Handout #1

2010 Math Alternate Assessment Evidence Label

Student: John **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 X

Describe what the student does to receive a correct response –

Counts out loud from 1-5 correctly

Symbol for incorrect response —

Describe what the student does to receive an incorrect response

Does not count out loud 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

Handout #2

Alternate Assessment Scoring Rubric

Skill Performance Rubric

1	2	3	4	5
Student displays **LITTLE OR NO** mastery of essential knowledge or performs this skill **0 – 9%** of the trials or probes	Student displays **LIMITED** mastery of essential knowledge or performs this skill **10 – 29%** of the trials or probes	Student displays **PARTIAL** mastery of essential knowledge or performs this skill **30 – 69%** of the trials or probes	Student displays **NEAR** mastery of essential knowledge or performs this skill **70-89%** of the trials or probes	Student displays **COMPLETE** mastery of essential knowledge or performs this skill **90 – 100%** of the trials or probes

Handout #3

2010 Alternate Assessment Evidence Label

Student John **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

"Julie, 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 Julie the largest square

e) Symbol for correct response ___+_____

Describe what the student does to receive a correct response -

Arranges squares from smallest to largest

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	3/2/10	Arrange 3 blocks smallest to largest	5th grade classroom	Does arrange the blocks	+	TLC
2	3/2/10	Arrange 3 blocks smallest to largest	5th grade classroom	Does arrange the blocks	+	TLC
3	3/2/10	Arrange 3 blocks smallest to largest	5th grade classroom	Blocks were out of order	—	TLC
4	3/210	Arrange 3 blocks smallest to largest	5th grade classroom	Does arrange the blocks	+	TLC
5	3/2/10	Arrange 3 blocks smallest to largest	5th grade classroom	Blocks were out of order	—	TLC

Handout #4a

2010 Alternate Assessment Evidence Label

Student: John **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

Handout #4b

Jon Brog

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

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

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

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

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

Handout #5

Scorer Worksheet for Recording Kansas Alternate MATHEMATICS Assessment

Student name: **Abner, Amy**

Code from Scorer Codes List:_____ Scorer name:_____

Indicator 1: EM.1.1.5 - recognizes and/or identifies numerals

Record Evidence #1 Score:	Record Evidence #2 Score:	Record Evidence #3 Score:

Indicator 2: EM.2.1.3 - generates and/or produces a pattern

Record Evidence #1 Score:	Record Evidence #2 Score:	Record Evidence #3 Score:

Indicator 3: EM.3.2.1 - selects and/or uses appropriate measurement tool(s) and/or vocabulary

Record Evidence #1 Score:	Record Evidence #2 Score:	Record Evidence #3 Score:

Indicator 4: EM.3.2.5 - uses estimation to check whether or not results are reasonable

Record Evidence #1 Score:	Record Evidence #2 Score:	Record Evidence #3 Score:

Indicator 5: EM.4.2.3 - answers questions based on the results of data collection

Record Evidence #1 Score:	Record Evidence #2 Score:	Record Evidence #3 Score:

How many of the pieces of evidence did you find difficult to rate? (circle one)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Scorers are not to enter scores. When scoring is complete, sign the worksheet, place it in its own envelope and return it to the person who delivered it to you.

Scorer Name:_____

I, the person doing data entry for this form, have marked the statements that are true.

- ☐ I can declare that I did not make this rating.
- ☐ I can declare that this worksheet arrived as the only worksheet in a sealed envelope.

Data Entry Name:_____

Handout #6

Quick Reference Table for Scoring Data Folios

Situation	First Action	Score Piece of Evidence
No data evidence label (*required for scoring*)	Ask special education teacher for the label.	Do not proceed without label.
Incomplete evidence label (*support not listed*)	→	Score best you can with the information provided
Less than 3 pieces of evidence	Check with special education teacher to make sure you have all the evidence intended for the indicator.	Score the missing piece of evidence "0"
Evidence not dated	Ask special education teacher for the data the evidence was collected.	Score once evidence is dated.
Not all standards are covered	CETE will require all standards are covered at www.cete.us	
Less than 5 trials per piece of evidence	→	Piece of evidence is scored using a denominator of 5 for the # of required trials.
Indicator not identified or incorrectly identified	Refer to special education teacher to verify this is the indicator intended for the evidence provided.	Only score the evidence that can be identified with the correct indicator, all others will score a "0"
Less than 5 indicators per content area being assessed.	CETE will require all 5 indicators are chosen	