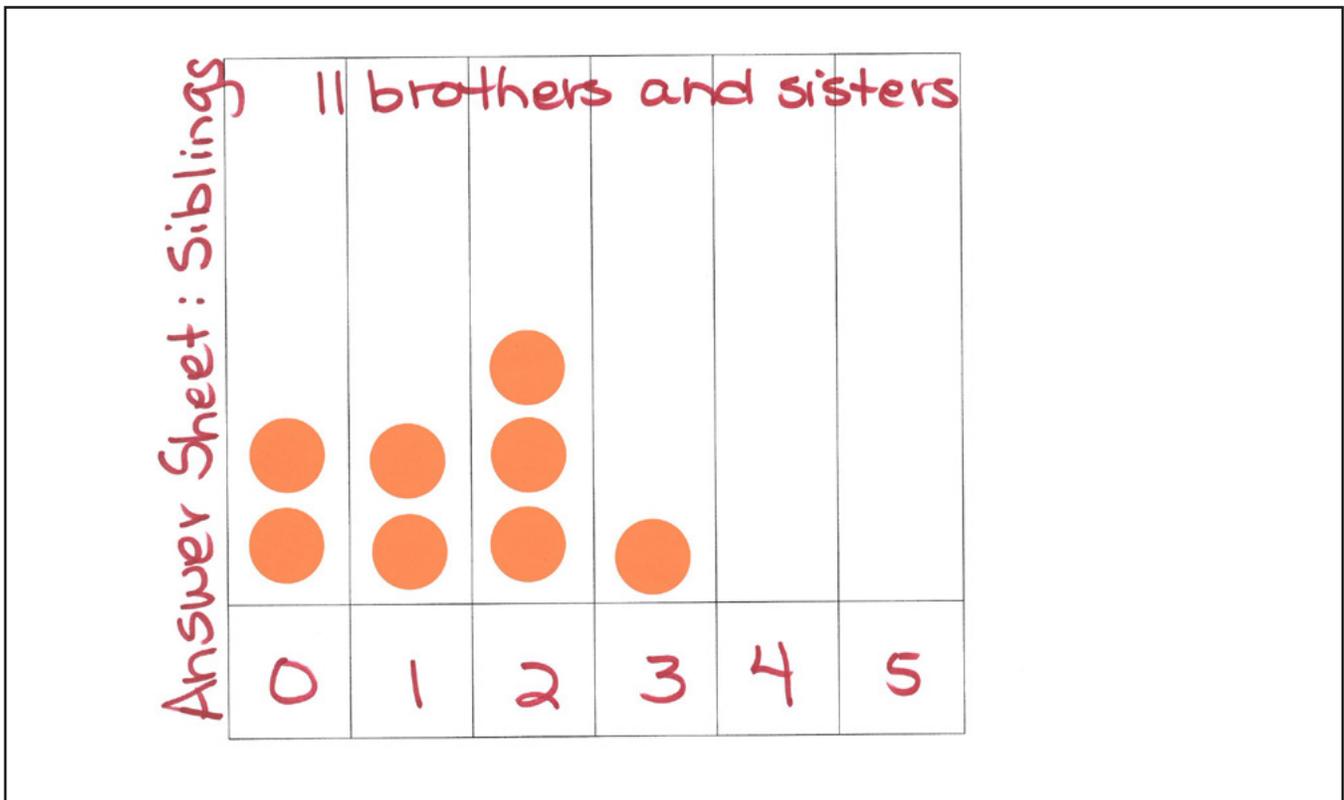
*Annotation sheet is **OPTIONAL** and is included by decision of the school/system.
Annotation sheet is **NOT NECESSARY** if pertinent information is included on evidence **OR** if a system-required annotation sheet is used.

SAMPLE 16: MATHEMATICS

11 students in our class have 11 brothers and sisters.

2	2 students have	0	siblings.
2	2 students have	1	sibling.
3	3 students have	2	siblings.
1	1 student has	3	siblings.

Collection Period 1 – Initial Task
 Primary Evidence Secondary Evidence
 Date 10-30



SAMPLE 16: MATHEMATICS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Student Name (Who):	J
Date on which the evidence was completed (When):	01/20
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	J created a dot plot to indicate information about the number of runs in a kickball game he and his classmates had at Adaptive PE. (Please note: the teachers determined when the teams would switch out as the game focused on taking turns and kicking the ball/play: 30 min.).
Specific Evaluation of student response (How Well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).
	J used a set of data collected with a peer helper about the number of runs he and his classmates made in a kickball game that lasted 30 minutes at Adaptive PE to generate a dot plot displaying the information. J was able to place 21 dots in correct locations for a total of 100%.
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting:	Documentation of prompting should NOT include instructions or encouragement.
	J required limited verbal prompts to use the data on his runs chart to place his dots on the correct numbers on the number line.
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.
	A peer helper assisted J in data collection then described the activity of using the data to create the dot plot and prompted as needed. J completed the activity.
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	This task was completed in the gym at PE and in the Health classroom.

*Annotation sheet is OPTIONAL and is included by decision of the school/system.
Annotation sheet is NOT NECESSARY if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 16: MATHEMATICS

J

How many runs in kickball?	Tally Mark	Total
0		3
1		2
2		0
3		5
4		3
5		5
6		0

SAMPLE 16: MATHEMATICS

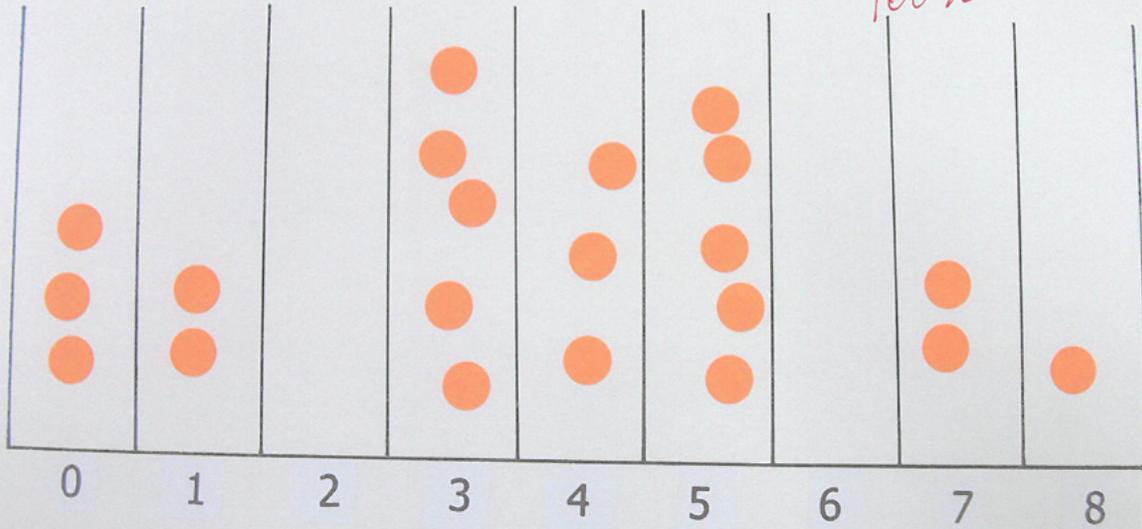
How many runs in kickball?	Tally Mark	Total
7		2
8		1

SAMPLE 16: MATHEMATICS

Name: J

Date: 1-20

Create a Dot Plot using the results from the data of the runs in the Kickball game



Number of students with this amount of runs

Collection Period 2 - Progress Task
 Primary Evidence Secondary Evidence
Date 1-20

SAMPLE 16: MATHEMATICS



Optional Collection Period Label
may be affixed here or on evidence

Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

Student Name (Who):	J
Date on which the evidence was completed (When):	01/21
Description of Task (What):	<p style="background-color: #e0e0e0;">Not required if adequately documented on Entry Sheet.</p> <p>J created a dot plot to indicate information about the number of different shoe sizes among the teachers and classmates/peers in the 3 Self-Contained Special Ed. classrooms at his school.</p>
Specific Evaluation of student response (How Well):	<p style="background-color: #e0e0e0;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</p> <p>J used a set of data collected with a peer helper about the number of different shoe sizes among the teachers and classmates/peers in the Self-Contained Special Ed. classrooms at his school to generate a dot plot displaying the information. J was able to place 26 dots in correct locations for a total of 100%</p> <p style="background-color: #e0e0e0;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</p>
Type and Frequency of Prompting:	<p style="background-color: #e0e0e0;">Documentation of prompting should NOT include instructions or encouragement.</p> <p>J required limited verbal prompts to use the data on his shoe size chart to place his dots on the correct numbers on the number line.</p>
Interactions (With Whom and How):	<p style="background-color: #e0e0e0;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</p> <p>The peer helper assisted J in data collection then described the activity of using the data to create the dot plot and prompted as needed. J completed the activity.</p>
Setting in which task was completed (Where):	<p style="background-color: #e0e0e0;">Setting should be purposeful for the task.</p> <p>This task was completed in the various Special Education classrooms and in the school library.</p>

*Annotation sheet is **OPTIONAL** and is included by decision of the school/system.
Annotation sheet is **NOT NECESSARY** if pertinent information is included on evidence OR if a system-required annotation sheet is used.

SAMPLE 16: MATHEMATICS

J

What size shoe do you wear?	Tally Mark	Total
6 or smaller		5
7		4
8		4
9		2
10		2
11		1
12 or larger	/	8

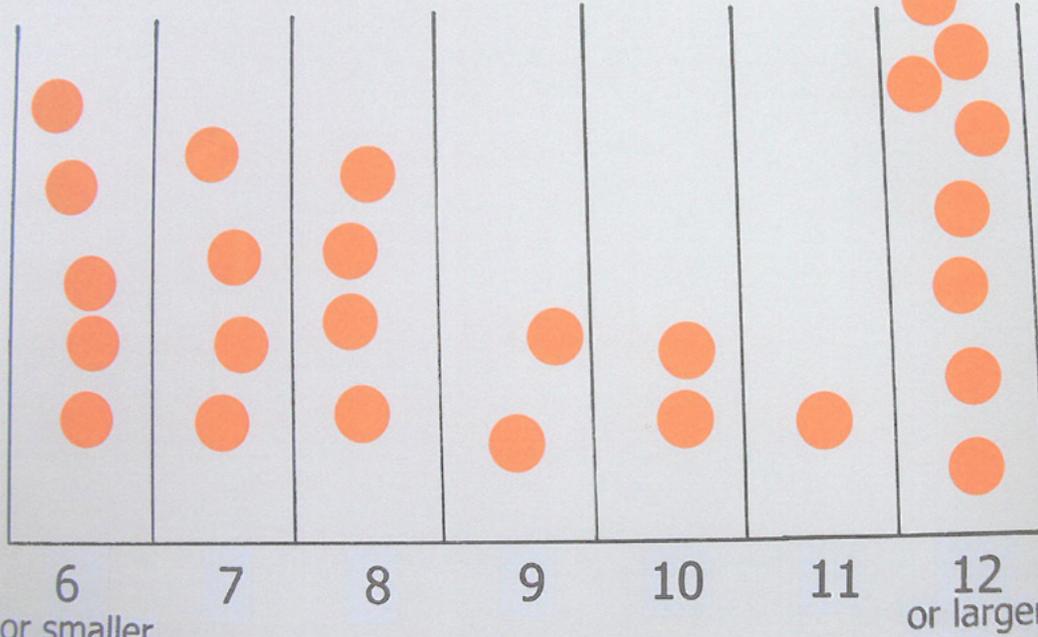
SAMPLE 16: MATHEMATICS

Name: J

Date: 1-21

Create a Dot Plot using the results from the data of the Shoe Sizes Survey

100%



Collection Period 2 - Progress Task

Primary Evidence Secondary Evidence

Date 1-21

SAMPLE 17: SCIENCE

SAMPLE 17

Content Area: Science

Grade: 5 Physical Science

Standard: S5P2 Obtain, evaluate, and communicate information to investigate electricity.

Element/Indicator: a. Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity.

Fidelity to Standard: 2

All 4 assessment activities (describing and identifying examples of potential and kinetic energy) are aligned to the content standard and element. The entry addresses some aspects of the element. Although the student work does not approach basic grade-level expectations, it does address academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful, simulated application.

Achievement/Progress: 2

The student's accuracy increases from an average of 39% in Collection Period 1 to an average of 87% in Collection Period 2. The complexity of the tasks increases somewhat because the student works in a different environment, the school hallway, in Collection Period 2 after performing both of his Collection Period 1 tasks in the special education classroom. The student's level of independence remains the same. He required frequent verbal and gestural prompting in both Collection Period 1 and Collection Period 2.

With the increases in accuracy and complexity which can be seen in this entry, the student demonstrates some Achievement/Progress.

SAMPLE 17: SCIENCE



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 5

Science

Entry 1

Student Name:

Age:

D

11

Entry Sheet Completed by:

Mrs. B

Strand/Domain: Physical Science

Standard: S5P2

Description: Obtain, evaluate, and communicate information to investigate electricity.

Element/Indicator: a.

Description:

Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

SAMPLE 17: SCIENCE



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 5

Science

Entry 1

Collection Period 1: Primary Evidence

Date: 10/31

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

D conducted an experiment to create static electricity. He was also asked to respond to questions to explain what happened.

Collection Period 1: Secondary Evidence

Date: 10/30

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

D conducted an experiment to create static electricity. He was also asked to respond to questions to explain what happened.

Collection Period 2: Primary Evidence

Date: 02/14

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

D performed the aluminum can static roll experiment. He was also asked to respond to questions to explain what happened.

Collection Period 2: Secondary Evidence

Date: 02/24

Type of Evidence: Observation

Description of Task:

Describe "Other":

D conducted an experiment to create static electricity. He was also asked to respond to questions to explain what happened.

SAMPLE 17: SCIENCE

Evidence Annotation Sheet

Name: D

Date: 10/31/20xx

Student's Task:

D and his classmates listened to the teacher read aloud Electricity: Bulbs, Batteries, and Sparks by Darlene Stille and they watched the video "Static Electricity: Snap, Crackle, Jump." Then the teacher introduced the static electricity experiment. The teacher explained that D would work with the teacher and parapro to perform the experiment.

Student's Performance:

29% (2 of 7 correct)

Type and Frequency of Prompting:

Frequent verbal and gestural prompting

Interactions:

Special education teacher and special education paraprofessional

Setting:

Special education classroom

SAMPLE 17: SCIENCE

Name D

Date 10/31

2/7 (24)

Static Electricity Experiment

Materials						
2 cans	string	rubber bands	foil	wood	plastic wrap	
paper clips	thumb tack	wax	cotton balls	wool		

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10/31

Problem: Can you create static electricity with friction?

Hypothesis: (What do you think will happen?) *I think... because...*

Procedures:

1. Tie one end of the string to the thumb tack and the other end to the piece of wood.
2. Place one can on the wax and the other can on a table.
3. Lay the piece of wood across the top of the can that is on the table (make sure that the string is hanging between the cans with some space on each side).
4. Cut a piece of plastic wrap about the size of a napkin and lay it on the table.
5. Briskly rub the plastic wrap with the wool.
6. Lift the plastic wrap and place it on the side of the can that is on the wax.
7. Observe.

SAMPLE 17: SCIENCE

Name D

Date 10/31

Results: (What happened? What did you see, hear, smell, or feel?)

X WHAT DO I SAW
Nothing

<p>1. What did you make?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Current electricity</p>  </div> <div style="text-align: center;"> <p>Static electricity</p>  </div> </div>	<p>2. How many materials did you use?</p> <p>A. ten 10 <u>X</u></p> <p>B. seven 7</p> <p>C. five 5</p>
<p>3. Circle 3 materials you used.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>paper clip</p>  </div> <div style="text-align: center;"> <p>thumbtack</p>  </div> <div style="text-align: center;"> <p><u>X</u> rubber band</p>  </div> <div style="text-align: center;"> <p>wool</p>  </div> <div style="text-align: center;"> <p>plastic wrap</p>  </div> </div>	
<p>4. Did the wax insulate or conduct electricity?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><u>insulate</u></p>  </div> <div style="text-align: center;"> <p>conduct</p>  </div> </div>	<p>5. What did the thumbtack do?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Tapped between cans</p>  </div> <div style="text-align: center;"> <p>Nothing</p>  </div> </div>

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10/31

P2/2

SAMPLE 17: SCIENCE

Name D

Date 10/31

Collection Period 1 – Initial Task

Static Electricity Experiment Answer Key Primary Evidence Secondary Evidence

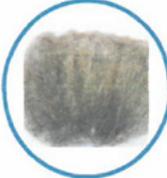
Date 10/31

Hypothesis:

Possible Responses – I think the tack will move back and forth; I think the tack will stay still; I don't think the tack will move

Results:

Possible Responses – The tack moved back and forth between the cans; the tack didn't move at all; the tack stuck to one can

<p>1. What did you make?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Current electricity</p>  </div> <div style="text-align: center;"> <p>Static electricity</p>  </div> </div>	<p>2. How many materials did you use?</p> <p>A. ten 10</p> <p>B. seven 7</p> <p>C. five 5</p>
<p>3. Circle 3 materials you used.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>paper clip</p>  </div> <div style="text-align: center;"> <p>thumbtack</p>  </div> <div style="text-align: center;"> <p>rubber band</p>  </div> <div style="text-align: center;"> <p>wool</p>  </div> <div style="text-align: center;"> <p>plastic wrap</p>  </div> </div>	
<p>4. Did the wax insulate or conduct electricity?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>insulate</p>  </div> <div style="text-align: center;"> <p>conduct</p>  </div> </div>	<p>5. What did the thumbtack do?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Tapped between cans</p>  </div> <div style="text-align: center;"> <p>Nothing</p>  </div> </div>

SAMPLE 17: SCIENCE

Evidence Annotation Sheet

Name: D

Date: 10/30/20xx

Student's Task:

D and his classmates listened to the teacher read aloud The Magic School Bus and the Electric Field Trip by Joanna Cole and Bruce Degen. They also watched the BrainPOP video "Static Electricity." Then the teacher introduced the static electricity experiment. The teacher explained that D would work with the teacher and the classroom parapro to perform the experiment. The teacher read the instructions and the questions aloud to D. At D's request, the teacher reread the instructions, questions and answer choices.

Student's Performance:

50% (2 of 4 correct)

Type and Frequency of Prompting:

Frequent verbal and gestural prompting

Interactions:

Special education teacher and special education paraprofessional

Setting:

Special education classroom

SAMPLE 17: SCIENCE

Name: D

Date: 10/30 #: 29

2/4 (50)

STATIC ELECTRICITY EXPERIMENT

Problem: Can you create static electricity with a balloon?

Hypothesis: (What do you think will happen?) *I think... because...*

~~I THINK THE BALLON WILL EXPLODE.~~

Materials: 2 balloons, piece of plastic wrap (about the size of a sheet of paper), dish towel, and 2 pieces of string 2 feet long

Procedures: First, blow up at least 2 balloons (an adult should do this step) and tie a knot at the end. Then tie a piece of string to each balloon. Tape the string to a desk so that the balloons hang at least 2-3 inches apart from each other. Next, rub both balloons with a piece of plastic wrap for about 20 seconds. Observe what happens. Then rub one both balloons with the towel for 20 seconds. Observe. Finally, rub one balloon with a piece of plastic wrap for 20 seconds and rub the other balloon with a towel for 20 seconds. Observe.

Results: (What happened? What did you see, hear, smell, or feel?)

Plastic Wrap/
Plastic Wrap

Towel/
Towel

Plastic Wrap/
Towel

RR
TT
They Repelled Each other

RR
TT
They PUSHED APART

RR
TT
WHAT HAPPENED TO THEM

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10/30

SAMPLE 17: SCIENCE

Evidence Annotation Sheet

Name: D

Date: 2/14/20xx

Student's Task:

D and his classmates listened to the teacher read aloud All Charged Up: a book of electricity by Jennifer Boothroyd and they watched the video "Static Electricity for Kids." Then the teacher introduced the aluminum can static roll experiment. The teacher explained that D would work with the teacher and a general education peer to perform the experiment. The teacher read the instructions and the questions aloud to D. The teacher reread the instructions, questions and answer choices when D asked to hear them again.

Student's Performance:

100% (4 of 4 correct)

Type and Frequency of Prompting:

Frequent verbal and gestural prompting

Interactions:

Special education teacher and general education peer

Setting:

Special education classroom

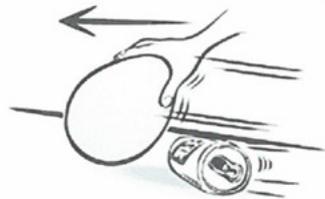
D

2/19

4/4

100

Aluminum Can Static Roll



What do I do?

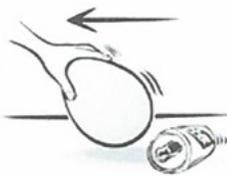
1 Put the can on its side on a table or the floor -- anyplace that's flat and smooth. Hold it with your finger until it stays still.



2 Rub the balloon back and forth on your hair really fast.



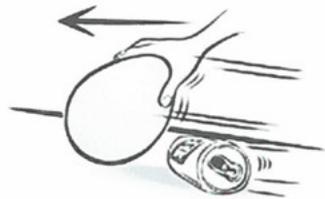
3 Hold the balloon about an inch in front of the can. The can will start to roll, even though you're not touching it!



4 Move the balloon away from the can -- slowly -- and the can will follow the balloon.



5 If you move the balloon to the other side of the can, the can will roll in the other direction.



6 How fast will the can roll? How far can you roll it before the can stops? Will it roll uphill?

7 If you have some friends with cans and balloons, you can have a race across the room or down the sidewalk.

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 2/19

SAMPLE 17: SCIENCE

Name D

Date 2/14

Aluminum Can Static Roll

1. What happened when you held the balloon in front of the can?
 - a. The can followed the balloon
 - b. The can moved away from the balloon

2. Why did the can do what it did?
 - a. It had the same charge as the balloon
 - b. It had an opposite charge from the balloon

3. Was the balloon charged with electrons or protons?
 - a. Electrons
 - b. Protons

4. Was the can charged with electrons or protons?
 - a. Electrons
 - b. Protons

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 2/14

SAMPLE 17: SCIENCE



Secondary Evidence

Observation Form

Student Name: D Grade: 5 Date: 2/24

Observation conducted by: Mrs. B Job Title: Special Education Teacher

1. What did you ask the student to do for this standards-based task?

D was asked to work with a general education peer to investigate static electricity and the transfer of electrons between two objects.

2. Describe the student's mode of response (verbal, AT, eye gaze, head switch, gestural, written, etc.).

verbal

3. How well did the student perform the task? Please respond to the following: if you asked questions, what were they? What were the student's actual responses? Were the responses correct?

1. D was asked to rub two balloons against a piece of wool and then to hold the balloons against each other. He was asked what happened and he said they would not stick together (they repelled each other). The teacher asked why that happened and he said they have the same charges. CORRECT.

2. D was asked to rub the wool against one balloon and then to place the balloon against the wall. The teacher asked him what happened and he said the balloon stuck to the wall. The teacher asked why and he said the balloon and wall have opposite charges. CORRECT.

3. D was asked to rub the balloon against his hair and then place the balloon against the wall. The teacher asked him what happened and he said the balloon stuck to the wall. The teacher asked why and he said the balloon and his hair have opposite charges. CORRECT.

4. D was asked to rub the balloon on his clothes. The teacher asked what happened and he said the balloon stuck to him. The teacher asked why and he said his clothes and the balloon have the same charges. INCORRECT.

75% (3 of 4 correct)

4. In what meaningful setting did the student perform the task?

School hallway

5. With whom and in what way did the student interact during this task?

The student worked with his special education teacher and general education peer.

6. Independence: What prompting was required for the student to be successful? (Do not consider instructions or encouragement when documenting prompting.)

Frequent verbal and gestural prompting from his special education teacher and general education peer

SAMPLE 18: SCIENCE

SAMPLE 18

Content Area: Science

Grade: 8 Physical Science

Standard: S8P2 Obtain, evaluate, and communicate information about the law of conservation of energy to develop arguments that energy can transform from one form to another within a system.

Element/Indicator: b. Plan and carry out an investigation to explain the transformation between kinetic and potential energy within a system (e.g., roller coasters, pendulums, rubber bands, etc.)

Fidelity to Standard: 2

All 4 assessment activities (describing and identifying examples of potential and kinetic energy) are aligned to the content standard and element. The entry addresses some aspects of the element, but planning an investigation is not part of the student's tasks. Although the student work does not approach basic grade-level expectations, it does address academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful, simulated application.

Achievement/Progress: 3

The student's accuracy increases from an average of 27% in Collection Period 1 to an average of 90% in Collection Period 2. The complexity of the tasks also increases because the student is given both more questions and different types of questions. The student's work also shows a deeper level of knowledge because he forms sentences to describe the two types of energy in his Collection Period 2 tasks after having only placed symbols of each type of energy on tables in Collection Period 1. The student's level of independence does not change. He was not prompted in any of the four tasks.

With the increases in accuracy and complexity which can be seen in this entry, the student demonstrates reasonable Achievement/Progress.

SAMPLE 18: SCIENCE



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Science

Entry 1

Student Name:

Age:

K

15

Entry Sheet Completed by:

Ms. T

Strand/Domain: Physical Science

Standard: S8P2

Description: Obtain, evaluate, and communicate information about the law of conservation of energy to develop arguments that energy can transform from one form to another within a system.

Element/Indicator: b.

Description:

Plan and carry out an investigation to explain the transformation between kinetic and potential energy within a system (e.g., roller coasters, pendulums, rubber bands, etc.).

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

SAMPLE 18: SCIENCE



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Science

Entry 1

Collection Period 1: Primary Evidence

Date: 01/13

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

K was given a table with headings describing two types of energy. He was also given four descriptions of movements. K was asked to place the descriptions under the correct type of energy.

Collection Period 1: Secondary Evidence

Date: 01/10

Type of Evidence: Observation

Description of Task:

Describe "Other":

K was shown symbols for potential energy and kinetic energy. K was to demonstrate the difference in the types of energy by holding the ball when shown the symbol for potential energy and throwing the ball when shown kinetic energy.

Collection Period 2: Primary Evidence

Date: 02/24

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

K was given words to make nine sentences about potential and kinetic energy. K was asked to choose which words would be correct given the subjects of the sentences.

Collection Period 2: Secondary Evidence

Date: 02/28

Type of Evidence: Observation

Description of Task:

Describe "Other":

K was shown symbols of potential energy and kinetic energy and was asked to identify each of them. K was to demonstrate the difference in the types of energy by holding the ball when shown the potential energy symbol and throwing the ball when shown the kinetic energy symbol.

SAMPLE 18: SCIENCE

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 1/13



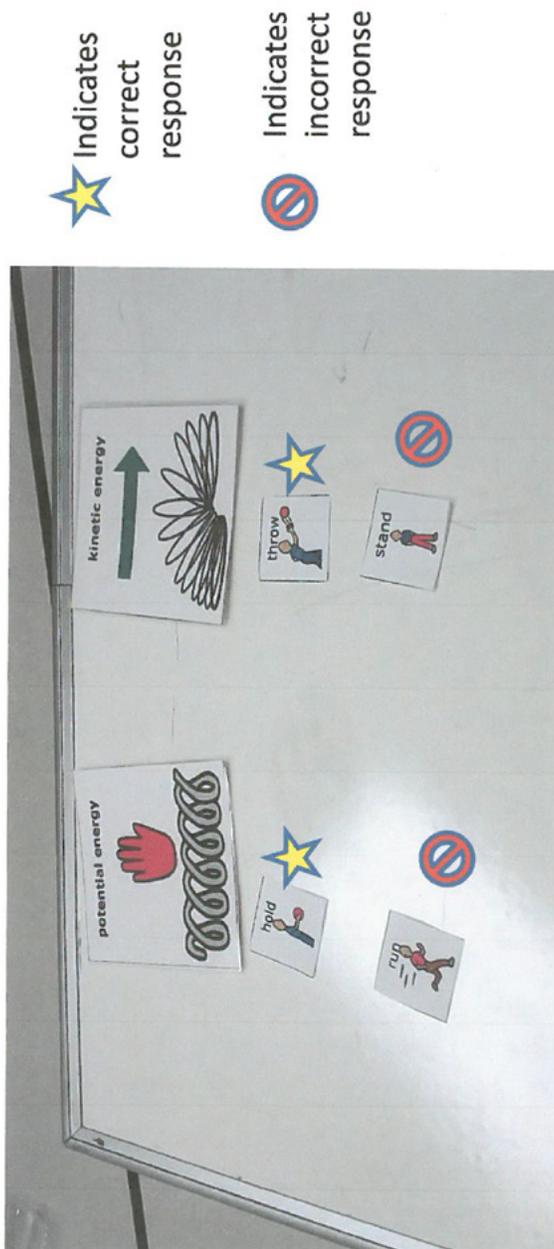
Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

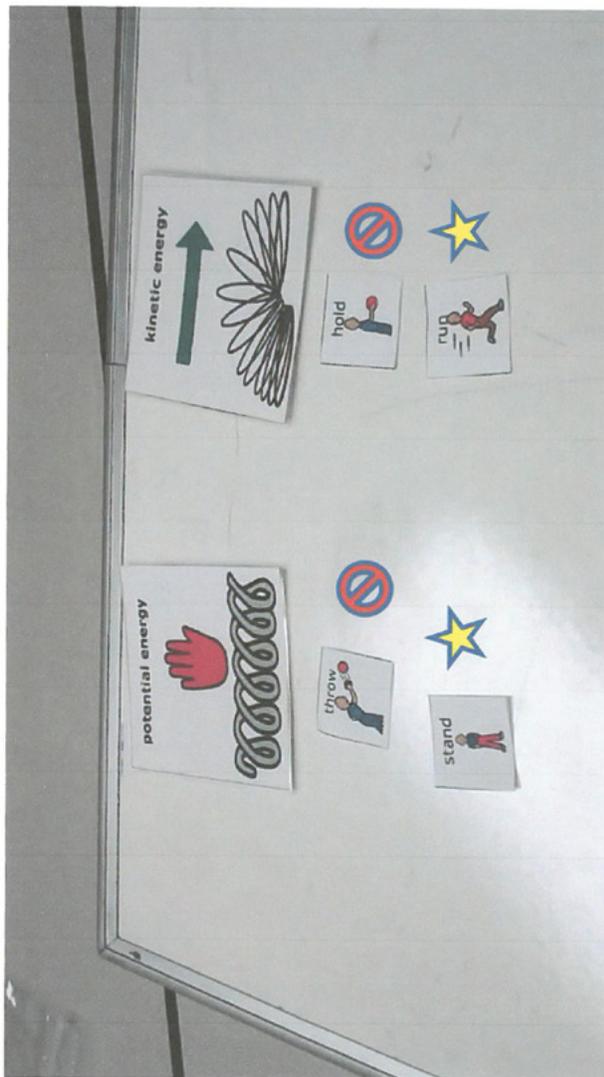
Student Name (Who):	K
Date on which the evidence was completed (When):	01/13
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> <p>K _____ was given a table with headings describing two types of energy. He was also given four descriptions of movement. K _____ was asked to place the descriptions under the correct type of energy.</p>
Specific Evaluation of student response (How well):	<div style="background-color: #f0f0f0; padding: 2px;">What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</div> <p>K _____ was provided with six opportunities to place movement (hold, throw, stand, run) under the heading "potential energy" or "kinetic energy". He correctly placed the descriptions twice. However, he was not consistent in the correctness of his answer (what was correct for trial was incorrect the next). All information was incorrectly placed on the last two trials.</p> <div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div>
Type and Frequency of Prompting:	<div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> <p>K _____ placed the symbols under the headings independently. No prompting leading to a correct answer was provided.</p>
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> <p>K _____ completed this activity with his special education teacher.</p>
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> <p>This activity took place in the special education classroom.</p>

Task: k was given a table with the headings of “Potential Energy” and “Kinetic Energy”. He was given four descriptions with symbols of movement K was asked to place the descriptions under the correct type of energy.

For the first trial, K was given the descriptions in the following order – hold ball, throw ball, run, stand. K placed the first item under potential, the second under kinetic, the third under potential, and the fourth under kinetic.



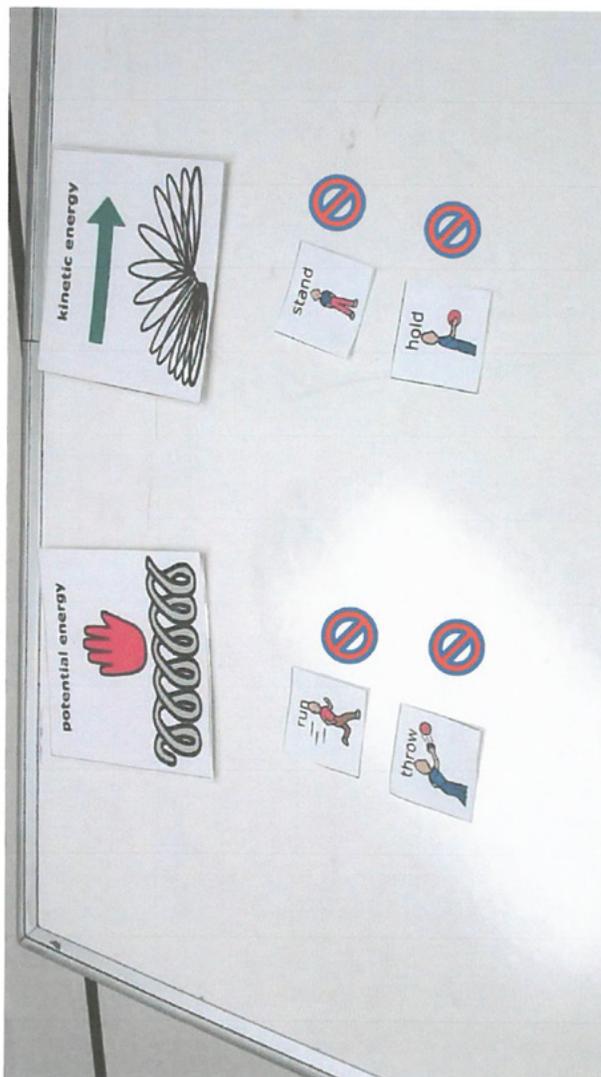
For the second trial, K was given the descriptions in the following order – throw ball, hold ball, stand, run. K placed the first item under potential, the second under kinetic, the third under potential, and the fourth under kinetic.



Indicates correct response

Indicates incorrect response

For the third trial, K was given the descriptions in the following order – run, stand, throw ball, hold ball. K placed the first item under potential, the second under kinetic, the third under potential, and the fourth under kinetic.



★ Indicates correct response

⊘ Indicates incorrect response

SAMPLE 18: SCIENCE

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date: 1/10



Georgia Alternate Assessment Observation Form

Student Name: K	Grade: 8	Date: 01/10
Observation conducted by: T	Job Title: Special education teacher	

<p>1. What did you ask the student to do for this standards-based task?</p> <p>K was shown symbols for "potential energy" and "kinetic energy". K was to demonstrate the difference in the types of energy by holding the ball while shown the "potential energy" symbol and throwing the ball when shown "kinetic energy".</p>
<p>2. Describe the student's mode of response (verbal, AT, eye gaze, head switch, gestural, written, etc.).</p> <p>K would hold or throw the ball after being shown the symbol for "potential energy" or "kinetic energy".</p>
<p>3. How well did the student perform the task? BE SPECIFIC: if you asked questions, what were they? What were the student's responses? Were the responses correct?</p> <p>K was given 10 trials. Each trial consisted of K being shown "potential energy" for up to 20 seconds, then being shown "kinetic energy". He was to throw the ball within 10 seconds of being shown "kinetic energy". K completed only the sixth and eighth trial accurately. In the first five trials, K threw the ball before being shown the symbol for "kinetic energy". In the seventh, ninth, and tenth trial, K did not throw the ball when shown "kinetic energy".</p>
<p>4. In what meaningful setting did the student perform the task?</p> <p>This activity took place in the gym of the school.</p>
<p>5. With whom and in what way did the student interact during this task? Describe the reciprocal interaction (required for scoring for all Speaking and Listening entries, or LSV entries for GPS student retesters).</p> <p>K participated in this activity with the special education paraprofessional, who is also a basketball coach.</p>
<p>6. Independence: What prompting was required for the student to be successful? (Do not consider instructions or encouragement when documenting prompting.)</p> <p>K completed this activity independently. No prompting leading to a correct response was provided.</p>

SAMPLE 18: SCIENCE

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 2/24



Georgia Alternate Assessment Evidence Annotation Sheet*

Actual student evidence will follow this page.
Documentation should be **specific**, as indicated in the gray instruction boxes.

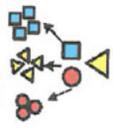
Student Name (Who):	K
Date on which the evidence was completed (When):	02/24
Description of Task (What):	<div style="background-color: #f0f0f0; padding: 2px;">Not required if adequately documented on Entry Sheet.</div> <p>K was given words to make nine sentences about potential and kinetic energy. K was asked to make choices of which words would be correct given the subject of the sentence.</p>
Specific Evaluation of student response (How well):	<p>What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be specific to each action/question (correct/incorrect; number/percent correct).</p> <p>When given the words for the first three sentences individually, he placed the words in the correct order. For sentences four and five, K was given the choice of "before a thing moves" or "during a thing moving" and "Potential energy" and "Kinetic energy" to being the sentence. He correctly chose the words to complete the sentence. For the remaining sentences, K completed the sentence with energy and type of movement correctly.</p> <div style="background-color: #f0f0f0; padding: 2px;"><input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.</div>
Type and Frequency of Prompting:	<div style="background-color: #f0f0f0; padding: 2px;">Documentation of prompting should NOT include instructions or encouragement.</div> <p>K and the teacher read each word for the sentences. The teacher mixed the words and then gave choices for sentences four through nine. K completed each sentence independently.</p>
Interactions (With Whom and How):	<div style="background-color: #f0f0f0; padding: 2px;">Interaction is relevant only if it occurs as part of the assessment task. Please describe the reciprocal interaction(s) that occurred during the task.</div> <p>K completed this activity with his special education teacher.</p>
Setting in which task was completed (Where):	<div style="background-color: #f0f0f0; padding: 2px;">Setting should be purposeful for the task.</div> <p>This activity took place in the special education classroom.</p>



There are two

2

types of energy.



✓

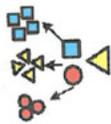
①

Placed words in sentence order correctly.

Potential energy is one type of energy.



1



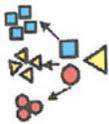
✓

②

Kinetic energy is one

1

type of energy.



✓

③

✓

Potential energy is energy before a thing moves.



✓ Correctly chose
"before" when given
choice of Potential
energy being
before a thing moves
or during a
thing moving.

Kinetic energy is energy during a thing moving.



✓ Correctly chose
"during" when given
choice of Kinetic
energy being
before a thing
moves or during a
thing moving.
Place words in
sentence order
Correctly.

Handwritten signature

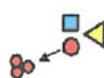
On all four sentences
matched the
symbol for the
movement with the
correct type of
energy. Then
K placed the
words in sentence
order correctly.

stand is an example of potential energy. ✓



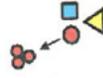
6

run is an example of kinetic energy. ✓



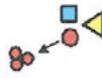
7

hold a ball is an example of potential energy. ✓



8

throw a ball is an example of kinetic energy. ✓



9

SAMPLE 18: SCIENCE

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 2/28



Georgia Alternate Assessment Observation Form

Student Name: K	Grade: 8	Date: 02/28
Observation conducted by: T	Job Title: Special education teacher	

<p>1. What did you ask the student to do for this standards-based task?</p> <p>K was shown symbols for "potential energy" and "kinetic energy" and was asked to identify both. K was to demonstrate the difference in the types of energy by holding the ball while shown the "potential energy" symbol and throwing the ball when shown "kinetic energy".</p>
<p>2. Describe the student's mode of response (verbal, AT, eye gaze, head switch, gestural, written, etc.).</p> <p>K verbally identified the symbols by saying "potential energy" and "kinetic energy". K would hold or throw the ball after being shown the symbol for "potential energy" or "kinetic energy".</p>
<p>3. How well did the student perform the task? BE SPECIFIC: if you asked questions, what were they? What were the student's responses? Were the responses correct?</p> <p>K was given 10 trials. Each trial consisted of K being shown "potential energy" for up to 20 seconds, then being shown "kinetic energy". He was to throw the ball within 10 seconds of being shown "kinetic energy". K did not throw the ball within 10 seconds for the first trial of being shown "kinetic energy", and threw the ball while being shown "potential energy" on the second trial. The special education teacher then asked K to identify the symbols a second time, and all trials after the first two were correct.</p>
<p>4. In what meaningful setting did the student perform the task?</p> <p>This activity took place in the special education classroom as part of a class-wide activity.</p>
<p>5. With whom and in what way did the student interact during this task? Describe the reciprocal interaction (required for scoring for all Speaking and Listening entries, or LSV entries for GPS student retesters).</p> <p>K participated in this activity with the special education teacher, paraprofessional and two other students from the class.</p>
<p>6. Independence: What prompting was required for the student to be successful? (Do not consider instructions or encouragement when documenting prompting.)</p> <p>After the first two incorrect answers, K was asked to identify the symbols again. He stated what the symbols were independently. K completed the rest of this activity independently. No prompting leading to a correct response was provided.</p>

SAMPLE 19: SCIENCE

SAMPLE 19

Content Area:	Science	
Grade:	HS	Physical Science
Standard:	SPS6	Obtain, evaluate, and communicate information to explain the properties of solutions.
Element/Indicator:	e.	Plan and carry out investigations to detect patterns in order to classify common household substances as acidic, basic, or neutral.

Fidelity to Standard: 2

All 4 assessment activities (using red and blue litmus paper to test whether common household substances are acidic, basic or neutral) are aligned to the content standard and element. The entry addresses each aspect of the element. Although the student work does not approach basic grade-level expectations, it does address academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful, simulated application.

Achievement/Progress: 2

The student's accuracy does not change. The student earned 100% on each of the 4 assessment tasks.

The complexity of tasks increases in Collection Period 2 because the student used different materials and he was asked to perform tasks which required a deeper level of knowledge. The student used blue litmus paper to test acids in Collection Period 1 Primary Evidence and he used red litmus paper to test bases in Collection Period 1 Secondary Evidence. In both of his Collection Period 2 tasks he worked with red and blue litmus paper at the same time. He also tested substances which were acidic, basic or neutral within the same tasks. In addition, in Collection Period 2 he worked in the different environments of the school cafeteria and the media center after performing his Collection Period 1 tasks in the special education classroom.

The student's independence increases very slightly. The student received verbal and gestural prompting in all of his tasks, but the frequency of prompting was reduced from continuous to frequent.

With the increases in complexity and independence which can be seen in this entry, the student demonstrates **some** Achievement/Progress.

SAMPLE 19: SCIENCE



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

Science

Entry 2

Student Name:

D

Age:

19

Entry Sheet Completed by:

Mr. A

Strand/Domain: Physical Science

Standard: SPS6

Description: Obtain, evaluate, and communicate information to explain the properties of solutions.

Element/Indicator: e.

Description:

Plan and carry out investigations to detect patterns in order to classify common household substances as acidic, basic, or neutral.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

SAMPLE 19: SCIENCE



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

Science

Entry 2

Collection Period 1: Primary Evidence

Date: 09/16

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

Student used blue litmus paper to test whether 4 common solutions (all drinks available to the student and his classmates at school) were acidic or not.

Collection Period 1: Secondary Evidence

Date: 09/27

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

Student used red litmus paper to test whether 4 common solutions (all common cleaning solutions) were basic or not.

Collection Period 2: Primary Evidence

Date: 01/11

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

Student used red and blue litmus paper to test whether 5 common solutions (all common food or drink solutions) were acid, base or neutral.

Collection Period 2: Secondary Evidence

Date: 01/23

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

Student used red and blue litmus paper to test whether 6 common solutions (all common cleaning solutions) were acid, base or neutral.

SAMPLE 19: SCIENCE

Evidence Annotation Sheet

Name: D

Date: 09/16/20xx

Student's Task:

D used blue litmus paper to test whether four common solutions (orange juice, apple juice, orange-pineapple juice, Tum-E-Yummies very berry blue drink) were acidic or not. D placed a piece of blue litmus paper in each solution. He recorded whether the paper changed from blue to red and therefore whether the solution was acidic or not. The teacher read the directions and the questions aloud.

Student's Performance:

100%

Type and Frequency of Prompting:

Continuous verbal and gestural prompting

Interactions:

Special education teacher

Setting:

Special education classroom

SAMPLE 19: SCIENCE

100% accuracy

Science Entry 2: Physical Science SPS6.e Collection Period 1 - Initial, Primary Activity date: 09-16- Student: Dr

DIRECTIONS: FOR EACH OF THE COMMON HOUSEHOLD SOLUTIONS PICTURED IN THIS ACTIVITY, DETERMINE WHETHER THE SOLUTION IS ACIDIC BY DIPPING BLUE LITMUS PAPER IN THE SOLUTION AND LOOKING FOR A COLOR CHANGE. IN THIS ACTIVITY, ALL THE SOLUTIONS ARE DRINKS THAT YOU AND YOUR FRIENDS DRINK AT SCHOOL. REMEMBER, THE SOLUTION IS ACIDIC IF THE BLUE LITMUS PAPER CHANGES COLOR TO RED.

	<p>Did the blue litmus paper change to RED when you put it in orange juice?</p> 	<div style="border: 1px solid black; padding: 5px; text-align: center;">  ↑ ↓ yes </div> <p>Which means orange juice is acidic</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;">  ← → </div>
	<p>Did the blue litmus paper change to RED when you put it in apple juice?</p> 	<div style="border: 1px solid black; padding: 5px; text-align: center;">  ↑ ↓ yes </div> <p>Which means apple juice is acidic</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;">  ← → </div>
	<p>Did the blue litmus paper change to RED when you put it in orange pineapple juice?</p> 	<div style="border: 1px solid black; padding: 5px; text-align: center;">  ↑ ↓ yes </div> <p>Which means orange Pineapple juice is acidic</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;">  ← → </div>
	<p>Did the blue litmus paper change to RED when you put it in the Tum-E Yummies very berry blue drink?</p> 	<div style="border: 1px solid black; padding: 5px; text-align: center;">  ↑ ↓ yes </div> <p>Which means this drink is acidic</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;">  ← → </div>

SAMPLE 19: SCIENCE

Evidence Annotation Sheet

Name: D

Date: 09/27/20xx

Student's Task:

D used red litmus paper to test whether four common solutions (Lysol disinfectant, Sun detergent, Great Value disinfectant, Lysol disinfecting wipes) were basic or not. D placed a piece of red litmus paper in each solution. He recorded whether the paper changed from red to blue and therefore whether the solution was a base or not. The teacher read the directions and the questions aloud.

Student's Performance:

100%

Type and Frequency of Prompting:

Continuous verbal and gestural prompting

Interactions:

Special education teacher

Setting:

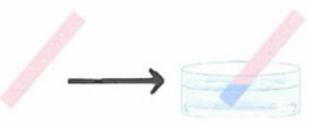
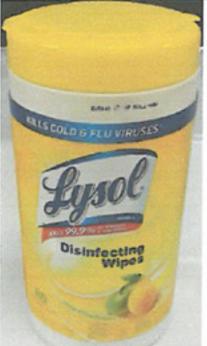
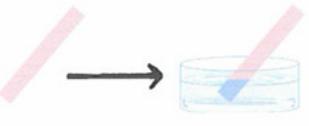
Special education classroom

SAMPLE 19: SCIENCE

100% accuracy

Science Entry 2: Physical Science SPS6.e Collection Period 1 - Initial, Secondary Activity date: 09-27- Student: D

DIRECTIONS: FOR EACH OF THE COMMON HOUSEHOLD SOLUTIONS PICTURED IN THIS ACTIVITY, DETERMINE WHETHER THE SOLUTION IS BASIC BY DIPPING RED LITMUS PAPER IN THE SOLUTION AND LOOKING FOR A COLOR CHANGE. IN THIS ACTIVITY, ALL THE SOLUTIONS ARE CLEANING PRODUCTS THAT YOUR TEACHER AND PARENTS USE TO KILL GERMS AND CLEAN WITH. REMEMBER, THE SOLUTION IS BASIC IF THE RED LITMUS PAPER CHANGES COLOR TO BLUE.

	<p>Did the red litmus paper change to BLUE when you put it in a spray of Lysol disinfectant?</p> <div style="text-align: center;">  </div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">  yes </div> <p style="font-size: small;">Which means this product is basic</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div>
	<p>Did the red litmus paper change to BLUE when you put it in a solution of Sun detergent?</p> <div style="text-align: center;">  </div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">  yes </div> <p style="font-size: small;">Which means this product is basic</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div>
	<p>Did the red litmus paper change to BLUE when you put it in a spray of Great Value disinfectant?</p> <div style="text-align: center;">  </div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">  yes </div> <p style="font-size: small;">Which means this product is basic</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div>
	<p>Did the red litmus paper change to BLUE when you put it in on a Lysol disinfecting wipe?</p> <div style="text-align: center;">  </div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">  yes </div> <p style="font-size: small;">Which means this product is basic</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div>

SAMPLE 19: SCIENCE

Evidence Annotation Sheet

Name: D

Date: 01/11/20xx

Student's Task:

D used red litmus paper to test whether four common solutions (Lysol disinfectant, Sun detergent, Great Value disinfectant, Lysol disinfecting wipes) were basic or not. D placed a piece of red litmus paper in each solution. He recorded whether the paper changed from red to blue and therefore whether the solution was a base or not. The teacher read the directions and the questions aloud.

Student's Performance:

100%

Type and Frequency of Prompting:

Continuous verbal and gestural prompting

Interactions:

Special education teacher

Setting:

Special education classroom

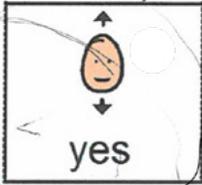
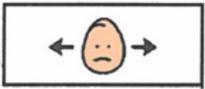
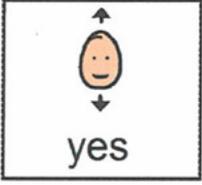
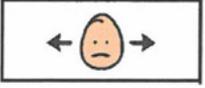
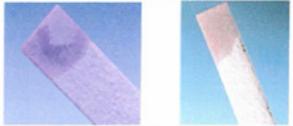
SAMPLE 19: SCIENCE

Page 1 of 3

Science Entry 2: Physical Science SP56.e Collection Period 2 – Progress, Primary Activity date: 1-11-17 Student: D

100% accuracy

*Directions: For each of the common household solutions (these solutions are all **SAFE to put in your mouth because they are food or drink**) pictured in this activity, determine whether the solution is Basic, acidic, or neutral by dipping litmus paper in the solution and looking for a color change. First use the red litmus paper. If you observe a color change from red to blue, mark the solution as a base. If there is no color change, use the blue litmus paper. If there is a color change from blue to red, mark the solution as an acid. if there was not a color change with either solution, mark the solution as neutral and test the next solution*

 <p>Vegetable soup broth</p>	<p>Did the red litmus paper change to BLUE when you put it in the solution?</p> 	 <p>yes</p>	
	<p>Did the blue litmus paper change to RED when you put it in the solution?</p> 	 <p>yes</p>	
<p>WHEN I TESTED THE TWO STRIPS I OBSERVED <u>NO COLOR CHANGES</u> –</p>  <p><i>the strips looked like this:</i></p>		<p>NO color change on either strip means this solution is</p> <h2 style="margin: 0;">neutral</h2>	

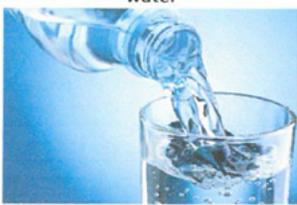
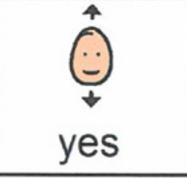
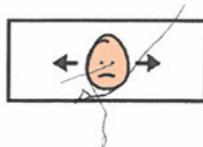
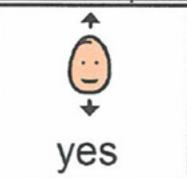
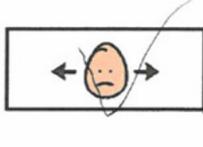
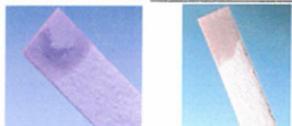
basic

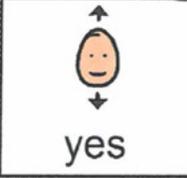
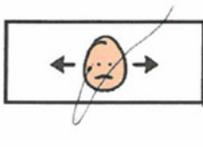
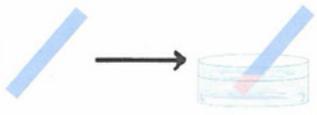
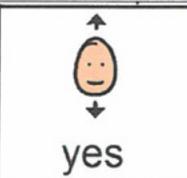
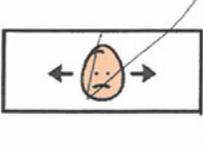
acidic

SAMPLE 19: SCIENCE

Page 2 of 3

Science Entry 2: Physical Science SPS6.e Collection Period 2 – Progress, Primary Activity date: 1-11 Student: Di

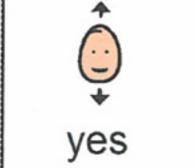
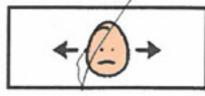
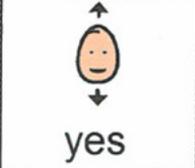
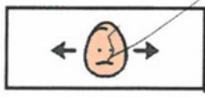
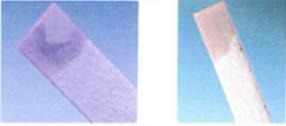
 <p>water</p>	<p>Did the red litmus paper change to BLUE when you put it in the solution?</p> 	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>yes</p> </div> <div style="text-align: center;">  </div> </div> <p>CIRCLING "yes" means this solution is basic</p>
	<p>Did the blue litmus paper change to RED when you put it in the solution?</p> 	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>yes</p> </div> <div style="text-align: center;">  </div> </div> <p>CIRCLING "yes" means this solution is acidic</p>
<p>WHEN I TESTED THE TWO STRIPS I OBSERVED NO COLOR CHANGES –</p>  <p><i>the strips looked like this:</i></p>		<p>NO color change on either strip means this solution is</p> <div style="border: 2px solid red; padding: 5px; display: inline-block; font-weight: bold; font-size: 1.2em;">neutral</div>

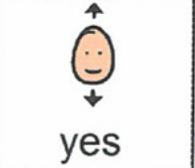
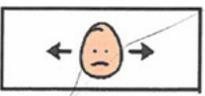
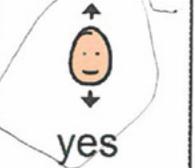
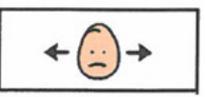
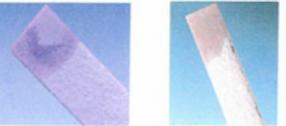
 <p>Chocolate milk</p>	<p>Did the red litmus paper change to BLUE when you put it in the solution?</p> 	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>yes</p> </div> <div style="text-align: center;">  </div> </div> <p>CIRCLING "yes" means this solution is basic</p>
	<p>Did the blue litmus paper change to RED when you put it in the solution?</p> 	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>yes</p> </div> <div style="text-align: center;">  </div> </div> <p>CIRCLING "yes" means this solution is acidic</p>
<p>WHEN I TESTED THE TWO STRIPS I OBSERVED NO COLOR CHANGES – <i>the</i></p>  <p><i>strips looked like this:</i></p>		<p>NO color change on either strip means this solution is</p> <div style="border: 2px solid red; padding: 5px; display: inline-block; font-weight: bold; font-size: 1.2em;">neutral</div>

SAMPLE 19: SCIENCE

Page 3 of 3

Science Entry 2: Physical Science SPS6.e Collection Period 2 – Progress, Primary Activity date: 1-11 Student: D

<p>margarine</p> 	<p>Did the red litmus paper change to BLUE when you put it in the solution?</p> 	 <p style="text-align: center;">yes</p>	
	<p>CIRCLING "yes" means this solution is basic</p>		
	<p>Did the blue litmus paper change to RED when you put it in the solution?</p> 	 <p style="text-align: center;">yes</p>	
	<p>CIRCLING "yes" means this solution is acidic</p>		
<p>WHEN I TESTED THE TWO STRIPS I OBSERVED NO COLOR CHANGES –</p>  <p><i>the strips looked like this:</i></p>		<p>NO color change on either strip means this solution is</p> <div style="border: 2px solid red; padding: 5px; display: inline-block; font-weight: bold; font-size: 1.2em;">neutral</div>	

<p>mustard</p> 	<p>Did the red litmus paper change to BLUE when you put it in the solution?</p> 	 <p style="text-align: center;">yes</p>	
	<p>CIRCLING "yes" means this solution is basic</p>		
	<p>Did the blue litmus paper change to RED when you put it in the solution?</p> 	 <p style="text-align: center;">yes</p>	
	<p>CIRCLING "yes" means this solution is acidic</p>		
<p>WHEN I TESTED THE TWO STRIPS I OBSERVED NO COLOR CHANGES –</p>  <p><i>the strips looked like this:</i></p>		<p>NO color change on either strip means this solution is</p> <div style="border: 2px solid red; padding: 5px; display: inline-block; font-weight: bold; font-size: 1.2em;">neutral</div>	

SAMPLE 19: SCIENCE

Evidence Annotation Sheet

Name: D

Date: 01/23/20xx

Student's Task:

D used red and blue litmus paper to test whether six common solutions (91% Isopryl alcohol, Claire mark and stain remover, Clorox bleach, furniture polish, Goo Gone spray gel, and Lysol 4-in-1 spray cleaner) were acidic, basic or neutral. D placed a piece of red litmus paper and a piece of blue litmus paper in each solution. He recorded whether the red litmus paper changed from red to blue and whether the blue litmus paper changed from blue to red. Then he pasted the label on his lab report in the appropriate place to indicate whether the solution was an acid, base or neutral. The teacher read the directions and the questions aloud. The paraprofessional helped with the pasting and assisted D to keep him safe in the presence of the caustic cleaning products.

Student's Performance:

100%

Type and Frequency of Prompting:

Frequent verbal and gestural prompting

Interactions:

Special education teacher and special education paraprofessional

Setting:

Media center workroom, which has a double sink with deep stainless steel basins

Science Entry 2: Physical Science SPS6.e Collection Period 2 – Progress, Secondary Activity date: 01/23/2017 Student: D.

100% accuracy

Page 1 of 3

Directions: For each of the common household solutions (these solutions are all NOT SAFE to put in your mouth) in this activity, determine whether the solution is Basic, acidic, or neutral by dipping litmus paper in the solution and looking for a color change. First use the red litmus paper. If you observe a color change from red to blue, mark the solution as a base. If there is no color change, use the blue litmus paper. If there is a color change from blue to red, mark the solution as an acid. If there was not a color change with either solution, mark the solution as neutral and test the next solution. Display your observations by placing each record paper on the corresponding place in the table (these 3 pages).

ACID solutions

Solution: 91% Isopryl alcohol

According to pH testing (see checked item):

THIS IS A BASE BECAUSE THE RED LITMUS PAPER CHANGED COLOR	<input type="checkbox"/>
THIS IS AN ACID BECAUSE THE RED LITMUS PAPER CHANGED COLOR	<input checked="" type="checkbox"/>
THIS IS A NEUTRAL BECAUSE NEITHER THE BLUE NOR THE RED LITMUS PAPERS CHANGED COLOR	<input type="checkbox"/>



91% Isopryl alcohol is an acid.

SAMPLE 19: SCIENCE

Science Entry 2: Physical Science SPS6.e Collection Period 2 – Progress, Secondary Activity date: 01/23 Student: D

Page 2 of 3

BASE solutions

Solution: furniture polish

According to pH testing (see checked item):

THIS IS A BASE BECAUSE THE RED LITMUS PAPER CHANGED COLOR	✓
THIS IS AN ACID BECAUSE THE BLUE LITMUS PAPER CHANGED COLOR	
THIS IS A NEUTRAL BECAUSE NEITHER THE BLUE NOR THE RED LITMUS PAPERS CHANGED COLOR	

Claire mark and stain remover, Clorox bleach, furniture polish, Goo Gone spray gel and Lysol - 4 in 1 spray cleaner are bases.

Solution: Claire mark and stain remover

According to pH testing (see checked item):

THIS IS A BASE BECAUSE THE RED LITMUS PAPER CHANGED COLOR	✓
THIS IS AN ACID BECAUSE THE BLUE LITMUS PAPER CHANGED COLOR	
THIS IS A NEUTRAL BECAUSE NEITHER THE BLUE NOR THE RED LITMUS PAPERS CHANGED COLOR	

Solution: Goo Gone spray gel

According to pH testing (see checked item):

THIS IS A BASE BECAUSE THE RED LITMUS PAPER CHANGED COLOR	✓
THIS IS AN ACID BECAUSE THE BLUE LITMUS PAPER CHANGED COLOR	
THIS IS A NEUTRAL BECAUSE NEITHER THE BLUE NOR THE RED LITMUS PAPERS CHANGED COLOR	

Solution: Clorox bleach

According to pH testing (see checked item):

THIS IS A BASE BECAUSE THE RED LITMUS PAPER CHANGED COLOR	✓
THIS IS AN ACID BECAUSE THE BLUE LITMUS PAPER CHANGED COLOR	
THIS IS A NEUTRAL BECAUSE NEITHER THE BLUE NOR THE RED LITMUS PAPERS CHANGED COLOR	

THIS IS A BASE BECAUSE THE RED LITMUS PAPER CHANGED COLOR	✓
THIS IS AN ACID BECAUSE THE BLUE LITMUS PAPER CHANGED COLOR	
THIS IS A NEUTRAL BECAUSE NEITHER THE BLUE NOR THE RED LITMUS PAPERS CHANGED COLOR	

SAMPLE 19: SCIENCE

Science Entry 2: Physical Science SPS6.e Collection Period 2 – Progress, Secondary Activity date: 01/23, Student: D

Page 3 of 3

NEUTRAL solutions

No tested solution was neutral.

SAMPLE 20: SOCIAL STUDIES

SAMPLE 20

Content Area: Social Studies

Grade: 5 Social Studies

Standard: SS5H2 Describe U.S. involvement in World War I and post-World War I America

Element/Indicator: b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).

Fidelity to Standard: 2

All 4 assessment activities (matching individuals to their contributions, answering multiple choice questions about the individuals, identifying individuals' effects on American life, and using a word bank to complete a descriptive paragraph) are aligned to the content standard and element. The entry addresses each aspect of the element. Although the student work does not approach basic grade-level expectations, it does address academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful, simulated application.

Achievement/Progress: 2

The student's accuracy increases from an average of 42% in Collection Period 1 to an average of 75% in Collection Period 2. The complexity of the tasks also increases because the student is given more questions and he is in a different environment (the general education classroom) in one of the Collection Period 2 tasks. The student's level of independence does not change.

With the increases in accuracy and complexity which can be seen in this entry, the student demonstrated some Achievement/Progress.

SAMPLE 20: SOCIAL STUDIES



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 5

Social Studies

Entry 1

Student Name:

D

Age:

11

Entry Sheet Completed by:

Mrs. A

Strand/Domain: Historical Understandings

Standard: SS5H2

Description: Describe U.S. involvement in World War I and post-World War I America.

Element/Indicator: b.

Description:

Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

SAMPLE 20: SOCIAL STUDIES



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 5

Social Studies

Entry 1

Collection Period 1: Primary Evidence

Date: 09/21

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

D labeled photos of Babe Ruth, Langston Hughes, Louis Armstrong, Henry Ford and Charles Lindbergh.

Collection Period 1: Secondary Evidence

Date: 09/21

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

D answered multiple choice questions about historic events in the 1920s.

Collection Period 2: Primary Evidence

Date: 12/07

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

D pasted sentence strips to describe and explain the importance of Babe Ruth, Langston Hughes, Louis Armstrong, Henry Ford and Charles Lindbergh.

Collection Period 2: Secondary Evidence

Date: 12/14

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

D worked with a general education peer to write a paragraph about America in the 1920s.

SAMPLE 20: SOCIAL STUDIES

Evidence Annotation Sheet

Name: D

Date: 09/21/20xx

Student's Task:

D was given a worksheet with labeled photos of Babe Ruth, Langston Hughes, Louis Armstrong, Henry Ford and Charles Lindbergh. He was asked to paste short descriptions prepared by the teacher next to the appropriate historic figure. He was able to identify Babe Ruth correctly, but he could not match the appropriate description with the other men.

Student's Performance:

20% (1 of 5 correct)

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special education teacher

Setting:

Special education classroom

SAMPLE 20: SOCIAL STUDIES

Name D

Date 9-21

20%

Match each individual to their contribution during the 1920s.



I was a popular baseball player and I became famous for powerful hitting during the 1920s and before I left the game I became the all-time home run leader.

correct

Babe Ruth



I invented a new kind of automobile engine that was powered by fuel rather than steam during the 1920s.

Henry Ford

Langston Hughes



I was the first person to fly alone non-stop across the Atlantic Ocean during the 1920s.

Charles Lindbergh

Louis Armstrong



I became famous for my poems and stories about black life in America during the 1920s.

Langston Hughes

Henry Ford



I was one of the most famous jazz musicians in history during the 1920s.

Louis Armstrong

Charles Lindbergh

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 9-21

SAMPLE 20: SOCIAL STUDIES

Evidence Annotation Sheet

Name: D

Date: 09/21/20xx

Student's Task:

D was asked to answer multiple choice questions about historic events in the 1920s. The teacher read the questions and answer choices aloud.

Student's Performance:

64% (7 of 11 correct)

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special education teacher

Setting:

Special education classroom

SAMPLE 20: SOCIAL STUDIES

Name D.

Date 9-21

~~1~~ Henry Ford was the first to introduce _____ into manufacturing.

- A) steam power
- B) computer technology
- C) the assembly line

2. The first person to fly solo across the Atlantic Ocean was _____.

- A) Charles Lindbergh
- B) Amelia Earhart
- C) Howard Hughes

3. One of the most famous writers of the Harlem Renaissance was _____.

- A) F. Scott Fitzgerald
- B) Duke Ellington
- C) Langston Hughes

~~4~~ Who was the poet who came out of the Harlem Renaissance?

- A) Babe Ruth
- B) Gertrude Ederle
- C) Langston Hughes

~~5~~ Lindbergh, Earhart, and the Wrights were pioneers in which of the following fields?

- A) Jazz musicians (playing jazz music)
- B) Poets (writing poems)
- C) Aviation (flying planes)

6. Fill in the blank Louis Armstrong was a _____.

- A) A musician
- B) An actor
- C) A poet

7. The Jazz Age was named after a new type of music called jazz. Who was a jazz musician?

- A) Georgia O'Keeffe
- B) Langston Hughes
- C) Louis Armstrong

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 9-21-

SAMPLE 20: SOCIAL STUDIES

8. ✓ Who was the manufacturer of automobiles that pioneered mass production and the assembly line?

- A) Aaron Copland
- B) Babe Ruth
- C) Henry Ford

9. ✓ Who was the baseball hero of the 1920s?

- A) Jack Dempsey
- B) Gene Tunney
- C) Babe Ruth

10. ✗ This individual's work was very important in the Harlem Renaissance, which was an African American cultural movement in the Harlem neighborhood of New York City.

- A) Henry Ford
- B) Jackie Robinson
- C) Langston Hughes

11. ✓ This individual was the all-time homerun leader and his record stood for 34 years, he shocked the nation with his hitting power. Who am I?

- A) Babe Ruth
- B) Langston Hughes
- C) Henry Ford

SAMPLE 20: SOCIAL STUDIES

Evidence Annotation Sheet

Name: D

Date: 12/07/20xx

Student's Task:

D was asked paste sentence strips on a chart next to the names of Louis Armstrong, Langston Hughes, Charles Lindbergh, Babe Ruth and Henry Ford. D was asked to choose sentences to describe why each man was famous and how he affected America.

Student's Performance:

70% (7 of 10 correct)

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

General education teacher

Setting:

General education classroom

SAMPLE 20: SOCIAL STUDIES

70%

The ROARING 20's!

Name: D

12-7

Person	What was he famous for?	How did he impact America?
Louis Armstrong	<p>I changed the auto industry by creating the assembly line.</p> <p style="text-align: center; font-size: 2em;">X</p>	<p>I was known as the greatest trumpet player of all times.</p> <p style="text-align: center; font-size: 2em;">✓</p>
Langston Hughes	<p>I am famous for my poems and novels written during the 1920s.</p> <p style="text-align: center; font-size: 2em;">✓</p>	<p>I promoted equality, fought against racism and injustice, and celebrated African American culture.</p> <p style="text-align: center; font-size: 2em;">✓</p>
Charles Lindbergh	<p>I am a famous pilot that took the first solo flight non-stop across the Atlantic Ocean.</p> <p style="text-align: center; font-size: 2em;">✓</p>	<p>I played a key role in the development of one of the early twentieth century's most important new style of music.</p> <p style="text-align: center; font-size: 2em;">X</p>
Babe Ruth	<p>I am a famous baseball player who shocked the nation with my hitting power.</p> <p style="text-align: center; font-size: 2em;">✓</p>	<p>I became the all-time homerun leader and my record remained unbroken for 34 years.</p> <p style="text-align: center; font-size: 2em;">✓</p>
Henry Ford	<p>I used my fame to promote the development of aviation.</p> <p style="text-align: center; font-size: 2em;">X</p>	<p>More Americans were able to buy a car.</p> <p style="text-align: center; font-size: 2em;">✓</p>

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 12-7

SAMPLE 20: SOCIAL STUDIES

Evidence Annotation Sheet

Name: D

Date: 12/14/20xx

Student's Task:

D was asked to work with his general education peer to complete a paragraph about America in the 1920s. D listened to the peer read the word bank and he listened to her read the paragraph. D made his answer choices himself, but he did need frequent verbal prompting from the special education teacher and the general education peer.

Student's Performance:

70% (7 of 10 correct)

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special education teacher and general education peer

Setting:

Special education classroom

SAMPLE 20: SOCIAL STUDIES

Name D.

Date 12-14

100%

Fill in the blanks using the word bank to complete the paragraph.

Word Bank

Louis Armstrong Babe Ruth Langston Hughes Jazz Age
Baseball automobile Henry Ford Harlem Renaissance
Charles Lindbergh airplane

During the Jazz Age ✓ or "Roaring Twenties" individual contributions made a big impact in the 1920s. Americans enjoyed dance halls, fun music, called jazz, sports, and new inventions like the radio and the automobile. Louis Armstrong ✓ and other black musicians first played jazz music in New Orleans. He was a trumpet player as well as a singer. The Harlem Renaissance ✓ also influenced America during these period African American artists and writers expressed their talents. Langston Hughes ✓ was one of the leaders who wrote books, poetry, and drama combining experiences of African and American culture. He was best known for his poetry. Another famous person was Babe Ruth ✓ he brought new interest and excitement to the sport of baseball ✓. He set many hitting records and help to make baseball the most popular sport of the 1920s. People were finally able to buy the new mode of transportation, the automobile ✓. Henry Ford ✓ began using the assembly line for mass production, this improved transportation. In 1927, Charles Lindbergh ✓ became the first man to fly across the Atlantic Ocean. This historic flight created enormous interest in airplanes ✓ and air travel.

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 12-14

D 's verbal responses were scribed by his general education peer.

SAMPLE 21: SOCIAL STUDIES

SAMPLE 21

Content Area: Social Studies

Grade: 8 Social Studies

Standard: SS8GC1 Describe the foundations of Georgia's government.

Element/Indicator: c. Describe the rights and responsibilities of citizens according to the Georgia Constitution.

Fidelity to Standard: 2

All 4 assessment activities (identifying and matching rights and responsibilities of a citizen) are aligned to the content standard and element. The entry addresses the element in the general sense of a citizen's rights and responsibilities, although the tasks do not refer specifically to any provisions of the Georgia constitution. The student work does not approach basic grade-level expectations, but it does address academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful, simulated application.

Achievement/Progress: 3

The student's accuracy increases from an average of 29% in Collection Period 1 to an average of 100% in Collection Period 2. The complexity of the tasks also increases because the student is asked to identify both a right and its corresponding responsibility in Collection Period 2, after being given a right and asked to identify only the corresponding responsibility in Collection Period 1.

The student's level of independence increases because both the type and frequency of prompting are reduced. In Collection Period 1 the student receives frequent verbal and gestural prompting. In Collection Period 2 the student receives limited verbal prompting.

With the increases in accuracy, complexity and independence which can be seen in this entry, the student demonstrates **reasonable** Achievement/Progress.

SAMPLE 21: SOCIAL STUDIES



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Social Studies

Entry 1

Student Name:

B

Age:

15

Entry Sheet Completed by:

Mrs. D

Strand/Domain: Georgia Government/Civic Understandings

Standard: SS8CG1

Description: Describe the foundations of Georgia's government.

Element/Indicator: c.

Description:

Describe the rights and responsibilities of citizens according to the Georgia Constitution.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

SAMPLE 21: SOCIAL STUDIES



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Social Studies

Entry 1

Collection Period 1: Primary Evidence

Date: 09/22

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

B was given a worksheet that contained a chart with columns labeled "Rights" and "Responsibilities." He was also given eight cut-out phrases describing rights or responsibilities. He was asked to paste each phrase in the correct column.

Collection Period 1: Secondary Evidence

Date: 09/23

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

B was asked to perform a task using the Promethean Board. He was asked to read the right that was stated on the screen and then drag the corresponding responsibility to complete the sentence.

Collection Period 2: Primary Evidence

Date: 02/07

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

B was given a worksheet that contained a chart with columns labeled "Rights" and "Responsibilities." He was also given twelve cut-out phrases describing rights or responsibilities. He was asked to paste each phrase in the correct column.

Collection Period 2: Secondary Evidence

Date: 02/09

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

B was asked to perform a task using the Promethean Board. He was asked to match rights and responsibilities to complete five sentences correctly.

SAMPLE 21: SOCIAL STUDIES

Evidence Annotation Sheet

Name: B

Date: 09/22/20xx

Student's Task:

B was given a chart the teacher made. The chart was labeled "Rights" and "Responsibilities." B was given cut-out phrases and was told to place them in the correct columns on the chart.

Student's Performance:

37.5% (3 of 8 correct)

Type and Frequency of Prompting:

Frequent verbal and gestural prompting

Interactions:

Special education teacher

Setting:

Special education classroom

Name: DZ

Date: 9-22



Rights and Responsibilities of Citizens



3/8
37.5%

Directions: Glue the described action under the title Rights or Responsibilities as it pertains to the Georgia Constitution.

Rights

Responsibilities

TAKE CARE OF YOURSELF

SPEAK THE TRUTH

TRIAL BY JURY

FREEDOM OF RELIGION

RESPECT OTHERS

OBEY LAWS

FREE SPEECH

FREEDOM TO VOTE

Collection Period 1 - Initial Task

Primary Evidence Secondary Evidence

Date 09/20

SAMPLE 21: SOCIAL STUDIES

Evidence Annotation Sheet

Name: B

Date: 09/23/20xx

Student's Task:

B was asked to perform an assessment task at the Promethean Board. He was shown five rights on the screen. He was then asked to drag the corresponding responsibilities to match each right.

Student's Performance:

20% (1 of 5 correct)

Type and Frequency of Prompting:

Frequent verbal and gestural prompting

Interactions:

Special education teacher

Setting:

Special education classroom

SAMPLE 21: SOCIAL STUDIES

Read the right given to us in the constitution and decide which responsibility describes the right.

RIGHTS & RESPONSIBILITIES

If you have the **right** to a safe environment, the you have the **responsibility** to **respect the opinions of others**

If you have the **right** to voice your own opinion, the you have the **responsibility** to **respect the religious preferences of others**

If you have the **right** to an education, then you have the **responsibility** to **to go to school**

If you have the **right** to fair treatment, then you have the **responsibility** to **follow safety rules**

If you have the **right** to freedom of religion, then you have the **responsibility** to **treat others fairly**

1/5

20%

9-23

Read the right given to us in the constitution and decide which responsibility describes the right.

RIGHTS & RESPONSIBILITIES

If you have the **right** to a safe environment, the you have the **responsibility** to **follow safety rules**

If you have the **right** to voice your own opinion, the you have the **responsibility** to **respect the opinions of others**

If you have the **right** to an education, then you have the **responsibility** to **to go to school**

If you have the **right** to fair treatment, then you have the **responsibility** to **treat others fairly**

If you have the **right** to freedom of religion, then you have the **responsibility** to **respect the religious preferences of others**

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 09/23

ANSWER KEY

SAMPLE 21: SOCIAL STUDIES

Evidence Annotation Sheet

Name: B

Date: 02/07/20xx

Student's Task:

B was given a chart the teacher made. The chart was labeled "Rights" and "Responsibilities." B was given twelve cut-out phrases and was told to place them in the correct columns on the chart.

Student's Performance:

100%

Type and Frequency of Prompting:

Limited verbal prompting

Interactions:

Special education teacher

Setting:

Special education classroom

B



Rights and Responsibilities of Citizens

100%

DOING WHAT IS RIGHT

Directions: Glue the described action under the title Rights or Responsibilities as it perta

TO A TRIAL ✓

EDUCATION ✓

TO PRACTICE YOUR FAITH ✓

TO BE TREATED FAIRLY ✓

TO SAY WHAT YOU WANT ✓

Responsibilities

VOLUNTEERING ✓

FOLLOWING LAWS ✓

FOLLOWING RULES ✓

ATTEND SCHOOL ✓

BEING HONEST ✓

RESPECTING OTHERS ✓

Collection Period 2 - Progress Task

Primary Evidence Secondary Evidence

Date 02/07

SAMPLE 21: SOCIAL STUDIES

Evidence Annotation Sheet

Name: B

Date: 02/09/20xx

Student's Task:

B was asked to perform an assessment task at the Promethean Board. He was asked to match five rights and five responsibilities.

Student's Performance:

100%

Type and Frequency of Prompting:

Limited verbal prompting

Interactions:

Special education teacher

Setting:

Special education classroom

SAMPLE 21: SOCIAL STUDIES

Read the right given to us in the constitution and decide which responsibility describes the right.

RIGHTS & RESPONSIBILITIES

If you have the right to **freedom of press** then you have the responsibility to **respect the opinions of others**

If you have the right to **a safe environment** then you have the responsibility to **follow safety rules**

If you have the right to **be treated fairly** then you have the responsibility to **treat others fairly**

If you have the right to **worship in your own way** then you have the responsibility to **respect the religious preferences of others**

If you have the right to **a free education** then you have the responsibility to **to go to school**

5/5/100%

B

2/9/

Read the right given to us in the constitution and decide which responsibility describes the right.

RIGHTS & RESPONSIBILITIES

If you have the right to **a safe environment** then you have the responsibility to **follow safety rules**

If you have the right to **a free education** then you have the responsibility to **to go to school**

If you have the right to **freedom of press** then you have the responsibility to **respect the opinions of others**

If you have the right to **worship in your own way** then you have the responsibility to **respect the religious preferences of others**

If you have the right to **be treated fairly** then you have the responsibility to **treat others fairly**

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 02/09/17

Answer Key

SAMPLE 22: SOCIAL STUDIES

SAMPLE 22

Content Area: Social Studies

Grade: HS United States History

Standard: SSUSH9 Evaluate key events, issues, and individuals relating to the Civil War.

Element/Indicator: c. Describe the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.

Fidelity to Standard: 2

All 4 assessment activities (identifying and describing Civil War figures) are aligned to the content standard and element. The entry addresses each aspect of the element. Although the student work does not approach basic grade-level expectations, it does address academic content at an entry level.

Context: 3

All materials used are grade appropriate. The student work reflects a purposeful, simulated application.

Achievement/Progress: 2

The student's accuracy declined slightly from an average of 100% in Collection Period 1 to an average of 95% in Collection Period 2. The complexity of the tasks increases somewhat because the student answers more questions in Collection Period 2. In addition the student responds to questions about all five of the Civil War figures who are mentioned in the element, after describing only William T. Sherman in the Collection Period 1 tasks. The student's independence increases slightly. The student received continuous verbal prompting and frequent verbal prompting in his Collection Period 1 tasks, but he received only limited verbal prompting in both Collection Period 2 tasks.

With the increases in complexity and independence which can be seen in this entry, the student demonstrates **some** Achievement/Progress.

SAMPLE 22: SOCIAL STUDIES



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

Social Studies

Entry 1

Student Name:

R

Age:

19

Entry Sheet Completed by:

Ms. D

Strand/Domain: U.S. History

Standard: SSUSH9

Description: Evaluate key events, issues, and individuals relating to the Civil War.

Element/Indicator: c.

Description:

Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.

What is the overall skill that connects the tasks to the standard and element/indicator?

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

SAMPLE 22: SOCIAL STUDIES



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

High School

Social Studies

Entry 1

Collection Period 1: Primary Evidence

Date: 10/29

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

R chose one individual (William T. Sherman) whose actions during the Civil War were important. He was asked to choose sentences to describe General Sherman.

Collection Period 1: Secondary Evidence

Date: 11/13

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

R chose one individual (William T. Sherman) whose actions during the Civil War were important. He was asked to choose three sentences to describe General Sherman.

Collection Period 2: Primary Evidence

Date: 01/15

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

R was asked to complete a matching activity to describe Ulysses Grant, Stonewall Jackson, Robert E. Lee, William T. Sherman and Jefferson Davis.

Collection Period 2: Secondary Evidence

Date: 01/21

Type of Evidence: Work Sample/Permanent Product

Description of Task:

Describe "Other":

R was asked to complete a true-false worksheet about Ulysses Grant, Stonewall Jackson, Robert E. Lee, William T. Sherman and Jefferson Davis.

SAMPLE 22: SOCIAL STUDIES

Evidence Annotation Sheet

Name: R

Date: 10/29/20xx

Student's Task:

R was asked to choose one Civil War figure from a choice of five (Grant, Lee, Jackson, Sherman, Davis). He chose William Tecumseh Sherman. He was given sentences which described Sherman plus some distractors. The teacher asked R to choose a sentence that described Sherman. R pasted the sentence and Sherman's picture on a piece of construction paper.

Student's Performance:

100%

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special education teacher and special education classmates

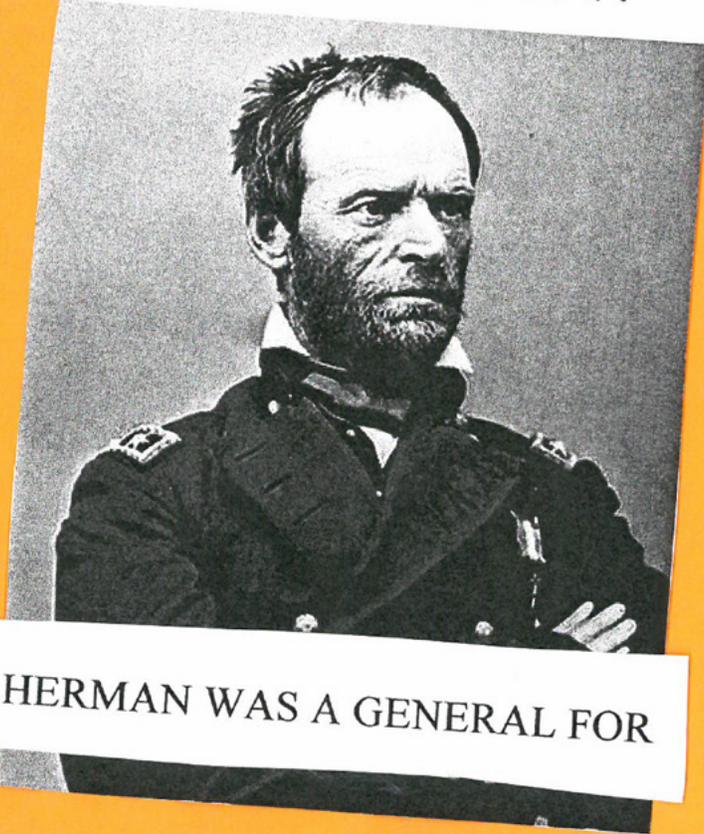
Setting:

Special education classroom

SAMPLE 22: SOCIAL STUDIES



WILLIAM T. SHERMAN



WILLIAM T. SHERMAN WAS A GENERAL FOR

THE UNION ARMY OF THE NORTH.

Collection Period 1 – Initial Task

Primary Evidence Secondary Evidence

Date 10-29

100%

R

SAMPLE 22: SOCIAL STUDIES

Evidence Annotation Sheet

Name: R

Date: 11/13/20xx

Student's Task:

R was asked to choose one Civil War figure from a choice of five (Grant, Lee, Jackson, Sherman, Davis). He chose William Tecumseh Sherman. He was asked to choose three sentences to describe Sherman.

Student's Performance:

100%. He did not choose any of the distractors.

Type and Frequency of Prompting:

Continuous verbal prompting

Interactions:

Special education teacher and special education classmates

Setting:

Special education classroom

SAMPLE 22: SOCIAL STUDIES

Choose a Civil War figure.

Ulysses S. Grant

Robert E. Lee

“Stonewall” Jackson

William T. Sherman

Jefferson Davis

Find and list three (3) things about the person you chose.



Collection Period 1 - Initial Task

Primary Evidence Secondary Evidence

Date 11-13

3/3
Correct
100%

General William T. Sherman is famous for his “March to the Sea.”

William T. Sherman was born in Ohio.

SAMPLE 22: SOCIAL STUDIES

Sherman was the president of a military school in Louisiana. When the Civil War started, many people in Louisiana wanted Sherman to fight for the south.

SAMPLE 22: SOCIAL STUDIES

Evidence Annotation Sheet

Name: R

Date: 1/15/20xx

Student's Task:

R was asked to match five Civil War figures with their roles during the war.

Student's Performance:

100%.

Type and Frequency of Prompting:

Limited verbal prompting

Interactions:

Special education teacher and special education classmates

Setting:

Special education classroom

SAMPLE 22: SOCIAL STUDIES

R

Match the person to his importance in the Civil War.

Ulysses Grant ✓

burned Atlanta

Stonewall Jackson ✓

leader of Union Army

Robert E. Lee ✓

leader of Confederates

William T. Sherman ✓

~~Army~~
Surrendered

Jefferson Davis ✓

Confederate general

Collection Period 2 – Progress Task

Primary Evidence Secondary Evidence

Date 1-15

100%

SAMPLE 22: SOCIAL STUDIES

Evidence Annotation Sheet

Name: R

Date: 1/21/20xx

Student's Task:

R was asked to answer true-false questions about important Civil War figures (Grant, Lee, Jackson, Sherman, Davis).

Student's Performance:

89% (16 of 18 correct)

Type and Frequency of Prompting:

Limited verbal prompting

Interactions:

Special education teacher and special education classmates

Setting:

Special education classroom

SAMPLE 22: SOCIAL STUDIES

Mark TRUE or FALSE for each statement.

R
16/18 correct

Ulysses Grant was the commander of the Union Army.



FALSE

89%

Collection Period 2 / Progress Task
 Primary Evidence Secondary Evidence

Date 1-21

Ulysses Grant caused the Civil War.



FALSE

Ulysses Grant affected the course of the Civil War.



FALSE

Ulysses Grant became president of the United States.



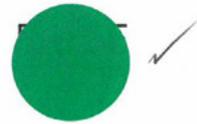
FALSE

SAMPLE 22: SOCIAL STUDIES

Stonewall Jackson was a general in the Confederate Army. TRUE FALSE

Stonewall Jackson caused the Civil War.

TRUE



Stonewall Jackson had an effect on the course of the Civil War.



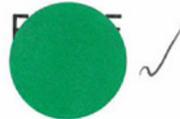
FALSE

Robert E. Lee was a general for the Confederate Army. TRUE FALSE



Robert E. Lee caused the Civil War.

TRUE



SAMPLE 22: SOCIAL STUDIES

Robert E. Lee surrendered at the end of the Civil War.



FALSE

Robert E. Lee had an effect on the course of the Civil War.



FALSE

William T. Sherman was a general in the Union Army.



FALSE

William T. Sherman burned Atlanta.



FALSE

William T. Sherman had an effect on the course of the Civil War.

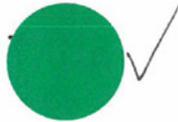


FALSE

SAMPLE 22: SOCIAL STUDIES

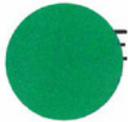
Jefferson Davis was the president of the Confederate States during the Civil War.

K



FALSE

Jefferson Davis caused the Civil War.



FALSE

Jefferson Davis had an effect on the course of the Civil War.



FALSE

The Confederate Army lost the Civil War.



FALSE

SSRG GA1801



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