RJ

Grade 7

Middle School

Mrs. Q

2007/2008

Portfolio Validation Form

(Complete one for the entire portfolio)

Student Name : RJ _____ **SASID #:** _____ **Date:** 4-18-08

SAU #: _____ **Student's Grade:** ____2 ____3 ____4 ____5 ____6 ✓7 ____8 ____10 ____11

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, typical peer, etc.

Instructional Team Signatures:

- Name: Mr. S _____ Position: Reg. Ed. Science Teacher

  Contribution to Portfolio: all reg. ed. science location entries for Bdg., Math, Writing

- Name: Mrs. D. _____ Position: Reg. Ed. Social Studies Teacher

  Contribution to Portfolio: all reg. ed. social studies location entries for Bdg., Math, Writing

- Name: Mrs. C. _____ Position: Reg. Ed. Consumer Ed. Teacher

  Contribution to Portfolio: all reg. ed. "Home Ec." location entries for Bdg.

- Name: Mr. E _____ Position: Reg. Ed. Technology Ed. Teacher

  Contribution to Portfolio: all reg. ed. "Shop" location entries for

- Name: Ms. S _____ Position: Reg. Ed. Health Teacher

  Contribution to Portfolio: all reg. ed. Health location entries for

- Name: Mrs. B _____ Position: Reg. Ed. Art Teacher

  Contribution to Portfolio: all reg. ed. Art location entries for

- Name: Mr. S _____ Position: Reg. Ed. Physical Education Teacher

  Contribution to Portfolio: all reg. ed. Gym location entries for

- Name: Mrs. J _____ Position: Reg. Ed. Head of Cafeteria

  Contribution to Portfolio: all reg. ed. cafeteria location entries for

Statement of School Principal/General Curriculum Supervisor:

I verify that I have reviewed the portfolio of (student) RJ _____, *in Grade* 7 *and have found it to be complete and ready for submission to Statewide Assessment.*

Principal's Signature : _____ **Date:** 5/5/08

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) Middle School school to photograph

or video- or audiotape my son/daughter, (print name) RJ.

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

11/8/2007
Date

Parent/Guardian Portfolio Review Statement

Name of student (please print) R.J.

I, (please print) C, have reviewed my child's work that is contained in this portfolio. My child's teacher, (please print) Mrs. Q, 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:

5/5/08 C
Date Parent/Guardian Signature

5/5/08 D Q
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.

Dr. Lyonel B. Tracy
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) RJ_____, 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) C_____, am the parent or legal guardian of (please print) RJ_____. 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

____ 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 11/8/2007

My name is RJ: . I like to travel. I learn a lot of things. I eat healthy. I like to go to recess. I enjoy being outside. I like to play with the ball at recess. For dinner I like to have ribs, rice, cabbage, candied yams, broccoli and sweet potatoes. I also like greens, and applesauce. And that's it.

I like to learn about maps and other countries. I communicate by talking. I write and type. I am getting better at my typing skills. I use two fingers to type.

The Middle School is a nice school to go to. It has nice teachers and I have nice friends.

Middle School Class Schedule

R Grade 7, ~Homeroom: 406

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
7:37-7:45	Advisory 7E S 406	Advisory 7E S 406	Advisory 7E S 406	Advisory 7E S 406	Advisory 7E S 406	Advisory 7E S 406
7:47-8:34	Social Studies 7E D 408	Art 7E B 505 plus other specials	Reading 7 Q 201	Social Studies 7E D 408	Art 7E Bo 505 plus other specials	Reading 7 Q 201
8:36-9:23	Science 7E S 401	Connected Math 7 Q 201	Art 7E Bo 505 plus other specials	Science 7E S 401	Connected Math 7 Q 201	Art 7E Bo 505 plus other specials
9:24-10:13	Reading 7 Q 201	Social Studies 7E D 408	Study 7E H 206	Reading 7 Q 201	Social Studies 7E D 408	Music 7E M 500
10:15-11:00	Art 7E Bo 505 plus other specials	Science 7E S 401	English 7 Q 201	Art 7E Bc 505 plus other specials	Science 7E S 401	English 7 Q 201
11:02-11:47	English 7 Q 201	Reading 7 Q 201	Connected Math 7 Q 201	English 7 Q 201	Reading 7 Q 201	Connected Math 7 Q 201
11:49-12:32	Lunch: Grade 7(11:50 to 12:10) Directed Study: Grade 7(12:12 to 12:33) Directed Study: Grade 8(11:50 to 12:12) Lunch: Grade 8(12:13 to 12:33)					
12:34-1:21	Physical Educ. 7E S Gym 2	English 7 Q 201	Social Studies 7E D 408	Study 7E D 408	English 7 Q 201	Social Studies 7E D 408
1:23-2:10	Connected Math 7 Q 201	Physical Educ. 7E S Gym 2	Science 7E S 401	Connected Math 7 Q 201	Music 7E M 500	Science 7E S 401

*Highlighted blocks indicate regular education classes: Science, Social studies, Art, Music, Health, Phys. Ed, Tech Ed, Consumer Ed, Computer, Lunch, Recess, Advisory

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

Student Name: RJ ___ **SASID #:** _____ __ **SAU #:** _____ **Grade:** 7

Content Standard:
* pg. 67 in manual **Standard #1** *Reading*
Student will demonstrate the interest and ability to read age/grade-appropriate materials fluently, with understanding and appreciation.

Student Performance and Progress: ONE *Measurable* Targeted Skill: RJ will read curricula vocabulary words with 80% accuracy

Explain how the targeted skill is connected to the Content Standard: RJ will practice this skill in the following areas of curricula: Reading, Science, Social Studies, Health, Music, Gym, Computer etc. which will enhance his ability to read directions, information, stories and instruction in the reg. ed. content.

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. 2

Collection Period I: September 17–November 16, 2007
Two Student Work Samples Pgs. 3-8
One Self-Determination Worksheet connected to one of the Work Samples Pg. 9

Collection Period II: November 19, 2007–February 1, 2008
Two Student Work Samples Pgs. 10-15
One Self-Determination Worksheet connected to one of the Work Samples Pg. 16

Collection Period III: February 4–April 18, 2008
Two Student Work Samples Pgs. 17-23
One Self-Determination Worksheet connected to one of the Work Samples Pg. 24

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.

Student Name: RJ

Targeted Performance: RJ will read curricula vocabulary words with 80% accuracy

Percentage of Accuracy

	Read Reg. Ed. Science words from "Environmental Problems"	Read Reg. Ed. Music words from "Note Name and Values"	Read Reg. Ed. Health words from "Safety and First Aid"	Read Reg. Ed. Social Studies words from "Volcano Rabbit"	Read Reg. Ed Gym words from "Soccer Handout"	Read Math words from Special Ed math Class Book	Read Reg. Ed. Computer words from "Computers Inside and Out"	Read words from Spelling Lesson #10 in Spec. Ed. English	Read Reg. Ed. Science words from "Landforms"
Date	10-4-07	10-24-07	11-8-07	11-28-07	12-13-07	1-10-08	2-14-08	3-13-08	4-10-08
100									
95									93%
90							89%		
85								80%	
80					75%				
75						70%			
70				67%					
65			62%						
60	50%	50%							
55									
50									
45									
40									
35									
30									
25									
20									
15									
10									
5									

ceiling

Reading Required Standard
Grades 2–7 and 10 Only

Data Collection Period I
September 17–November 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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 10-24-07
Content Area: Reading I Work Sample: 1	
Data Collection Period: I	Setting: Special Education General Education: Music Class Other Setting:
Activity Description: Ten music vocabulary words were targeted to be checked and read independently by RJ. to his typical peer class-mate. Verbal cues were given to RJ to look in a particular section to find the word. Typical peer pointed to each word when it was time for RJ to read them out loud.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): RJ read 5/10 correctly = 50%	
Supports Provided and/or Used on this Specific Activity: Typical peer, verbal cues to look in certain sections to locate word; typical peer pointed to words for RJ to read aloud to Reg. Ed. Music Teacher	

Name: RJ Date: 10-24-07

In **MUSIC CLASS**, we encounter new and important terms. Can you **FIND** all the music vocabulary words posted on the board? Please put a **CHECK** above each one found in this assignment. Now **READ** each one out loud to another classmate.

Great start RJ !

You read 5 out of 10 of your music words.

your score is 50%

Name _____ _____

"Cheat Sheet"

Note Name & Values

In Time Signatures: 2/4 3/4 4/4

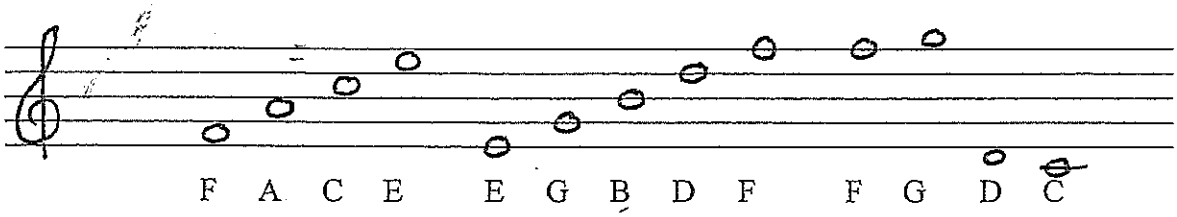
𝅝	Whole note	4 beats
𝅗𝅥.	Dotted half note	3 beats
𝅗𝅥	Half note	2 beats
♩.	Dotted quarter note	1-1/2 beats
♩	Quarter note	1 beat
♪.	Dotted eighth note	¾ beat
♪	Eighth note	½ beat
♫	2 eighth notes	1 beat total
𝅘𝅥𝅯	Sixteen note	¼ beat
𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯	4 sixteenth notes	1 beat total

Letter Names:

Treble Clef (G-clef):

Spaces: F A C E

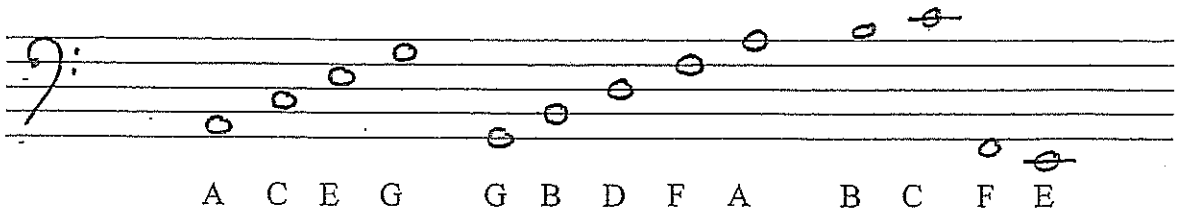
Lines: E G B D F *(Every Good Boy Deserves Fudge.)*



Bass Clef (F-clef):

Spaces: A C E G *(All cows eat grass.)*

Lines: G B D F A *(Good Boys Deserve Fudge Always.)*



Reading Required Standard
Grades 2–7 and 10 Only

Data Collection Period I
September 17–November 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 ***Attach to Work Sample***	
Student Name: RJ	**Date:** 11-8-07
Content Area: Reading 1 Work Sample: 2	
Data Collection Period: I	Setting: Special Education General Education: Health Class Other Setting:
Activity Description: RJ's typical peer, B, worked with RJ and provided verbal cues to look in certain areas of the reading selection to find and underline the 13 dictated Health vocabulary words. Then RJ read back the words independently. RJ, and his typical peer then read the passage together to the Reg. Ed. teacher.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): RJ read correctly 8/13 words = 62%	
Supports: Passage was adapted to provide a shorter length; typical peer provided verbal cues; after score was recorded, typical peer read passage along with RJ; reg. ed. teacher support was present	

Name: _____ _____ Date: _____

READ your assignment from **HEALTH CLASS**.

UNDERLINE the health vocabulary words dictated by your teacher.

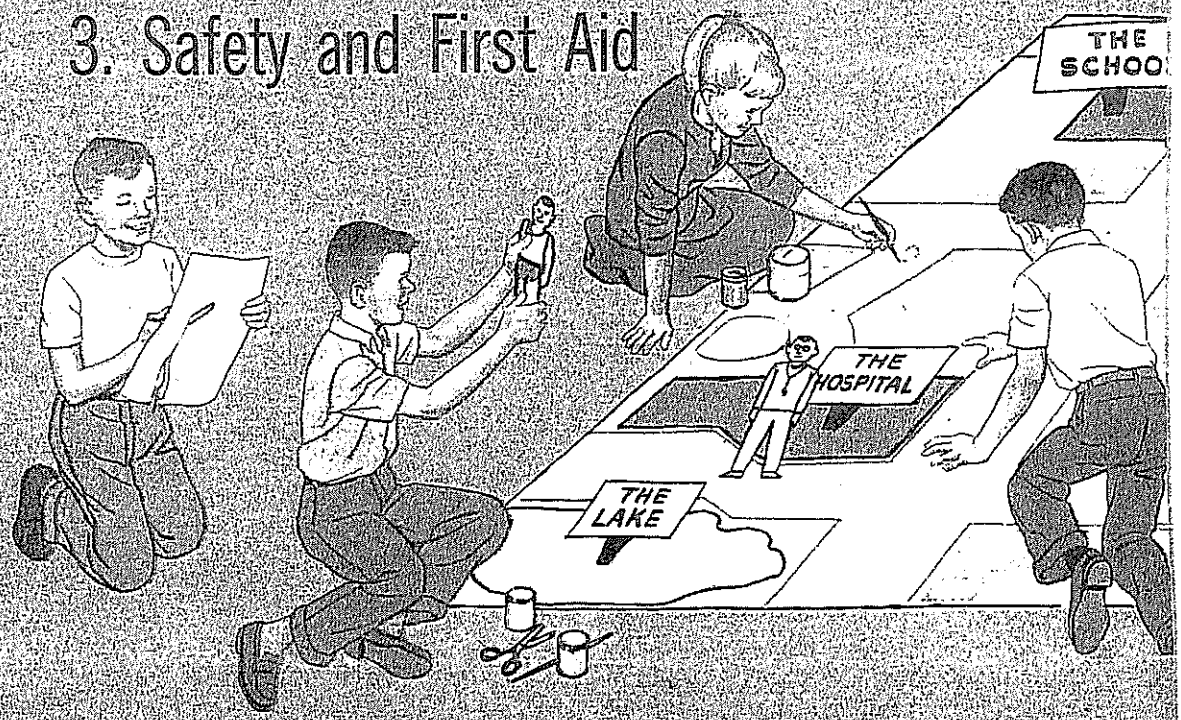
13 words were dictated.

8 words were underlined. and read.

62% equals your grade.

Keep on trying, RJ !
Nice Reading today ☺

3. Safety and First Aid



Safety and Accident Prevention

First lessons about danger. Most of you learned your first lesson in safety and accident *prevention* (prē·vĕn′ shŭn) at a very early age. Your parents, other adults, or perhaps older brothers and sisters watched over you. They often protected you against dangers which you were too young to recognize. But because they could not watch you every minute, you probably experienced pain at some time as the result of an accident. And so you learned that if you touched a hot stove or other hot object, you would get burned. This was a lesson in accident prevention that you learned through experience.

You probably had other similar little accidents happen to you. Perhaps some of you suffered serious injuries because you had not learned to protect yourself. Learning safety rules and learning to be alert to danger is part of growing up. Safety is your responsibility.

Name RJ _____ Date 10-26-07

Self Determination Form

Data Collection Period I Corresponds with work sample 1

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I Chose to read Music Vocabulary Work

B. **Planning:** (What will I need?)

Materials Needed: Music Work on the board [illegible]

Steps to be completed: Read the Work check off the Work

Where will I practice: in [illegible] Class

C. **Monitoring:** (How am I doing?)

Excellent

OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

Read the Work [illegible] and Chef

Note:

- RJ needed verbal cues to go back to look at his work to pick out words he wanted to improve on. He also asked for some assistance to spell certain words, ex: "vocabulary". For "Steps to be completed", RJ was asked, "What did you do first, what did you do second, etc."
- RJ did his own writing

Reading Required Standard
Grades 2–7 and 10 Only

Data Collection Period II
November 19–February 1

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 11-29-07
Content Area: Reading 1 Work Sample: 1	
Data Collection Period: II	Setting: Special Education General Education: Social Studies Class Other Setting:
Activity Description: RJ read the passage "Volcano Rabbit" to his Reg. Ed. Social Studies teacher and typical peer. Then he attempted to high light the list of 15 targeted Social Studies vocabulary words. RJ then read the list out loud.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): RJ read 10/15 words correctly = 67%	
Supports: Adapted assignment as passage was chosen for its shorter length; typical peer worked along with RJ ; reg. ed. teacher provided encouragement; typical peer gave verbal cues to look in sections to highlight	

Name: RT

Date: 11-29-07

Class: Social Studies

Activity: Volcano Rabbit

Instructions:

1. **Read** the information out loud to a friend.

2. Find and **highlight** the following social studies vocabulary from your paragraph.

Read:

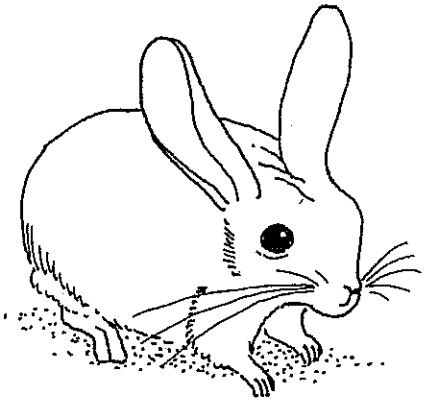
x 1.	creature
C 2.	mouse
x 3.	altitudes
x 4.	dormant
C 5.	volcanoes
C 6.	south
C 7.	volcanic
C 8.	grows
x 9.	soil
C 10.	food
C 11.	animals
C 12.	colonies
C 13.	burrow
C 14.	tunnels
x 15.	rodents

You read 10/15 words!
Your score is a 67%

You are improving!

Volcano Rabbit

This creature looks like a huge mouse with big ears. It lives only at altitudes of 9,000 to 12,000 feet and is known to exist only on Popocatepetl and Ixtacihuatl, two dormant volcanoes south of Mexico City. The zacaton grass that grows in the rich volcanic soil is its favorite food. These animals live in colonies and burrow tunnels similar to those of common rodents.



Reading Required Standard
Grades 2–7 and 10 Only

Data Collection Period II
November 19–February 1

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 12-13-07
Content Area: Reading 1 Work Sample: 2	
Data Collection Period: II	Setting: Special Education General Education: Physical Education Class Other Setting:
Activity Description: Typical peer helped RJ read the reg. ed. assignment "mms P.E. Soccer Handout"; typical peer provided verbal cues for RJ to look in certain areas to check off targeted list of gym words; then RJ read the list of 20 words out loud to his typical peer and his Reg. Ed. teacher.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): RJ read 15/20 words correctly = 75%	
Supports: Adapted list of 20 vocabulary words provided; typical peer gave some verbal cues for RJ to look in certain areas of the passage to check off the targeted word; practiced reading with Reg. Ed. teacher and typical peer.	

Name: R _____ _____ Date: [illegible]

Find Gym Vocabulary Words

Directions:

A. **READ** the **MMS P.E. SOCCER HANDOUT**.

B. **LOOK** at the list below of vocabulary words.

C. **LOCATE** the same words in your handout.

D. Put a **CHECK** above each word as you find them.

E. **TALLY** your score.

75%

Nice!

* Read **Vocabulary Words:**

C 1.	field	C 11.	free
C 2.	players	C 12.	clock
C 3.	play	x 13.	sideline
C 4.	game	C 14.	touchline
x 5.	official	x 15.	foul
C 6.	goal	x 16.	opponent
C 7.	score	C 17.	dangerous
C 8.	ball	C 18.	holding
x 9.	kicker	C 19.	pushing
C 10.	kick	C 20.	Tripping

R Jay - you read 15/20 words correctly!

Your Score is: 15 out of 20 possible points.

MMS P.E.
SOCCER HANDOUT

Basic Rules & Information

Players: 11 needed on the field per team to play an official game.

Goal: When the ball completely crosses the goal line between the goal posts. Each scores count as 1 point and then play begins by the opposite team in the center circle.

Goalkeeper: It is the only player that is dressed differently so the officials know who is allowed to touch the ball with their hands.
The Basic Uniform: Shorts, shirt, cleats, mouth guard and shin pads are worn for the game.

The Officials: They determine who gets the ball at the beginning of a match with a coin toss. The winner can choose between the side of the field or the ball. The choice can be help because of the wind conditions or the sun's position. Two officials call the touchline out of bounds, the head official makes all the calls on the field and one official runs the score and clock.

The Game: It is played in 2 halves varying between 30-45 min. An official Olympic game is 90 min.

The Ball: Only one ball is used on the field to play the game when the clock is running.
To put the ball in play all opponents should be 10 yards away from the ball. The kicker cannot touch the ball twice in a row when putting the ball back in play. The ball must travel its own circumference once before it deemed in play. At the beginning of a game, a new half or after a goal the ball is put back in play in the center circle.

Throw-In: It is used to put the ball back in play after it goes out of bounds across the touchline. The ball must be thrown straight overhead with two hands on the ball. Both feet must stay on the ground without going over the sideline until the ball leaves the hands. The opposite team to whom touched the ball last before going out will get the throw-in. A faulty throw-in result in the loss of the ball to the other team for a throw-in.

Goal Kick: It is taken by the defensive team when the ball rolls out of bounds by the goal line and after last touching an offensive player. It is taken within the goal box.

Corner Kick: I It is taken by the offensive team when the ball rolls out of bounds by the goal line and after last touching a defensive player. The kick has to be taken by the team within the 1yard quarter circle in the corner on the side the ball went out.

Free Kicks (Direct) or Indirect Kicks are awarded from the spot of the foul if the following happens:

1) Charging an opponent
2) Charging from behind
3) Jumping at an opponent
4) Tripping or kicking
5) Holding or pushing
6) Hand ball
7) Dangerous kick

Penalty Kick: A kick taken by an offensive player from the penalty kick mark in the penalty box. It is warded when a defensive player fouls in the penalty area. The goalkeeper must start with both feet on the goal line.

Name RJ _____ Date 12-13-07

Self Determination Form

Data Collection Period II Corresponds with work sample 2

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I want to read sym. words

B. **Planning:** (What will I need?)

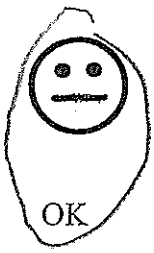
Materials Needed: My soccer hand out, my pencil

Steps to be completed: Read the words of my soccer handout, check my words

Where will I practice: in Ref. Ed. Gym

C. **Monitoring:** (How am I doing?)

Excellent



OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

Read the words opposite and fail

Note:

- RJ asked for help to spell a few words, like "soccer".
- RJ needed verbal cues to look back at his work to find words he wanted to improve on.
- RJ did his own writing

Reading Required Standard
Grades 2–7 and 10 Only

Data Collection Period III
February 4–April 18

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 12-14-08
Content Area: Reading 1 Work Sample: 1	
Data Collection Period: III	Setting: Special Education General Education: Computer Class Other Setting:
Activity Description: RJ first chose the correct word to match the pictures for "Computers: Inside and out". Then he read each one out loud as a typical peer pointed to each word. Regular ed. computer teacher provided the assignment to practice computer vocabulary.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): RJ read 8/9 words correctly = 89%	
Supports: Reg. ed. computer teacher, typical peer pointed to each word to be read by RJ ; verbal cue given to RJ , "what's this?" as each picture was pointed to for a word match	

Name: RJ Date: 12-14-08

We can practice **READING** Vocabulary Words in **COMPUTER CLASS**.

How many computer vocabulary words did your read correctly?

8/9 Correct = 89%

Great Job!

17.

Computers: Inside & Out - Outer Hardware Labeling Worksheet

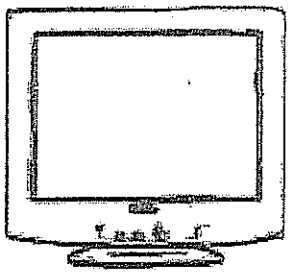
How did you read?

8/9 correct

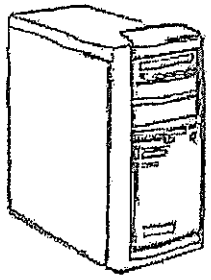
wow

Choose the word that best describes the picture and write the word in the blank.

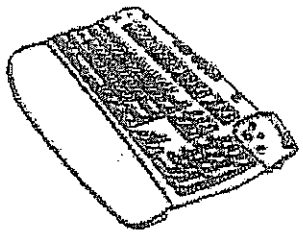
scanner	tower case	monitor
mouse	* digital camera	printer
keyboard	trackball	speakers



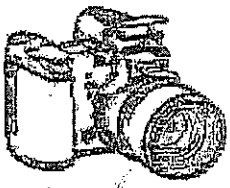
1. Monitor



2. tow-er case

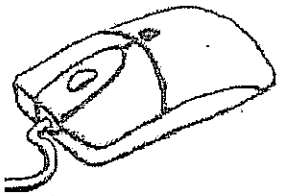


3. Keyboard

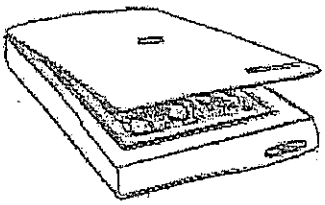


×4. digital camera (misread)

5. trackball



6. mouse



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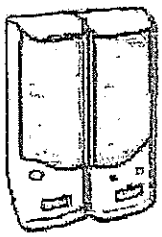
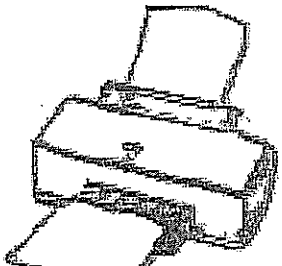


8. speakers



9. Printer

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Reading Required Standard
Grades 2–7 and 10 Only

Data Collection Period III
February 4–April 18

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 4-10-08
Content Area: Reading 1 Work Sample: 2	
Data Collection Period: III	Setting: Special Education General Education: Science class Other Setting:
Activity Description: RJ first took his test on Landforms. Then he read the list of 14 targeted vocabulary words out loud to a typical peer. Reg. Ed. Science teacher oversaw RJ's work and provided verbal cues to areas to look in on test to find and circle target vocabulary words.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): RJ read 13/14 words correctly = 93%	
Supports: Reg. Ed. Social studies teacher; typical peer, verbal cues to look in certain areas on test to find science words to circle; adapted test with accompanying pictures and simpler format;	

Name: _____ Date: _____

Read Your Science Words

After taking your test on Landforms, read and circle the following science words from your test:

water	peninsula
land	island
ocean	mountain
lake	plain
river	volcano
gulf	bay
lava	valley

You read 13/14 correctly = 93 %

Super Job !!

☺

Name
Date

TEST ON LANDFORMS
Part 1

Match- write the correct letter on the line

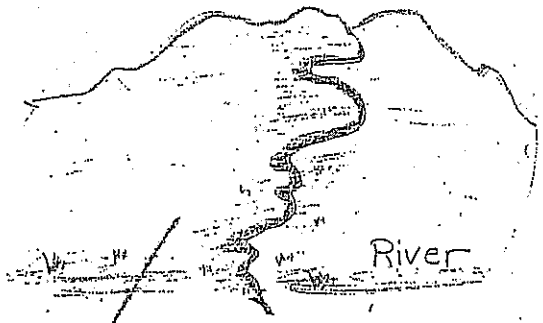
____Huge body of salt water

____Large body of water in the land

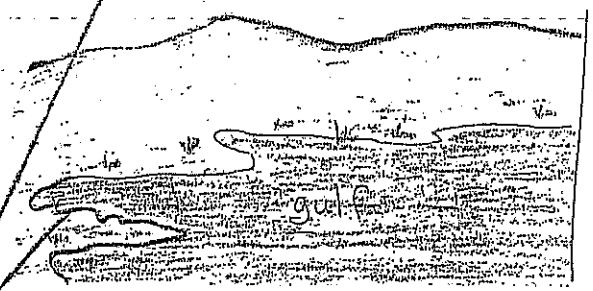
____Large area of a sea or ocean with land partly around it

____Long, narrow body of water

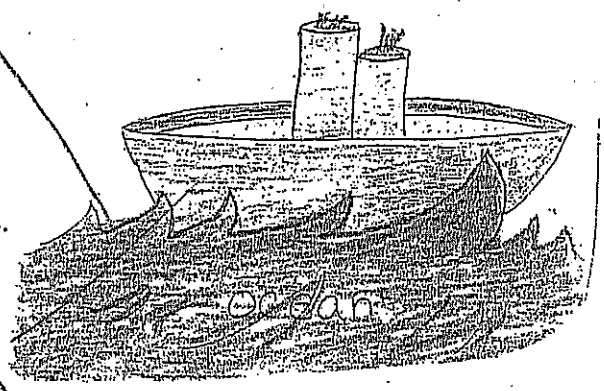
a.



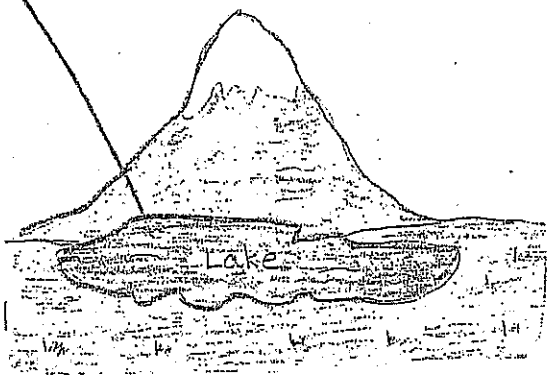
b.



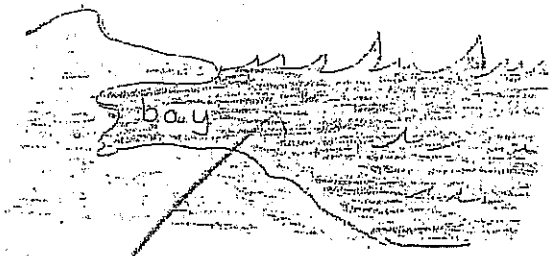
c.



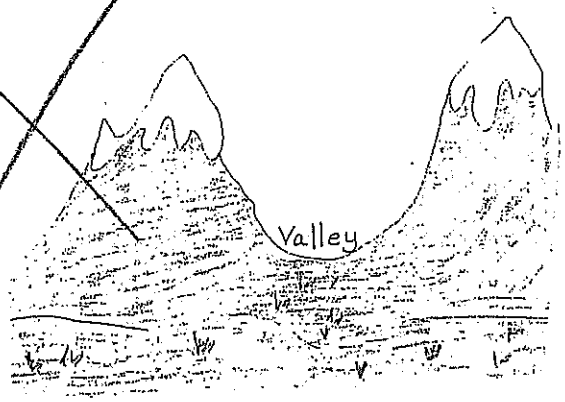
d.



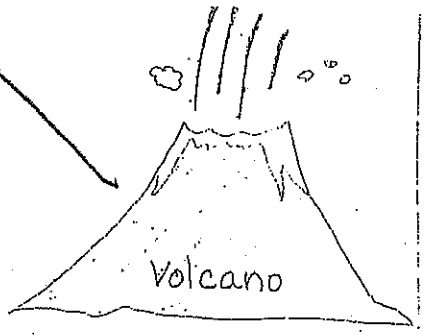
Part 1
continued



____Lowlands between hills or mountains i.



____Earth opening that spills lava, rock and gases j.



____Water that stretches into the land k.

Name KT _____ Date [illegible]

Self Determination Form

Data Collection Period III I Corresponds with work sample 1

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I want to read my computer work

B. **Planning:** (What will I need?)

Materials Needed: my computer assignment, my pencil

Steps to be completed: Read my work count my words.

Where will I practice: in the computer class

C. **Monitoring:** (How am I doing?)

Excellent

OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

- learn to type the words digital

Note:

- RJ asked how to spell certain words, like "computer".
- Verbal cues were offered to remind RJ to look back at his work to find the words he wanted to improve on
- RJ did his own writing

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

Student Name: RJ **SASID #:** ____ **SAU #:** ____ **Grade:** 7

p.71 in manual

Content Standard: #5 Student will demonstrate competence in using the interactive language process of READING, writing, speaking, listening, and viewing to gather and organize information in a variety of ways.

Student Performance and Progress: ONE Measurable Targeted Skill: RJ will review a map, diagram, chart, graph, etc. and answer basic comprehension questions based on the information contained within them with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard: RJ will practice this skill across the curriculum in Social Studies, Science, Consumer Education, Music, Health, Reading etc, and be better able to comprehend and organize content material.

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. 26

Collection Period I: September 17–November 16, 2007
Two Student Work Samples Pgs. 27-31
One Self-Determination Worksheet connected to one of the Work Samples Pg. 32

Collection Period II: November 19, 2007–February 1, 2008
Two Student Work Samples Pgs. 33-37
One Self-Determination Worksheet connected to one of the Work Samples Pg. 38

Collection Period III: February 4–April 18, 2008
Two Student Work Samples Pgs. 39-43
One Self-Determination Worksheet connected to one of the Work Samples Pg. 44

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.

Student Name: RT

Targeted Performance: RJ will review a map, diagram, chart, graph, etc. and answer basic comprehension questions based on the information contained within them with 80% accuracy.

Percentage of Accuracy

100																100%		100%		
95																				
90																				
85								73%		80%		80%		78%						
80						70%														ceiling
75																				
70				60%																
65																				
60		50%																		
55																				
50																				
45																				
40																				
35																				
30																				
25																				
20																				
15																				
10																				
5																				
Date		10-9-07		10-30-07		11-7-07		11-30-07		12-12-07		1-16-08		2-12-08		3-10-08		4-3-08		
		Reg. Ed. Science Read graph "Experiment one"		Reg Ed. Science Read graph "Wildflower Research Results"		Reg. Ed. Social Studies Read Map "Population"		Reg Ed Tech. Ed. Read Graph "Tools Needed"		Reg Ed Consumer Ed Read Graph, "Buttons Sold"		Reg. Ed. Social Studies Read graph, "Number of Employees"		Spec. Ed. Reading Class Read chart, "Gifts Sold"		Reg. Ed. Music, Read chart, "Horns In the Band"		Reg. Ed. Health Class Read chart "Drug Influence"		

Reading Choice Standard
Grades 2–7 and 10 Only

Data Collection Period I
September 17–November 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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 10-30-07
Content Area: Reading 2 Work Sample: 1	
Data Collection Period: I	Setting: Special Education General Education: Science Other Setting:
Activity Description: RJ worked along with his Reg. Ed. Science teacher and typical peer who gave him verbal cues to focus first on the highlighted words, and then read the "Wildflower Research Results" out loud. RJ then read the questions out loud and answered them on his own.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): RJ answered 3/5 correctly = 60%	
Supports: Reg. Ed. Teacher, typical peer, adapted lesson to control amount of material on one page, highlighted words	

28.

Name: RJ

Date: 10-30-07

Class: Science

READ the chart below and **ANSWER** Questions 1 – 5.

Wildflower Research Results

Field	Average number of flowers (per 10 m^2)	Number of species	Species currently flowering
1	51	12	9
2	17	11	7
3	22	22	20

1. How many fields are there? 3

2. In Field #1, how many species have flowers on them now? 22

3. In Field #3, how many number of flowers are there? 22

4. In Field #2, how many number of species are there? 22

5. In Field #3, how many species have flowers on them now? 20

Reading Choice Standard
Grades 2–7 and 10 Only

Data Collection Period I
September 17–November 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 ***Attach to Work Sample***	
Student Name: RJ	**Date:** 11-7-07
Content Area: Reading 2 Work Sample: 2	
Data Collection Period: I	Setting: Special Education General Education: Social Studies Other Setting:
Activity Description: Typical peer helped RJ read word "Jakarta". Reg Ed. Teacher discussed context. RJ read out loud to his typical peer. Then RJ answered the questions	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 7-10 correct = 70%	
Supports: Reg Ed. Teacher, Typical peer, adapted Lesson	

Name: RT _____ Date: 11-7-07

9/10 [illegible] 90%

Directions:

ANSWER the questions below about your **MAP** that you created in **SOCIAL STUDIES CLASS**.

C 1. What is the title of your map? Population.

C 2. What does your KEY pinpoint? Persq.km. Persq.mile.

X 3. Who has the smallest population? Jakarta.

C 4, What does the Compass Rose indicate? NSWE.

C 5. Which ocean is closest to where you live? Atlantic ocean

X 6. Which color did you use for the most populated areas? Yellow

X 7. Which color did you use for the least populated areas? Purple

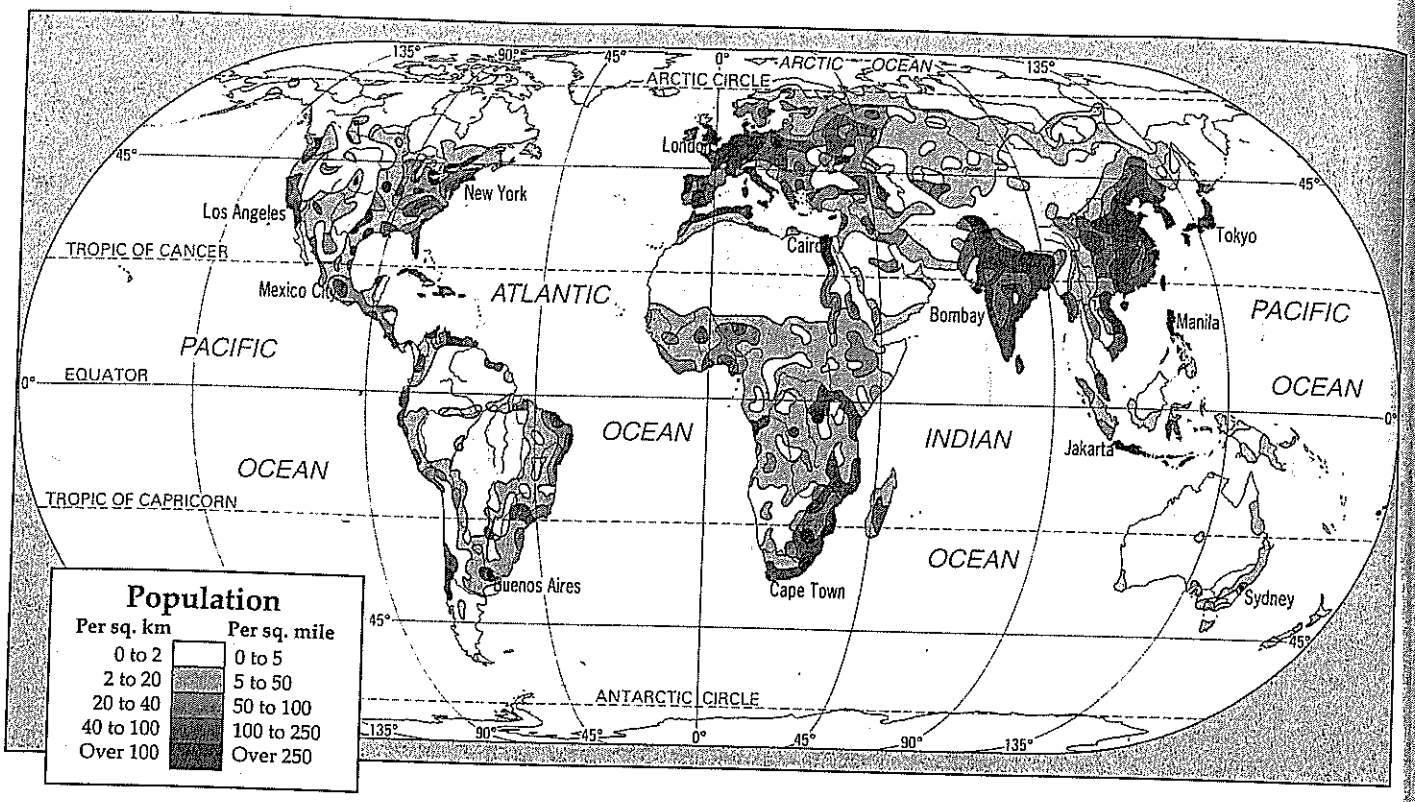
C 8. What color zone does New England have? Orange

C 9. What color zone does England have? red

C 10. Where do **YOU** live? NH

You worked hard!

31.



(F) RI has the colored map this is a copy

Name RJ _____ Date 11-7-07

Self Determination Form

Data Collection Period 1 Corresponds with work sample 2

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)
Read my population map and key

B. **Planning:** (What will I need?)
Materials Needed: map and key, question sheet pencil

Steps to be completed: look at my map read the key. Answer the question.

Where will I practice: in reg. ed. social studies class

C. **Monitoring:** (How am I doing?)

Excellent

OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)
Do better at teaching who had the greatest population

Reading Choice Standard
Grades 2–7 and 10 Only

Data Collection Period II
November 19–February 1

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 12-12-07
Content Area: Reading 2 Work Sample: 1	
Data Collection Period: II	Setting: Special Education General Education: Consumer Education Other Setting:
Activity Description: Reg Ed. Teacher discussed content RJ read out loud to his typical peer, then RJ read and answered questions	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 4/5 correct = 80%	
Supports: Reg Ed. Teacher, Typical peer, adapted Lesson	

34

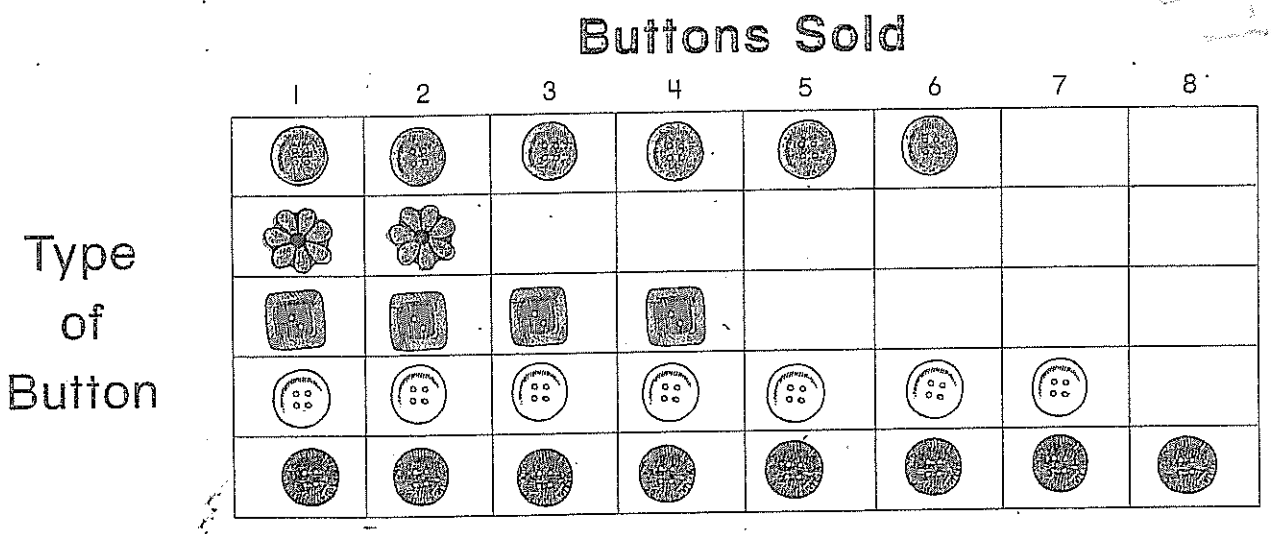
Name: RJ _____ Date: 12-12-07

Consumer Education Assignment

4/5 correct = 50%

Step One: **READ** the Graph.
Step Two: **ANSWER** the questions.
Step Three: **GO** to the Button Bin and pick out 2 buttons to use for your project.

Super!



1. What is the title of the graph? Buttons Sold
2. What information is given on the left hand side of the graph? Type of Button
3. What information is provided across the Top of the graph? 6 buttons
4. How many square buttons are there? 4
5. How many flower buttons are there? 2

Reading Choice Standard
Grades 2–7 and 10 Only

Data Collection Period II
November 19–February 1

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 1-16-08
Content Area: Reading 2 Work Sample: 2	
Data Collection Period: II	Setting: Special Education General Education: Social Studies Other Setting:
Activity Description: Reg Ed. Teacher discussed concepts of graph, RJ read questions out loud to typical peer, RJ answered all the questions.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 8/10 correct = 80 %	
Supports: Reg. Ed. Teacher, Typical Peer, Adapted Lesson	

36.

Name RT ___ Date 1-16-08

Directions: Answer questions 1- 10 using the graph from lesson 4 of your Social Studies Unit-

Tables and Charts

8/10 Correct = 80%

1. What is the title of the graph? Number of Employees A Factory

C 2. What information is given on the left hand side of the graph? Shifts

C 3. What information is given across the bottom of the graph? how many Employees

C 4. The males are indicated by what color? White

C 5. The females are indicated by what color? black

X 6. On shift 1, how many females work in the factory? 100

X 7. On shift 2, how many females work in the factory? 100

C 8. on shift 3, how many females work in the factory? 150

C 9. on shift 4, how many females work in the factory? 150

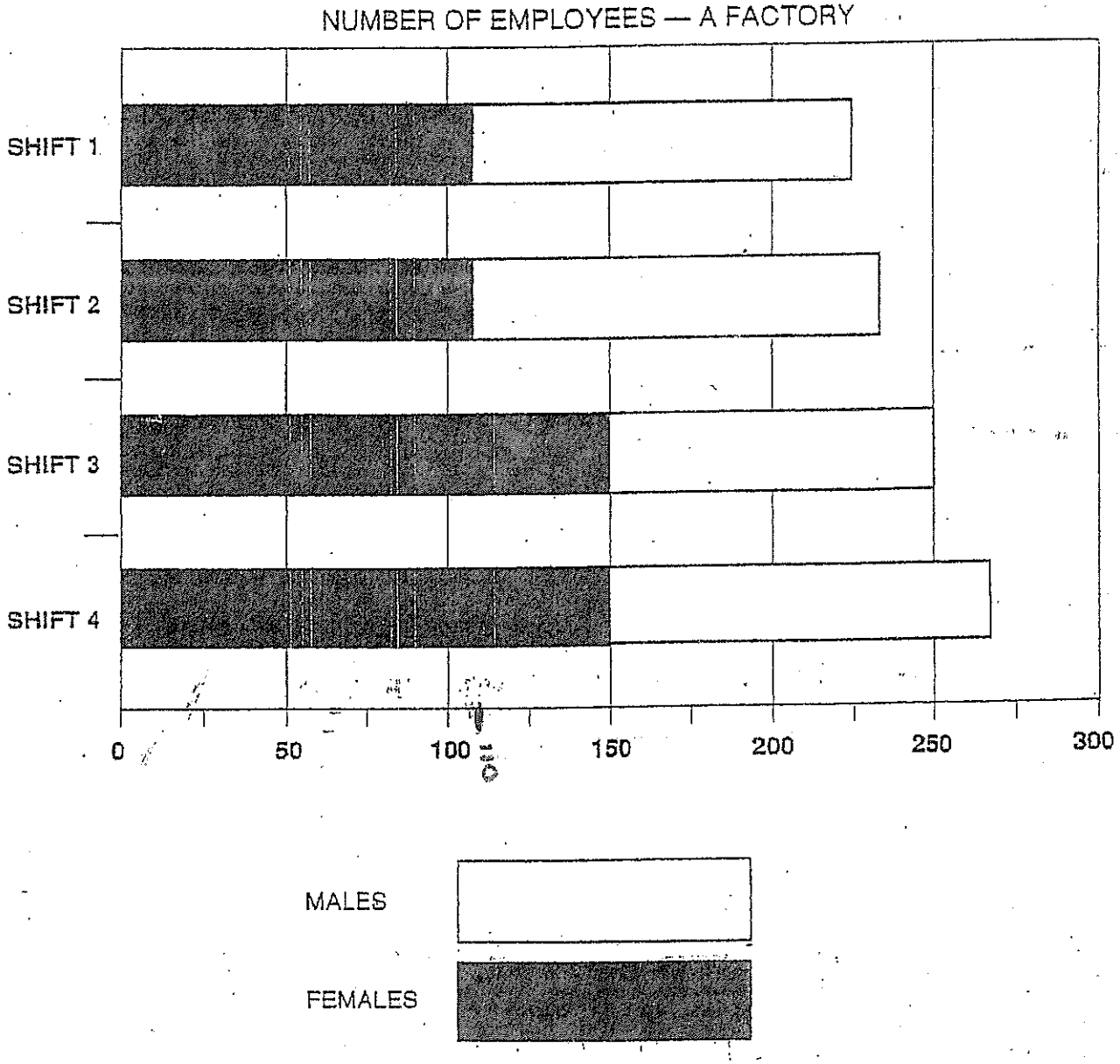
C 10. On shift 3 were there more females than males that work in the factory?

yes

You are [illegible]

Name _____ _____ 37.

LESSON 4
READING GRAPHS
SEGMENTED HORIZONTAL BAR GRAPH



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Name RJ _____ Date 12-12-97

Self Determination Form

Data Collection Period II Corresponds with work sample 1

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

Read my Buttons sold graph

B. **Planning:** (What will I need?)

Materials Needed: Pencil, Paper, buttons

Steps to be completed: Read first. Second answer

Where will I practice: in reg. ed. consumer Ed.

C. **Monitoring:** (How am I doing?)

Excellent

OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

Learn how to read the title of the graph

Reading Choice Standard
Grades 2–7 and 10 Only

Data Collection Period III
February 4–April 18

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 ***Attach to Work Sample***	
Student Name: RJ	**Date:** 3-10-08
Content Area: Reading 2 Work Sample: 1	
Data Collection Period: III	Setting: Special Education General Education: Music Class Other Setting:
Activity Description: Reg. Ed. teacher discussed concepts, RJ read questions out loud to his typical peer, then RJ answered all questions.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 5/5 correct = 100 %	
Supports: Reg Ed. Teacher, typical peer, adapted assignment	

40

Name: Rt Date: 2-10-09

Graphs for Music

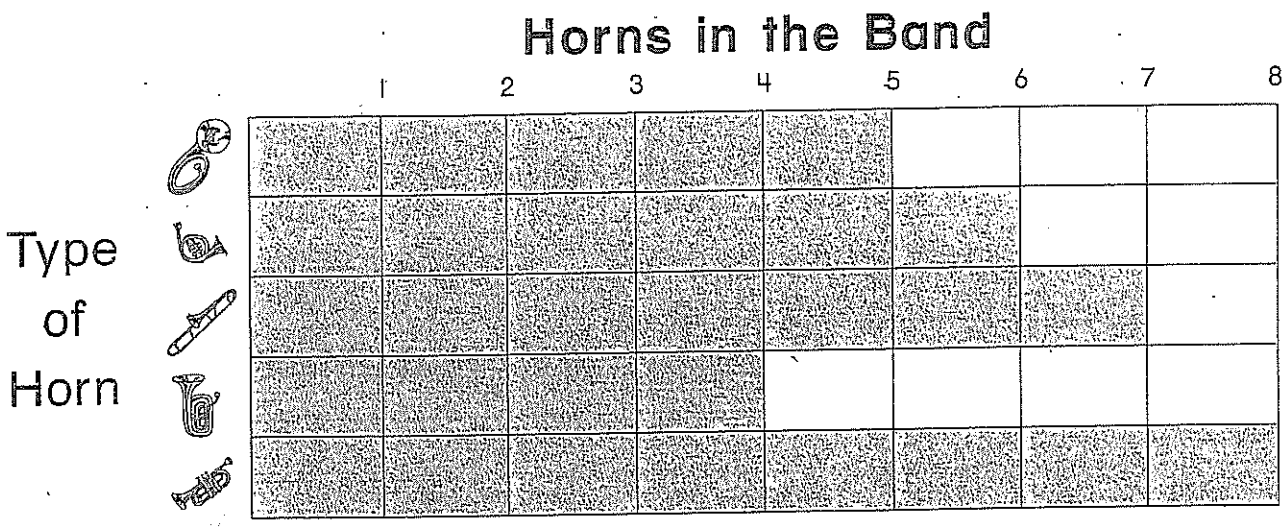
5/5 correct

100%

Great!

READ about the graph, **HORNS IN THE BAND**.

ANSWER Questions 1-5.



1. What does the left hand side of the graph show? Type of Horn
2. What does the top of the graph show? horn in the band
3. How many types of hors did Chen see? 5
4. What is the largest number of any type of horn that Chen saw? 8
5. What is the least number of any type of horn that Chen saw? 4

Reading Choice Standard
Grades 2–7 and 10 Only

Data Collection Period III
February 4–April 18

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 4-3-08
Content Area: Reading 2 Work Sample: 2	
Data Collection Period: III	Setting: Special Education (General Education:) Health Class Other Setting:
Activity Description: Reg Ed. Teacher discussed content, RJ read along with his typical peer. (peer read the harder words) RJ answered all questions for chart. RJ found the same word from his questions to the chart.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 5/5 correct = 100 %	
Supports: Reg Ed. Teacher, typical peer, adapted Lesson	

Name: Rj

Date: 4-2-2008

Class: DARE Health

5/5 Correct 100% Wow!

Directions:

READ the **CHART** on Page 5 Lesson 2 from your **DARE BOOKLET**.
CIRCLE the correct Answers.

C 1. When you drink alcohol, your pupil size is _____
(a) large (b) normal

2. When you use a stimulant, your pulse is _____
(a) fast (b) slow

C 3. When you use narcotics, your pulse is _____
(a) fast (b) slow

C 4. When you use hallucinogens, your pupil size is _____
(a) large (b) normal

C 5. When you use analgesics, your pupil size is _____
(a) large (b) small

Drug Influence Signs and Symptoms

	Substance	Pulse	Pupil Size	Behavior
Alcohol	Beer Wine Distilled spirits	Slow or slightly elevated	Normal	Slurred speech, staggering, slow reactions, odor of alcohol, confused, nausea, vomiting, sluggish/slow, fumbling
Other Depressants	Barbiturates Qualudes Valium Xanax	Slow	Normal	Slurred speech, slow reactions, confused sluggish/slow, fumbling
Inhalants	Gasoline Propane Solvents Aerosols Anesthetic gases	Depends upon the substance	Normal (may be large)	Confused, slurred speech, bloodshot and watery eyes, non-communicative, residue around the mouth and nose, lack of muscle control, flushed face
PCP	PCP Kalamba	Fast	Normal	Blank stare, warm, perspiring, muscles rigid, confused, agitated, possibly violent and combative, incomplete responses, repetitive speech, breath odor, hallucinations, increased pain threshold
Cannabis	Marijuana Hashish	Fast	Large (may be normal)	Bloodshot eyes, body or eyelid tremors, confused, increased appetite, odor of marijuana, impaired perception of time and place, lowered inhibitions, possible paranoia
Stimulants	Amphetamines Methamphetamines Cocaine	Fast	Large	Body tremors, excited, loss of appetite, runny nose, dry mouth, red nasal area, eyelid and leg tremors, euphoria, talkative, exaggerated reflexes, insomnia, increased alertness, irritability
Hallucinogens	Peyote Mushrooms LSD MDMA	Fast	Large	Body tremors, disoriented, paranoia, hallucinations, uncoordinated, perspiring, difficulty in speech, poor perception of lines and distance, memory loss
Narcotics Analgesics	Opium Morphine Codeine Heroin Demerol	Slow	Small	Low, raspy, slow speech, dry mouth, facial itching, track marks, drowsiness, slow reflexes, nausea

Name RJ _____ Date 3-10-08

Self Determination Form

Data Collection Period III _____ Corresponds with work sample 1

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)
Graphs for Music

B. **Planning:** (What will I need?)
Materials Needed: paper, pencil

Steps to be completed: Read the directions, write the answers to the questions

Where will I practice: In pep at music class

C. **Monitoring:** (How am I doing?)

Excellent

OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)
I could write the words how many more in the blank for question #2. with capitals

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

Student Name: RJ _____ **SASID #:** _____ **SAU #:** _____ **Grade:** 7

Content Standard:
p.79 in manual
Standard #2 *Writing*
Student will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.

Student Performance and Progress: ONE Measurable Targeted Skill: RJ will correctly spell grade-appropriate, high frequency words with 80% accuracy

Explain how the targeted skill is connected to the Content Standard: RJ will practice this skill in Reading, English, Science, Social Studies, Health, Consumer Ed. and across the curricula to better use written words to write inquiry, requests, information, directions, stories and instruction.

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. 46

Collection Period I: September 17–November 16, 2007
Two Student Work Samples Pgs. 47-51
One Self-Determination Worksheet connected to one of the Work Samples Pg. 52

Collection Period II: November 19, 2007–February 1, 2008
Two Student Work Samples Pgs. 53-59
One Self-Determination Worksheet connected to one of the Work Samples Pg. 60

Collection Period III: February 4–April 18, 2008
Two Student Work Samples Pgs. 61-66
One Self-Determination Worksheet connected to one of the Work Samples Pg. 67

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 assis ted the student in the activity

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

Student Name: RJ

Targeted Performance: RJ will correctly spell grade-appropriate, high frequency words with 80% accuracy

Percentage of accuracy

	Reg. Ed. Consumer Ed. Spell sewing words	Reg. Ed. Technology Ed. Spell "Shop" words	Spec. Ed. English Class Spelling Lesson #19	Reg. Ed. Health Class Spell words from "Assertive Behaviors"	Reg. Ed. Social Studies Spell words from "Morning Routine"	Reg. Ed. Computer Class - Spell Computer words	Reg. Ed. Music Spell music words	Reg. Ed. Science. Spell words from Science Microscope Lab	Reg. Ed. Health. Spell words from "Interview a Health Professional"
Date	10-4-07	10-24-07	11-9-07	12-5-07	1-4-08	1-23-08	2-11-08	3-5-08	4-30-08
100									100%
95									
90					90%				
85			78%	77%		80%	85%	89%	
80									
75									
70									
65									
60									
55		50%							
50									
45									
40									
35	29%								
30									
25									
20									
15									
10									
5									

ceiling

Writing Required Standard
Grades 4, 7, and 10 Only

Data Collection Period I
September 17–November 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.)

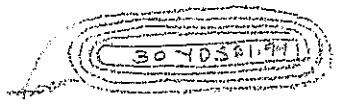
Student Work Sample Label ***Attach to Work Sample***	
Student Name: RJ	**Date:** 10-4-07
Content Area: Writing 1 Work Sample: 1	
Data Collection Period: I	Setting: Special Education General Education: Consumer Education Other Setting:
Activity Description: Reg Ed. Teacher discussed content, RJ read the word bank card & studied words with typical peer. Then RJ took the spelling test.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 2/7 correct = 29 %	
Supports: Reg. Ed. Teacher, Typical peer, adapted assignment	

Name: RT Date: [illegible]

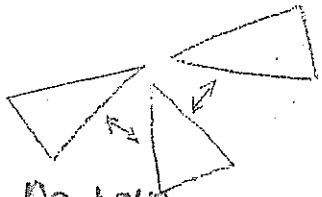
Consumer Education

Label the following: Spelling Counts!

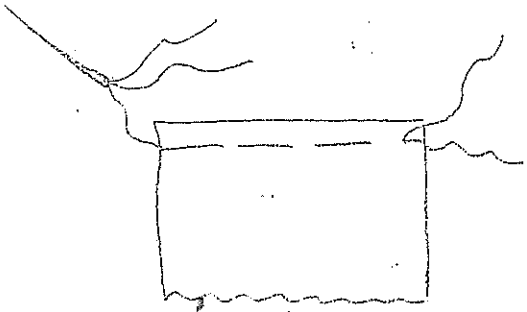
2/7 correct = 29%



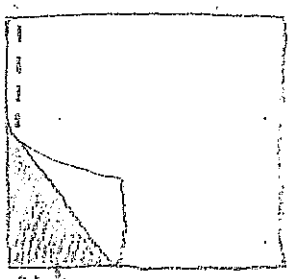
x buff



x Patern



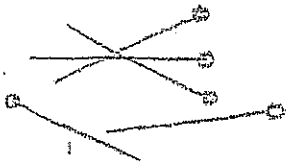
x bacet



c Stitch

x thred

x bobin



c pins

Keep Trying, RJ ☺

4c

Writing Required Standard
Grades 4, 7, and 10 Only

Data Collection Period I
September 17–November 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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 11-9-07
Content Area: Writing 1 Work Sample: 2	
Data Collection Period: I	Setting: Special Education General Education: English Other Setting:
Activity Description: RJ studied spelling words with typical peer, then took the test from his chapter words	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 14/18 correct = 78 %	
Supports: Typical peer, adapted lesson	

50

Rt 11-1-07

POST TEST

14/18 correct = 78%

Much Improved!

LESSON NUMBER : 19

c 1. iron

c 2. island

c 3. tiny

x 4. quiet

c 5. Friday

x 6. Plant

x 7. lam

x 8. lap

c 9. Crack

c 10. Crash

c 11. flash

c 12. train

c 13. blanket

c 14. glasses

c 15. let

c 16. flat

c 17. Shed

c 18. Monster

19. _____

20. _____

19

A. Pretest and Proofreading

B. Spelling Words and Phrases

1. iron	to iron the clothes
2. island	small island
3. tiny	tiny gerbil
4. quiet	quiet evening
5. Friday	Friday night
6. provide	will provide the meal
7. lamb	heard the lamb
8. wrap	to wrap the package
9. crack	through the crack
10. crash	will crash to the floor
11. flash	done in a flash
12. drank	drank too fast
13. blanket	favorite blanket
14. glasses	wears glasses
15. led	led them away
16. fled	fled from the room
17. shed	hidden in the shed
18. monster	my pet monster

Other Word Forms

irons, ironed, ironing	flashes, flashed, flashing
islands	drink, drinks, drinking, drunk
tinier, tiniest	blankets, blanketed, blanketing
quietly, quieter, quietest	glass, glassy
Fri.	lead, leads, leading
provides, provided, providing, provider	flee, flees, fleeing
lambs	sheds, shedding
wraps, wrapped, wrapping	monsters, monstrous
cracks, cracked, cracking	
crashes, crashed, crashing	

Name RJ Date 10-4-07

Self Determination Form

Data Collection Period I Corresponds with work sample 1

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I Chose to do spelling on my sewing paper

B. **Planning:** (What will I need?)

Materials Needed: I need my pencil and paper

Steps to be completed: study my sewing words, take my test

Where will I practice: in Rea. Et. consumer Ed. Class

C. **Monitoring:** (How am I doing?)

Excellent OK I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

I will study how spell, the work bolt, pattern and [illegible]bin.

Writing Required Standard
Grades 4, 7, and 10 Only

Data Collection Period II
November 19–February 1

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 12-5-07
Content Area: Writing 1 Work Sample: 2	
Data Collection Period: II	Setting: Special Education General Education: Health Class Other Setting:
Activity Description: Reg Ed. Teacher discussed content, RJ read along with typical peer and studied words, then took the test on his own	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 17/22 correct = 77 %	
Supports: Reg Ed. Teacher, typical peer, adapted test	

Name: [illegible]

Date: 12-5-07

Class: DARE: Health Class

Assignment: Circle Your Spelling Words

Nice Job

17/22 correct = 77 %

Please..... **READ** Page 23 Lesson 6 in your DARE booklet titled, Key Assertive Behaviors.

Then..... **FIND** and **CIRCLE** as many spelling words as you can.

Then..... **COUNT** all the words you found from your spelling book.

You found 17 words.

you spelled 17 words !

c Key
c eye
x Clerk
c think
c Sold

c alcohol
c thing
c Smoke
c Say
c Voice
x mesags

c thinking
c Smart
c because
c Strong
c give
x stupid

c mean
c Soapop
c Don't
x behav
x asertiv

Key Assertive Behaviors

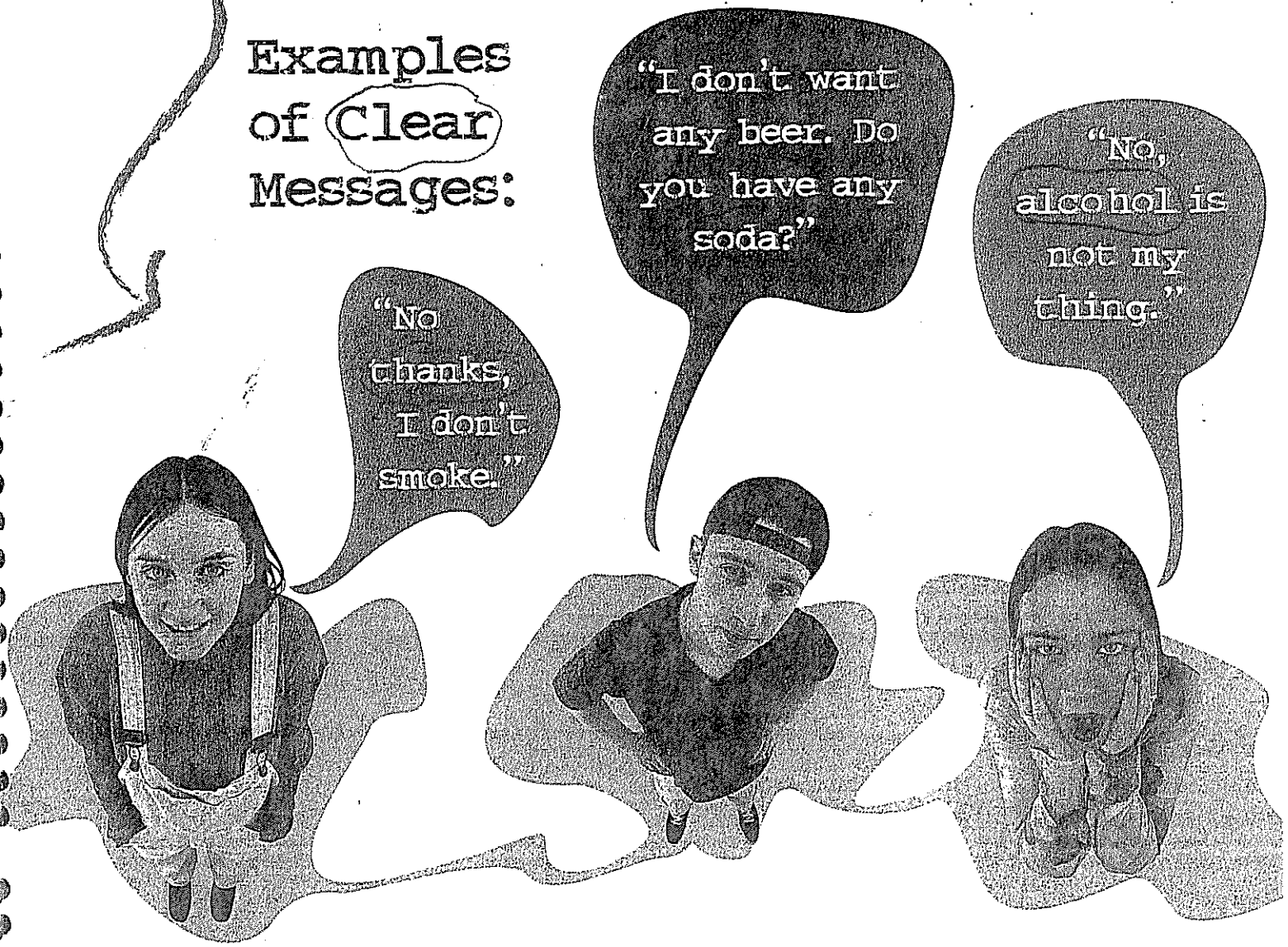
55.

Eye Contact: Make and keep eye contact to give the non-verbal message that you mean what you say.

Firm Voice: Use a strong, clear voice without a lot of uhmms or pauses. A strong, steady statement also gives the message that you mean what you say.

"I" Messages: Describe how you are thinking or feeling. Instead of saying, "You are stupid for drinking beer," SAY, "I don't want to drink because I don't think it's a smart thing to do."

Examples of Clear Messages:



Writing Required Standard
Grades 4, 7, and 10 Only

Data Collection Period II
November 19–February 1

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 1-4-08
Content Area: Writing 1 Work Sample: 2	
Data Collection Period: II	Setting: Special Education General Education: Social Studies Class Other Setting:
Activity Description: Reg. Ed. teacher discussed content RJ highlighted words on Flow chart, then read them to his typical peers then he took his spelling test	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 18/20 correct = 90 %	
Supports: Reg Ed. teacher, typical peer, adapted test	

Name RJ Date 1-14-18

Highlight your spelling words from your Social Studies Lesson 5.

start
rings
get
up
yes
no
go
back
to
eat
walk
school

PART TWO:
NOW IT IS TIME TO TAKE YOUR TEST!

(see third page for Test)

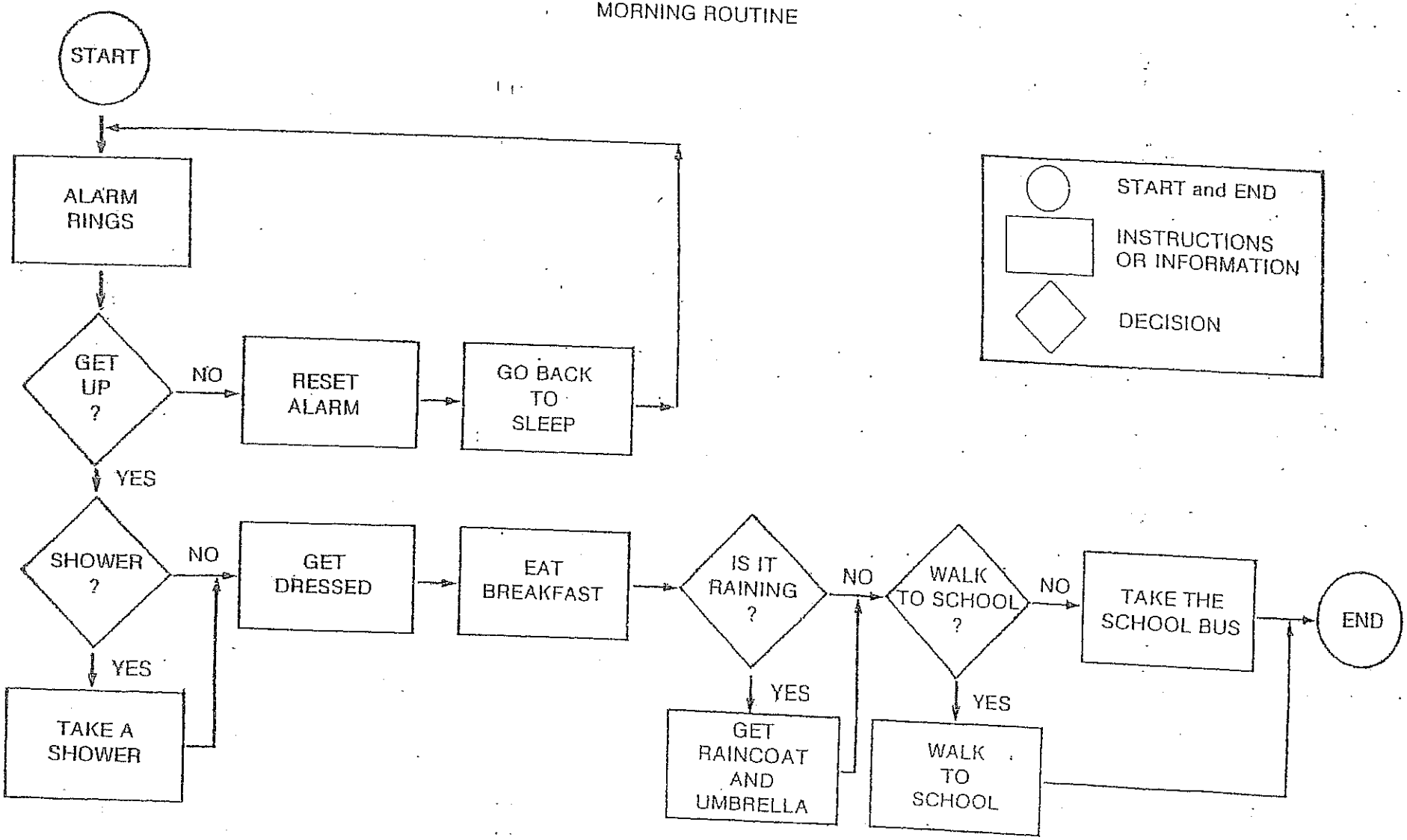
Name RJ

LESSON 5

READING TABLES, CHARTS, AND DIAGRAMS

COMPUTER FLOW CHART

MORNING ROUTINE



Test

1. Start
2. ring
3. get
4. up
5. yes
6. No
7. bed
8. five
9. eat
10. walk
11. School
12. alarm
13. Shower
14. Rain coat
15. breakfast
16. Bus
17. Umbrella
18. Graph
19. table
20. Morning

Name R Date 1-4-08

Self Determination Form

Data Collection Period I II Corresponds with work sample 2

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I want to work on my spelling words from my diagram, my pencil

B. **Planning:** (What will I need?)

Materials Needed: my diagram, my pencil

Steps to be completed: I need to study my spelling words do my diagram I need to take my tests

Where will I practice: in Reg. Ed. Social Studies class

C. **Monitoring:** (How am I doing?)

Excellent OK I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

I need to study the words graph and umbrella.

Writing Required Standard
Grades 4, 7, and 10 Only

Data Collection Period III
February 4–April 18

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 ***Attach to Work Sample***	
Student Name: RJ	**Date:** 3-5-08
Content Area: Writing 1 Work Sample: 1	
Data Collection Period: III	Setting: Special Education General Education: Science Other Setting:
Activity Description: RJ read along with his typical peer and underlined spelling words on microscope Lab. Then he covered his spelling list to take his test. Reg. Ed. Teacher discussed content	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 16/18 correct = 89 %	
Supports: Reg Ed. Teacher, Typical Peer, Adapted Lesson	

Name: Rt _____ Date: 3-5-09

Science Microscope Lab

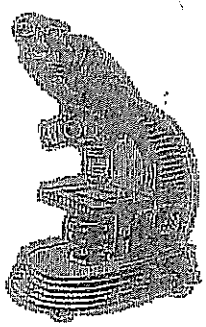
Step One: **READ** Microscope Lab with a partner.
Step Two: **Underline** the words you find from your list spelling words.
Step Three: How many can you spell?
Step Four: **Cover** your Spelling List and take the Spelling Test below.

Spelling List

parts	low	wet
of	and	cells
find	make	plant
drop	what	did
small	see	we
add	top	wall

Spelling Test

1. Parts	7. Low	13. Wet
2. of	8. add	14. Sells
3. fine	9. Make	15. Plant
4. drop	10. What	16. did
5. Small	11. See	17. We
6. add	12. top	18. wall



Objectives:

- To learn the parts of the microscope.
- To find specimens using low and high power.
- To make a wet mount.
- To view your own human cheek cells under the microscope.
- To compare plant and animal cells.

Procedure: - Cheek Cell

1. Place a small drop of Iodine onto a clean slide.
2. Using a toothpick, gently scrape the inside of you cheek.
3. Place the toothpick tip into the iodine and mix. The iodine stains the cells so you can see them.
4. Place the slide under low power (10x). Draw what you see.
5. Switch to high power (40x). Draw 2 or 3 cells - Label the nucleus, cell membrane, and cytoplasm.

Data: - Cheek Cell

1. Drawing of the cheek cell in low power
2. Drawing of the cheek cells in high power
3. Label the nucleus, cell membrane, and cytoplasm.

Analysis:

1. Why did we add iodine to our cheek cells?
2. What structure in the cheek cell was stained the darkest?
3. Is your cheek cell an animal cell?

Procedure: - The Elodea leaf

1. Place a drop of water on a clean slide.
2. Place an Elodea leaf in the drop of water, place a coverslip on top.
3. Observe under low power first (10x), then under high power (40x) Draw. Label the following organelles: nucleus, cytoplasm, cell wall, chloroplasts.

Writing Required Standard
Grades 4, 7, and 10 Only

Data Collection Period III
February 4–April 18

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 4-2-08
Content Area: Writing 1 Work Sample: 2	
Data Collection Period: III	Setting: Special Education General Education: Health Other Setting:
Activity Description: RJ interviewed the reg.ed. Health teacher along with his typical peer. His typical peer wrote down the teachers responses, RJ asked the questions. Then RJ rewrote the teacher's responses in his own writing. Then RJ took the test of some targeted words from the interview	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 6/6 correct = 100 %	
Supports: Reg.ed. teacher, Typical Peer, adapted assignment	

Name: RI

Date: 4-2-[illegible]

Class: Health

Assignment: Conduct an Interview with a Health Professional

6/6 correct = 100%

- The person you will interview is the Health teacher.
- Your partner will be D.
- What role did your partner play? he worked with the health answers
- Have your partner read off the highlighted words from your interview form and you spell them below:

You did it!

1. Who
2. What
3. When
4. how
5. Why
6. interview

- Now switch off. You read the highlighted words to your partner. On another sheet of paper, have your partner spell the words.

Have Fun!

Name: [illegible] Date: [illegible]

Interview

Who: (what is your name?)

My name is [illegible]

What: (What is your role?)

Health Teacher [illegible]

Where: (where do you work?)

Middle school

When: (how long have you worked here?)

22 Years

How: (how hard is it to do your job?)

It not very hard

Why: (why did you want this job?)

to teach kids

What are some of your rights and responsibilities in your job?

to be treated fair.

Have a safe class [illegible]

is hurt or [illegible]

Name RJ Date 3-5-09

Self Determination Form

Data Collection Period III Corresponds with work sample 2

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I will do spelling test on the Microscope Lab

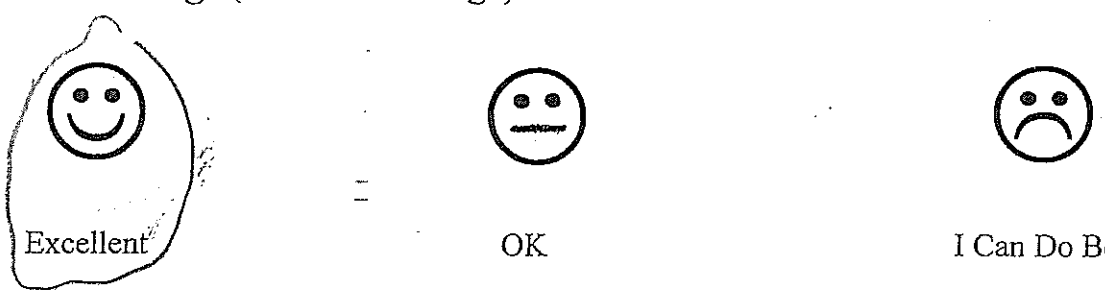
B. **Planning:** (What will I need?)

Materials Needed: My spelling paper from the Microscope Lab, I need to u. Pencil

Steps to be completed: I need to study my spelling words. I will take my test.

Where will I practice: in Reg. Ed. science class

C. **Monitoring:** (How am I doing?)



D. **Evaluating:** (In order to improve, this is what I will do next time.)

I will practice the words, fine, and cells

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

Student Name: RJ ____ **SASID #:** _____ ___ **SAU #:** _____ **Grade:** 7

p. 81 in manual

Content Standard: #5 Student will demonstrate competence in using the interactive language process of reading, WRITING, speaking, listening, and viewing to gather and organize information in a variety of ways.

Student Performance & Progress: *ONE* **Measurable Targeted Skill:** RJ will place items of a list in alphabetical order with 80% accuracy

Explain how the targeted skill is connected to the Content Standard: RJ will practice this skill in Science, Social Studies, Reading, English, Art, Consumer Education, Health, etc. to better write to gather and organize information.

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. 69

Collection Period I: September 17–November 16, 2007
- Two student Work Samples — Pgs. 70-75
- One Self-Determination Worksheet connected to one of the Work Samples — Pg. 76

Collection Period II: November 19, 2007–February 1, 2008
- Two student Work Samples — Pgs. 77-82
- One Self-Determination Worksheet connected to one of the Work Samples — Pg. 83

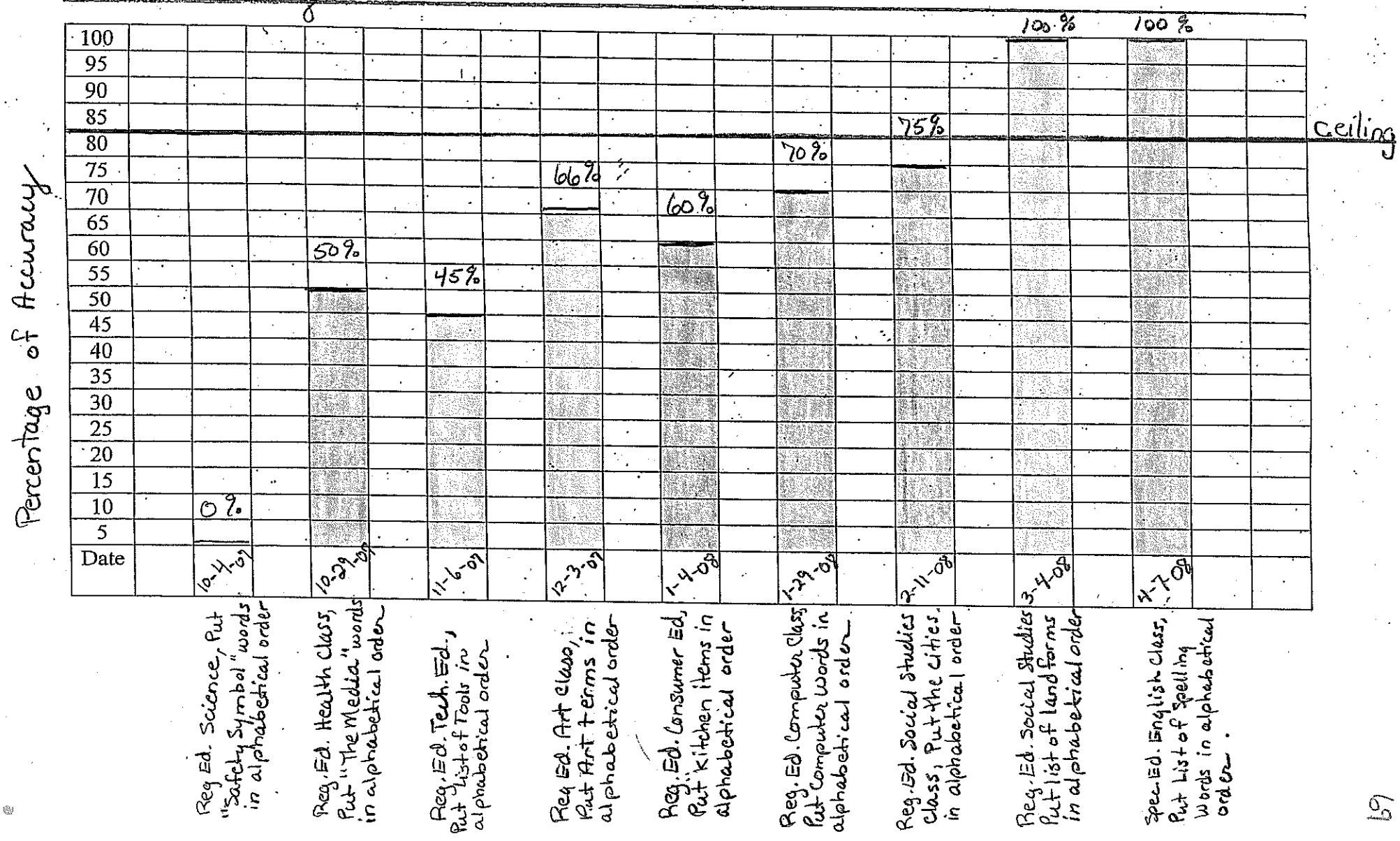
Collection Period III: February 4–April 18, 2008
- Two student Work Samples — Pgs. 84-88
- One Self-Determination Worksheet connected to one of the Work Samples — Pg. 89

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 assis ted the student in the activity

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

Student Name: RJ

Targeted Performance: RJ will place items of a list in alphabetical order with 80 % accuracy



Writing Choice Standard
Grades 4, 7, and 10 Only

Data Collection Period I
September 17–November 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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 10-4-07
Content Area: Writing 2 Work Sample: 1	
Data Collection Period: I	Setting: Special Education General Education: Science Other Setting:
Activity Description: Reg Ed. Teacher discussed content, RJ read along with his typical peer and highlighted key words on "Safety Symbols". Then, RJ attempted to put the words in alphabetical order. Needed cueing for looking at his alphabet strip	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 0/10 correct = 0 %	
Supports: Reg Ed. Teacher, Typical peer, adapted lesson, cues, alphabet strip	

Name: RJ ____ Date: 10-4-07

Please take your **SCIENCE** paper on **SAFETY SYMBOLS** and put the safety terms on the left in **ALPHABETICAL *ORDER***.

X 1. Disease
X 2. Biological
X 3. Extreme
X 4. Sharp
X 5. Fume
X 6. Electrical
X 7. Irritant
X 8. Chemical
X 9. Toxic
X 10. open

0/10 correct. = 0

RJ this is just a beginning. It will be fun to learn this skill. :)

Good try!

SAFETY SYMBOLS	HAZARD	EXAMPLES	PRECAUTION	REMEDY
DISPOSAL	Special disposal procedures need to be followed.	certain chemicals, living organisms	Do not dispose of these materials in the sink or trash can.	Dispose of wastes as directed by your teacher.
BIOLOGICAL	Organisms or other biological materials that might be harmful to humans	bacteria, fungi, blood, unpreserved tissues, plant materials	Avoid skin contact with these materials. Wear mask or gloves.	Notify your teacher if you suspect contact with material. Wash hands thoroughly.
EXTREME TEMPERATURE	Objects that can burn skin by being too cold or too hot	boiling liquids, hot plates, dry ice, liquid nitrogen	Use proper protection when handling.	Go to your teacher for first aid.
SHARP OBJECT	Use of tools or glassware that can easily puncture or slice skin	razor blades, pins, scalpels, pointed tools, dissecting probes, broken glass	Practice common-sense behavior and follow guidelines for use of the tool.	Go to your teacher for first aid.
FUME	Possible danger to respiratory tract from fumes	ammonia, acetone, nail polish remover, heated sulfur, moth balls	Make sure there is good ventilation. Never smell fumes directly. Wear a mask.	Leave foul area and notify your teacher immediately.
ELECTRICAL	Possible danger from electrical shock or burn	improper grounding, liquid spills, short circuits, exposed wires	Double-check setup with teacher. Check condition of wires and apparatus.	Do not attempt to fix electrical problems. Notify your teacher immediately.
IRRITANT	Substances that can irritate the skin or mucus membranes of the respiratory tract	pollen, moth balls, steel wool, fiber glass, potassium permanganate	Wear dust mask and gloves. Practice extra care when handling these materials.	Go to your teacher for first aid.
CHEMICAL	Chemicals that can react with and destroy tissue and other materials	bleaches such as hydrogen peroxide; acids such as sulfuric acid, hydrochloric acid; bases such as ammonia, sodium hydroxide	Wear goggles, gloves, and an apron.	Immediately flush the affected area with water and notify your teacher.
TOXIC	Substance may be poisonous if touched, inhaled, or swallowed	mercury, many metal compounds, iodine, poinsettia plant parts	Follow your teacher's instructions.	Always wash hands thoroughly after use. Go to your teacher for first aid.
OPEN FLAME	Open flame may ignite flammable chemicals, loose clothing, or hair.	alcohol, kerosene, potassium permanganate, hair, clothing	Tie back hair. Avoid wearing loose clothing. Avoid open flames when using flammable chemicals. Be aware of locations of fire safety equipment.	Notify your teacher immediately. Use fire safety equipment if applicable.

Eye Safety — Proper eye protection should be worn at all times by anyone performing or observing science activities.

Clothing Protection — This symbol appears when substances could stain or harm clothing.

Animal Safety — This symbol appears when safety of animals and students must be considered.

Radioactivity — This symbol appears when radioactive materials are used.

Writing Choice Standard
Grades 4, 7, and 10 Only

Data Collection Period I
September 17–November 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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 10-29-07
Content Area: Writing 2 Work Sample: 2	
Data Collection Period: I	Setting: Special Education - General Education: - Health Class Other Setting:
Activity Description: Reg Ed. Teacher discussed content, RJ read assignment along with his typical peer and wrote responses. Then he put his responses in alphabetical order. Needed cueing to use alphabet strip	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 2/4 correct = 50%	
Supports: Reg Ed. teacher, typical peer, adapted lesson, cues, alphabet strip	

Name: _____ Date: _____

DARE HEALTH CLASS
Assignment: The Media

Step One: Read page 6 in your DARE Booklet entitled, Media.

Step Two: Give some examples of media influences in your life.

Step Three: Below, rewrite your main answers in *alphabetical order.*

C 1. internet

x 2 movies

x 3 magazines

C 4 radio

2/4 correct = 50%

wow! what an improvement!

In Health Class = Nice work!

MEDIA any system or way of communicating ideas or messages to a large number of people.

What are some examples of media influences in your life?

1. radio
2. magazines
3. internet
4. movies

Name RE _____ Date 10-6-07

Self Determination Form

Data Collection Period I Corresponds with work sample 1

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)
I chose to write on Alphabetical order on my safety symbols paper

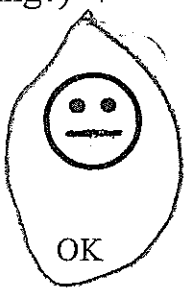
B. **Planning:** (What will I need?)
Materials Needed: my alphabet chart, paper, pencil

Steps to be completed: Look at the beginning letter of every word, put the words order

Where will I practice: In science class (reg ed)

C. **Monitoring:** (How am I doing?)

Excellent


OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)
I will look at my alphabet chart more.

Writing Choice Standard
Grades 4, 7, and 10 Only

Data Collection Period II
November 19–February 1

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 12-2-07
Content Area: Writing 2 Work Sample: 1	
Data Collection Period: II	Setting: Special Education - General Education: - Art Class Other Setting:
Activity Description: Reg Ed. teacher discussed content. RJ highlighted key terms on narrative with his typical peer. RJ then put those key terms in alphabetical order. Needed cues to use alphabet strip	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 4/6 correct = 66 %	
Supports: Reg Ed. Teacher, typical peer, adapted lesson, cues, alphabet strip	

Name: RJ ___ Date: [illegible]

Know Your Art Terms

** Please **READ** your Art Assignment.

** **PUT** he major terms in **ALPHABETICAL ORDER**.

** Now you can **BEGIN** project!

C 1. Color

C 2. Form

C 3. Line

C 4. Shape

X 5. Texture

X 6. [illegible]

7. _____

8. _____

4/6 correct = 66%

You are getting better, RJ !

Name: RJ _____ _____ Date: 1-4-08

Consumer Education: Kitchen Items

Step One: **FIND** all the items on your **KITCHEN PICTURE CARDS** and **PUT** them on top of the counter in your kitchen area.

Step Two: Have your teacher check your work.

Step Three: Your teacher will choose 10 kitchen item words for you.

Step Four: Please **PUT** these 10 words in **ALPHABETICAL ORDER** on the bottom of this page.

Kitchen Items

C 1. bowl

C 2. fry pan

C 3. knife

X 4. micro wave

X 5. measuring

C 6. mixer

C 7. pot

X 8. spoon

X 9. spatula

C 10. stove

6/10 correct = 60%

keep trying, RJ
You're doing nicely

Name RI _____ Date 1-4-02

Self Determination Form

Data Collection Period 2 Corresponds with work sample 2

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I chose to practice alphabetical order with my consumer Ed. paper

B. **Planning:** (What will I need?)

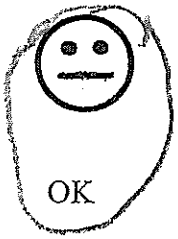
Materials Needed: my assignment, my pencil my alphabet chart.

Steps to be completed: Look at each beginning letter put the words in alphabetical order

Where will I practice: in reg. ed. consumer ed. Class

C. **Monitoring:** (How am I doing?)

Excellent



OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

Learn that work spatula comes before spoon

Writing Choice Standard
Grades 4, 7, and 10 Only

Data Collection Period III
February 4–April 18

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 12-11-08
Content Area: Writing 2 Work Sample: 1	
Data Collection Period: III	Setting: Special Education General Education: Social Studies Class Other Setting:
Activity Description: Reg. Ed. teacher discussed content, RJ worked along with typical peer to read Precipitation Map. Then RJ put city words in alphabetical order. He used his alphabet strip	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 6/8 correct = 75%	
Supports: Reg. Ed. teacher, typical peer, adapted lesson, alphabet strip	

85

Name: RT _____ Date: 12-11-09

Look at your Precipitation Map from the **UNIT TEST** in our Social Studies Class. Please put the cities in **ALPHABETICAL ORDER**.

C 1. Boston

C 2. Chicago

C 3. Denver

C 4. Lincoln

X 5. Phoenix

X 6. New Orleans

C 7. Richmond

C 8. San Francisco

9. _____

10. _____

6/8 correct = 75%
You are IMPROVING
WOW!

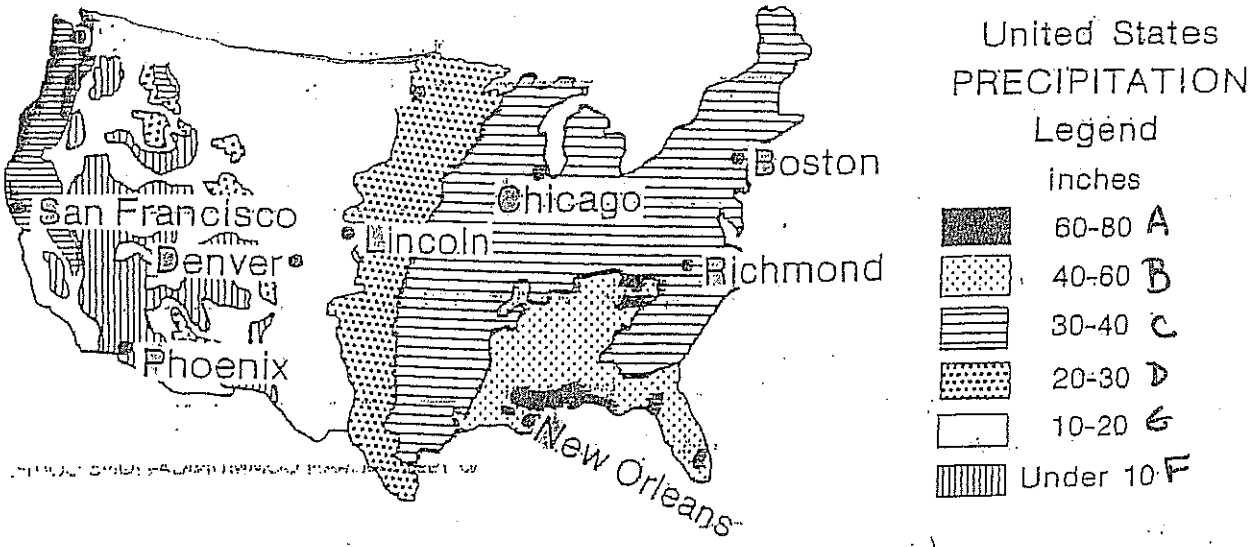
86

37

Name Ry

UNIT TEST

DIRECTIONS: Using this map, determine how much precipitation the cities listed below receive each year. Write the amount on the line in front of the city name.



1. c Chicago
2. b New Orleans
3. f Phoenix
4. b Bismark
5. c Seattle
6. d Denver

USING MAPS, GLOBES, GRAPHS, TABLES AND CHARTS
A Unit Of Study...

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LESSON 1

The Elements of Art

Like most languages, the language of art has its own special vocabulary. Unlike a spoken language, this vocabulary contains no words. Rather, this visual vocabulary is made up of *art elements*. The elements of art include: line, color, shape, form, space, and texture. In this lesson, you will define a variety of concepts directly related to the art elements, using vocabulary accurately.

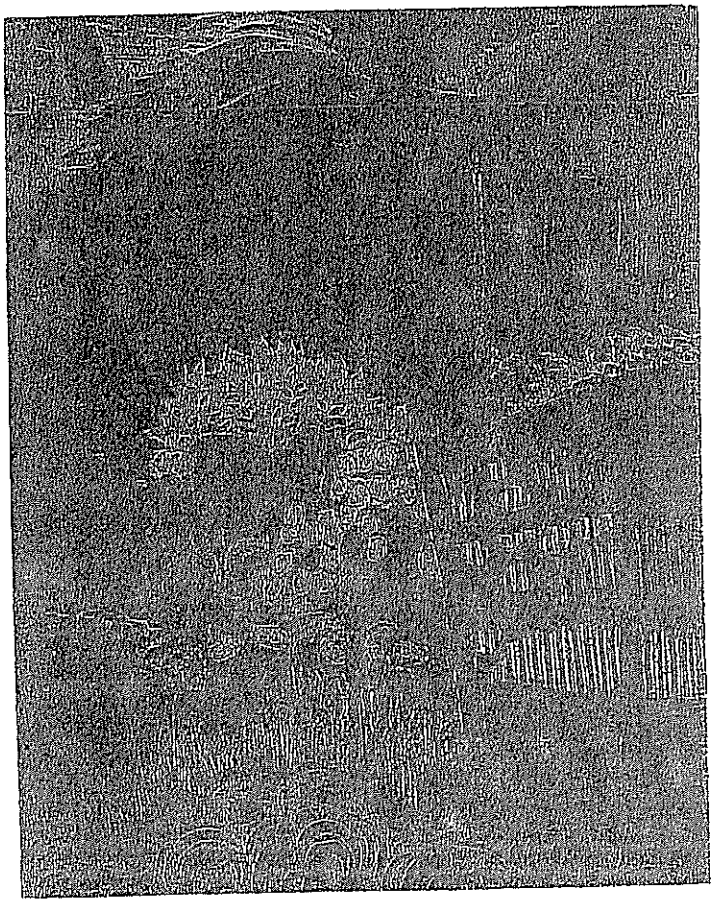
LINE

Line is everywhere you look. Lines define the frame of a door or window. When you walk along the street, you follow a line. You used lines when you wrote out the answers to yesterday's homework. What examples of lines do you see in the room you are in?

Lines are also essential in the world of art. In fact, the very first effort at making art may have involved lines. Some cave dweller living 10,000 years ago may have scratched a crude line on the wall of a cave, making the first "picture."

In art, line is defined as *the element of art that is a continuous mark made on some surface by a moving point.* There are five main types of line. Each has the power to suggest different ideas and feelings:

- **Horizontal lines.** These run parallel to the ground and suggest peacefulness or calm.
- **Vertical lines.** These run up and down and suggest strength and dignity.
- **Diagonal or slanting lines.** These suggest tension.



◆ **Figure 2–2** How many different kinds of line can you identify in this painting? Do you think the combination of different lines expresses a feeling of peace and calm or energy and excitement?

Charles Burchfield. *Noontide in Late May.* 1917. Watercolor and gouache on paper. 55.9 × 45.6 cm (22 × 17 15/16"). Whitney Museum of American Art, New York, New York. Purchase.

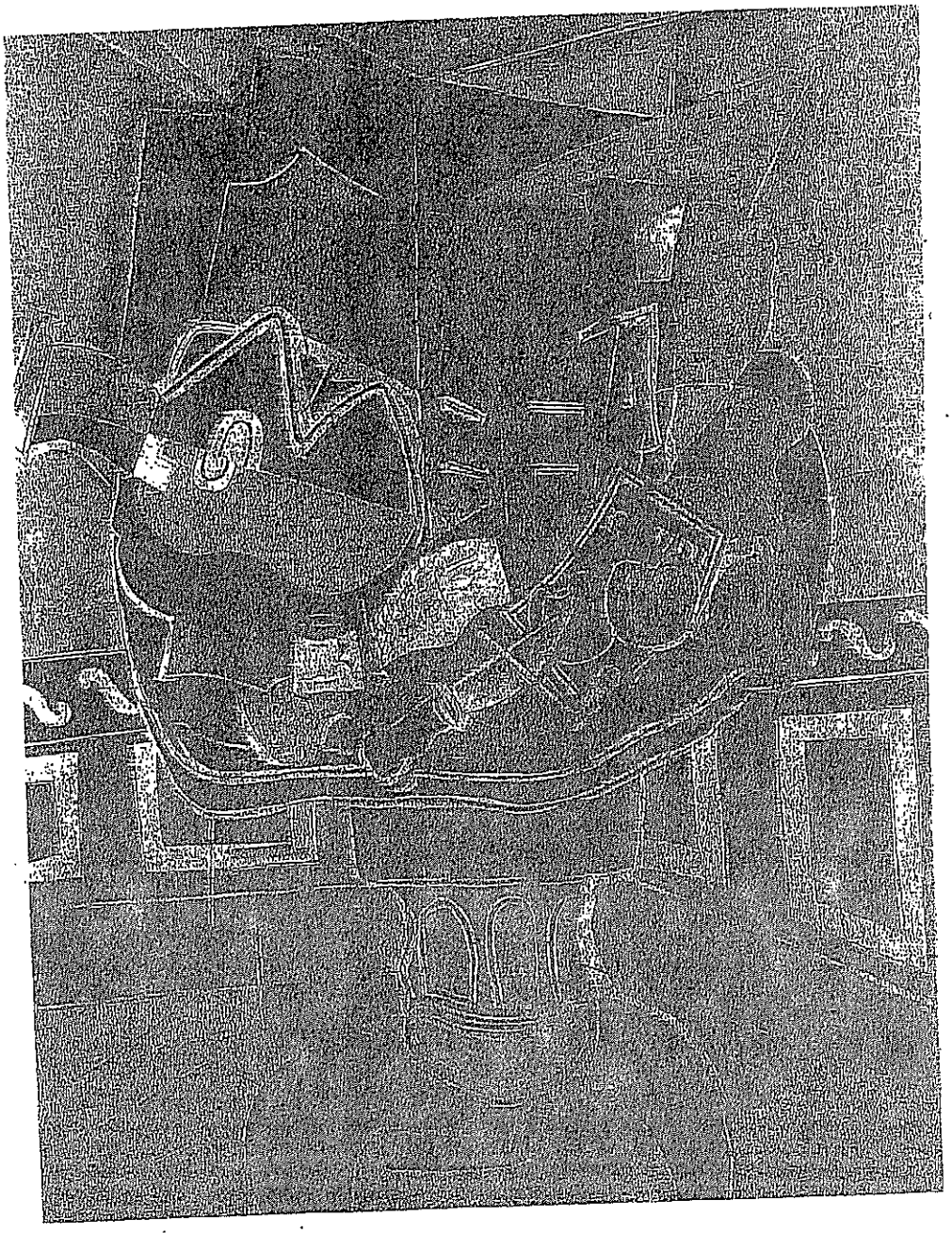
SHAPE

What happens when you join the two ends of a line together? You enclose an area known as a shape. **Shape** is *an art element that refers to an area clearly set off by one or more of the other elements*. Shapes are limited to two dimensions—height and width.

All shapes belong to one of two classes:

- **Geometric** (jee-uh-meh-trik) shapes. These shapes look as though they were made with a ruler or a drawing tool. The square, the circle, the triangle, the rectangle, and the oval are the five basic geometric shapes.
- **Organic or free-form shapes.** These shapes are not regular or even. Their outlines may be curved, angular, or a combination of both. Shapes found in nature, such as clouds or leaves, are usually organic. Can you think of some exceptions to this rule?

Examine Figure 2–4. Which type of shapes—geometric or free-form—are used most in this artwork? How many of each type can you find?



◆ **Figure 2–4** . Point to and name geometric shapes in this painting. What organic shapes are used in this work? Do you think using both geometric and organic shapes in a single work adds interest to a work? Why or why not?

Georges Braque. *The Round Table*. 1929. Oil, sand, and charcoal on canvas. 145.7 × 113.7 cm (57 ⅜ × 44 ¾"). The Phillips Collection. Washington, D.C. © 2003 Artists Rights Society (ARS), New York/ADAGP, Paris.

Writing Choice Standard
Grades 4, 7, and 10 Only

Data Collection Period II
November 19–February 1

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 1-4-08
Content Area: Writing 2 Work Sample: 2	
Data Collection Period: II	Setting: Special Education General Education Consumer Education Other Setting:
Activity Description: RJ worked along with his typical peer to gather kitchen items to make picture cards. Reg Ed. teacher discussed content. Then RJ put words in alphabetical order. Needed cues to focus on alphabet strip	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 6/10 correct = 60 %	
Supports: Reg Ed. Teacher, typical peers, adapted lesson, cues, alphabet strip	

Writing Choice Standard
Grades 4, 7, and 10 Only

Data Collection Period III
February 4–April 18

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 ***Attach to Work Sample***	
Student Name: RJ	**Date:** 3-4-08
Content Area: Writing 2 Work Sample: 2	
Data Collection Period: III	Setting: Special Education (General Education) Social Studies Other Setting:
Activity Description: Reg Ed. teacher discussed content, RJ worked with typical peer and read aloud his landforms terms. RJ then used his alphabet strip to put words in alphabetical order.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 10/10 correct = 100 %	
Supports: Reg Ed. teachers, typical peers, adapted lesson, alphabet strip	

88

Name: RJ Date: 2-4-09

Social Studies

Land Forms

After completing your Social Studies test on *Landforms,* put the following list of landform terms in alphabetical order.

water	lake	island
river	mountain	bay
gulf	valley	ocean
plain		

C 1. bay
C 2. gulf
C 3. island
C 4. lake
C 5. mountain
C 6. ocean
C 7. plain
C 8. river
C 9. valley
C 10. water

10/10 correct = 100 %

You Did IT !!

Congratulations RJ !

Name RJ _____ Date 12-11-08

Self Determination Form

Data Collection Period 3 Corresponds with work sample 1

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

* Want to practice alphabetical order with my Pretipitation map

B. **Planning:** (What will I need?)

Materials Needed: My map, my pencil

Steps to be completed: Look at the first letters of the words put them in alphabetical order

Where will I practice: Kelly Ed Social studies class

C. **Monitoring:** (How am I doing?)

Excellent

OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

know that New Orleans comes before Phoenix

Entry Cover Sheet #1
Mathematics Required
Grades 2–7 and 10 Only

Student Name: RJ _____ **SASID #:** _____ **SAU #:** _____ **Grade:** 7

p-89 in manual

Content Standard:
Standards #3 and #4: *Communications and Connections*
Students will communicate their understanding of mathematics and recognize, develop, and explore mathematical connections.

Student Performance and Progress: ***ONE*** **Measurable Targeted Skill:** RJ will add various money amounts in different curricula settings with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard: RJ will practice this skill in Reading, Math, Computer class, Consumer Education, Technology Education, Science, Social Studies, Reg Ed. school store and Snack Bar to better communicate, organize and understand mathematical concepts in real life.

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. 91

Collection Period I: September 17–November 16, 2007
Two student Work Samples Pgs. 92-96
One Self-Determination Worksheet connected to one of the Work Samples Pg. 97

Collection Period II: November 19, 2007–February 1, 2008
Two student Work Samples Pgs. 98-101
One Self-Determination Worksheet connected to one of the Work Samples Pg. 102

Collection Period III: February 4–April 18, 2008
Two student Work Samples Pgs. 103-106
One Self-Determination Worksheet connected to one of the Work Samples Pg. 107

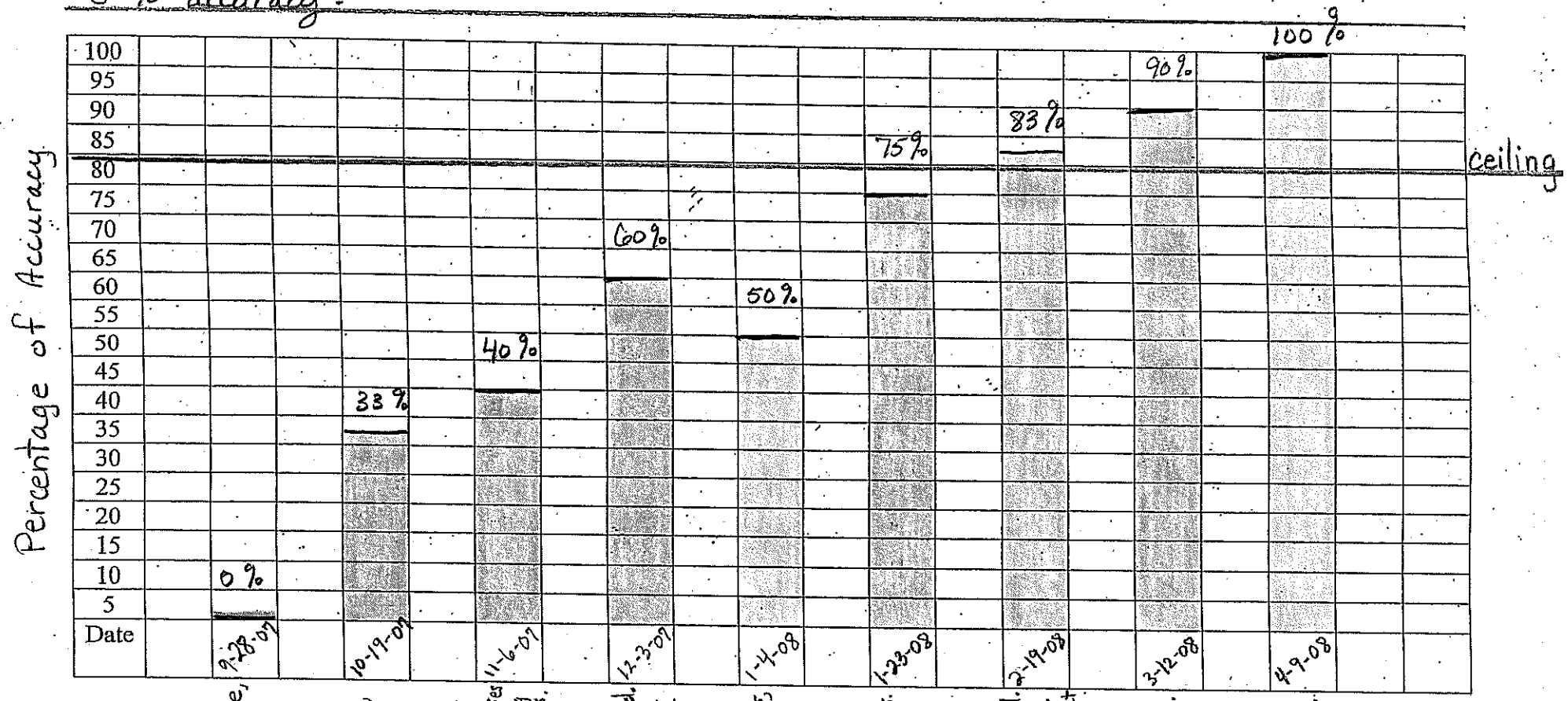
The following information must be recorded directly on each piece of evidence:

- 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.

Student Name: RJ

Targeted Performance: RJ will add various money amounts in different curricula settings with 80% accuracy.



Mathematics Required Standard
Grades 2–7 and 10 Only

Data Collection Period I
September 17–November 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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 9-28-07
Content Area: Mathematics Work Sample: I	
Data Collection Period: I	Setting: Special Education General Education School Store Other Setting:
Activity Description: Clerk at school store discussed content, RJ worked along with typical peer to read problems, then RJ attempted to add money amounts	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 0/3 correct = 0 %	
Supports: Reg ed. teacher, typical peer, adapted lesson,	

Name RJ Date 9-18-07

Add up a bill for each teacher at the school store:

0/3 correct = 0%

Mrs. Queeney bought three notebooks at $1.25 each and two key chains at $1.15 each. How much does Mrs. Queeney need to pay at the store?

$3.75
+$3.45
$7.01

Mrs. Devine bought a pencil case for $2.25. The she bought a highlighter for $1.10. How much did she need to pay at the store?

$2.25
+$1.10
$3.35

Mrs. Mason bought a fancy folder for $2.19. Then she bought 15 pencils at $0.29 each ($4.35). How much does she need to pay at the store?

$2.19
+$4.35
$7.14

It won't be long before you know this, RJ. You are a hard worker!

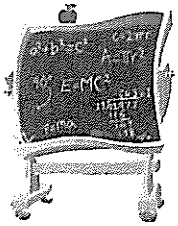
Mathematics Required Standard
Grades 2–7 and 10 Only

Data Collection Period I
September 17–November 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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 10-19-07
Content Area: Mathematics 1 Work Sample: 2	
Data Collection Period: I	Setting: Special Education General Education: Computer Class Other Setting:
Activity Description: Reg Ed teacher discussed assignment to make a tally, then RJ worked along with his typical peer to gather money amounts, Then RJ added money amounts.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 2/6 correct = 33 %	
Supports: Reg Ed. Teacher, typical peer, adapted Lesson	

2/6 correct = 33%
You're getting better!
(:)



Name RJ _____ _____ Date 10-10-07

Class: Computer
"Math in Computer Class"

Directions:

Now, take your money amounts from your tally page and add them up.

$1.14
+1.13 x
$3.27

$1.78 x
+1.85
$3.63

$1.59 x
+1.78
$3.37

$1.78
+1.14 c
$2.92

$1.13
+1.85 c
$2.98

$1.85
+1.59 x
$3.43

96

RJ

Explorer

Date

10-19-07

1	2	3	4	5	6	7	8	TOTAL
0.07	0.22	0.07	0.19	0.05	0.21		0.19	
0.08	0.1	0.17	0.17	0.1	0.17		0.17	
0.1	0.1	0.08	0.11	0.09	0.11		0.11	
0.17	0.07	0.14	0.03	0.17	0.01		0.03	
0.03	0.03	0.1	0.08	0.03	0.1		0.08	
0.04	0.24	0.13	0.1	0.07	0.13		0.1	
0.13	0.01	0.12	0.12	0.11	0.21		0.12	
0.17	0.03	0.1	0.1	0.18	0.18		0.1	
0.09	0.2	0.08	0.08	0.21	0.11		0.08	
0.1	0.07	0.08	0.08		0.09		0.08	
	0.11	0.07	0.07		0.1		0.13	
	0.18				0.13		0.18	
	0.08				0.08		0.16	
	0.22				0.02		0.06	
	0.02				0.11			
	0.13				0.09			
0.98	1.17	1.14	1.13	0.94	1.85		1.59	10.26

$

Great Job!

Name RJ Date 10-19-07

Self Determination Form

Data Collection Period I Corresponds with work sample

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I chose math on the computer first

B. **Planning:** (What will I need?)

Materials Needed: pencil, computer assignment

Steps to be completed: do my computer work, then put up my money phone

Where will I practice: in Rel. Ed. computer class

C. **Monitoring:** (How am I doing?)

Excellent

OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

I can add 1.78 and 1.85

Mathematics Required Standard
Grades 2–7 and 10 Only

Data Collection Period II
November 19–February 1

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 12-3-07
Content Area: Mathematics 1 Work Sample: 2	
Data Collection Period: II	Setting: Special Education (General Education.) Consumer Education Other Setting:
Activity Description: Reg Ed. teacher discussed content, RJ worked with typical peer to review decimal points, Then RJ added money amts.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 3/5 correct = 60 %	
Supports: Reg Ed. Teacher, Typical peer, adapted assignment	

99

Name R Date 12-[illegible]-07

Class: Consumer Education

How Much Money Do We Need?

3/5 correct = 60%
What a nice improvement
Good Job, RJ !

Directions: Add the following amounts of money.

Thread $1.54
Needles + 1.63
$3.17 c

Seamripper $2.13 x
Baster + 1.87
$3.40

Bobbins $3.42
Scissors + 5.46
$8.88 c

Pins $2.89 x
Ruler + 2.33
$4.32

Chalk $4.01
Trim + 3.79
$7.80 c

Mathematics Required Standard
Grades 2–7 and 10 Only

Data Collection Period II
November 19–February 1

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 1-4-08
Content Area: Mathematics 1 Work Sample: 2	
Data Collection Period: II	Setting: Special Education General Education: Science Other Setting:
Activity Description: RJ worked along with typical peer to do Salmon Project and terms, Reg Ed Teacher discussed content, RJ did adding of money	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 2/4 correct = 50 %	
Supports: Reg Ed. teacher, typical peer, adapted lesson	

Name RJ

Date

Class: Science

Step One: Complete your "Atlantic Salmon Assignment"

Step Two: Add up your money quantities below.

2/4 correct = 50%

Keep trying, RJ !

You're doing Great

#1 3 salmon = $3.00
1 salmon = +1.00 ✗
$3.00

#2 2 eggs = $1.00
4 eggs = +2.00 C
$2.00

#3 1 parr = $1.50
5 parr = +7.50 C
$9.00

#4 7 kelts = $5.25
3 kelts = +2.25 ✗
$7.40

Name RT Date 1-4-08

Self Determination Form

Data Collection Period II Corresponds with work sample 2

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I want to/Money on my salmon assignment.

B. **Planning:** (What will I need?)

Materials Needed: my assignment, my pencil

Steps to be completed: first to my salmon paper, then to my [illegible].

Where will I practice: in Red Ed. Science class

C. **Monitoring:** (How am I doing?)

Excellent OK I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

Better at 3.00 and 1.00

Mathematics Required Standard
Grades 2–7 and 10 Only

Data Collection Period III
February 4–April 18

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 2-19-08
Content Area: Mathematics 1 Work Sample: 1	
Data Collection Period: III	Setting: Special Education (General Education:) Technology Education Other Setting:
Activity Description: Reg Ed Teacher discussed content, Typical peer read labels with RJ, RJ added money amounts	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 5/6 correct = 83 %	
Supports: Typical peer, Reg Ed. Teacher, adapted assignment	

Name R.

Date 2/10/08

Class: Technology Education

Assignment: Add up the money amounts needed to complete our construction project.

Nails $5.75
Bolts + 3.15 c
$8.90

Sandpaper $1.99
Paint + 6.10 c
$8.09

Screws $3.33
Glue + 2.29 c
$5.62

Wire $4.12
Magnets + 1.56 c
$5.68

Timer $3.05
String + 2.77 c
$5.82

Fishing Line $1.76
Eye Hooks + 4.89 x
$6.65

5/6 = 83%

Wow, RJ!
this is GREAT WORK!

Mathematics Required Standard
Grades 2–7 and 10 Only

Data Collection Period III
February 4–April 18

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 4-9-08
Content Area: Mathematics 1 Work Sample: 2	
Data Collection Period: III	Setting: Special Education General Education: Snack Bar Other Setting:
Activity Description: Head of cafeteria at snack bar discussed content, typical peer helped to read labels, RJ added money amts	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 10/10 correct = 100 %	
Supports: Reg Ed. Cafe Head, typical peer, adapted lesson	

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10/10 correct = 100%
Super Job

Name: [illegible] Date 4-9-08

I am going to buy snacks at the snack bar. How much money will I need?

student lunch	$ 2.25		two lemonades	$ 1.50	
large salad	$ 1.25		teacher's salad	$ 1.75	
	$3.50	C		$3.25	C
two ice teas	$ 1.20		three small salads	$ 2.25	
three waters	$ 1.80		three granola bars	$ 1.20	
	$3.00	C		$3.45	C
four pieces of fruit	$ 1.60		three pretzels	$ 1.50	
one teacher's lunch	$ 2.75		three Nutty Buddies	$ 1.50	
	$4.35	C		$3.00	C
three Sunny Delight	$ 2.25		four chips	$ 2.75	
three pieces of pie	$ 3.75		two small salads	$ 1.50	
	$6.00	C		$4.25	C
two Snickers bars	$ 1.85		three ice cream sandwiches	$ 2.30	
four orange sherbert	$ 1.90		three Milky Way bars	$ 2.80	
	$3.75	C		$5.10	C

Name Rt Date 2-18-09

Self Determination Form

Data Collection Period I II I Corresponds with work sample 1

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I want to work on adding money on Tech. Ed. today.

B. **Planning:** (What will I need?)

Materials Needed: my assignment, my pencil

Steps to be completed: First I read my directions then, then I add my numbers.

Where will I practice: in Reg. Ed. Technology Education

C. **Monitoring:** (How am I doing?)

Excellent

OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

I Do better with adding 1.75 and 4.89

Entry Cover Sheet #2
Mathematics Choice
Grades 2–7 and 10 Only

Student Name: RJ _____ **SASID #:** __ **SAU #:** . **Grade:** 7

p. 87 in manual **Content Standard:** #1 and 2 Student will use problem-solving strategies to investigate and understand increasingly complex mathematical content; and student will use mathematical reasoning.

Student Performance and Progress: *ONE* **Measurable Targeted Skill:** RJ will solve word problems with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard: RJ will practice this skill in Science, Social Studies, Health, Computer, Reading, and the reg. ed. School store to better learn to solve a problem by applying strategies to a situation.

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. 109

Collection Period I: September 17–November 16, 2007
- Two student Work Samples — Pgs. 110-114
- One Self-Determination Worksheet connected to one of the Work Samples — Pg. 115

Collection Period II: November 19, 2007–February 1, 2008
- Two student Work Samples — Pgs. 116-121
- One Self-Determination Worksheet connected to one of the Work Samples — Pg. 122

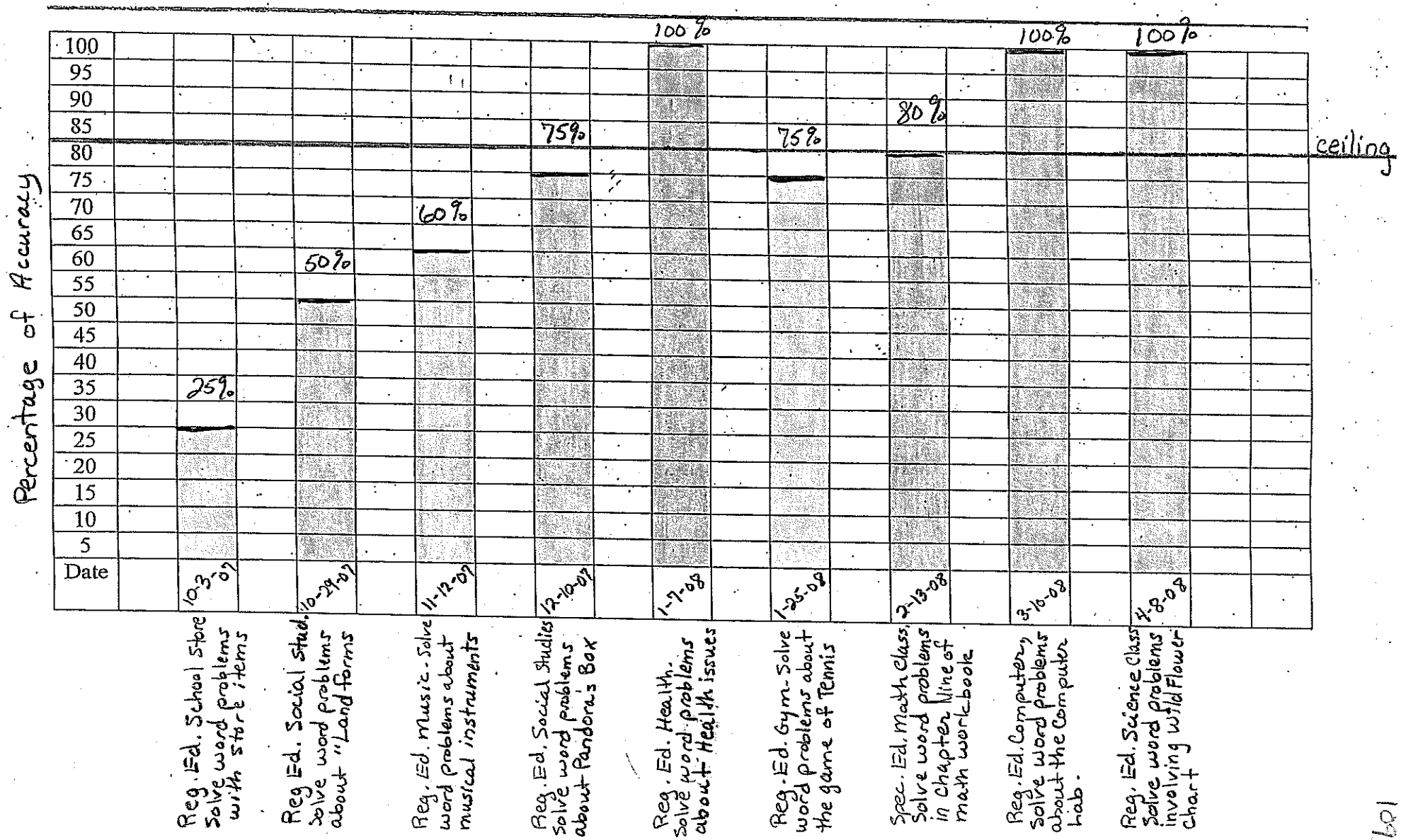
Collection Period III: February 4–April 18, 2008
- Two student Work Samples — Pgs. 123-127
- One Self-Determination Worksheet connected to one of the Work Samples — Pg. 128

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.

Student Name: RJ

Targeted Performance: RJ will solve word problems with 80% accuracy



Mathematics Choice Standard
Grades 2–7 and 10 Only

Data Collection Period I
September 17–November 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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 10-3-07
Content Area: Mathematics 2 Work Sample: 1	
Data Collection Period: I	Setting: Special Education General Education = School Store Other Setting:
Activity Description: School store clerk discussed content, typical peer read along with RJ, RJ did word problems	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 1/4 correct = 25%	
Supports: Reg Ed Teacher, typical peer, adapted lesson	

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Name RJ Date 10-3-07

Class Math at Reg Ed. School Store

1/4 correct = 25

You are working hard, RJ

1. Joey bought 12 gum drops. Then he bought 7 lemon drops. How many pieces of candy does he have all together?

2. Matt bought 22 pieces of licorice. He gave 11 pieces away. How many does he have left?

3. Jess bought 18 lollipops to share with 2 friends. How many lollipops does each friend have?

4. There are 3 students who each need 3 peppermint sticks. How many peppermint sticks should Sam buy?

See attached sheet

1. $\begin{array}{r} 12 \\ +7 \\ \hline 5 \end{array}$ X

2. $\begin{array}{r} 22 \\ -11 \\ \hline 2 \end{array}$ X

3. $\begin{array}{r} 16 \\ \times 2 \\ \hline 34 \end{array}$ X

4. $\begin{array}{r} 8 \\ \times 3 \\ \hline 9 \end{array}$ =

Mathematics Choice Standard
Grades 2–7 and 10 Only

Data Collection Period I
September 17–November 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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 10-29-07
Content Area: Mathematics 2 Work Sample: 2	
Data Collection Period: I	Setting: Special Education General Education: Social Studies Other Setting:
Activity Description: Req Ed. teacher discussed content, typical peer read along with RJ. RJ did word problems.	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 2/4 correct = 50 %	
Supports: Typical peer, Req Ed. Teacher, Adapted Lesson	

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Name: RT _____ Date: 10-24-07

LandForms Unit

2/4 Correct = 50%

answer the following Landform questions:

You're getting better, RJ !

1. You decided to hike up to Mt. Amherst this weekend. The trail was 12 miles long. You could only hike up 6 miles. How many miles were left to the end of the trail?

$$\begin{array}{r} 12 \\ +6 \\ \hline 18 \end{array}$$ x

2. You walked down to the peninsula of Lake Wikkiwam. There were 20 boats pulled up onto the beach. Mr. Jonès wanted to rent 4 of the boats, How many boats were left?

$$\begin{array}{r} 20 \\ +4 \\ \hline 24 \end{array}$$ x

3. Today when you visited Black Bear Valley, you counted 17 visitors. 5 visitors went home by 12:00 noon. How many visitors stayed until closing time at 5:00 PM?

$$\begin{array}{r} 17 \\ -5 \\ \hline 12 \end{array}$$ c

4. There were 12 benches at the Diamond Head Volcano Observatory. But 2 were broken. How many benches Were NOT broken?

$$\begin{array}{r} 12 \\ -2 \\ \hline 10 \end{array}$$ c

Name RJ _____ Date 10/3/07

Self Determination Form

Data Collection Period 1 Corresponds with work sample 1

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I choose to solve Word Problems at the School Store

B. **Planning:** (What will I need?)

Materials Needed: Items, pencil, paper

Steps to be completed: first I read my Problems, then I decide how to do the Math

Where will I practice: in Reg Ed. School Store

C. **Monitoring:** (How am I doing?)

Excellent

OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

Learn to divide 18 by 2

Mathematics Choice Standard
Grades 2–7 and 10 Only

Data Collection Period II
November 19–February 1

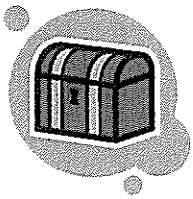
Work Sample #1
(Fill in the Work Sample Label below and attach it to the actual Work Sample. The label alone is NOT a Work Sample.)

Student Work Sample Label *Attach to Work Sample*	
Student Name: RJ	**Date:** 12-10-07
Content Area: Mathematics Work Sample: 1	
Data Collection Period: II	Setting: Special Education General Education: Social Studies Other Setting:
Activity Description: Reg Ed teacher discusses content, RJ worked with typical peer to do Pandora's Box poster and read questions, RJ then did word problems	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 3/4 correct = 75 %	
Supports: Reg Ed. teacher, typical peer, adapted lesson	

PANDORA'S BOX

Name R Date 12-10-07

Class Social Studies



3/4 correct = 75 %
wow!

1. Look at your Pandora's Box poster. You put 4 words on your poster. Then you put 2 more words on your poster. How many words did you use?

2. There are 7 pictures on your poster. Three (3) pictures were of animals. How many pictures were not animals?

3. There were 11 colored letters. You used a different color for each letter. How many colors did you use?

4. There are 3 animals on your poster. Each animal has 2 eyes. How many eyes are there all together?

1. $\begin{array}{r} 4 \\ +2 \\ \hline 6 \end{array}$ c

2. $\begin{array}{r} 7 \\ -3 \\ \hline 4 \end{array}$ c

3. $\begin{array}{r} 11 \\ +1 \\ \hline 12 \end{array}$ x

4. $\begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array}$ c

Mathematics Choice Standard
Grades 2–7 and 10 Only

Data Collection Period II
November 19–February 1

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 1-7-08
Content Area: Mathematics 2 Work Sample: 2	
Data Collection Period: II	Setting: Special Education General Education: Health Class Other Setting:
Activity Description: Reg Ed. teacher discussed content, RJ worked with typical peer and RJ read to him/her then RJ did word problems	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 4/4 correct = 100 %	
Supports: Reg Ed. Teacher, typical peer, adapted lesson	

HEALTH CLASS

Name_KS_ Date_1/7/09_

4/4 correct = 100%
Super Job!

1. You thought of 4 safety rules. Then your partner added 4 more. How many safety rules did you have all together?

2. Joe learned about 9 illegal drugs. Sally put a picture on her poster for 3 of the drugs. How many did not get on the poster?

3. Each person in your group had to think of 2 healthy habits. There are 3 people in your group. How many healthy habits did the group of in all?

4. There are 4 tables in health class. Brittany has to pass out 8 health books. How many health books go on each table?

See attached →

1. C

2. C

3. C

4. C RJ - you used your mental math on this one ☺

Name RT _____ Date 12-10-07

Self Determination Form

Data Collection Period 2 Corresponds with work sample 1

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I want to solve word Problems in Social Studies

B. **Planning:** (What will I need?)

Materials Needed: my pencil Box paper, pencil

Steps to be completed: I read my Problems, then do the math

Where will I practice: in Reg Ed. Social Studies class

C. **Monitoring:** (How am I doing?)

Excellent

OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

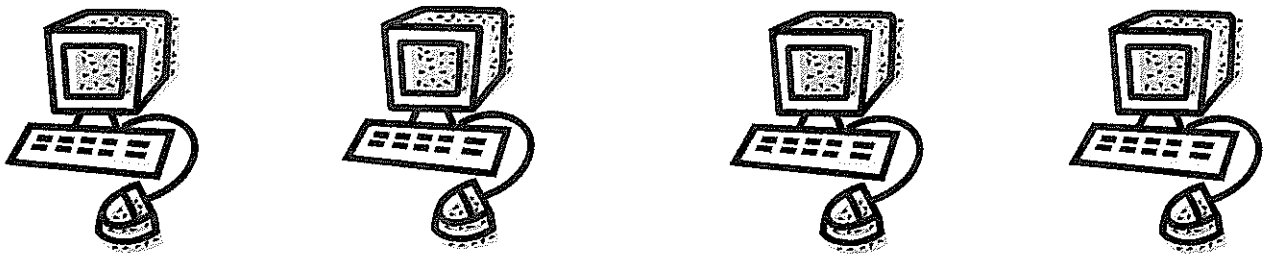
Divide it up

Mathematics Choice Standard
Grades 2–7 and 10 Only

Data Collection Period III
February 4–April 18

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 3-10-08
Content Area: Mathematics 2 Work Sample: 1	
Data Collection Period: III	Setting: Special Education General Education: Computer Class Other Setting:
Activity Description: Reg Ed. teacher discussed content, typical peer read questions with RJ, RJ did word problems	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 3/3 correct = 100 %	
Supports: Reg Ed. teacher, typical peer, adapted lesson	



Computer Class

Name_____ Date_____

3/3 correct = 100 %

1. The computer lab had 20 computers. They bought 5 more. How many computers do they have now?

2. The computer lab had 3 printers. One (1) printer broke. How many printers do they have now?

3. Each child got 2 booklets of computer directions. There are 5 students in your group. How many booklets do you need?

(see attached)

1. $\frac{3}{4}$ c

100%

Great!

2. $\frac{1}{2}$ c

3. $\frac{5}{10}$ c

Mathematics Choice Standard
Grades 2–7 and 10 Only

Data Collection Period III
February 4–April 18

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 *Attach to Work Sample*	
Student Name: RJ	**Date:** 4-8-08
Content Area: Mathematics 2 Work Sample: 2	
Data Collection Period: III	Setting: Special Education General Education: Science Other Setting:
Activity Description: Reg Ed. teacher discussed contents, Typical peer read questions along with RJ, RJ did word problems	
Student's Performance (use same measurement terms listed in targeted skill on Entry Cover Sheet): 3/3 correct = 100 %	
Supports: Typical peer, reg ed. teacher, adapted lesson	

Name [illegible]

Date 4/19/08

Class: Science

Wildflower Research Results

Field	Average number of flowers (per 10 m²)	Number of species	Species currently flowering
1	51	12	9
2	17	11	7
3	22	22	20

Assignment: Results from Wildflower Research

Directions

- Review wildflower research results from the graph
- Answer the following subtraction problems.

3/3 correct = 100 %
Fantastic!

1. There are 12 species in Field 1. There are 9 species currently flowering. How many species are **NOT** flowering?

3 = species not flowering in Field 1

12
-9
3
C

2. There are 11 species in Field 2. There are 7 species currently flowering. How many species are **NOT** flowering?

11
-7
4
C

4 = species not flowering in Field 2

Analyze your Data! Circle your answer.

3. Which field has more species flowering? 4

a. Field 1 b. Field 2

4>3
C

Name RJ _____ Date 3-10-08

Self Determination Form

Data Collection Period 2 Corresponds with work sample 1

A. **Choice Making:** (I was offered 2 verbal choices and this is the one I chose.)

I want to solve Work Problem in computer class

B. **Planning:** (What will I need?)

Materials Needed: my computer paper my pencil

Steps to be completed: Read my Problems do the Math

Where will I practice: in Reg Ed computer class

C. **Monitoring:** (How am I doing?)

Excellent

OK

I Can Do Better

D. **Evaluating:** (In order to improve, this is what I will do next time.)

Learn my multiplication facts a little faster