

**Rhode Island Alternate Assessment Commonly Assessed AAGSEs
2008-2009**

READING AAGSE	Clarification	Sample Activity	Data Collection
WID 1.1 Identifying pictures, symbols, objects and words	This AAGSE is broad. The student is to use materials related to their mode of communication (e.g., eye gaze, pointing, touching, etc.) to identify something specific. This activity can be measured in a number of ways, e.g., by pointing or by verbal identification. This is not a matching activity.	The student may identify the next class on his/her schedule by retrieving or choosing the appropriate object from his/her object schedule when told what class is next.	If the student had 7 different classes, data is taken on the independence and accuracy of the student to correctly identify the object needed to follow his/her schedule (e.g., 4/7 objects accurately).
WID 1.1a Identifying pictures, symbols, objects and words that represent self and others	This AAGSE is more specific than WID 1.1. The student must use one of the materials listed to identify a person. They must identify (e.g., eye gaze, pointing, touching, etc.) themselves and others. This activity can be measured in a number of ways, e.g., by pointing or by verbal identification. This is not a matching activity.	The student may identify self and others through the use of pictures to identify those students paired up as lab partners.	Data would be collected on the accuracy and independence of identifying each picture of various people including the student. If there are 5 sets of lab partners the student would have five opportunities to identify self and others (e.g. 3/5 correctly).
WID 1.1b Identifying pictures, symbols, objects and words that represent actions and objects	This AAGSE is more specific than WID 1.1. The student must use one of the materials listed to identify (e.g., eye gaze, pointing, touching, etc.) an action and an object. This activity can be measured in a number of ways, e.g., by pointing or by verbal identification. This is not a matching activity.	The student may identify an action or an object by obtaining and following directions to gather the materials and complete a science investigation.	Data would be collected on the accuracy and independence of identifying each material needed and the student's ability to complete the activity. The student would need to identify the materials needed and identify the actions to complete the activity.
WID 1.1c Identifying pictures, symbols, objects and words that represent some abstract meanings	This AAGSE is more specific than WID 1.1. The student is to use one of the materials related to their mode of communication to identify an abstract meaning. Abstract words are words that have no physical references and define emotional or intellectual states of being. Some examples of abstract words are patience, hope, truth, anger, beauty, love, and success. This is not a matching activity.	The student may be asked to identify how a main character is feeling. The student may identify the main character's feeling from an array of pictures.	Data would be collected on the accuracy and independence of identifying the correct feeling of the character. For example throughout the story the student may have 6 opportunities to identify the main character's feelings (e.g. 4/ 6 correctly).
WID 1.2 Generalizing use of pictures, symbols, objects, and actions to identify their meaning	A student must be able to identify the meaning of the picture, symbol, object or action in more than one setting.	Students read a recipe in class in order to create a shopping list. They then must go to the store and identify the items needed to purchase to complete the recipe.	The data will be collected on the accuracy and independence of the students ability to identify the pictures, symbols, objects or actions in both settings.

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WID 1.4 Recognizing most letters in text and in the environment	The student is recognizing letters. Students recognize through eye gaze, pointing, touching, verbal identification, etc. The student should be assessed on recognizing more than half of the alphabet across the year. This is not a matching activity.	After reading a poem the student recognizes letters that are found in his/her name. The student points to the letters and names each one.	Data is collected on the accuracy and independence of (recognizing) letters within text.
WID1.5 Identifying the primary sounds represented by some letters (sound-symbol correspondence)	Students are identifying by demonstrating letter sounds when provided with a letter(s).	After the teacher reads a daily poem to the class the student must identify the beginning sounds of the words selected by the teacher (eg., /b/ in boat and /sh/ in ship).	Data is collected on the accuracy and independence of the students' ability to identify the primary sounds. In one poem a student may have 12 opportunities to identify a sound (e.g. 5/12 accurately; 2/12 independently).
WID 1.7 Reading high frequency words including names, environmental print and sight words as appropriate to the student's personal, classroom and community experiences	To meet this AAGSE students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols may not be used. These should be words that the student is reading on a regular basis.	The student may be asked to read a supply list (e.g. scale, beaker, water, etc.) for the weekly science lab activity in order to gather the appropriate materials needed to complete the lab.	Data is collected on the accuracy and independence of reading the high frequency words (e.g. 6/10 accurately, 3/10 independently).
V 2.2 Using context clues in text (words and illustrations) to predict words or meanings	The student uses the surrounding text and illustrations to determine the meaning of a new word.	The students are completing a pre-reading activity in English class. They independently read the story and put any words they do not know in their reading journal along with the definition using the corresponding text and illustrations to help them predict the meaning.	Data is collected on the student's ability to accurately predict the meaning of a new word (e.g., given 6 opportunities to predict the meaning of a new word the student was accurate 3/6 times and independent 2/6 times).
V3.2 Using vocabulary to identify and/or describe objects, actions, and events	To demonstrate an understanding of vocabulary, the student must identify or use vocabulary to describe objects, actions and events. This can be done written or orally. Over the course of the year, students must identify or use vocabulary words to describe objects, actions and events.	Students can use vocabulary from participating in a community project, such as working at a local food bank, and describe their experience.	Data is collected on the accuracy and independence of identifying an object, action and event or describing the object, actions and events. The student may have 4 opportunities to describe an event (e.g., 2/4 descriptors correct).

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V.3.4a Organize vocabulary by category	The student must place their vocabulary into distinct categories.	After compiling a shopping list the students are asked to organize the items on the list into categories found in the grocery store (e.g., produce, dairy, etc.).	Data is collected on the accuracy and independence of placing each vocabulary word into the appropriate category.
V 3.5 Selecting the appropriate word to use in context	Students are selecting the appropriate word to use either within a story or in a simple sentence. This can be done in a variety of ways such as verbally, through pictures, pointing, etc. This is not a matching activity.	Within a science lesson students can use a word bank to select the correct to complete a sentence about what a plant needs to grow.	Data is collected on the accuracy and independence of selecting the appropriate word to use within a sentence (e.g., 5/10 accurately; 4/10 independently).
LT4.1 Identifying and/or describing literary elements in a story	Students identify by showing, naming, giving or selecting an element of the story or describes an element of the story. Literary elements are the essential techniques used in literature, such as characterization, setting, plot, and theme. This is not a matching activity.	After reading/listening to the modified story <i>Little Women</i> the student will identify the main characters and setting within the story by identifying the correct picture to represent each.	Data is collected on the accuracy and independence of the student's ability to identify an element of the story such as the character or setting or describe an element of the story (e.g., 4/5 accurately; 2/5 independent).
LT4.1a Identifying the main character(s) and setting	Students identify by showing, naming, giving or selecting a character and a setting. This is not a matching activity.	After reading a chapter of <i>Charlotte's Web</i> the student will identify the main character (Wilbur and/or Fern) and the setting (barn) from a array of 3 pictures by handing the correct picture to the teacher.	Data is collected on the accuracy and independence of the student's ability to identify the main character and setting. The student will have 4 opportunities to identify characters and 4 opportunities to identify settings (e.g., 8/8 accurately; 0/8 independently).
LT4.3 Retelling the key events in a story	The student must restate the key events of the story by describing what happens in it. Retelling is more detailed than just stating the events in the beginning, middle and end of a story. This is not a sequence activity.	After reading the story of Rosa Parks the student retells the key events of the story (e.g., She works as a seamstress. She refuses to give up her bus seat and is arrested. Rosa becomes a symbol of the civil rights movement.)	Data is collected on the student's ability to accurately and independently retell the events of the story. The student may have 4 opportunities to retell the story (e.g. 3/4 accurately; 1/4 independently).
LT4.4 Summarizing or ordering the major events of a story	The student can summarize or put the events of the story in order. Summarizing is less detailed than retelling.	The students are reading a modified version of <i>Harry Potter & the Sorcerer's Stone</i> . At the end of each class the students put the major events of the story in the correct order.	Data is collected on the student's ability to accurately and independently summarize or order the events of the story. (e.g. 4/5 accurately; 3/5 independently)

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IT7.2 Obtaining information from the features of informational text	The student must use some form of informational text such as a phone book, web site, recipe, etc, .to gather information.	The student may look in the yellow pages to help find the names of local pizza parlors that make deliveries along with their phone number to order pizza for lunch.	Data is collected on the accuracy and independence of the student's ability to obtain information from informational text (e.g., accuracy and independence is collected on the student's ability to find phone numbers of local pizza parlors).
IT7.3 Using explicitly stated information to answer literal questions	The student must use informational text to answer literal questions. The answers to the questions must be explicitly stated in the text.	After reading the recipe for pumpkin cake, the student lists the items needed to make a pumpkin cake when asked to make a shopping list for ingredients.	Accuracy and independence is collected on the student's ability to answer literal questions stated in informational text (e.g., accuracy and independence is collected on the student's ability to answer questions about the ingredients of the recipe).
IT7.5 Locating and/or recording information to show understanding when given an organizational format	The student must use some form of informational text such as a telephone book, bus schedule, web site, etc., to locate and/or record information. This is about understanding/using the organizational format of the information text (e.g., the yellow pages of a telephone book is organized alphabetically and by category).	The students are given a bus schedule to determine what bus route they need to take to go to the local food bank to work. The student must write down the bus number they need to take.	Data is collected on the accuracy and independence levels of being able to locate and/or record information (e.g., the student's accuracy and independence is taken on his/her ability to locate the bus route to take to the food bank).
ER10.6 Demonstrating a one-to-one matching of spoken word to words in print	The student must find/match the written word that is read/spoken by the teacher. This is not a written word-to-written word matching activity.	As the teacher reads a daily poem the student is asked to come up to the poem and point to the words of the poem as the teacher says them.	Data is collected on the accuracy and independence of the student's ability to match a spoken word to a word in print.