

MATHEMATICS

NO 1.3 Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).

SPT 35-1: The student will participate in classroom, school and/or community monetary activities.

Describe the SPT for Collection Period 1

Many students purchase lunch at the school cafeteria. Although most students at Jane's school use a credit card system, Jane is able to pay using cash. Jane buys lunch at the school cafeteria. Although she received most nourishment via G-tube, she is able to taste foods with specific consistency. She enjoys purchasing pudding, ice cream, and mashed potatoes. These foods cost approximately \$1.00 (4 quarters).

Describe the application of the AAGSE to the SPT in a standards based activity

Jane uses a counting board to count 4 quarters to make a \$1.00. Jane is presented with a board that has 4 quarters on it. Jane touches the quarter, slides it in to a metal pan that makes a noise, then touches the switch (device has auditory output says "one") repeat for all 4 quarters. Jane uses one-to-one correspondence between the counting of each quarter and activating her switch to say the counting word. Jane uses a step-by-step communicator (augmentative communication device) with it pre-programmed to say "one" when the student hits the switch the first time, "two" when the student hits the switch the second time and so on up to "five".

Assessing the AAGSE NO 1.3: Data was taken on Jane's accuracy and level of prompting to demonstrate NO 1.3.

Option One: Collecting Data Per "Count"		
	A/I	
1-Move single item	✓/hoh	
2-Label "one"	✓/hoh	
3-Move single item	✓/pp	
4-Label "two"	✓/hoh	
5-Move single item	✓/tp	
6-Label "three"	✓/tp	
7-Move single item	✓/tp	
8-Label "four"	✓/tp	
9-Stop	✓/tp	

Determining Accuracy:
Moving single item:
Accurate: the student moved one item
Inaccurate: student moved two items per count

Label with counting word:
Accurate: student touched the switch a single time
Inaccurate: student makes two hits per count

Evaluating Student Performance:
Jane was evaluated using a task analysis with nine data opportunities. She was accurate in 9/9 opportunities (100% accurate). Jane required a tap prompt for 5/9 opportunities (55%), physical prompt for 1/9 (11%), and HOH for 3/9 (33%). Her independence was 0%

Option Two: Overall Data Per skill		
	Trial 1	Trial 2
Move single items	✓/HOH	✓/pp
Label items	✓/pp	✓/HOH
Stop When target is reached	✓/pp	✓/pp

Determining Accuracy:
Moving single item:
Accurate: the student moved one item
Inaccurate: student moved two items per count

Label with counting word:
Accurate: student touched the switch a single time
Inaccurate: student makes two hits per count

Evaluating Student Performance:
Jane made two purchases and was evaluated on (1) moving a single item, (2) Labeling the item, (3) stop when target is reached (6 data opportunities). She was accurate in 6/6 opportunities (100% accurate). Jane required a physical prompt for 4/ 6 (66%) and HOH for 2/6 (33%). Her independence was 0%

Student Work AAGSE WC 9.4: Photograph of the student counting with a clear description using the Photograph Evidence Documentation Form. It is helpful to include the counting board, augmentative communication device and the quarters in the picture.

Ideas for Additional Collection Periods:

- Purchase stickers at school store/Book Fair to decorate a book cover for the school's reading week display.
- Purchase jello at a community store for an art project (using jello instead of paint)

GRADE 7: Writing

SPT 07-1: The student will write in response to activities in their community

WC 9.4 Using punctuation correctly**Describe the SPT for Collection Period 1**

Students go to store on a weekly basis to buy necessary supplies for school and classroom activities. Today, the students are shopping for activities related to Reading Week at the Book Fair. After returning to the classroom, Jane wrote in response the activity by creating questions about the activity to ask her classmates what they purchased.

Describe the application of the AAGSE to the SPT in a standards based activity

Jane was provided a tactile object sentence strip for the question "What did you buy" (with piece of plastic bag as a tactile object). Jane (1) read the tactile object sentence strip, (2) read the two choices of punctuation, (3) selected the correct punctuation (question mark symbol: a block with a raised question mark) from a field of two symbols and then (4) wrote the punctuation (placed the punctuation beside the sentence strip). Data was taken on Jane's accuracy and level of prompting using a four step task analysis.

Data Collection Example		
	Trial 1	Trial 2
1- Read sentence strip	✓/HOH	✓/pp
2- Read two choices of punctuation	✓/pp	✓/HOH
3- Select punctuation	✓/pp	✓/pp
4-Write punctuation	✓/pp	✓/pp
<p>Determining Accuracy: Reading sentence strip/Reading Choices: <u>Accurate:</u> the student moved hands over the text <u>Inaccurate:</u> student did not move hands over the text</p> <p>Selecting punctuation: <u>Accurate:</u> student kept hand over correct punctuation <u>Inaccurate:</u> student kept hand over incorrect punctuation</p> <p>Writing punctuation: <u>Accurate:</u> the student moved punctuation within 4 inches to the right of the sentence strip. <u>Inaccurate:</u> student did not place punctuation within 4 inches to the right of the sentence strip.</p> <p>Evaluating Student Performance: Jane wrote two questions and then gave the questions to two classmates to find out what they bought at the store. Jane was evaluated using a four step task analysis that included (1) reading the sentence strip, (2) reading two choices of punctuation, (3) selecting punctuation, and (4) writing punctuation for a total of 8 data opportunities. She was accurate in 8/8 opportunities (100% accurate). Jane required a physical prompt for 6/8 opportunities (75%) and HOH for 2/8 (25%). Her independence was 0%</p>		

Student Work AAGSE WC 9.4: Photograph of the student selecting the question mark symbol with a description using the Photograph Evidence Documentation Form. It is helpful to include the question mark symbol in the photograph.

Ideas for Additional Collection Periods:

- Write in response to a volleyball game in physical education to create statements using an exclamation point (e.g. "Good hit!").
- Write in response to Pajama Day (a school fund raiser for a charity) o comment on a friend's pajamas (e.g. "I like your PJs.").

Grade 4 Reading

SPT 35-4 The student will read/experience text related to school and/or community.

V 3.5 **Selecting the appropriate word to use in context (e.g. student uses pictures or word banks to complete sentences or storyboards).**

Describe the SPT for Collection Period 1:

The students write articles for their monthly newsletter which is sent home to all fourth graders to share the events of the month. Jane's class wrote about a school food drive for families in her community. Each day, Jane gathered all the donations and brought them to the office. On this day, Jane's classmate took a photo of her delivering the food. Jane saw the photograph (on the camera display screen) and developed a caption for the photograph.

Describe the application of the AAGSE to the SPT in a standards based activity:

Jane had two tactile sentence strip captions. She read both strips and chose the tactile sentence strip that conveyed "I give" (with the texture that represents Jane) and the Mayer Johnson symbol "give"). Jane was prompted to finish the sentence. She read the remaining two choices and selected the appropriate word for the context (food.=can of food marked with a MJ food symbol). Jane created the caption for one photograph for the newsletter. Jane was evaluated using a four step task analysis that included (1) reading the sentence starter, (2) selecting the sentence starter, (3) reading the remaining symbols, and (4) selecting the word to complete the sentence.

Assessing the AAGSE V 3.5: Data was taken on Jane's accuracy and level of prompting to select the appropriate word in context using a 4 step task analysis.

Data Collection Example		
	Trial 1	
1- Read sentence starters	✓/HOH	
2- Select the sentence starter	✓/pp	
3- Read remaining symbols	✓/pp	
4-Select the word to complete the sentence	✓/pp	
<p>Determining Accuracy: Reading sentence starter/symbols: <u>Accurate:</u> the student moved hands over the text <u>Inaccurate:</u> student did not move hands over the text</p> <p>Selecting sentence starter/ word to complete the sentence: <u>Accurate:</u> student selected sentence starter/word that is consistent for the context <u>Inaccurate:</u> student selected sentence starter/word that is inconsistent for the context (e.g. selects flowers to complete the sentence on the food drive)</p> <p>Evaluating Student Performance: Jane was accurate in 4/4 steps her task analysis (100% accurate). Jane required a physical prompt for steps 2,3,and 4 (75%) and HOH assistance to read the sentence starter (step 1) (25%). Her independence was 0%</p>		

Student Work for AAGSE V 3.5: Photograph of the student selecting the word to finish the sentence. A description using the Photograph Evidence Documentation Form should convey the details of how this student participates in this reading activity. It is helpful to include the sentence strip and the word symbol choices in the photograph.

Ideas for Additional Collection Periods:

- Select the name of a friend to complete a sentence to choose a partner for science class.
(e.g. "Jane (name symbol) works (MJ symbol for work)" + "Sue").
- Write a journal entry about a favorite book read during Dr. Seuss' Birthday Celebration.
(e.g. "Jane (name symbol) likes (MJ symbol for like)" + "Green Eggs and Ham=book).
- Write a letter to the principal to convey information about an fourth grade event.
(e.g. "Reptile Mobile (dried lizard)" + "disgusting (on a step-by-step talking symbol that says "yuck" "fun" "boring")

GRADE 7: Science**AAGSE: LS1.1.2b** Sort organisms based on one or two similar or different external features.**INQUIRY CONSTRUCT:** Conducting: Use data to summarize results**OBSERVE/QUESTION:** Students will observe/touch animals with fur. After touching the animals, the class developed the research question, "Do all animals have fur?"**PLANNING:** Students chose the bins to collect all the materials and marked one bins with a piece of fur and another bin with a hard shell. The students also labeled the bins with symbols (fur, shell).**CONDUCTING:** Students followed a multiple step procedure: 1-touch the organism, 2- touch the bins, 3-place the organism in the appropriate bin to match the external feature (fur, shell). After all organisms were sorted, students were asked to touch the organisms with fur, and the organisms with no fur (shells) as a summary of their sorting.**ANALYZING:** After sorting all the organisms, students felt the organisms in the two bins and were asked to find the organisms with a shell. The students were asked to find the data (organisms) that have no fur to answer the research question.**Assessing INQUIRY Construct: Conducting (using data to summarize results)**

Jane was prompted to touch both bins and then was assessed on her ability to locate the bins with furred organisms and the bin with shell organisms.

Data Collection Example	Trial 1	Trial 2
Summarize results by touching organisms with shells	✓/pp	✓/HOH
Summarize results by touching organisms with fur	✓/pp	✓/pp
Determining Accuracy: Reading sentence starter/symbols: <u>Accurate:</u> the student made contact with the correct organisms <u>Inaccurate:</u> student made contact with the incorrect organisms Evaluating Student Performance on the AAGSE: Jane was accurate in 4/4 steps her task analysis (100% accurate). Jane required a physical prompt for steps 2,3and 4 (75%) and HOH assistance to read the sentence starter (step 1) (25%). Her independence was 0%		

Student Work INQUIRY Construct: Conducting (following procedures): Photograph of student locating the desired sorted organisms with description using the Photograph Evidence Documentation Form. The photo of Jane touching the organisms should also include the bins marked with the tactile symbols (fur/shell).**Assessing the Knowledge AAGSE: LS1.1.2b Sort organisms based on one or two similar or different external features.**

Jane was evaluated on whether she correctly sorted each organism by one external feature (fur/shell) . Jane first touched bin symbols, was given one organism, and placed the organism in the bin corresponding to the external feature. Data was taken on the student's performance in five different trials.

Data Collection Example	10/23	
Trial 1	✓/pp	
Trial 2	✓/pp	
Trial 3	✓/HOH	
Trail 4	X/pp	
Trial 5	✓/pp	

Determining Accuracy:**Reading sentence starter/symbols:**Accurate: the student sorted organism correctlyInaccurate: the student sorted the organism incorrectly**Evaluating Student Performance on the AAGSE:**

Jane was accurate in 4 out of 5 trials to sort the organisms by external feature (80% accurate). Jane required a physical prompt for 4 out of 5 trials (80%) and HOH for 1 trial (20%). Her independence was 0%.

Student Work AAGSE LS 1.1.1c: Photograph of Jane sorting the organisms with a description using the Photograph Evidence Documentation Form. It is helpful to include the symbol of "living" somewhere in the photograph. It is helpful to have the student touching the organisms with the bins marked with the tactile symbols (fur/shell) with the written symbols shown in the photograph.

GRADE 11: Science**INQUIRY CONSTRUCT: CONDUCTING** (Use accepted methods for organizing, representing and/or manipulating data)**AAGSE: LS1.1.3 Distinguish plants from animals.**

OBSERVE/QUESTION: Students felt examples of plants and animals and were introduced to two symbols: PLANTS (written symbol of "plant" with a leaf attached) and ANIMAL (written symbol of "animal" with a life-like (not real) mouse attached). Students participated in defining the research question, "Are all plants green?"

PLANNING: Students assisted in placing a variety of plants and animals in brown bags with 4 total items in each bag. Students placed a label on each bin (ANIMAL, PLANT).

CONDUCTING: Students followed a multiple step procedure: 1-touch the object, 2- touch both bins, 3-place the object in the associated bin. Once the objects were sorted, they were placed on a tactile graph marked with ANIMALS and PLANTS

ANALYZING: Students touched the two bins and discussed (using their symbols) whether they found plants that are green and not green to answer their research question.*

Assessing INQUIRY Construct: Conducting (using accepted methods of organizing data)

Jane was assessed on her ability to organize her data. Jane was given 5 opportunities (trials) to organize her data into her graph

Data Collection Example for graphing		10/23
Trial 1		✓/Ind.
Trial 2		✓/pp
Trial 3		✓/HOH
Trial 4		X/pp
Trial 5		✓/pp

Determining Accuracy:

Accurate: the student placed the data in the correct column & correct box

Inaccurate: the student placed the data incorrectly

Evaluating Student Performance on the AAGSE:

Jane was accurate in organizing her data in 4 out of 5 trials (80% accurate). Jane required a physical prompt for 3 out of 5 trials (60%), HOH prompting for 1 trial (20%). Her independence was 20%.

Student Work for INQUIRY Construct: Conducting (using accepted methods of organizing data)

Photograph of Jane placing data in the graph with a description using the Photograph Evidence Documentation Form. It is helpful to include the symbols of "PLANT" and "ANIMAL" (on graph) somewhere in the photograph.

Assessing the Knowledge AAGSE: LS1.1.3 Distinguish plants from animals.

Jane was assessed on her ability to distinguish plants from animals. Jane was given 5 opportunities (trials) to distinguish plants from animals using a three step procedure (total of 15 data opportunities).

Data Collection Distinguishing Plants from Animals		10/23				
	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	
Step 1: touch the object	✓/pp	✓/HOH	✓/Ind.	✓/Ind.	✓/pp	
Step 2: touch both bins (symbols)	✓/pp	✓/pp	✓/pp	✓/Ind	✓/pp	
Step 3: place the object in the associated bin.	✓/HOH	✓/HOH	✓/HOH	✓/HOH	✓/HOH	

Determining Accuracy:**Steps 1 and 2 Touching object/both bins:**

Accurate: student moved hands over the object/symbol Inaccurate: student did not move hands over the object/symbol

Distinguishing Plants from Animals (placing object into correct bin):

Accurate: the student correctly sorted object Inaccurate: student did not correctly sort object

Evaluating Student Performance on the AAGSE:

Jane was accurate in 15 out of 15 data opportunities (100% accurate). Jane required a physical prompt for 6 out of 15 opportunities (40%), HOH prompting for 6 opportunities (40%). She was independent in 3 opportunities (20%).

Student Work for AAGSE LS1.1.3 Distinguish plants from animals.

Photograph of Jane sorting plants and animals with a description using the Photograph Evidence Documentation Form. It is helpful to include the symbols of "PLANT" and "ANIMAL" (on bins) somewhere in the photograph.

ACTIVITY #1:

Grade 4: Reading

SPT 35-4: The student will read/experience text related to school and/or community.

V 3.3: Identifying and/or using synonyms and antonyms

Describe the SPT for Collection Period 1: The students at Jane’s school are baking food items for a school bake sale. The students in Jane’s class are baking a cake. Jane and her classmates read the text of the recipe (comprised of object symbols and Mayer Johnson symbols).

Describe the application of the AAGSE to the SPT in a standards based activity:

The students read that the recipe called for wet ingredients to be mixed together in one bowl and dry ingredients to be mixed together in another bowl. Jane needed to help identify the wet and dry ingredients in order to prepare for baking the cake. Jane is learning the antonyms “wet” and “dry” using object symbols (block with a wet towel and Mayer Johnson “wet” symbol and block with a dry towel and Mayer Johnson “dry” symbol). Jane was prompted to read (touch) the symbol “dry” and label one set of ingredients with the “dry” symbol. She was then asked to identify the antonym in order to label the other set of ingredients (from a field of one blank block and a block with the “wet” symbol – a block with a wet towel and Mayer Johnson “wet” symbol).

Assessing the AAGSE V 3.3:

Data Collection		

Determining Accuracy:

Accurate: _____

Inaccurate: _____

Student Work for AAGSE V 3.3: Photograph of the student using the symbol (antonym: “wet” or “dry”) in the context of the baking activity. A description using the Photograph Evidence Documentation Form should convey the details of how this student used the symbols within this baking/reading activity. It is helpful to include the two object symbol choice(s) in the photograph and convey how the symbols are antonyms.

Ideas for Additional Collection Periods:

ACTIVITY #2:

Reading

SPT 10-4: The student will read/experience text related to transition to adult life. *Or*

SPT 68-4: The student will read/experience text related to community, state, and/or vocational topics. *Or*

SPT 35-4: The student will read/experience text related to school and/or community.

AAGSE V 3.2 Using that vocabulary to identify and/or describe objects and events

Describe the SPT for Collection Period 1:

Describe the application of the AAGSE to the SPT in a standards based activity:

Assessing the AAGSE V 3.2:

Data Collection					

Accurate: _____

Inaccurate: _____

Student Work for AAGSE

Ideas for Additional Collection Periods: