

2009-2010

Portfolio Template:

What Is It? What Goes Into It?



Portfolio Template

- The following pages offer a concrete map or “portfolio template” showing how a portfolio is put together.
- Forms contained in this template **must be filled out and included in the portfolio**, unless otherwise noted.

Decision Making Worksheet

Participation of Students with Disabilities in Statewide Assessment

At an IEP team meeting held no later than **September 30th** of each calendar year, the following question relative to how a student with disabilities will participate in the statewide assessment program needs to be asked and answered: *Can the student participate in the general statewide assessment, with or without accommodations, or does evidence exist that suggests he or she need to participate in the New Hampshire Alternate Assessment based on the participation criteria?*

For assistance with this decision, refer to the NECAP Accommodations Guidelines Document (<http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm>).

THIS FORM MUST BE INCLUDED WITH THE PORTFOLIO

A student is eligible to participate in the New Hampshire Alternate Assessment if his or her IEP team determines that the student meets **all** of the following participation criteria:

1. Does the student have an IEP?

_____ *Yes. Continue to #2.*

_____ *No. Student is not eligible for the New Hampshire Alternate Assessment.*

2. Can the student participate in the General Assessment with appropriate accommodations?

_____ *Yes. If this is the case, list appropriate testing accommodations in the student's IEP and choose General Assessment with Accommodations for state testing.*

_____ *No. List the ways in which the student's cognitive disability and adaptive behavioral skills would prevent this student from participating in the General Assessment, even with appropriate accommodation, and then continue to #3.*

3. Is there evidence that the student's demonstrated cognitive disability and adaptive behavioral skills prevent him or her from demonstrating achievement of the proficiency standards, as described in the *New Hampshire Curriculum Frameworks*, through participation in the general statewide assessment, even with appropriate accommodations?

_____ *Yes. Continue to #4.*

_____ *No. Consider new accommodations that would enable this student to participate in grade-level general assessment.*

AND...

4. Is there evidence that the student's demonstrated cognitive ability and adaptive behavioral skills require individualized instruction in multiple settings (school, work, home, and other environments) to acquire, generalize, and transfer skills necessary for functional application?

_____ *Yes. Describe below, then continue to #5.*

Describe how the student's program requires individualized instruction in multiple settings for this student to acquire, generalize and transfer skills:

_____ *No. Consider new accommodations that would enable this student to participate in grade-level general assessment.*

5. Does the historical data (current and longitudinal across multiple settings) confirm the individual student criteria listed above?

_____ *Yes. Describe below, then continue to the summary.*

What historical data were used to support items #2, 3, and 4 above?

_____ *No. Consider new accommodations that would enable this student to participate in grade-level general assessment.*

Characteristics of students appropriately served under Alternate Assessment (check all that apply):

- Limited Communication:** The student may have very limited vocabulary and language skills, or may be non-verbal. The student may use simple language structures to communicate and seldom acquires new communication skills through incidental learning;

*This does not include any student with "limited communication" who has no effective communication system in place or under active development **AND***

- Very Low Levels of Academic Achievement:** Performance in the subject matters of reading, writing, and mathematics is significantly below that of same-aged peers

*This does not include students working just 1 or 2 grade levels below grade-level, or any student who has not had full opportunity to benefit from empirically sound instructional intervention. This also does not include any student who has, as documented in IEP team meeting notes, had a cognitive disability "ruled out" in order to identify the students as a child having a specific learning disability and not mental retardation **AND***

- Highly Specialized Instruction:** The student generally requires systematic instruction with tasks broken into small steps. In addition, the student needs deliberate instruction to apply learned skills across multiple settings (e.g., school, home, work, and other settings); **AND**
- Ample Supports:** The student requires individualized instructional, technological, or interpersonal supports to make progress in learning. The student *requires accommodations* to demonstrate proficiency of even the *modified* performance expectation levels described above, such as modeling and repeated demonstration, physical hand-over-hand guidance, specially designed prompting procedures, and alternate or augmented communication systems

This does not include any student who needs ample support but has not clear evidence of severe cognitive disability.

Summary Decision

Based on the review of the information above, the IEP team has determined that the student will participate in the:

- General Assessment (NECAP) without accommodations
- General Assessment (NECAP) with Accommodations (include accommodations in student's IEP)
- New Hampshire Alternate Assessment

Team Members Involved in Decision-Making Process:

Printed Name/Signature:

Role/Position:

Portfolio Validation Form

(Complete one for the entire portfolio)

Student Name: _____ **SASID #:** _____ **Date:** _____

Placed out of district? Y or N **Grade:** ___2___3___4___5___6___7___8___10___11

Sending District Name: _____ **Attending District Name (if any):** _____

Team Statement:

The student's work evidenced in this portfolio accurately reflects typical instructional programming directed toward the specified standards.

Typical team participants may include: general education teacher, special education teacher, paraprofessional/instructional assistant, related service provider, parent/guardian, etc. Please check the appropriate box below.

	Certified General Educator	Certified Special Educator	Certified Related Services	Para-educator	Parent/Guardian
Instructional Team Signatures:					
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to Portfolio: _____					
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to Portfolio: _____					
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to Portfolio: _____					
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to Portfolio: _____					
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to Portfolio: _____					
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to Portfolio: _____					
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to Portfolio: _____					

Statement of School Principal/General Curriculum Supervisor:

I verify that I have reviewed the portfolio of (student) _____, in Grade _____ and have found it to be complete and ready for submission to Statewide Assessment.

Principal's Signature: _____

Date: _____

Video, Audiotape, and Photo Permission Form

(This form is not required to be included in the portfolio.
It should be signed and kept in the student's school file.)

I give permission for the (please print) _____ school to photograph
or video- or audiotape my son/daughter, (print name) _____.

I understand that this will be included in my son/daughter's state assessment and will be used for
educational purposes only.

Parent/Guardian Signature

Date

Parent/Guardian Portfolio Review Statement

Name of student (please print) _____

I, (please print) _____, have reviewed my child's work that is contained in this portfolio. My child's teacher, (please print) _____, has actively engaged me in this review process and has explained the contents of my child's portfolio appropriately. I believe this portfolio does/does not (circle one) reflect my child's current level of progress.

Comments:

Date

Parent/Guardian Signature

Date

Teacher Signature

Schools are responsible for seeking parent/guardian review of the completed portfolio. If the school is unable to obtain parent/guardian review of the portfolio and signature, the school must document all attempts to obtain this review, and a school representative must sign below.

Date

Signature and Title

Documentation of attempts to obtain review and signature must be kept in the school records.



Virginia Barry, PhD.
COMMISSIONER
Tel. 603-271-3144

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

Informed Consent and Permission to Use Portfolio Materials for Training Purposes

Dear Parent or Guardian:

Materials from the New Hampshire Alternate Assessment portfolio submitted for your child, (please print) _____, might be selected to be included in the Teacher Training Manual. This material may also be used for future manuals or other materials designed for training purposes. If chosen, the selection recognizes effort made by your child and the efforts of the lead implementer responsible for compiling the evidence for the New Hampshire Alternate Assessment. Before we can include your child’s material, we require your permission. Please review the permission form below and sign in the designated place to indicate your decision regarding use of your child’s material.

I, (please print) _____, am the parent or legal guardian of (please print) _____. In this capacity, I grant the New Hampshire Department of Education permission to use the following material(s) from my child’s New Hampshire Alternate Assessment portfolio.

Please check to indicate your consent for each individual type of portfolio evidence:

- paper products (**personal identifiable information, such as last name, school name, etc., will be removed**)
- pictures (**face will be blanked out**)
- audiotapes
- videotapes

OR

I do not give consent.

I acknowledge this material can be used for the express purpose of training other educators, parents, or related service providers to either compile or score an Alternate Assessment portfolio.

Signature of Parent/Guardian

Date

STUDENT'S LETTER OF INTRODUCTION

This letter gives the reader of the portfolio a brief introduction to the student. It describes the student, his or her family, pets, likes and dislikes, etc. It is recommended that the student compose the letter, with supports typically provided within their instructional program (such as assistive technology, communication symbols, dictation, modified templates, etc.). If necessary, the special education teacher, parent, or a typical peer can write the letter on the student's behalf.

Sensory Access Form: Student Learning & Communication

The information captured in this document is important and will help us to learn useful information about the needs of students who take the Alternate Assessment. Please take care to answer the questions below thoughtfully.

Student Name: _____ Date: ____/____/____

Student SASID Number: _____ Age: _____ Grade: _____

1. Means of Comprehension of Instruction

A. How does this student **receive/understand** information/instruction? (Circle **All** that apply)

Visually? Yes No Don't Know

If yes, does student show understanding of what is seen? Yes No Don't Know

Auditorily? Yes No Don't Know

If yes, does student show understanding of what is heard? Yes No Don't Know

Physically (through touch)? Yes No Don't Know

If yes, does student recognize what is felt? Yes No Don't know

Other? (please list):

Go to next page....

2. Means of Expression of Learning

Directions: How is this student able to *express* learning? For each item below, mark only one column as follows:

- Column 1: Mark this column if the student is able to and does express information in this way, even if rarely.
- Column 2: Mark this column if the student is able to use this means of expression but is never observed using it.
- Column 3: Mark this column if the student is *not able* to use this means of expression at all.
- Column 4: Mark this column if you do not have enough information to make this judgment.

Means of Expression	1		2		3	4	
	Yes, he/she can and does do this with frequency of:				Yes: He/she can but does not	No: He/she cannot do this	Don't Know
	4 = Usually		1 = seldom				
	4	3	2	1			
Moves limb, head, or body part (May include movement to activate a switch)					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision (eye-points, blinks, etc)	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Points with finger or hand	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student gestures or signs single words	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student gestures or signs a few words together/phrases.	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student gestures or signs complete sentences	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocalizes sounds or parts of words	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks single-words	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks a few words together/phrases	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks in complete sentences	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student “writes” in any form,

(i.e. produces, or selects and organizes: words, pictures, or other symbols or objects):

Writes single-words	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes a few words together/phrases	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes in complete sentences	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Go to next page....

Means of Expression,

Continued.

	1						
	Yes, he/she can and does do this with frequency of:						
	4 = Usually	1 = seldom					
			2		3		4
			Yes: He/she can but does not		No: He/she cannot do this		Don't Know

Forms of Writing Used

Student writes by hand	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student writes by word processor:	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student writes using word prediction software	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes using picture formatted adaptive device	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes using single-word formatted adaptive device	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes using adaptive device formatted in phrases or sentences	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes using adaptive device formatted in complete sentences	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student draws	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manipulates objects	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manipulates photos	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manipulates concrete symbols or line drawings, simple pictures created for him or her	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please list):	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Go to next page....

3. Supports

- A. Does the student need supports to *receive* information in one or more sensory modalities?
 (Circle) Yes No Don't Know
- B. Does the student need supports to *express* information in one or more sensory modalities?
 (Circle) Yes No Don't know
- C. Below, Please check *all* the supports currently used with the student to help her or him *receive or express* information: (List specific technologies used as appropriate)

<u>Type of Support</u>	<u>Check if Used</u>	<u>Specific Technology Used</u>
Visual and/or Tactile Supports		
Corrective lenses (e.g., glasses or contact lenses)	<input type="checkbox"/>	_____
Large-print text (note font and size.)	<input type="checkbox"/>	_____
Magnification or other optical aids	<input type="checkbox"/>	_____
Reduction in visual complexity/blocking	<input type="checkbox"/>	_____
Color coding/contrasting	<input type="checkbox"/>	_____
Braille (uncontracted or contracted?)	<input type="checkbox"/>	_____
Use of Braille	<input type="checkbox"/>	_____
Use of tactile graphics	<input type="checkbox"/>	_____
Abacus	<input type="checkbox"/>	_____
Manipulatives (describe types)	<input type="checkbox"/>	_____
Reduction in tactile complexity/limited touch, contact	<input type="checkbox"/>	_____
Auditory Supports		
Amplification	<input type="checkbox"/>	_____
Auditory feedback	<input type="checkbox"/>	_____
Reduction in noise complexity/blocking	<input type="checkbox"/>	_____
Physical Supports		
Adaptive seating/positioning of student	<input type="checkbox"/>	_____
Wheelchair/mobility aid	<input type="checkbox"/>	_____
Adaptive positioning of materials	<input type="checkbox"/>	_____
Short sessions to reduce fatigue	<input type="checkbox"/>	_____

Type of Supports, continued	<u>Check if Used</u>	<u>Specific Technology Used</u>
Communication Supports		
Sign language/finger spelling	<input type="checkbox"/>	_____
Voice output communication aid (augmentative communication device)	<input type="checkbox"/>	_____
Point to symbols, words, etc.	<input type="checkbox"/>	_____
Eye-point to symbols, words, etc.	<input type="checkbox"/>	_____
Blink	<input type="checkbox"/>	_____
Tactile sign	<input type="checkbox"/>	_____
Touch screen	<input type="checkbox"/>	_____
Scanning (switch, visual, auditory)	<input type="checkbox"/>	_____
Switch	<input type="checkbox"/>	_____
Voice recognition software	<input type="checkbox"/>	_____
Physical assistance (describe assist)	<input type="checkbox"/>	_____
Other communication response support	<input type="checkbox"/>	_____
Objects with text	<input type="checkbox"/>	_____
Photos with text (and/or picture exchange communication program)	<input type="checkbox"/>	_____
Pictures/line-drawing with text	<input type="checkbox"/>	_____
Text (words, letters)	<input type="checkbox"/>	_____
Literacy Supports		
Adapted reading software	<input type="checkbox"/>	_____
Modified text	<input type="checkbox"/>	_____
Adapted writing software	<input type="checkbox"/>	_____
Adapted writing utensil	<input type="checkbox"/>	_____
Adaptive keyboard	<input type="checkbox"/>	_____
Other supports (please list):	<input type="checkbox"/>	_____

End of Sensory Access Form.

STUDENT SCHEDULE

Insert a daily/weekly schedule that clearly depicts settings (i.e., general education vs. specialized settings). Color coding or specific labels, such as “general education science” can be used.

- ❖ **Do not assume that a reader knows when the student is included in general education classes. You MUST specify.**

Entry Cover Sheet #1
Reading Alt Link 1
Grades 2–7 and 10 Only

Student Name: _____ **SASID #:** _____ **Grade:** _____

Sending District Name: _____ **Sending District #:** _____

Reading Alt Link 1: Given age/grade appropriate materials and activities, student will use words, pictures, objects, gestures, or symbols to read literary text.

Student Performance and Progress: ONE Measurable Targeted Skill: _____

Identify the GLE or GSE strand and number that most closely links to this targeted skill:

The following can be used as the Table of Contents for this entry:

Chart, graph, or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. _____

Collection Period September 14, 2009–November 13, 2009

Two Student Work Samples Pg. _____
One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

Collection Period II: November 16, 2009–January 29, 2010

Two Student Work Samples Pgs. _____
One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

Collection Period III: February 1, 2010–April 16, 2010

Two Student Work Samples Pgs. _____
One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

The following information must be recorded directly on each piece of evidence:

- Student's name and date of activity
- Accuracy of performance
- Cues, prompts, or other assistance required by the student to complete the task
- Setting in which the activity occurred
- People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

**ONE CHART OR GRAPH THAT DEPICTS
PROGRESS ON THIS TARGETED SKILL
ACROSS ALL THREE DATA COLLECTION
PERIODS**

(September 14 through April 16)

**Must have a MINIMUM of three Data Points
for *each* data collection period:**

- I. September 14 through November 13 (3 points)
- II. November 16 through January 29 (3 points)
- III. February 1 through April 16 (3 points)

***Each* Data Point must represent *one* specific date
within the period.**

****The graph or chart must also include a
description of the task(s)/activity(ies) on which
data is based.**

**Reading Alt Link 1
Grades 2–7 and 10 Only**

**Data Collection Period I
September 14–November 13**

**Work Sample #1
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Reading 1 1
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports Provided and/or Used on this Specific Activity:	

**Reading Alt Link 1
Grades 2–7 and 10 Only**

**Data Collection Period I
September 14–November 13**

**Work Sample #2
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Reading 1 2
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Reading Alt Link 1
Grades 2–7 and 10 Only**

**Data Collection Period I
September 14–November 13**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

**Reading Alt Link 1
Grades 2–7 and 10 Only**

**Data Collection Period II
November 16–January 29**

**Work Sample #1
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Reading 1 1
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Reading Alt Link 1 Grades 2–7 and 10 Only

Data Collection Period II November 16–January 29

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area:	Reading 1
Work Sample:	2
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student’s Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Reading Alt Link 1
Grades 2–7 and 10 Only**

**Data Collection Period II
November 16–January 29**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Reading Alt Link 1 Grades 2–7 and 10 Only

Data Collection Period III February 1–April 16

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Reading 1 1
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Reading Alt Link 1 Grades 2–7 and 10 Only

Data Collection Period III February 1–April 16

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area:	Reading 1
Work Sample:	2
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student’s Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Reading Alt Link 1
Grades 2–7 and 10 Only**

**Data Collection Period III
February 1–April 16**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Entry Cover Sheet #2
Reading Alt Link 2
Grades 2–7 and 10 Only

Student Name: _____ **SASID #:** _____ **Grade:** _____

Sending District Name: _____ **Sending District #:** _____

Reading Alt Link 2: Given age/grade appropriate materials and activities, student will read to gather and organize information using informational text.

Student Performance and Progress: ONE *Measurable* Targeted Skill: _____

Identify the GLE or GSE strand and number that most closely links to this targeted skill :

The following can be used as the Table of Contents for this entry:

Chart, graph, or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. ____

Collection Period September 14, 2009–November 13, 2009

Two Student Work Samples Pgs. ____

One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

Collection Period II: November 16, 2009–January 29, 2010

Two Student Work Samples Pgs. ____

One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

Collection Period III: February 1, 2010–April 16, 2010

Two Student Work Samples Pgs. ____

One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

The following information must be recorded directly on each piece of evidence:

- Student's name and date of activity
- Accuracy of performance
- Cues, prompts, or other assistance required by the student to complete the task
- Setting in which the activity occurred
- People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

**ONE CHART OR GRAPH THAT DEPICTS
PROGRESS ON THE TARGETED SKILL FOR
THE ENTIRE DATA COLLECTION PERIOD
(September 14 through April 16)**

**Must have a MINIMUM of three Data Points
for *each* data collection period:**

- I. September 14 through November 13 (3 points)
- II. November 16 through January 29 (3 points)
- III. February 1 through April 16 (3 points)

***Each* Data Point must represent *one* specific date
within the period.**

****The graph or chart must also include a
description of the task(s)/activity(ies) on which
data is based.**

**Reading Alt Link 2
Grades 2–7 and 10 Only**

**Data Collection Period I
September 14–November 13**

**Work Sample #1
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Reading 2 1
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Reading Alt Link 2
Grades 2–7 and 10 Only**

**Data Collection Period I
September 14–November 13**

**Work Sample #2
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Reading 2 2
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Reading Alt Link 2
Grades 2–7 and 10 Only**

**Data Collection Period I
September 14–November 13**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Reading Alt Link 2 Grades 2–7 and 10 Only

Data Collection Period II November 16–January 29

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Reading 2 1
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student’s Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Reading Alt Link 2
Grades 2–7 and 10 Only**

**Data Collection Period II
November 16–January 29**

**Work Sample #2
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Reading 2 2
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Reading Alt Link 2
Grades 2–7 and 10 Only**

**Data Collection Period II
November 16–January 29**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

**Reading Alt Link 2
Grades 2–7 and 10 Only**

**Data Collection Period III
February 1–April 16**

**Work Sample #1
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Reading 2 Work Sample: 1	
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Reading Alt Link 2
Grades 2–7 and 10 Only**

**Data Collection Period III
February 1–April 16**

**Work Sample #2
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Reading 2 Work Sample: 2	
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Reading Alt Link 2
Grades 2–7 and 10 Only**

**Data Collection Period III
February 1–April 16**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Entry Cover Sheet #1
Writing Alt Link 1
Grades 4, 7, and 10 Only

Student Name: _____ SASID #: _____ Grade: _____

Sending District Name: _____ Sending District #: _____

Writing Alt Link 1: Given age/grade appropriate materials and activities, student will use words, pictures, objects, or symbols to write (inquiry, requests, information, directions, stories, and instruction).

Student Performance and Progress: ONE *Measurable* Targeted Skill: _____

Identify the GLE or GSE strand and number that most closely links to this targeted skill :

The following can be used as the Table of Contents for this entry:

Chart, graph, or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. _____

Collection Period September 14, 2009–November 13, 2009
Two Student Work Samples Pgs. _____
One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

Collection Period II: November 16, 2009–January 29, 2010
Two Student Work Samples Pgs. _____
One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

Collection Period III: February 1, 2010–April 16, 2010
Two Student Work Samples Pgs. _____
One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

The following information must be recorded directly on each piece of evidence:

- Student’s name and date of activity
- Accuracy of performance
- Cues, prompts, or other assistance required by the student to complete the task
- Setting in which the activity occurred
- People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

**ONE CHART OR GRAPH THAT DEPICTS
PROGRESS ON THE TARGETED SKILL FOR THE
ENTIRE DATA COLLECTION PERIOD
(September 14 through April 16)**

**Must have a MINIMUM of three Data Points
for *each* data collection period:**

- I. September 14 through November 13 (3 points)
- II. November 16 through January 29 (3 points)
- III. February 1 through April 16 (3 points)

***Each* Data Point must represent *one* specific date
within the period.**

****The graph or chart must also include a
description of the task(s)/activity(ies) on which
data is based.**

**Writing Alt Link 1
Grades 4, 7, and 10 Only**

**Data Collection Period I
September 14–November 13**

**Work Sample #1
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 1 1
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Writing Alt Link 1
Grades 4, 7, and 10 Only**

**Data Collection Period I
September 14–November 13**

**Work Sample #2
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 1 2
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Writing Alt Link 1
Grades 4, 7, and 10 Only**

**Data Collection Period I
September 14–November 13**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

**Writing Alt Link 1
Grades 4, 7, and 10 Only**

**Data Collection Period II
November 16–January 29**

**Work Sample #1
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 1 1
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Writing Alt Link 1
Grades 4, 7, and 10 Only**

**Data Collection Period II
November 16–January 29**

**Work Sample #2
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 1 2
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Writing Alt Link 1
Grades 4, 7, and 10 Only**

**Data Collection Period II
November 16–January 29**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Writing Alt Link 1

Data Collection Period III February 1–April 16

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 1 1
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Writing Alt Link 1
Grades 4, 7, and 10 Only**

**Data Collection Period III
February 1–April 16**

**Work Sample #2
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 1 2
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Writing Alt Link 1
Grades 4, 7, and 10 Only**

**Data Collection Period III
February 1–April 16**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Entry Cover Sheet #2
Writing Alt Link 2
Grades 4, 7, and 10 Only

Student Name: _____ SASID #: _____ Grade: _____

Sending District Name: _____ Sending District #: _____

Writing Alt Link 2: Given age/grade appropriate materials and activities, student will write to gather and organize information.

Student Performance and Progress: ONE *Measurable* Targeted Skill: _____

Identify the GLE or GSE strand and number that most closely links to this targeted skill :

The following can be used as the Table of Contents for this entry:

Chart, graph, or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. ____

Collection Period September 14, 2009–November 13, 2009
Two Student Work Samples Pgs. ____
One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

Collection Period II: November 16, 2009–January 29, 2010
Two Student Work Samples Pgs. ____
One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

Collection Period III: February 1, 2010–April 16, 2010
Two Student Work Samples Pgs. ____
One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

The following information must be recorded directly on each piece of evidence:

- Student's name and date of activity
- Accuracy of performance
- Cues, prompts, or other assistance required by the student to complete the task
- Setting in which the activity occurred
- People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

**ONE CHART OR GRAPH THAT DEPICTS
PROGRESS ON THE TARGETED SKILL FOR
THE ENTIRE DATA COLLECTION PERIOD
(September 14 through April 16)**

**Must have a MINIMUM of three Data Points
for *each* data collection period:**

- I. September 14 through November 13 (3 points)
- II. November 16 through January 29 (3 points)
- III. February 1 through April 16 (3 points)

***Each* Data Point must represent *one* specific date
within the period.**

****The graph or chart must also include a
description of the task(s)/activity(ies) on which
data is based.**

Writing Alt Link 2 Grades 4, 7, and 10 Only

Data Collection Period I September 14–November 13

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 2 1
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Writing Alt Link 2
Grades 4, 7, and 10 Only**

**Data Collection Period I
September 14–November 13**

**Work Sample #2
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 2 2
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Writing Alt Link 2
Grades 4, 7, and 10 Only**

**Data Collection Period I
September 14–November 13**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

**Writing Alt Link 2
Grades 4, 7, and 10 Only**

**Data Collection Period II
November 16–January 29**

**Work Sample #1
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 2 1
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Writing Alt Link 2 Grades 4, 7, and 10 Only

Data Collection Period II November 16–January 29

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 2 2
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Writing Alt Link 2
Grades 4, 7, and 10 Only**

**Data Collection Period II
November 16–January 29**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

**Writing Alt Link 2
Grades 4, 7, and 10 Only**

**Data Collection Period III
February 1–April 16**

**Work Sample #1
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 2 1
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Writing Alt Link 2 Grades 4, 7, and 10 Only

Data Collection Period III February 1–April 16

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Writing 2 2
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Writing Alt Link 2
Grades 4, 7, and 10 Only**

**Data Collection Period III
February 1–April 16**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

**Entry Cover Sheet #1
Mathematics Alt Link 1
Grades 2–7 and 10 Only**

Student Name: _____ **SASID #:** _____ **Grade:** _____

Sending District Name: _____ **Sending District #:** _____

Mathematics Alt Link 1: Given age/grade appropriate materials and activities, student will communicate, organize and understand mathematical concepts while recognizing mathematics is connected to self, other curricula, and every day life.

Student Performance and Progress: ONE *Measurable* Targeted Skill: _____

Identify the GLE or GSE strand and number that most closely links to this targeted skill :

The following can be used as the Table of Contents for this entry:

Chart, graph, or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. _____

Collection Period September 14, 2009–November 13, 2009
Two Student Work Samples Pgs. _____
One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

Collection Period II: November 16, 2009–January 29, 2010
Two Student Work Samples Pgs. _____
One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

Collection Period III: February 1, 2010–April 16, 2010
Two Student Work Samples Pgs. _____
One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

The following information must be recorded directly on each piece of evidence:

- Student’s name and date of activity
- Accuracy of performance
- Cues, prompts, or other assistance required by the student to complete the task
- Setting in which the activity occurred
- People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

**ONE CHART OR GRAPH THAT DEPICTS
PROGRESS ON THE TARGETED SKILL FOR
THE ENTIRE DATA COLLECTION PERIOD
(September 14 through April 16)**

**Must have a MINIMUM of three Data Points
for each data collection period:**

- I. September 14 through November 13 (3 points)
- II. November 16 through January 29 (3 points)
- III. February 1 through April 16 (3 points)

***Each Data Point must represent one specific date
within the period.***

****The graph or chart must also include a
description of the task(s)/activity(ies) on which
data is based.**

Mathematics Alt Link 1 Grades 2–7 and 10 Only

Data Collection Period I September 14–November 13

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Mathematics 1 1
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student’s Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Mathematics Alt Link 1 Grades 2–7 and 10 Only

Data Collection Period I September 14–November 13

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area:	Mathematics 1
Work Sample:	2
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Mathematics Alt Link 1
Grades 2–7 and 10 Only**

**Data Collection Period I
September 14–November 13**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Mathematics Alt Link 1 Grades 2–7 and 10 Only

Data Collection Period II November 16–January 29

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Mathematics 1 Work Sample: 1	
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student’s Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Mathematics Alt Link 1
Grades 2–7 and 10 Only**

**Data Collection Period II
November 16–January 29**

**Work Sample #2
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Mathematics 1 2
Data Collection Period: II	Setting: Special Education General Education: <hr/> Other Setting: <hr/>
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Mathematics Alt Link 1
Grades 2–7 and 10 Only**

**Data Collection Period II
November 16- January 29**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Mathematics Alt Link 1 Grades 2–7 and 10 Only

Data Collection Period III February 1–April 16

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Mathematics 1 Work Sample: 1	
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Mathematics Alt Link 1 Grades 2–7 and 10 Only

Data Collection Period III February 1–April 16

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area:	Mathematics 1
Work Sample:	2
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Mathematics Alt Link 1
Grades 2–7 and 10 Only**

**Data Collection Period III
February 1–April 16**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

**Entry Cover Sheet #2
Mathematics Alt Link 2
Grades 2–7 and 10 Only**

Student Name: _____ **SASID #:** _____ **Grade:** _____

Sending District Name: _____ **Sending District #:** _____

Mathematics Alt Link 2: Given age/grade appropriate materials and activities, student will solve a problem by applying strategies to the situation.

Student Performance and Progress: ONE Measurable Targeted Skill: _____

Identify the GLE or GSE strand and number that most closely links to this targeted skill :

The following can be used as the Table of Contents for this entry:

Chart, graph, or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. ____

Collection Period September 14, 2009–November 13, 2009

Two Student Work Samples Pgs. ____

One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

Collection Period II: November 16, 2009–January 29, 2010

Two Student Work Samples Pgs. ____

One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

Collection Period III: February 1, 2010–April 16, 2010

Two Student Work Samples Pgs. ____

One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

The following information must be recorded directly on each piece of evidence:

- Student's name and date of activity
- Accuracy of performance
- Cues, prompts, or other assistance required by the student to complete the task
- Setting in which the activity occurred
- People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

**ONE CHART OR GRAPH THAT DEPICTS
PROGRESS ON THE TARGETED SKILL FOR
THE ENTIRE DATA COLLECTION PERIOD
(September 14 through April 16)**

**Must have a MINIMUM of three Data Points
for *each* data collection period:**

- I. September 14 through November 13 (3 points)
- II. November 16 through January 29 (3 points)
- III. February 1 through April 16 (3 points)

***Each Data Point* must represent *one* specific date
within the period.**

****The graph or chart must also include a
description of the task(s)/activity(ies) on which
data are based.**

Mathematics Alt Link 2 Grades 2–7 and 10 Only

Data Collection Period I September 14–November 13

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Mathematics 2 1
Data Collection Period: I	Setting: Special Education General Education: <hr/> Other Setting: <hr/>
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Mathematics Alt Link 2 Grades 2–7 and 10 Only

Data Collection Period I September 14–November 13

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Mathematics 2 Work Sample: 2	
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Mathematics Alt Link 2
Grades 2–7 and 10 Only**

**Data Collection Period I
September 14–November 13**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Mathematics Alt Link 2 Grades 2–7 and 10 Only

Data Collection Period II November 16- January 29

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Mathematics 2 1
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Mathematics Alt Link 2 Grades 2–7 and 10 Only

Data Collection Period II November 16- January 29

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Mathematics 2 Work Sample: 2	
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Mathematics Alt Link 2
Grades 2–7 and 10 Only**

**Data Collection Period II
November 16- January 29**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Mathematics Alt Link 2 Grades 2–7 and 10 Only

Data Collection Period III February 1–April 16

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Mathematics 2 Work Sample: 1	
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student’s Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Mathematics Alt Link 2 Grades 2–7 and 10 Only

Data Collection Period III February 1–April 16

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Mathematics 2 Work Sample: 2	
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student’s Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Mathematics Alt Link 2
Grades 2–7 and 10 Only**

**Data Collection Period III
February 1–April 16**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Entry Cover Sheet #1
Science Alt Link 1
Grades 4, 8, and 11 Only

Student Name: _____ **SASID #:** _____ **Grade:** _____

Sending District Name: _____ **Sending District #:** _____

Science Alt Link 1: Given age/grade appropriate materials and activities, student will demonstrate scientific problem solving using a variety of strategies and tools.

Student Performance and Progress: ONE *Measurable* Targeted Skill: _____

Identify the GLE or GSE strand and number that most closely links to this targeted skill :

The following can be used as the Table of Contents for this entry:

Chart, graph, or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. _____

Collection Period September 14, 2009–November 13, 2009

Two Student Work Samples Pgs. _____

One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

Collection Period II: November 16, 2009–January 29, 2010

Two Student Work Samples Pgs. _____

One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

Collection Period III: February 1, 2010–April 16, 2010

Two Student Work Samples Pgs. _____

One Self-Determination Worksheet connected to one of the Work Samples Pg. _____

The following information must be recorded directly on each piece of evidence:

- Student's name and date of activity
- Accuracy of performance
- Cues, prompts, or other assistance required by the student to complete the task
- Setting in which the activity occurred
- People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

**ONE CHART OR GRAPH THAT DEPICTS
PROGRESS ON THE TARGETED SKILL FOR THE
ENTIRE DATA COLLECTION PERIOD
(September 14 through April 16)**

**Must have a MINIMUM of three Data Points
for *each* data collection period:**

- I. September 14 through November 13 (3 points)
- II. November 16 through January 29 (3 points)
- III. February 1 through April 16 (3 points)

***Each* Data Point must represent *one* specific date
within the period.**

****The graph or chart must also include a
description of the task(s)/activity(ies) on which
data is based.**

Science Alt Link 1 Grades 4, 8, and 11 Only

Data Collection Period I September 14–November 13

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area:	Science 1
Work Sample:	1
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Science Alt Link 1 Grades 4, 8, and 11 Only

Data Collection Period I September 14–November 13

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Science 1 Work Sample: 2	
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Science Alt Link 1
Grades 4, 8, and 11 Only**

**Data Collection Period I
September 14–November 13**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Science Alt Link 1 Grades 4, 8, and 11 Only

Data Collection Period II November 16–January 29

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Science 1 Work Sample: 1	
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Science Alt Link 1
Grades 4, 8, and 11 Only**

**Data Collection Period II
November 16- January 29**

**Work Sample #2
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Science 1 Work Sample: 2	
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Science Alt Link 1
Grades 4, 8, and 11 Only**

**Data Collection Period II
November 16- January 29**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Science Alt Link 1 Grades 4, 8, and 11 Only

Data Collection Period III February 1–April 16

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Science 1 Work Sample: 1	
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Science Alt Link 1 Grades 4, 8, and 11 Only

Data Collection Period III February 1–April 16

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Science 1 Work Sample: 2	
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Science Alt Link 1
Grades 4, 8, and 11 Only**

**Data Collection Period III
February 1–April 16**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Entry Cover Sheet #2
Science Alt Link 2
Grades 4, 8, and 11 Only

Student Name: _____ **SASID #:** _____ **Grade:** _____

Sending District Name: _____ **Sending District #:** _____

Science Alt Link 2: Given age/grade appropriate materials and activities, student will demonstrate understanding models are illustrations.

Student Performance and Progress: ONE Measurable Targeted Skill: _____

Identify the GLE or GSE strand and number that most closely links to this targeted skill:

The following can be used as the Table of Contents for this entry:

Chart, graph, or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. ____

Collection Period September 14, 2009–November 13, 2009

Two Student Work Samples Pgs. ____
One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

Collection Period II: November 16, 2009–January 29, 2010

Two Student Work Samples Pgs. ____
One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

Collection Period III: February 1, 2010–April 16, 2010

Two Student Work Samples Pgs. ____
One Self-Determination Worksheet connected to one of the Work Samples Pg. ____

The following information must be recorded directly on each piece of evidence:

- Student's name and date of activity
- Accuracy of performance
- Cues, prompts, or other assistance required by the student to complete the task
- Setting in which the activity occurred
- People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

**ONE CHART OR GRAPH THAT DEPICTS
PROGRESS ON THE TARGETED SKILL FOR
THE ENTIRE DATA COLLECTION PERIOD
(September 14 through April 16)**

**Must have a MINIMUM of three Data Points
for *each* data collection period:**

- I. September 14 through November 13 (3 points)
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- III. February 1 through April 16 (3 points)

***Each* Data Point must represent *one* specific date
within the period.**

****The graph or chart must also include a
description of the task(s)/activity(ies) on which
data is based.**

**Science Alt Link 2
Grades 4, 8, and 11 Only**

**Data Collection Period I
September 14–November 13**

**Work Sample #1
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Science 2 1
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Science Alt Link 2
Grades 4, 8, and 11 Only**

**Data Collection Period I
September 14–November 13**

**Work Sample #2
(Fill in the Work Sample Label below and attach
it to the actual Work Sample. The label alone is
NOT a Work Sample.)**

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Work Sample:	Science 2 2
Data Collection Period: I	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Science Alt Link 2
Grades 4, 8, and 11 Only**

**Data Collection Period I
September 14–November 13**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Science Alt Link 2 Grades 4, 8, and 11 Only

Data Collection Period II November 16–January 29

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Science 2 Work Sample: 1	
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Science Alt Link 2 Grades 4, 8, and 11 Only

Data Collection Period II November 16–January 29

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Science 2 Work Sample: 2	
Data Collection Period: II	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Science Alt Link 2
Grades 4, 8, and 11 Only**

**Data Collection Period II
November 16- January 29**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**

Science Alt Link 2 Grades 4, 8, and 11 Only

Data Collection Period III February 1–April 16

Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Science 2 Work Sample: 1	
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

Science Alt Link 2 Grades 4, 8, and 11 Only

Data Collection Period III February 1–April 16

Work Sample #2
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name:	Date:
Content Area: Science 2 Work Sample: 2	
Data Collection Period: III	Setting: Special Education General Education: _____ Other Setting: _____
Activity Description:	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet):	
Supports:	

**Science Alt Link 2
Grades 4, 8, and 11 Only**

**Data Collection Period III
February 1–April 16**

Documentation of Self-Determination

**Connected to: Work Sample #1
OR
Work Sample #2**

**Date on Self-Determination Worksheet must
match date on connected Work Sample. Include a
description of student participation in
Self-Determination process.**