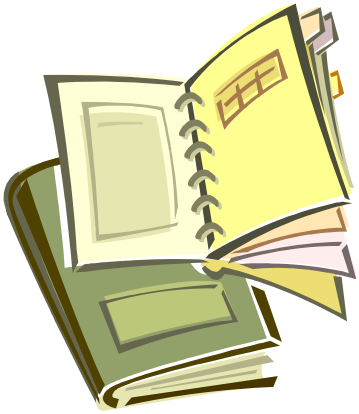
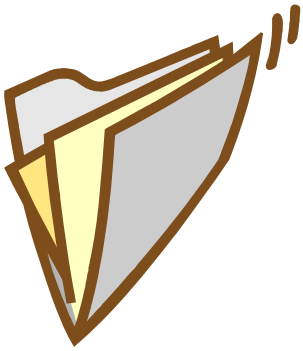


Portfolio Examples for the Kansas Alternate Assessment



CETE list of Indicators

1. EM.1.1.3 – Counts by Rote
2. EM.1.4.6 – Demonstrates understanding of mathematical symbols
3. EM.2.1.3 – Generates and/or produces a pattern
4. EM.3.1.3 – Orders by attribute
5. EM.4.2.2 – Records numerical relationships in tables

EM.1.1.3

2010 Math Alternate Assessment Evidence Label

Student: John T. Publique **Grade: 5**

INDICATOR: EM.1.1.3 **EVIDENCE SAMPLE: 1**

All Data Fields Need To Be Completed

Description: Counts by rote

a) assessment activity and how it aligns to the indicator
John counts aloud from 1-5

b) instructions given to the student
"John, count to 5."

c) data collection setting(s) and material
Classroom, no material

d) student accommodations on this activity
No accommodations

e) Symbol for correct response __+__
Describe what the student does to receive a correct response -
Counts from 1-5 correctly
Symbol for incorrect response __—__
Describe what the student does to receive an incorrect response
Does not count from one to 5 correctly but misses numbers

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/1/10	Counts from 1-5	Classroom	Does count	+	DM
2	3/1/10	Counts from 1-5	Classroom	Missed number 3	-	DM
3	3/1/10	Counts from 1-5	Classroom	Does count	+	DM
4	3/1/10	Counts from 1-5	Classroom	Missed number 3	-	DM
5	3/1/10	Counts from 1-5	Classroom	Does count	+	DM

2010 Math Alternate Assessment Evidence Label

Student: John T. Publique | **Grade: 5**

INDICATOR: EM.1.1.3 | **EVIDENCE SAMPLE: 2**

All Data Fields Need To Be Completed

Description: Counts by Rote

a) assessment activity and how it aligns to the indicator

John counts aloud from 1-5

b) instructions given to the student

"John, count to 5."

c) data collection setting(s) and material

Classroom, no material

d) student accommodations on this activity

No accommodations

e) Symbol for correct response __+__

Describe what the student does to receive a correct response -

Counts from 1-5 correctly

Symbol for incorrect response __—__

Describe what the student does to receive an incorrect response

Does not count from one to 5 correctly but misses numbers

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/210	Counts from 1-5	Classroom	Does count	+	DM
2	3/2/10	Counts from 1-5	Classroom	Does count	+	DM
3	3/210	Counts from 1-5	Classroom	Does count	+	DM
4	3/2/10	Counts from 1-5	Classroom	Does count	+	DM
5	3/2/10	Counts from 1-5	Classroom	Does count	+	DM

2010 Math Alternate Assessment Evidence Label

Student: John T. Publique **Grade: 5**

INDICATOR: EM.1.1.3 **EVIDENCE SAMPLE: 3**

All Data Fields Need To Be Completed

Description: counts by rote

a) assessment activity and how it aligns to the indicator

John counts aloud from 1-5

b) instructions given to the student

"John, count to 5."

c) data collection setting(s) and material

Classroom, no material

d) student accommodations on this activity

No accommodations

e) Symbol for correct response +

Describe what the student does to receive a correct response -

Counts from 1-5 correctly

Symbol for incorrect response —

Describe what the student does to receive an incorrect response

Does not count from one to 5 correctly but misses numbers

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/3/10	Counts from 1-5	Classroom	Misses 3	–	DM
2	3/3/10	Counts from 1-5	Classroom	Does count	+	DM
3	3/3/10	Counts from 1-5	Classroom	Does count	+	DM
4	3/3/10	Counts from 1-5	Classroom	Misses 3	–	DM
5	3/13/10	Counts from 1-5	Classroom	Does count	+	DM

EM.1.4.6

2010 Alternate Assessment Evidence Label

Student: James T. Krypton **Grade: 5**

INDICATOR: EM.1.4.6 **EVIDENCE SAMPLE: 1**

All Data Fields Need To Be Completed

Description: demonstrates understanding of mathematical symbols

a) assessment activity and how it aligns to the indicator

Will use correct computation for sign when given a worksheet of mixed problems.

b) instructions given to the student

"Make sure you pay attention to the + and - signs on the worksheet"

c) data collection setting(s) and material

math worksheet in 5th grade classroom

d) student accommodations on this activity

Will need his calculator

e) Symbol for correct response __+__

Describe what the student does to receive a correct response -

Using his calculator he calculates each problem correctly

Symbol for incorrect response __—__

Describe what the student does to receive an incorrect response

Uses the wrong calculations for the problem

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1						
2						
3						
4						
5						

James T K 3/27/10

$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array} \quad +$$

$$\begin{array}{r} 5 \\ +\ -3 \\ \hline 2 \end{array} \quad +$$

$$\begin{array}{r} 8 \\ -6 \\ \hline 14 \end{array} \quad -$$

$$\begin{array}{r} 7 \\ -\ 2 \\ \hline 5 \end{array} \quad +$$

$$\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array} \quad +$$

2010 Alternate Assessment Evidence Label

Student: James T. Krypton **Grade: 5**

INDICATOR: EM.1.4.6 **EVIDENCE SAMPLE: 2**

All Data Fields Need To Be Completed

Description: demonstrates understanding of mathematical symbols

a) assessment activity and how it aligns to the indicator

Will use correct computation for sign when given a worksheet of mixed problems.

b) instructions given to the student

"Make sure you pay attention to the + and - signs on the worksheet**."**

c) data collection setting(s) and material

math worksheet in 5th grade classroom

d) student accommodations on this activity

Will need his calculator

e) Symbol for correct response **+**

Describe what the student does to receive a correct response -

Using his calculator he calculates each problem correctly

Symbol for incorrect response **—**

Describe what the student does to receive an incorrect response

Uses the wrong calculations for the problem

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1						
2						
3						
4						
5						

James T K 3/27/10

$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array} \quad +$$

$$\begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array} \quad +$$

$$\begin{array}{r} 8 \\ -6 \\ \hline 14 \end{array} \quad -$$

$$\begin{array}{r} 7 \\ -2 \\ \hline 5 \end{array} \quad +$$

$$\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array} \quad +$$

2010 Alternate Assessment Evidence Label

Student: James T. Krypton **Grade: 5**

INDICATOR: EM.1.4.6 **EVIDENCE SAMPLE: 3**

All Data Fields Need To Be Completed

Description: demonstrates understanding of mathematical symbols

a) assessment activity and how it aligns to the indicator

Will use correct computation for sign when given a worksheet of mixed problems.

b) instructions given to the student

"Make sure you pay attention to the + and - signs on the worksheet."

c) data collection setting(s) and material

math worksheet in 5th grade classroom

d) student accommodations on this activity

Will need his calculator

e) Symbol for correct response +

Describe what the student does to receive a correct response -

Using his calculator he calculates each problem correctly

Symbol for incorrect response —

Describe what the student does to receive an incorrect response

Uses the wrong calculations for the problem

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1						
2						
3						
4						
5						

James K 3-25-10

$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array} \quad +$$

$$\begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array} \quad +$$

$$\begin{array}{r} 8 \\ -6 \\ \hline 4 \end{array} \quad -$$

$$\begin{array}{r} 7 \\ -2 \\ \hline 5 \end{array} \quad +$$

$$\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array} \quad +$$

EM.2.1.3

2010 Alternate Assessment Evidence Label

Student: James T. Krypton **Grade: 5**

INDICATOR: EM.2.1.3 **EVIDENCE SAMPLE: 1**

All Data Fields Need To Be Completed

Description: Generates and/or produces a pattern

a) assessment activity and how it aligns to the indicator

James will produce a pattern from small to large using 5 math circles.

b) instructions given to the student

"James will you put the smallest to largest circle on your desk".

c) data collection setting(s) and material

5th grade math class

d) student accommodations on this activity

A peer tutor will have James do this activity.

e) Symbol for correct response +

Describe what the student does to receive a correct response -

James follows the directions from the peer tutor

Symbol for incorrect response —

Describe what the student does to receive an incorrect response

Ignores the peer tutor or does not put the circles in correct order.

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/1/10	Arrange circles smallest to largest	5 grade	Arranged circles	+	DM
2	3/1/10	Arrange circles smallest to largest	5 grade	Circles were out of order	-	DM
3	3/2/10	Arrange circles smallest to largest	5 grade	Arranged circles	+	DM
4	3/2/10	Arrange circles smallest to largest	5 grade	Circles were out of order	-	DM
5	3/210	Arrange circles smallest to largest	5 grade	Arranged circles	+	DM

2010 Alternate Assessment Evidence Label

Student: James T. Krypton **Grade: 5**

INDICATOR: EM.2.1.3 **EVIDENCE SAMPLE: 2**

All Data Fields Need To Be Completed

Description: Generates and/or produces a pattern

a) assessment activity and how it aligns to the indicator

James will produce a pattern from small to large using 5 math circles.

b) instructions given to the student

"James will you put the smallest to largest circle on your desk".

c) data collection setting(s) and material

5th grade math class

d) student accommodations on this activity

A peer tutor will have James do this activity.

e) Symbol for correct response +

Describe what the student does to receive a correct response -

James follows the directions from the peer tutor

Symbol for incorrect response —

Describe what the student does to receive an incorrect response

Ignores the peer tutor or does not put the circles in correct order.

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/3/10	Arrange circles smallest to largest	5 grade	Arranged circles	+	DM
2	3/3/10	Arrange circles smallest to largest	5 grade	Circles were out of order	-	DM
3	3/4/10	Arrange circles smallest to largest	5 grade	Arranged circles	+	DM
4	3/4/10	Arrange circles smallest to largest	5 grade	Circles were out of order	–	DM
5	3/410	Arrange circles smallest to largest	5 grade	Arranged circles	+	DM

2010 Alternate Assessment Evidence Label

Student: James T. Krypton **Grade: 5**

INDICATOR: EM.2.1.3 **EVIDENCE SAMPLE: 3**

All Data Fields Need To Be Completed

Description: generates and/or produces a pattern

a) assessment activity and how it aligns to the indicator

James will produce a pattern from small to large using 5 math circles.

b) instructions given to the student

"James, will you put the smallest to largest circle on your desk".

c) data collection setting(s) and material

5th grade math class

d) student accommodations on this activity

A peer tutor will have James do this activity.

e) Symbol for correct response +

Describe what the student does to receive a correct response -

James follows the directions from the peer tutor

Symbol for incorrect response —

Describe what the student does to receive an incorrect response

Ignores the peer tutor or does not put the circles in correct order.

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/20/10	Arrange circles smallest to largest	5 grade	Arranged circles	+	ENH
2	3/20/10	Arrange circles smallest to largest	5 grade	Circles were out of order	—	ENH
3	3/21/10	Arrange circles smallest to largest	5 grade	Arranged circles	+	ENH
4	3/21/10	Arrange circles smallest to largest	5 grade	Circles were out of order	—	ENH
5	3/22/10	Arrange circles smallest to largest	5 grade	Arranged circles	+	ENH

EM.3.1.3

2010 Alternate Assessment Evidence Label

Student: John T. Publique **Grade: 5**

INDICATOR: EM.3.1.3 **EVIDENCE SAMPLE: 1**

All Data Fields Need To Be Completed

Description: orders by an attribute

a) assessment activity and how it aligns to the indicator

Arranges math manipulatives by size

b) instructions given to the student

"John, arrange these 3 squares from largest to smallest."

c) data collection setting(s) and material

5th grade classroom

d) student accommodations on this activity

Hand John the largest square

e) Symbol for correct response +

Describe what the student does to receive a correct response -

Arranges squares from largest to smallest

Symbol for incorrect response —

Describe what the student does to receive an incorrect response

Does not put squares in order from largest to smallest

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/1/10	Arrange 3 blocks largest to smallest	5th grade classroom	Does arrange the blocks	+	LL
2	3/1/10	Arrange 3 blocks largest to smallest	5th grade classroom	Does arrange the blocks	+	LL
3	3/2/10	Arrange 3 blocks largest to smallest	5th grade classroom	Blocks were out of order	—	LL
4	3/2/10	Arrange 3 blocks largest to smallest	5th grade classroom	Does arrange the blocks	+	LL
5	3/2/10	Arrange 3 blocks largest to smallest	5th grade classroom	Blocks were out of order	—	LL

2010 Alternate Assessment Evidence Label

Student John T. Piblique | **Grade: 5**

INDICATOR: EM.3.1.3 | **EVIDENCE SAMPLE: 2**

All Data Fields Need To Be Completed

Description: orders by an attribute

a) assessment activity and how it aligns to the indicator

Arranges math manipulatives by size

b) instructions given to the student

"John, arrange these 3 squares from largest to smallest."

c) data collection setting(s) and material

5th grade classroom

d) student accommodations on this activity

Hand John the largest square

e) Symbol for correct response +

Describe what the student does to receive a correct response -

Arranges squares from largest to smallest

Symbol for incorrect response —

Describe what the student does to receive an incorrect response

Does not put squares in order from largest to smallest

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/3/10	Arrange 3 blocks largest to smallest	5th grade classroom	Does arrange the blocks	+	LBJ
2	3/3/10	Arrange 3 blocks largest to smallest	5th grade classroom	Does arrange the blocks	+	LBJ
3	3/4/10	Arrange 3 blocks largest to smallest	5th grade classroom	Blocks were out of order	-	LBJ
4	3/4/10	Arrange 3 blocks largest to smallest	5th grade classroom	Does arrange the blocks	+	LBJ
5	3/4/10	Arrange 3 blocks largest to smallest	5th grade classroom	Blocks were out of order	-	LBJ

2010 Alternate Assessment Evidence Label

Student: John T. Piblique **Grade: 5**

INDICATOR: EM.3.1.3 **EVIDENCE SAMPLE: 3**

All Data Fields Need To Be Completed

Description: orders by an attribute

a) assessment activity and how it aligns to the indicator

Arranges math manipulatives by size

b) instructions given to the student

"John, arrange these 3 squares from largest to smallest."

c) data collection setting(s) and material

5th grade classroom

d) student accommodations on this activity

Hand John the largest square

e) Symbol for correct response +
Describe what the student does to receive a correct response -

Arranges squares from largest to smallest

Symbol for incorrect response —
Describe what the student does to receive an incorrect response

Does not put squares in order from largest to smallest

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/10/10	Arrange 3 blocks largest to smallest	5th grade classroom	Does arrange the blocks	+	NBA
2	3/10/10	Arrange 3 blocks largest to smallest	5th grade classroom	Does arrange the blocks	+	NBA
3	3/10/10	Arrange 3 blocks largest to smallest	5th grade classroom	Blocks were out of order	—	NBA
4	3/20/10	Arrange 3 blocks largest to smallest	5th grade classroom	Does arrange the blocks	+	NBA
5	3/20/10	Arrange 3 blocks largest to smallest	5th grade classroom	Blocks were out of order	—	NBA

EM.4.2.2

2010 Alternate Assessment Evidence Label

Student: John T. Piblique **Grade: 5**

INDICATOR: EM.4.2.2 **EVIDENCE SAMPLE: 1**

All Data Fields Need To Be Completed

Description: records numerical relationships in tables

a) assessment activity and how it aligns to the indicator

John will record the noon temperature in a table daily.

b) instructions given to the student

"Here is the noon temperature please record this in your table."

c) data collection setting(s) and material

printed table

d) student accommodations on this activity

table in notebook

e) Symbol for correct response + .

Describe what the student does to receive a correct response -

Record the noon temperature in the table

Symbol for incorrect response — .

Describe what the student does to receive an incorrect response

Does not record the noon temperature in the table

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/1/10	records on table	classroom	records noon temp	+	DMZ
2	3/2/10	records on table	classroom	Did not record temperature	—	DMZ
3	3/3/10	records on table	classroom	Did not record temperature	—	DMZ
4	3/4/10	records on table	classroom	records noon temp	+	DMZ
5	3/5/10	records on table	classroom	records noon temp	+	DMZ

2010 Alternate Assessment Evidence Label

Student: John T. Piblique **Grade: 5**

INDICATOR: EM.4.2.2 **EVIDENCE SAMPLE: 2**

All Data Fields Need To Be Completed

Description: records numerical relationships in tables

a) assessment activity and how it aligns to the indicator

John will record the noon temperature in a table daily.

b) instructions given to the student

"Here is the noon temperature please record this in your table."

c) data collection setting(s) and material

printed table

d) student accommodations on this activity

table in notebook

e) Symbol for correct response +

Describe what the student does to receive a correct response -

Record the noon temperature in the table

Symbol for incorrect response —

Describe what the student does to receive an incorrect response

Does not record the noon temperature in the table

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/8/10	records on table	classroom	records noon temp	+	DM
2	3/9/10	records on table	classroom	Did not record temperature	—	DM
3	3/10/10	records on table	classroom	Did not record temperature	—	DM
4	3/11/10	records on table	classroom	records noon temp	+	DM
5	3/12/10	records on table	classroom	records noon temp	+	DM

2010 Alternate Assessment Evidence Label

Student: John T. Publique **Grade: 5**

INDICATOR: EM.4.2.2 **EVIDENCE SAMPLE: 3**

All Data Fields Need To Be Completed

Description: records numerical relationships in tables

a) assessment activity and how it aligns to the indicator

John will record the noon temperature in a table daily.

b) instructions given to the student

"Here is the noon temperature please record this in your table."

c) data collection setting(s) and material

printed table

d) student accommodations on this activity

table in notebook

e) Symbol for correct response +

Describe what the student does to receive a correct response -

Record the noon temperature in the table

Symbol for incorrect response —

Describe what the student does to receive an incorrect response

Does not record the noon temperature in the table

Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1	3/15/10	records on table	classroom	records noon temp	+	DM
2	3/16/10	records on table	classroom	Did not record temperature	—	DM
3	3/17/10	records on table	classroom	Did not record temperature	—	DM
4	3/18/10	records on table	classroom	records noon temp	+	DM
5	3/19/10	records on table	classroom	records noon temp	+	DM