Rhode Island Alternate Assessment Commonly Assessed AAGSEs
2008-2009

MATHEMATICS AAGSE	Clarification	Sample Activity	Data Collection
NO1.1a Recognize or label a small collection of up to "four" items with a number symbol/word	A student must look at a small group of items and recognize by pointing, touching, eye gaze, or verbally naming a group of up two four items with a number symbol or word. A student could also label the group which means the student assigns a label such as a number/word card. It is **not** a counting activity.	**Example 1**. When asked to point to 4 pieces of candy, the student working in a school store points to the group of 4 candies and labels it with a price tag of 5 cents. (Remember this is not a counting activity. The student should not count the group to recognize four.) **Example 2** Students take money they have earned at a fundraiser and label collections of money. For example, a student must label groups of four quarters	Data is collected on the students' accuracy of being able to recognize **or** label the items. Data must also be taken on the students' independence level of recognizing **or** labeling the items with a number symbol or word. (**Example 1**, given 5 opportunities to point to 4 items the student was accurate 3/5 times and independent 2/5 times. **Example 2,** given 8 opportunities the student was able to label four quarters accurately 4/8 times and was independent 3/8 times.)
NO 1.3 Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols	The student is counting objects and either orally or visually pairing the object with a number as they count. As appropriate, students may use a number line or any teacher created number sequence that the student uses to count as a method of assistance. Any counting sequence (number line or teacher made support) must provide the student the opportunity to count beyond the number they are given. For example the student needs to count to 5. The student uses a 1 to 10 number line as a support to learn to count to 5.	**Example 1** The students buy ice cream in the cafeteria for $.50. Suzie brings her coins and a counting mat with counting boxes to four with her. She puts one quarter in the box with 1 and another quarter in the box with the 2. Suzie takes her two quarters and pays for her ice cream. **Example 2** The student counted seeds aloud to be planted in a classroom garden.	**Example 1:** Data would be collected on the students accuracy and independence counting with one-to-one correspondence the correct amount of quarters needed to buy ice cream. (Given 5 opportunities Suzie was accurate 2/5 times, independent 0/5 times, and needed a visual prompt (number line) 5/5 times). **Example 2**: If the student is counting multiple sets of seeds (e.g., 5 sets of 8 seeds) data can be taken on whether the student independently and accurately counted each set (e.g., 4/5 sets) correctly. If the student is only counting one set (e.g., 15 seeds) data can be collected on how independently and accurately the student counted each seed (e.g., 12/15 seeds independently).
NO6.5 Identify the larger of two written numbers	The student must identify through the student's mode of communication (e.g., verbal, eye gaze, pointing, touching, etc) the larger of two written numbers.	Students are preparing a class luncheon. They shop for items needed. They look at various prepared foods and are asked to identify which package would serve more people by choosing the serving with the larger number.	Data is taken on the student's accuracy in identifying the larger of two numbers. (For example, given 6 opportunities the student was accurate 4/6 times. The student was independent 4/6 times.)

Rhode Island Alternate Assessment Commonly Assessed AAGSEs
2008-2009

MATHEMATICS AAGSE	Clarification	Sample Activity	Data Collection
NO10.2 Identify bills; $1.00, $5.00, $10.00, and $20.00 bills	The student must identify the appropriate bills through his/her mode of communication (e.g., verbal, eye gaze, pointing, touching, etc). The student must identify all the bills listed in the AAGSE.	Students go to the local craft store to buy supplies for the upcoming school dance. Each student has a list of items to buy. At the register the student needs to identify the correct bill needed to make the purchases by handing the cashier the correct bill when asked (e.g. Please hand the cashier a $5.00 bill.)	Data is collected on the accuracy and independence of identifying bills. (e.g., Given 7 opportunities the student was able to accurately identify the correct bill needed 2/7 times. He/she was independent 1/7 times.)
NO11.1 Identify the value of coins: penny as 1 cent, nickel as 5 pennies or 5 cents, dime as 10 pennies or 10 cents, a quarter as 25 pennies or 25 cents	Students must identify through their mode of communication (eye gaze, pointing, touching, etc) the value of coins.	Students are making purchases at the school store. The student needs to identify the coins needed to make the purchase. The student needs $.40; he/she must identify the coins needed by their value (quarter, nickel, dime)	Data is collected on the accuracy of the student's ability to identify the value of coins. (For example, Given 9 opportunities the student was accurate 2/9 times and independent 1/9 times.)
NO12.1 Find possible combinations of coins to equal 25 cents or 50 cents	The AAGSE requires the student to use various coins to total 25 or 50 cents. This is **not** a matching activity.	While on a break at the students' job site, the student will make purchase from the honor box. The student is given various coins to find coin combinations up to $.50 to determine how many purchases can be made.	Data is collected on the students' ability to find possible coin combinations to $.50. Data is also taken on the students' independence level. (For example, given 5 opportunities to make coin combinations up to $.50 the student was accurate 4/5 times. The student was independent 2/5 times.)
NO12.4 Add bills together	Students must add the bills together. If appropriate, students may use a number line or any teacher created number sequence that the student uses to count as a method of assistance. Any counting sequence (number line or teacher made support) must provide the student the opportunity to count beyond the number they are given. For example, students can count groups of less than ten $1.00 bills with a 1-10 number line.	Students are purchasing lunch in the community. They use the next dollar method to pay for their lunch. After getting the total the student adds dollars together to get to the next dollar amount.	Data is collected on the student's accuracy and independence in adding bills together. (For example, given 5 opportunities to add bills together the student was accurate 4/5 times, independent 3/5 times, and used a visual prompt (number line) 2/5 times.)

Rhode Island Alternate Assessment Commonly Assessed AAGSEs
2008-2009

MATHEMATICS AAGSE	Clarification	Sample Activity	Data Collection
GM8.1 Develop concept of time, using calendars, clocks and schedules	Students must be using a clock, calendar or schedule. The student must use these tools to show that they understand the concept of time. The student shows that they can make a connection between time and these tools.	Students will use a schedule (with objects, pictures or words) of their school week. The student will develop a concept of time by using his/her schedule to determine what classes they have when and follow that schedule.	Data would be collected on the accuracy of the students' ability to follow their schedule. Example: Students would be asked what class is after morning meeting? The teacher takes data on how accurately and independently the student is able to use his/her schedule to answer the question.
GM8.1a Describe passage of time using terms such as ;"day" and 'night'; "morning" "afternoon" and "night; "yesterday," "today," and 'tomorrow"	The student must be using a clock, calendar or schedule to **describe** how time passes using language that describes the passage of time as described in the AAGSE.	Students use the calendar to describe when an event occurs or if an event occurs in the morning and/or the afternoon. For example, when reviewing his/her weekly schedule, the student identifies that the holiday was yesterday and that the field trip will be tomorrow.	Data is taken on whether or not the student uses key terms to describe the passage of time accurately and independently. An accurate response is when a student looks at calendar and responds with "tomorrow" in their answer when asked "when are we going bowling?" **or** the student correctly indicates if the activity takes place in the morning or in the afternoon.
GM8.1b Using am and p.m. connect the time of day and daily activities or events	This AAGSE is more than using a clock or a schedule. The student must identify am and pm activities.	During a morning meeting the students will use their daily class schedule to determine what classes they have in the am and in the pm. The students will reference an digital clock in the classroom to determine if it is am or pm.	Data is collected on the students' accuracy and independence levels of identifying activities that happen in the am and in the pm. (For example, given 5 opportunities the student was accurate in identifying am activities 2/5 times and was independent 1/5 times.)
GM8.2a Use calendars to determine passage of time	This AAGSE requires the student to use the calendar to determine how many days/months until an event or how many days/months have passed since an event.	The students will use a monthly calendar with holidays and school activities listed on it such as assemblies and vacations. The students will use the calendar to determine how many months are left until school ends for the summer break.	Data is collected on the students' ability to use a calendar. An accurate response is one that the student answers with the correct number of months until summer vacation.

Rhode Island Alternate Assessment Commonly Assessed AAGSEs
2008-2009

MATHEMATICS AAGSE	Clarification	Sample Activity	Data Collection
GM9.1a Follow positional descriptions such as over, under, near, far, between, left, right, above, below, on, beside, next to, to locate relative positions of objects in space	This AAGSE requires the student to show their understanding of positional descriptors by following directions using positional words. For example the student is told to put the cup next to the plate. The student demonstrates his/her understanding of the positional phrase next to by placing the cup the next to the plate.	The student refills the classroom supplies with a peer who provides his/her the directions needed to correctly put the items away. For example, "put the pencils under the pens", "put the paper between the erasers and the books".	Data is collected on the students' accuracy in following the positional word directions. An accurate response is one when the student correctly puts the item in the place the positional word describes. (For example, given 10 opportunities to follow positional word directions the student was 7/10 times and independent 5/10 times)
DSP2.1 Demonstrating simple comparisons (fewest, most, least, equal) by using the data.	The student will use data to make comparisons using the comparison words (e.g., fewest, most, etc.) as described in the AAGSE.	During a science investigation about the things plants need to survive, students created a hypothesis about under which conditions a plant would grow most. Students recorded plant grow for 3 weeks and graphed the height under each condition. Students use the graph to determine which plant grew most and which plant grew least.	Data is collected on the student's ability to use the data to make comparisons. (For example, given 5 opportunities to look at the graph the student accurately determined which grew plant most or least 5/5 times and was independent 2/5 times.)
DSP3.2 Given data, select the display that best represents the data	Students must decide which type of graph or display would be best for the given data.	Students completing a science investigation on the water cycle must decide the best way to display their data about the temperatures required to create ice and steam. Students choose between a bar graph or a line graph.	Data is collected on the student's ability to determine the best representation for the given data. (For example, given 4 opportunities to complete the lab the student was able to accurately select the best display for data 1/4 times. She/he was independent 0/4 times.)

Rhode Island Alternate Assessment Commonly Assessed AAGSEs
2008-2009

MATHEMATICS AAGSE	Clarification	Sample Activity	Data Collection
DSP6.2 Collect and record data to answer a question or test a hypothesis	The student must collect **and** record data. This data must be collected to answer a hypothesis or question.	Students are working with their 8th grade peers to write articles for the school newsletter on student nutrition. One pair created a survey to answer the question "what beverages do students drink at lunch (milk, water, juice, or soda)?" . The students collected and recorded the data by conducting the survey. Students then graphed their data to answer their question.	Data is collected on the student's accuracy and independence in collecting and recording data. A teacher may create a task analysis to keep track of accuracy and independence of both skills.
FA1.1 Recognize a simple repeating (A, B, A, B) pattern with concrete materials	Students must recognize a pattern, **not** create a pattern. To demonstrate they recognize a pattern students must convey what the pattern is (e.g. it repeats red, blue, red, blue) with concrete materials. (e.g., Given examples of simple patterns and non-patterns, the student can identify the item with a pattern when asked which one has a pattern.	Students are gearing up for the school's pep rally. The students review the posters to promote the rally. The students recognize which posters have a simple pattern using the school colors green and white.	Data is collected on the student's ability to accurately recognize a repeating pattern. Data is also collected on the student's independence level. (For example, given 10 opportunities to recognize a pattern the student was accurate 7/10 times and independent 5/10 times.)
FA3.1a Recognize that a box, letter or other symbol represents an unknown quantity	The students use equations/sentences (5 + □ = 7 or x +2 =4) with symbols to represent a unknown answer.	The class are using calculators to complete a math assignment. The student needs to see how many more students need calculators by solving a problem with an unknown quantity. Ten students have calculators and there are 12 students in the class. The student needs to recognize that the □ in the problem 12 - 10 = □ represents the unknown quantity by solving independently or choosing the answer from a choice of a number and non-number.	Data is collected for accuracy and independence. An accurate response is **any** number answer. The accurate response can be obtained several ways depending on the student's ability and mode of communication. The student may verbally state a number or replace the box with an answer. The student may choose the correct answer from a choice of two cards (e.g., a card with a 2 on it and a card with a B on it).